BODDY, Inez Moore, 1911–

THE RELATIONSHIP BETWEEN LIBRARIANS
AND AUDIO–VISUAL SPECIALISTS IN COL–
LEGES AND UNIVERSITIES AND THE ROLE
OF EACH IN THE ACADEMIC PROCESS,

The Ohio State University, Ph.D., 1965
Education, general

University Microfilms, Inc., Ann Arbor, Michigan
THE RELATIONSHIP BETWEEN LIBRARIANS AND
AUDIO-VISUAL SPECIALISTS IN COLLEGES
AND UNIVERSITIES AND THE ROLE
OF EACH IN THE ACADEMIC
PROCESS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Inez Moore Boddy, B.S., B.S.L.S., M.A.

* * * * * * * * *

The Ohio State University
1965

Approved by

[Signature]

Norman Woelfel
Adviser
School of Education
DEDICATION

To

Mollie E. Dunlap

whose help made this work possible.
The following study is the result of a great desire and a persistent struggle. It is realized by the author, however, that such would not have been possible had it not been for the assistance, suggestions, advice, and patience of many other people.

I extend my heartfelt appreciation and thanks to the Department of Education at The Ohio State University for the very rich and worthwhile background given me before the study was ever conceived. Thanks to Dr. Clara A. Henderson for her guidance and help in organizing the study. I am especially grateful to Dr. Norman Woelfel for his assistance, understanding, patience, and wise criticism of the entire study.

To Chapter V, P.E.O. Sisterhood, Columbus, Ohio; the National P.E.O. Sisterhood Educational Fund, Des Plaines, Iowa, and the National Scholarship Fund of Beta Phi Beta Sorority, Incorporated, Washington, D. C., I am grateful and most appreciative for their financial aid and for their faith in me.

To my typists, Mrs. Frances Hawkins, Mrs. Gloria Fort, and Miss Janet Jones, thanks for a job well done.
Sincere acknowledgments are made to the college librarians in the five-state area of Ohio, Pennsylvania, West Virginia, Indiana, and Kentucky and the library educators in the United States and Canada for their encouragement, suggestions, and for completing the questionnaire.

Finally my sincere appreciation to my co-workers, the librarians at Hallie Q. Brown Library, Central State University; Mildred Green, Hazel Dabney, and Victoria Dickerson, my friends for their help, patience, encouragement, understanding and untiring support while I was working on this study. Only they understood completely what was truly involved in this accomplishment.
## CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND DEFINITION OF TERMS USED</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>2</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>6</td>
</tr>
<tr>
<td>The library</td>
<td>6</td>
</tr>
<tr>
<td>Librarian</td>
<td>6</td>
</tr>
<tr>
<td>Library science</td>
<td>6</td>
</tr>
<tr>
<td>Audio-visual material</td>
<td>7</td>
</tr>
<tr>
<td>Instructional material</td>
<td>7</td>
</tr>
<tr>
<td>Instructional materials center</td>
<td>7</td>
</tr>
<tr>
<td>Basic Assumptions Underlying the Study</td>
<td>8</td>
</tr>
<tr>
<td>Limitations and Scope of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Organization of the Thesis</td>
<td>9</td>
</tr>
<tr>
<td>II. REVIEW OF LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Summary</td>
<td>28</td>
</tr>
<tr>
<td>III. HISTORICAL BACKGROUND OF ACADEMIC LIBRARIES AND</td>
<td></td>
</tr>
<tr>
<td>AUDIO-VISUAL EDUCATION</td>
<td>30</td>
</tr>
<tr>
<td>Summary</td>
<td>48</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>IV. METHODS AND MATERIALS FOR GATHERING DATA</td>
<td>49</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>50</td>
</tr>
<tr>
<td>Questionnaire to Librarians</td>
<td>51</td>
</tr>
<tr>
<td>Questionnaire to Library Schools</td>
<td>54</td>
</tr>
<tr>
<td>Visitations</td>
<td>55</td>
</tr>
<tr>
<td>Letter Which Accompanied Questionnaire</td>
<td>56</td>
</tr>
<tr>
<td>Summary</td>
<td>61</td>
</tr>
<tr>
<td>Interviews</td>
<td>62</td>
</tr>
<tr>
<td>V. RESPONSES FROM LIBRARY SCHOOLS AND ACADEMIC LIBRARIANS</td>
<td>68</td>
</tr>
<tr>
<td>Library School Responses</td>
<td>69</td>
</tr>
<tr>
<td>Affirmative comments</td>
<td>75</td>
</tr>
<tr>
<td>Negative comments</td>
<td>78</td>
</tr>
<tr>
<td>Affirmative with reservations comments</td>
<td>80</td>
</tr>
<tr>
<td>Academic librarian responses</td>
<td>81</td>
</tr>
<tr>
<td>Summary</td>
<td>105</td>
</tr>
<tr>
<td>VI. SUMMARY, DISCUSSION AND RECOMMENDATIONS</td>
<td>108</td>
</tr>
<tr>
<td>Summary</td>
<td>122</td>
</tr>
<tr>
<td>Recommendations</td>
<td>123</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>131</td>
</tr>
<tr>
<td>APPENDIX A. Library Schools or Library Courses Questionnaire</td>
<td>137</td>
</tr>
<tr>
<td>APPENDIX B. Academic Libraries Questionnaire Addressees</td>
<td>141</td>
</tr>
<tr>
<td>APPENDIX C. Key to Library Schools Making Comments</td>
<td>148</td>
</tr>
</tbody>
</table>
LIST OF TABLES

TABLE

I. Library Schools Offering Audio-Visual Courses ............ 69
II. Department Responsible for Audio-Visual Services ............. 71
III. Training in the Operation of Equipment ............ 73
IV. Distribution of Laboratory Period Requirements .......... 73
V. Training in Both Librarianship and Audio-Visual Instruction ............. 74
VI. Location of A-V Center in the Library ............ 83
VII. Audio-Visual Centers Administered by Library .......... 84
VIII. Library Responsible for Material and Equipment ............. 84
IX. How A-V Materials Are Distributed ............. 86
X. A-V Materials and Equipment in the Library ............. 87
XI. Items Considered Sole Responsibility of the Library ............. 89
XII. Value in A-V Training for Librarians ............. 90
XIII. Preparation of A-V Lists ............. 90
XIV. Location of A-V Center in the Library ............. 91
XV. Should Library Schools Offer Courses in A-V Instruction ............. 92
LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dale's &quot;Cone of Experience&quot;</td>
<td>46</td>
</tr>
<tr>
<td>2. Olsen's &quot;Perspective in Audio-Visual Education&quot;</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Audio-visual methods have been in existence and have made contributions to growth at various educational levels for the past thirty years or more. However, it was during World War II, when the armed forces used audio-visual methods and materials so successfully in their training program, that educators began to realize the tremendous impact this form of communication could have upon the learning process in our schools. As early as 1946, F. Ahl commented upon this impact in the following statement:

Undoubtedly the greatest contribution World War II will make to our educational methods and techniques is in the realm of audio-visual aids. The military and navy training programs emphasized the need for proper utilization and evaluation of motion pictures, filmstrips and slides, charts and still pictures, models, recordings, and the radio. They proved beyond a shadow of a doubt the effectiveness of audio-visual instructional materials in education. Audio-visual aids are on the eve of their greatest contribution to the teaching and learning process in the nation's schools. That the stimulus of the war program will carry over into the era of peace there can be no doubt. That there is likely to be much
more enthusiasm than intelligence in the future development of the audio-visual movement is a grave danger. The road ahead is wrought \textit{sic} with problems. Only as we meet and solve these problems will we succeed, in establishing a truly effective program\textsuperscript{1}.

**THE PROBLEM**

\textit{Statement of the problem.} Ahl's statement, made some twenty years ago, seems to have been an accurate prediction. There has been and still is much enthusiasm for the use of audio-visual methods and materials. There were and still are many critical problems to be solved in order to obtain the best results. One of these persistent problems relates to the administration of the audio-visual program in higher education. There has been much discussion about the role of the college and university libraries and librarians in this phase of academic organization. It has centered largely around the question whether the library should be the major department responsible for this form of communication.

College librarians have for some time been concerned with their role in providing audio-visual services. Yet they have been hesitant to participate to any great degree in the introduction of such services. Public and school librarians met the challenge long before academic librarians were willing to concede that they, too, must be concerned about new ways of communication. Even today, where many institutions of higher learning have placed the administration of audio-visual programs with the librarian, there have been some misgivings about the feasibility of programs administered within the library. Librarians as well as audio-visual specialists and other educators have expressed doubts as to the effectiveness of such an organization. Statements such as the following are typical of these reservations.

1. The training of librarians is limited and/or specialized. Therefore, it is felt that librarians are not capable of handling audio-visual materials.

2. Librarians are "timid souls" and unable to bring themselves to learning the techniques and manipulations of the equipment involved in audio-visual services.

3. Librarians are too busy with books and other problems and services to have the time to devote to any new services and problems, such as would be involved in the audio-visual program.
4. Critical problems are already being faced in the financing of printed materials. Budgets will be dislocated when the more expensive instructional materials must be purchased, circulated, and maintained.

5. The new media often require not only guidance in use but overt promotion and extensive co-operation within the college. Many librarians believe that this approach is neither a suitable one for them nor within their professional competence.

The above statements and many more may all be partially true. Since there has been, over a period of years, so much discussion concerning the library and audio-visual services, there appears to be a need for an objective study of the potential of the library for contributing to the improvement of higher education.

E. Dale, in speaking mainly of public libraries, said that the progressive library is no longer concerned only with books. Academic libraries, too, are concerned with handling all media of communication which increase the understanding of their patrons. Books are only one phase of communication which they are interested in promoting. They already provide recordings, microfilms, microcards, and maps.

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Specifically, the attempt was made within this study to investigate the relationship existing between the audio-visual specialists and librarians in selected colleges to discover the role each plays in the academic programs in higher education.

An investigation of current practice reveals that the role of the audio-visual specialist seems to be clearly defined. That of the librarian, however, continues to be somewhat nebulous. It is for this reason that the present study has investigated the role of the librarian in planning and in implementing audio-visual services in institutions of higher learning.

This study does not deal with all of the problems related to audio-visual administration and services within the college or university library. But the investigator did try to present an objective survey of the programs in a selected group of college and university libraries, to report what librarians feel should be their role in the audio-visual program, and to learn from library schools the provisions made for audio-visual education in their curricula.
DEFINITIONS OF TERMS

The various terms and phrases used throughout this investigation are here defined.

The library. As defined in Webster's New Collegiate Dictionary, 1959, page 484, the "library" is an apartment or building devoted to a collection of books, manuscripts, etc., kept for use but not for sale; it also is an institution for the custody, circulation, or administration of such a collection.

Librarian. The librarian may be defined as a specialist in the care and management of a library. The chief vocation of a librarian is that of working with books and other learning materials.

Library science. As any of the other sciences, library science is a study of the principles and practices of library care and administration. It involves various divisions, such as the selection of books and materials, cataloging and accessioning of such, teaching the use of books and materials, and guidance of children, youth, and adults in the proper use of the same.
**Audio-visual material.** Any device which assists in making a learning situation realistic, concrete, effective and/or dynamic can be referred to as an audio-visual teaching aid.

**Instructional material.** The term is synonymous with the term audio-visual material and can thus be used interchangeably. Some prefer "instructional material" because it is not limited to sight and hearing.

**Instructional materials center.** I. F. Cypher gives the following as a good definition of the instructional materials center:

The instructional materials center is a service agency. Its chief purpose, and its only justification for existence, is to provide good learning experiences for pupils and adults of the community. It is a resource center for teaching tools, materials, and ideas. The personnel and all the materials and other sources made available through the center must be devoted to the improvement of the learning experiences.³

BASIC ASSUMPTIONS UNDERLYING THE STUDY

A number of basic assumptions with respect to the relationships existing between the audio-visual specialist and the librarian underlie this study. Among these assumptions are the following:

1. The audio-visual center and the library are service units of an institution of higher education.

2. Efficient personnel are necessary to give meaning to and facilitate learning from audio-visual materials and methods.

3. The role of the audio-visual specialist as well as that of the librarian is to assist teachers and students in locating, obtaining, and using all types of materials which aid in the learning process.

4. Many important learnings are acquired by other means than the printed page.

5. Most college librarians should be concerned with making ideas available regardless of media.

6. Colleges and universities should provide information in the most appropriate form and location possible and libraries should be of assistance in this process.

LIMITATIONS AND SCOPE OF THE STUDY

Within this study, certain limitations were recognized. Among these were the following:

1. The study was based on the findings of data collected from selected colleges in a five-state area.
The colleges and universities in the home state of Ohio, and in the states of Kentucky, Indiana, West Virginia, and Pennsylvania, with an enrollment of over five hundred students were included in the study.

2. Accredited library schools and selected colleges and universities in the United States and Canada, offering sixteen hours or more of library science courses in their curricula, were surveyed in regard to their programs for preparing students in audio-visual education.

ORGANIZATION OF THE THESIS

The organization of the remainder of this study is as follows: In Chapter II a review of the literature is presented. A brief historical background of academic libraries and of audio-visual education is discussed in Chapter III. In Chapter IV methods and materials for gathering data in the investigation are described. Chapter V includes a presentation of responses to questionnaires from the colleges and universities participating in the study. Chapter VI involves a summary discussion with recommendations and conclusions based upon the findings and their implications.
CHAPTER II

REVIEW OF LITERATURE

Literature related to college and university audio-visual services is rather limited. Although there have been audio-visual services in libraries for many years too often they were not so classified, thus there was little discussion of them.

One of the main objectives of this study was to determine the nature of the thinking of librarians and audio-visual specialists regarding their responsibilities for providing a wider variety of instructional materials in higher education.

In speaking of college libraries and their relationship to audio-visual materials and services, A. M. Johnston says that most libraries are already involved to a limited degree through microfilm services, arts and crafts, displays, pictures, records, and slide collections in offering such services.4 He further believes that librarians have many understandings and skills about handling printed materials

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that will readily transfer to the handling of instructional materials. Johnston explains that skills include such responsibilities as selecting aids, processing, cataloging, and circulating educative materials. He sees the librarian as providing a one-stop service where students and staff can find needed instructional media without having to shuttle from building to building.\(^5\) While he feels librarians should be deeply involved with audio-visual service, he concedes, however, that it may not be practical for them to include instructional materials in the library in any extensive ways at this period because of limited budget, staff, space, and facilities.

L. Shores says that it would be difficult to discover a single library in these United States without some non-print materials.\(^6\) Audio-visual media and libraries are no strangers and are not to be treated as such.

\(^5\)Ibid., p. 1958.

In a lecture on the challenge of audio-visual media in librarianship, Dale has some candid advice for librarians. He states that librarians must face this problem of specialized materials. He recognizes that this will be difficult but soluble.

According to Dale, the librarian must look upon himself not merely as an agent for the custody and distribution of printed materials, but also as an agency for the custody and distribution of illuminating ideas no matter whether they appear on tape, film, paper, or a television screen. He further says that there are dozens of challenges for librarians all of which involve complex problems of decision making and administration. Yet "over and beyond" these problems he feels there is still another—the wise correlation of these materials with books, pamphlets and guided discussion. He also proposes a slogan to librarians which he says they might well remember—"Your library has the best ideas in the world." 

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8 Ibid., p. 101.

9 Ibid.
R. Krug, a Milwaukee public librarian, writes that the library can and should be an agency for ideas and that today these ideas are packaged in various forms.¹⁰ Using the library would mean a one stop service.

"By derivation," M. L. Shane says, "the word 'library' means a place where books can be had and audio-visual aids are books of a kind—they are talking books."¹¹ Libraries which offer audio-visual services are really stimulating the wider use of books.

Lyle says that audio-visual materials, including films, filmstrips, recordings, and tapes are an integral part of modern instruction and every college library must concern itself with them.¹² The library, he believes, should take the initiative for providing them if no other

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agency on campus has been assigned this responsibility. He further believes that if the library is to undertake this part of the program there should be a special budget which would include funds for the hiring of additional staff.

H. Goldstein, addressing librarians at an American Library Association conference, about the future of audio-visuals in the library, chastises them for the slowness with which they have accepted and used non-print materials. He says librarians are nagged by a lack of progress in audio-visual activities. The following problems, he feels, still exist: that there is too much subscription to audio-visual activity without sufficient questioning of its spirit; a limiting of audio-visual services to standards well below that accepted for book services; and acceptance of audio-visual materials for their newness alone rather than for their intrinsic worth. He says librarians seem to be obsessed with 16 mm. films around which all of their programming seems to resolve, when there are other aids

such as 8 mm films, filmstrips, and slides which are less costly and if used properly can be just as effective. He is not against 16 mm films, he hastens to say, but questions whether more than a few libraries can justifiably point to organized collections of materials other than films which they have for their students.\textsuperscript{14}

Goldstein closes his address by avowing that fear of competition is not the reason he wants better A/V activities in libraries. The paramount reason for wanting them is that they provide the best open door to the wide world of continuing learning and self education for all citizens.\textsuperscript{15} The library, according to Goldstein, is the only agency which can provide this total experience and no other profession can lay claim to a more worthy objective.

In 1951, after serving as film adviser for the four year film project of the American Library Association, P. Blair, in her report, makes an observation on the successful

\textsuperscript{14}Ibid.

\textsuperscript{15}Ibid., p. 702.
expansion of the use of films as well as books in the public library. When the project began on June 15, 1947, there were only twelve public libraries in the United States circulating films. At the close of the project, four years later, June 15, 1951, there were one hundred and fourteen individual public library film outlets, grouped into sixty-six units of library service. Blair predicted that in the future there would be tremendous growth of film use in libraries in every state, and that the quality of the library film programs would greatly improve.

One of the most serious questions facing those interested in audio-visual materials is the matter of centralization or decentralization of materials and services. In other words, should there be individual centers as such for audio-visual materials? Should these instructional materials be in libraries? Or should each department handle its own materials?

16 Patricia Blair, "ALA's Four-Year Film Project," Educational Screen, 30:222-223, June, 1951.
Shores gives two types of persons interested in audio-visual programs. He calls them: (1) the advocates of dual centers--the "separatists" and (2) the advocates of single centers--the "integrationists".

The separatists contend that there is a difference between library materials and audio-visual materials. They say that librarians and audio-visualists differ in their demands, their educational concept and technical procedures, and they believe that every school should have separate audio-visual and library centers or, at least, different people should be in charge of administering them.

There are separatists among both librarians and audio-visual specialists. Some librarians contend they already have enough to do. There are audio-visualists who share this contention and believe that the two should co-operate, but not integrate their services.

The integrationists believe that the best service can be achieved by a single resource center and that any separation of audio-visual and library materials and services
is artificial, costly, and confusing. They feel that dual materials centers will in the long run reduce the effective use of audio-visual materials.\textsuperscript{17}

C. Wait believes that the audio-visual programs in teachers colleges should be organized as separate administrative units or departments but that their functions should be interrelated with the function of other departments in related activities.\textsuperscript{18} Thus, if the services of the library are in any way related to the services being administered by the audio-visual program these two units might co-operate and work closely together to achieve their goals.

C. Kurth in his survey found that regardless of the placement of the audio-visual department in the university organization, the centers which seemingly had made the greatest

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\end{itemize}
progress were those which were permitted to grow and develop at their own rate rather than being dependent upon the development of another bureau or division of the university.19

Sister M. W. Grass would rather have the audio-visual center as an integral part of the library. She believes that the establishment of a center outside the library, performing the same function, merely because its medium is different is costly and irregular. She emphasizes especially that the trend in modern librarianship looks to function rather than to form in the organization of materials.20

Shores holds that "there is one world of instructional materials not a trichotomy of audio-visual, library and textbook kingdoms."21 Content is what is important to him, not format.


J. B. Johnson found that the most outstanding audio-visual program was one in which audio-visual materials were administered as an integral part of the Department of Libraries and Audio-Visual materials,\(^{22}\) while E. O. Minor reported that among the twelve selected Negro colleges and universities included in his study the most common administrative status of the audio-visual center is that of being either a part of the division of education or the school of education.\(^{23}\)

T. P. Tadena discovered that the pattern for the administration of audio-visual programs in colleges and universities studied was for centralization of services,\(^{24}\) while H. M. McPherson reported finding a trend growing


toward centralization of visual services under a separate organization similar to that of libraries. 25

In 1946, P. Wendt, then audio-visual director of the University of Minnesota, discussed the centralization of audio-visual aids service in the university. He argues that the library is definitely not the place for audio-visual aids. He says that first, audio-visual education comprises not only materials but equipment which should never be in two departments because faculty cannot be bothered with calling two separate offices to plan a classroom program and providing engineering services is foreign to the traditional functions of a library; second, the field of audio-visual education is already too specialized and too complex to be included as a subdivision of the library. The training of the director should be in education and liberal arts rather than in library subjects; and third, visual education has had to fight the tyranny of the printed word in order to make a place for itself in teaching methods. It has won recognition

in spite of—rather than because of—the attitude of libraries toward it. It still needs enthusiastic sponsors and most libraries do not fill this requirement. He says, however, that the cornerstone of a healthy program of classroom use of audio-visual aids in university classrooms is the complete centralization of all activities and equipment—in one department and under one head.

S. G. Swartout in his study of ten colleges revealed four distinct patterns of organization for audio-visual centers:

1. The audio-visual center which is organized in the extension center (examples: University of Illinois and University of Iowa)

2. The audio-visual center as a part of the library under the Dean of Instruction (as at Stephens College)

3. The audio-visual center within the College of Education (as the University of Wisconsin)

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27 Ibid., p. 13.
4. The audio-visual center which is directly responsible to the administration (examples: Pennsylvania State College, Wayne State University, University of Michigan, and the University of Minnesota).  

M. L. Keath is quoted in an unsigned article, "The Library As a Materials Center," as saying that the "principle of having the library or one department in charge of all instructional materials seems obviously a right one provided the new responsibilities can be handled without jeopardizing the old."

I. F. Cypher, an audio-visual specialist, is convinced that the best job is done when an instructional materials center is serviced within its own confines and not in the book library. She feels that putting both types of services together hampers the work of both and weakens the effectiveness of both.

B. L. Johnson has set up the following arguments for and against centralization of audio-visual services in the library. Objections to these services are:

1. Libraries are too busy with other things.

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29 Cypher, op. cit., p. 6.
2. Library has inadequate space and lacks other necessary facilities.

3. Librarians are not trained in this field.

4. Offering motion picture service is a teaching problem which can better be handled by a faculty committee familiar with specific teaching needs.

The reasons he gives in favor of centralization within the library are:

1. The librarian in his work comes in contact with all departments of instruction.

2. The library is centrally located and is frequently visited by staff members.

3. Visual Aids are generally recognized as related to and supplementary to the use of books as aids to learning.

4. Motion pictures can readily be handled by the library organization.

5. The library is more available for use and reference than any other agency.

6. The library can promote effective use of films as it now promotes effective use of books.

7. The library should be the center for all instructional materials.\textsuperscript{30}

Some reviews revealed the advantages of centralization of audio-visual services. E. P. Stickney and H. Sherer in their thinking, see as advantages of library services:

1. Scheduling of equipment to avoid conflict. This is done by keeping a scheduling book which shows the materials and equipment being reserved for use outside the library as well as the hours the a/v room in the library is spoken for.

2. Efficiency of having a desk always staffed, always available for service.

3. Organization of the materials in the form of a catalog.

4. A budget within the means of any small college.31

Tadena lists as the advantages of centralization that:

1. It provides all staff members with equal access to a complete array of audio-visual services.

2. It provides these services at a consistently professional level.

3. It is the best economic and effective means for providing these services.32


33 Tadena, op. cit., p.31.
R. M. Christensen lists the following as theoretical advantages of having centralized service under the administration of the library:

1. It represents good administration and organization for it fixes responsibility in one department and avoids the confusing and overlapping of separate agencies.

2. It gives order and direction to the procurement of materials and equipment and makes possible a single catalog of all instructional materials.

3. It lends itself to one charging and booking system for all materials.

4. It permits better coordination in the servicing of materials and equipment.

5. Educationally it is advantageous to have all materials centralized in one place because it brings about unity which is an asset to instruction.

6. It increases use, is economically sound, and contributes to the efficiency of school operation because it eliminates duplication and reduces waste.

7. Centralization of audio-visual services in the library tends to increase instructor-librarian collaboration through the many opportunities of working together.\textsuperscript{33}

In 1952, a survey conducted for the American Library Association showed only 15 per cent of the 575 institutions responding to a questionnaire had centralized audio-visual services in the library.\textsuperscript{34} The survey also revealed that the institutions in the Southwest showed a greater tendency to centralized administration of audio-visual services than those in other regions; that junior colleges tended to centralize their services more in the library than did either the teacher education institutions or the larger universities.\textsuperscript{35}

One librarian, P. Buck, has urged that the value of libraries be emphasized rather than the cost. He believes librarians should emphasize what they contribute.\textsuperscript{36} In this respect he has created for himself what he calls his own "credo of library administration".


\textsuperscript{35}Ibid., p. 12.

First, the library is the heart of education. Every educational advance depends upon its resources and in large measure, the degree of the advance is proportionate to the potential of the library to respond.

Second, methods and fashions in education change from generation to generation, but each generation uses the library as a means of realizing its aims; hence the library remains the great conservator of learning.

Third, a quality education is impossible without a quality library.

Fourth, you cannot have a quality faculty without a quality library.

Fifth, a library is vital to proper exploitation of our intellectual resources.

Sixth, the library is essential to maintenance of free access to ideas, and to the functioning of the untrammeled mind.37

SUMMARY

Librarians and audio-visual specialists have been quite generous in their thinking concerning audio-visual services and the centralization of such in the library. There is one fact upon which nearly all of them agree and that is that there should be centralization of materials. Earlier reports revealed more controversy among librarians and audio-visual specialists than is revealed in current

37Ibid., pp. 9-11.
reports. What seemed to cause the controversy is that the balance librarians want to keep between books and the newer media of communication is not always the one that the audio-visualists want to keep. Seemingly neither would relent. In the past few years, however, both groups have come to realize that each is important to the success of the educational process; that the newer media of communication can be administered successfully through guidance and co-operation of both the librarian and the audio-visual specialist. The literature has revealed that there are problems and these will continue to be. Librarians realize that they cannot continue to be book centered only; in order to cope with the newer media of communication they must continue to educate themselves.
CHAPTER III

HISTORICAL BACKGROUND OF ACADEMIC LIBRARIES
AND AUDIO-VISUAL EDUCATION

After the foregoing brief review of the literature on the use librarians are making of other than book materials, it seems desirable that some historical background of academic libraries be recorded. Such recording will show that the genesis of the acquisition of non-book materials occurred in the colonial period of our history. The archives of the colonial colleges reveal the presence of visual materials in their libraries.

Upon leaving their home lands the colonists brought with them to the new land every type of object and material which they felt would be of use to them in America. Among these were the few books which they possessed, seeds for planting, firearms, pictures, maps, compasses, graphs, and lumber for building. In order that all might share in the use of the maps, globes, drafts, mathematical instruments, and similar materials, the colonists housed them in their early libraries. Some early reference is made to what is
now known as instructional materials in the history of the colonial libraries. It is for this reason that the writer believes that some historical background of academic libraries is important to this study.

There is general agreement that librarians have been so busily engaged in locating printed materials for the sake of history that they have unconsciously forgotten to record their own history. Proof of this lack is revealed in the almost exclusive existing source on the history of college libraries— that of Louis Shores, Origin of the American College Library.

The history of libraries begins prior to the invention of printing and the development of the book as we now know it. The earliest knowledge was recorded on clay tablets containing queer-looking wedge-shaped markings. There followed the manuscripts done in handwriting by monks who decorated them with scrolls and illustrated them with beautifully hand drawn pictures.

Through the ages there were different types of libraries, each more interesting and more useful to man and his quest for knowledge than the other. During the colonial
period there were libraries but the role which they played in early American higher education has not been fully recorded.

The most significant work which deals with the origin of the American college library is L. Shores' *Origin of the American College Library*, published in 1934, referred to above. In gathering his data Shores was obliged to examine and analyze the individual histories of the colonial colleges, obtain access to the minutes of trustees and faculty of the several colleges and universities and personally interview college presidents.

Americans can boast of nine institutions of higher education which have continuous historical background dating before the American Revolution. Four of them—Harvard, Yale, Brown, and Dartmouth—had their origin in the New England area; four others—Princeton, Columbia, Pennsylvania and Rutgers—are a part of the Middle Atlantic area; while one—William and Mary College—boasts of the South as its home. These nine institutions were to give rise to the beginning of the American college library.38

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G. R. Lyle states that by 1800, eight of the institutions had libraries and two of them—the University of Pennsylvania and Dartmouth—shared the distinction of having libraries which antedate their foundings.39

The first college in the colonies was established in Cambridge, Massachusetts in 1636 for the purpose of training ministers. Because of the generosity of one wealthy colonist, John Harvard, who left half of his property and all of his library to the new institution, it was given the name of Harvard University.40

Fifty-seven years later in 1693, William and Mary College, founded in Virginia, was to win distinction for its training of native men who were great leaders in the Revolution.41


Yale University received its charter in 1701. The most important contributor was Elihu Yale and in appreciation for his gift the college was named for him.\textsuperscript{42}

King's College (now Columbia University) received its charter in 1754 from Charles II. In 1784, after the Revolution, the name was changed to Columbia University, and a new charter was granted from the State of New York.\textsuperscript{43}

The University of Philadelphia (now the University of Pennsylvania) was granted a charter as a college in 1755. This institution represented the combining in 1748 of the free charity school and Franklin's Academy.\textsuperscript{44}

Brown, Rutgers and Dartmouth respectively, were given charters soon afterwards; Brown in 1764; Rutgers in 1766 and again in 1770 to replace the previous charter which was lost; and Dartmouth in 1769.

In the development of these nine colonial colleges will be found the origin of the American college library.

\textsuperscript{42}Ibid., p. 468.

\textsuperscript{43}Ibid., p. 469.

\textsuperscript{44}Shores, \textit{op. cit.}, p. 8.
Harvard University library was established in 1638 with more than three hundred volumes of books, the gift of John Harvard. It is believed that this gift was not only the first educational property in America but that it was responsible for keeping the college in existence.\(^{45}\)

As the library collection continued to grow it was decided in 1649 that library privileges might be given to one Joshuah Scotow after he donated a book to the library. The following note was given as a receipt for the gift and for library privileges:

> These p'sents witnesse that where as Joshuah Scottow of Bosto marct\(^t\) hath of his own free accord procured for the library of Harvard Coll(ge) Henry Stephen his Thesaurus in foure volumes in folio, and bestowe(d) the same thereon; it is on this condicon, and wth this pmise following, that if ever the said Joshua during his life shall have occasion to use the said books or any parcell there of, he shall have free liberty there of, and access there to; and if God shall blesse the said Josuah wth any child or childe that shal be students of the Greek tongue, the Said bookes above specifyed shalbee unto them delivered, in case that they will not otherwise be satisfyed wthout it. In witnesse whereof this p'sent writing is signed by me Henry Dunster p'sident of the Colledge above said made at Boston, this twenty eight of the eight month 1649.\(^{46}\)

\(^{45}\) Ibid., p. 11.

\(^{46}\) Ibid., p. 12.
No reference is found as to where or when Harvard University library received non-book materials but in regulations governing circulation of books and materials in the library reference is made to one which states:

There shall be no lending or removing out of the Library the new Globes or books of extraordinary value (as Biblia Polyglotta, King of Spain Bible &c) but with very great caution & upon extraordinary occasion.47

William and Mary College library was started soon after the founding of the college in 1693, but was entirely destroyed by fire in 1705. In 1732, however, Governor Sportswood's estate, "Brafferton", which was left to the college, included, in addition to books, such instructional materials as maps and mathematical instruments.48

Columbia University, through an extensive donation, began its library in April, 1754. By 1756, the benefactors' list of gifts to the college library had grown considerably and the college had access to all of the facilities of the

47Ibid., p. 182.

48Ibid., p. 19.
library of the city of New York. These gifts were deposited temporarily in the Trinity charity school building. 49

There is proof that Columbia University had some non-book materials such as pictures, mathematical and philosophical apparatus in its collection. A. B. Keep quotes from Judge Thomas Jones' book, *History of New York During the Revolutionary War*, the information that

Upon General Howe's entry in New York in September of 1776, the soldiers broke open the City Hall and plundered it of the College Library, its Mathematical and Philosophical apparatus and a number of valuable pictures which had been removed there by way of safety when the rebels converted the College into a hospital. . . . I saw in a public house upon Long Island nearly 40 books bound and lettered, in which were affixed the arms of Joseph Murray, Esq., under pawn from one dram to three drams each. . . . All this was done with immunity, publicly, and openly. No punishment was ever inflicted upon the plunderers. No attempts were made by the British Commanders to obtain restriction of the stolen goods, nor did they ever discountenance such unjustifiable proceedings, by issuing orders condemning such unmilitary conduct, and forbidding it in future. 50


Keep states that he questions the real truth in the judge's statement and as proof of this he submits the British military representative's proclamation which was published in Gaine's Gazette and Weekly Mercury, February 3, 1777:

PROCLAMATION

Information having been made to Major-General Robertson, that the Library of King's College, and of the Society Library in the City of New-York, have been pillaged, as well of the Books as of part of the Philosophical apparatus. PUBLIC NOTICE IS HEREBY GIVEN, that in the Books belonging to the College is placed either the Arms of the College, or of the Society for propagating the Gospel, and in some of the Arms of Joseph Murray, Esq.; and that in the Books of the City Society Library, is placed the Arms of the Said Society, or that the several Books so pillaged are otherwise so marked, that no one can be ignorant to whom they respectively belong. And all Persons in whose Hands any of the said Books or apparatus now are, by whatever means they came into their Possession, are hereby strictly ordered, within Ten Days, to deliver the same to the Printer here of, for the Use of the respective Proprietors, or they will be committed to the Provost, and punished as Receivers of Stolen Goods.51

The University of Pennsylvania library also gives evidence of having several types of instructional materials in its collection. From an extract from the Constitution

51 Ibid.
of the "Publick" Academy it is revealed that

For the security of the Trustees in contracting with the Rector, Masters and Ushers; to enable them to provide and fit up convenient schools, furnish them with books of general use, that may be too expensive for each scholar; maps draughts, and other things generally necessary for the Improvement of the Youth, and to bear the incumbent charges that will unavoidably attend this Undertaking, especially in the Beginning; the donation of all persons inclined to encourage it are to be cheerfully and thankfully accepted.

Four months later:

At a meeting of the Trustees the 29th of March MDCCL . . . ordered that Messers Benjamin Franklin, William Allen, William Coleman, Richard Peters, Thomas Hopkinson and Tench Francis be a Committee . . . and that a sum not exceeding one hundred pounds sterling be paid by the Treasurer to the said Committee to be disposed of in Latin and Greek authors, maps, Drafts, and Instruments for the use of the Academy.52

One of the means that Benjamin Franklin used to obtain money to continue purchasing books, paper, and other necessary supplies and materials for the students in the library was by placing a fine of one shilling on every trustee who either failed to attend or was late to a meeting. Other means used were to grant holidays only to

52 Shores, op. cit., p. 37.
students who presented a book worth ten shillings and the assessment of fees upon students to get money for library books and materials.\textsuperscript{53}

Only one of the colonial libraries could boast of what today is known as an audio aid. Princeton University library, along with its portraits of nobility and stage for the use of students, possessed a small but very good organ.\textsuperscript{54}

The remaining colonial libraries, Yale, Brown, Rutgers, and Dartmouth, possessed some meager non-book materials in the form of pictures, documents, mathematical instruments and philosophical apparatus useful during the times.

The above accounts reveal that at this early period, before and after the Revolution, the colonial libraries, their benefactors and librarians were thinking of preserving all types of materials. These instructional materials and the books, as thought of today, would be classed as useless. The educators then, as now, stressed the importance of the library in higher education. Some felt that if the libraries were not developed the colleges would not amount to much.

\textsuperscript{53}Ibid., p. 38.
\textsuperscript{54}Ibid., p. 30.
It should be borne in mind that until recently librarians have been so concerned with the acquisition and organization of books that they have had no time to concern themselves with other instructional materials. As book stock has grown it has required more and more of their time and energy. The historical emphasis on printed materials made the classic librarian immune to the changes taking place in educational materials. Until budget and staff were increased their acquisition and organization of non-book materials was meager.

The history of audio-visual education is almost as meager as that of libraries. It can be traced to a period antedating the "book" library however, because those "queer-looking wedged-shaped" marks on clay tablets--the "books" in the library at Babylonia in 2000 B.C.--were man's way of visually telling events and values so that the memory of them might pass from generation to generation.

The earliest records of man were pictures. Drawings in excellent color and fine, vivid details, found in caves in Southern France reflect man's early ability to represent
objects and events in pictures. Greek and Roman teachers used the school journey, sand as a blackboard, and real objects in their teaching.

John Amos Comenius (1592-1670), a Moravian bishop, became known as an advocate of concrete aids to learning and supported his belief in textbook writing and textbook illustration. His best known was the early, well-illustrated textbook *Orbis Pictus* (World in Pictures) published in 1658. It was made up of some one hundred and fifty pictures printed from copper cuts with each picture serving as a topic of a lesson.

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58 McClusky, op. cit.
In addition to Comenius there were several forerunners of modern education who advocated the use of visual-sensory instruction. Among these were John Locke (1632-1704), who advocated practical and playful education; Jean Rosseau (1712-1778) who believed that the child must be studied and that children must have experiences with natural objects through first hand contact and manipulation; and Johann Pestalozzi (1746-1827) who introduced field study in early schooling.

Much later, John Dewey (1859-1952) introduced his philosophy and methods of teaching. His emphasis was on education as experience and as life rather than as a prelude to life. He provided a philosophical climate for audio-visual instruction.

The Oswego movement, an object teaching method, introduced in Oswego, New York in 1860, was the nature study field trip method. This idea was to add much to the growth of the audio-visual communication movement.

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59 Ibid., p. 29.

60 Hoban, op. cit., p. 535a.

61 Ibid.,
The early developmental stage of visual education in modern education occurred during the 1918-1928 decade. Visual education organizations of a professional nature, were formed; visual-education journals were published; and the first teacher-training courses in visual education were offered. During the period scientists began the experiment with films to discover their learning efficiency. Some time between 1928 and 1941 the instructional sound film and the 16 mm sound-on film projector were introduced. This developmental period was one of experimentation, to determine the role audio-visual materials could play in the educative process. Though the experimentation did not bring about any immediate change in the schools, more people became interested in the educational potential of the audio-visual field. This interest subsequently paved the way for the use of audio-visual materials during World War II. The impact the army experienced with use of audio-visual materials brought about the appeal and rapid growth of the audio-visual concept in the public schools.

According to their use in the educational process audiovisual materials, sometimes referred to as instructional materials, are classified in different ways. One of the best and most popular classifications is the idea of concrete-to-abstract relationship as shown in Dale's "Cone of Experience", (See Figure 1) which is a visual aid used to explain the interrelationship one type of experience has to the other and where each fits in the learning process.

Another classification is Olůsen's "Perspective in AudioVisual Education" (see Figure 2), which reduces learning to three basic types of experiences—direct, vicarious and symbolizing.

Early man used the spoken word and drawings as tools for communication and the recording of experiences. Through such inventions as the microscope and the telescope, science has made known worlds which were once unknown to man. Other modern means of communication such as motion pictures, the radio, sound production, and television have been developed by scientists. All of these modern media bring world events to schools as they occur. They make it possible for people to better understand each other. The events of the twentieth
Figure 1. Dale's "Cone of Experience"
Figure 2. Olsen's "Perspective in Audio-Visual Education"
century as they are being recorded today are bringing people ever closer to each other geographically. All of these changes are making audio-visual education more meaningful and an asset in the educative process.

SUMMARY

From the early historical beginnings and development of both the academic library and audio-visual education it is evident that they have been closely related for more years than man has realized. It appears that their historical beginnings have been almost one and the same.
CHAPTER IV

METHODS AND MATERIALS FOR

GATHERING DATA

The undertaking of this study was the outgrowth of questions asked in an oral examination on the role of the library and librarian in audio-visual services.

After reading the extensive survey made by Irving Lieberman for the American Library Association on audio-visual instruction in library education, it was decided that a limited study on the thinking of library school directors and academic librarians about the problem of audio-visual services might prove revealing and useful. The reactions of a selected number of academic librarians in the five state area of Ohio, Pennsylvania, West Virginia, Kentucky, and Indiana and of the directors of library schools seemed grist for the mill of this study.

The following methods were used to obtain information:

1. Questionnaires to the accredited library schools and those schools in the United States offering at least sixteen hours of library science.

2. Questionnaires to a selected number of academic libraries.

3. Visitations to libraries and/or audio-visual centers.

4. Interviews with librarians and audio-visual directors, where possible.

**Questionnaires**

Because people are reluctant to answer lengthy and time-consuming questionnaires, those for this study were kept short and to the point. The one for college librarians consisted of twelve questions and that for library school directors was limited to five questions. One hundred and forty-five library schools and one hundred and forty-five academic libraries in a given area, with an enrollment of not less than 500 or more than 18,000 students were chosen. The decision to query the same number of academic librarians as directors of library schools was simply to give balance.

Much thought was given to each question before it was included on the questionnaires and the latter were approved before mailing. Copies of the questionnaire sent to the librarians and the directors of library schools appear on the following pages. The questionnaires with an
QUESTIONNAIRE TO LIBRARIANS

(Please return completed questionnaire by May 15, 1962)

Name of Institution_______________________________________________________

Library_________________________________________________________________

1. Is the audio-visual center in the library? Yes___ No____
   (a) Is it administered by the library? Yes____ No_____ 
   (b) Is the librarian responsible for audio-visual materials and equipment? Yes____ No____

2. If the audio-visual center is in the library is the space allocated adequate? Yes____ No____
   (a) How are the funds obtained for audio-visual materials and equipment? Please check: Library funds; Special a-v funds; % of department funds; Other______________________________.
   (b) Who selects equipment and materials for purchase?
       Please check: Librarian; a-v committee; individual professors; Others___________________.

3. Does the library have any audio-visual materials? Yes____ No____. Equipment? Yes____ No____

4. How are materials distributed? Please check: to heads of departments only; professors for classes; to student teachers; Others______________________________

5. Check those items of materials and equipment which are in the library:
   1. films  7. maps  13. film projector
   2. filmstrips  8. globes  14. filmstrip projectors
   3. slides  9. models
   4. microfilms  10. mock-ups  15. tapes
   5. microcards  11. picture collection
   6. discs  12. museum objects
6. Does the librarian designate some member of the staff to serve in the audio-visual capacity? Yes____ No____
   (a) How much time is spent with audio-visual materials and equipment per day?_______ per week?_______

7. In the list below check those items which you consider the sole responsibility of the library. Please list those which might not be included:
   - 1. books
   - 2. pamphlets
   - 3. periodicals
   - 4. leaflets
   - 5. textbooks
   - 6. recordings
   - 7. workbooks
   - 8. films
   - 9. slides
   - 10. filmstrips
   - 11. maps
   - 12. globes
   - 13. pictures
   - 14. monograms
   - 15. specimens
   - 16. art objects
   - 17. cartoons

8. Do you believe there is any value in audio-visual training for librarians? Yes____ No____
   (a) Why?

9. Does the library prepare information and furnish lists of new audio-visual materials for each department? Yes____ No____

10. Do you believe the audio-visual center should be located in the library? Yes____ No____
    (a) Why?
11. Should library schools offer courses in audio-visual instruction?  Yes___ No___

12. Are there any additional comments you wish to make? Please feel free to do so.
QUESTIONNAIRE FOR LIBRARY SCHOOLS

(Please return completed questionnaire by May 15, 1962)

Name of School______________________________________________________

1. Does your library school offer courses in audio-visual materials and techniques? Yes____ No____
   If your answer is "yes" give below catalog course description; course content and credit hours.

2. Which department in the university or college do you think should offer audio-visual services? Please check:
   ☑ Separate audio-visual department ☑ Library
   ☑ Education department ☑ Each individual department
   ____________________________

3. In the list below indicate by checking the equipment which your students are trained to operate:
   ☑ 16 mm projector ☑ Opaque projector
   ☑ Filmstrip projector ☑ Overhead projector
   ☑ Slide projector ☑ Microcard projector
   ☑ Microfilm projector ☑ Radio
   ☑ Recorder ☑ Television
   ☑ Disc ☑ Tape
   ____________________________

(a) Are there laboratory sessions? Yes____ No____
(b) How many hours of laboratory work are required?_____

4. Do you believe that in the future students in library schools should be trained in both librarianship and in the audio-visual field? Yes____ No____
   (a) Why?

5. Are there any comments you wish to make concerning audio-visual services of your library school?
accompanying letter explaining the purpose of the study were mailed on April 7, 1962. A copy of the letter appears on page 56.

Visitations

It was found impossible to make the number of visits planned. With proper permission, this part of the study was curtailed and visits were made only to the libraries in the immediate vicinity, with one exception—Indiana University Library—which was visited while the writer was on a trip. The other libraries visited were Antioch and Cedarville Colleges, Wilberforce, Wittenberg, Dayton and Central State Universities.

The visits to these libraries were not planned as such but were made as a borrower. The writer did not want the librarian or any staff member to feel that he must give up precious time needed elsewhere to conduct a tour and answer questions.

During the visits to the libraries the things to be observed were: the general physical plan; special fixtures; audio-visual materials and equipment—whether a separate
LETTER WHICH ACCOMPANIED QUESTIONNAIRE

TO LIBRARIANS AND LIBRARY SCHOOLS

Dear Librarian:

There have been many discussions in recent years of the roles of librarians and audio-visual specialists in colleges and universities. Various patterns exist and numerous problems have resulted as a consequence.

I am making a study of the relationship between the librarian and the audio-visual specialist in colleges and universities with reference to the role of each in the academic process. You can aid me immeasurably if you would co-operate by answering the enclosed questionnaire.

I have enclosed a stamped, self-addressed envelope for the return of the questionnaire. Thank you so much.

Sincerely,

(Miss) Inez M. Boddy

IMB: vrd
Enclosure
department in the library, fully equipped or with limited materials and equipment or if not in the library whether they were in a separate center, the school of education, or each department responsible for its own materials.

Cedarville College and Wilberforce University libraries are housed in Carnegie Library buildings, hence have the same floor plan. Both of these libraries are responsible for all audio-visual materials and equipment—ordering, circulation and maintenance. Materials and equipment are circulated to faculty members only and, when necessary, a student, trained as an operator is sent with the equipment. Wilberforce University has a trained audio-visualist who is a professional librarian in charge of the audio-visual department of the library. The librarian at Cedarville College has had some training in audio-visual instruction and prefers to train professors to operate projectors rather than send student operators. Both colleges rent films, but they own some filmstrips and slides, and have microfilm machines.

Wilberforce University library has as special features some art objects and museum pieces and two outstanding book collections: The Daniel A. Payne collection of books on
Negro history and literature and African Methodist Episcopal Church and Wilberforce University collection of books and manuscripts.

Olive Kettering Library at Antioch College is modern in every detail with many alcoves for study as well as several spacious reading rooms and private studies for faculty members.

All audio-visual materials and equipment are housed in the library and are circulated from there. There are rooms for exhibits, maps, motion pictures, and slide-viewing, a language laboratory, an archives room where Antioch historical materials are housed. There are substantial collections of films, slides, filmstrips, and pictures; a large collection of LP recordings for student use; adequate laboratory space for audio-visual instruction; microfilm and microcard machines, as well as a copying machine available for student use. Students have open access to almost all of the materials throughout the library.

The exhibit rooms of Kettering Library are very attractive and colorful. The art works of students, audio-visual materials made by them, and museum and art pieces
are often on display. Professional art exhibits are usually on view in Kettering Library.

A trained audio-visualist on the library staff is in charge of the audio-visual department.

Thomas Library at Wittenberg University is a modern, well planned three story building with a walled garden. A special feature of the library is the "treasure" room which contains valuable art objects, oriental rugs, rare books, fore-edged books, and a number of valuable paintings.

The audio-visual center is in the library. It contains a projection room for motion picture and slide viewing and individual listening rooms for recordings. The library has a collection of films, filmstrips, slides, tapes, and recordings. Microfilm and microcard readers are also available.

The Albert Emanuel Library of the University of Dayton is the main library building. There are no audio-visual materials or equipment in the library; they are in the education department.

Indiana University Library is fascinating because it is operated differently from other libraries and because of its size. The library does not house the audio-visual center.
However, there is a limited amount of materials, such as films, filmstrips, slides, recordings, and maps, as well as filmstrip and film projectors and microfilm and microcard machines. The special feature of Indiana University is the new Lilly Library which contains, in addition to valuable and unusual books, a collection of rare manuscripts and art objects.

Hallie Q. Brown Library at Central State University is an attractive, three story building with an outdoor reading area. It is completely functional.

There are two special collections: books by and about Negroes and the Hopping Collection of early Greene County (Ohio) newspapers.

In addition to its several reading rooms, the library has individual listening rooms. Other facilities are: a small record collection, microfilms and microcards with reading machines, and photoduplication service—Xerox 914.

The audio-visual center is not a part of the Central State University library but is operated as a separate unit. The library has a trained audio-visualist on its professional staff.
SUMMARY

Several observations have been made in reference to visits to libraries. All of them are completely functional and have book collections adequate for the most part, for number of students served.

Although all of the libraries do not have audio-visual center responsibility they do have limited instructional materials and equipment. Those which have audio-visual centers work closely with the instructional staff and are improving their services.

The film collections at all of the libraries possessing films are rather small and obsolete. In recent conversations with some of the librarians it was revealed that they believe it is best to rent films as they are needed. This reduces cost of maintenance and eliminates the problem of inadequate space. They are becoming convinced that for their purposes the audio-visual center should be in the library.

Since the visit to Antioch College library, the writer has talked with the audio-visual librarian and learned that a revamping of the department is taking place.
It will still be a part of the library but the librarian's title will be that of "Librarian for the Instructional System" of the College and his immediate concern is remodeling classrooms for the use of instructional materials.

**Interviews**

The few interviews which were held informally with audio-visual directors and librarians in this area was a little disappointing and not too enlightening. The writer practically knew what reactions would be received. The several audio-visual directors talked with at an Ohio Education Association sectional meeting agreed that there should be centralization of audio-visual materials but they were divided as to where they should be housed. None felt that the library should be the responsible agent, although three who were operating their audio-visual departments within the library admitted that the arrangements were convenient and that their facilities were adequate. There were librarians interviewed at this meeting who had the responsibility for instructional materials. They, too, were divided in their thinking to some extent. Most of them believed that instructional materials were a part of library materials but they were not all certain that they were able
to do justice to the job required of them. The few college librarians interviewed were rather vague as to their feelings in the matter. They gave one the impression that they knew they should be prepared to handle audio-visual materials (as most of them were doing) but that they would rather not because of the time required, their inadequacy, and the cost of materials and equipment, most of which would have to be included in their already insufficient book budgets.

Public and school librarians interviewed were all very enthusiastic about audio-visual services in their libraries and believe the library is the proper place for such materials.

In June, 1963, the writer attended a two-day Library Audio-Visual Workshop in Chicago, Illinois. The workshop was geared primarily to public and school libraries and their audio-visual services and how to increase them. There were sessions for college librarians but they were not too enlightening because most of the time was spent in relating experiences or griping about what was required of them. They were not too well organized as to what they should be doing at these sessions. Types of projectors and recorders
which they had seemed to dominate their thinking rather than how to increase the use of the audio-visual materials for which they were responsible for getting to their faculty and students.

Brief conversations were held with American Library Association headquarters personnel who are very much interested in audio-visual services in the college libraries. It was learned that the Film Bureau and the Audio-Visual Committee of the national headquarters of the American Library Association will assist in any way they can, the audio-visual services of any library.

Dr. Irving Lieberman, project director of the two-year experimental project on Audio-Visual Instruction in Library Education, with whom the writer talked while at the workshop, was very much in favor of libraries giving audio-visual services at the higher education level. The belief which he expressed was that prospective librarians should be trained to give audio-visual services because the time was coming—in fact it was here—when librarians are going to be required to administer such services. Dr. Lieberman expressed an interest in the study which the
writer was attempting and asked if he might see the schedule of questionnaires which had been used. Upon reading both questionnaires he said he felt they were well balanced and that there should be no difficulty in receiving good responses, most of which at the time of the interview had already been received. He further offered his assistance at any time.

Although it was not a personal interview, the writer feels that the letter received from Dr. Louis Shores, Director of the Library School at the University of Florida, might be classified as an interview by mail and, therefore, it is included as such. Dr. Shores wrote:

It is difficult for me to answer your questionnaire since the Florida concept does not accept the separation of audio-visual and other materials. You may want to look at my book, Instructional Materials, for a fuller understanding of this.

Consequently, I cannot answer such a question as, "Where should the audio-visual department be, in the library or in the education department?" We do not teach audio-visual separately, but it is an integral part of our instructional materials program. It is probable that in some cases there will be a separate audio-visual department for teachers in the School of Education and a separate course for librarians in the Library School with a little different focus.

But I believe the trend is in the direction of integration for teachers in the various areas of education and for librarians as a part of the
basic library school program. Increasingly it is difficult to draw a line and say, "On this side are audio-visual materials and on the other side are library materials." They are all library materials and increasingly they are audio-visual materials. Just note the amount of visual materials in books today, including transparency overlays.

I am sorry to complicate your question, but I think you should take note of the fact that in Florida we do not have either library or audio-visual certification, but we have what is called "Instructional Materials Certification". I think you should also make note of the fact that the Educational Media Council is tending to cross this artificial line, which really never existed.

Certainly no teacher would ask a child whether a globe would be consulted as an 'audio-visual' or a 'library' globe.

SUMMARY

From interviews with librarians at the Workshop and librarians and audio-visual directors at the Ohio Education Association sectional meeting, the writer concludes that there is still not the concern for audio-visual services in higher education which should be evident. There does not appear to be the togetherness which should and could exist between librarians and audio-visualists. Each group seems to be trying to fight a battle alone
which could be easily won if they would pool their thinking and their resources.
CHAPTER V

RESPONSES FROM LIBRARY SCHOOLS

AND ACADEMIC LIBRARIANS

As has been stated elsewhere in this study, questionnaires were mailed to one hundred forty-five library school directors and one hundred forty-five selected academic libraries in a five state area.

It was not necessary to send follow-up letters or cards to either library school directors or academic librarians. By November 30, 1962, all of the questionnaires sent to library school directors had been returned. This represented a 100 per cent reply. One hundred thirty-three replies from academic libraries—a 91.7 per cent response—was received. Both of these returns were very unusual and most gratifying.

On the whole, the questionnaires were revealing. For convenience the responses will be discussed separately and will be listed under (1) Library School Responses and (2) Academic Librarian Responses.
Library school responses

Library school directors were asked five questions to which they responded in the following manner:

To question number one, "Does your library school offer courses in audio-visual materials and techniques?", fifty-three per cent of those responding answered in the affirmative, 39 per cent were negative, while 8 per cent failed to reply. For an analysis of these responses see Table I below.

TABLE I

LIBRARY SCHOOLS OFFERING AUDIO-VISUAL COURSES

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>74</td>
<td>53</td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>39</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>145</td>
<td>100</td>
</tr>
</tbody>
</table>
Those schools responding in the affirmative revealed that a total of ninety-three audio-visual courses were taught in the library schools and that library science students could elect thirty audio-visual instruction courses offered in the education departments of the different schools.

Of the fifty-seven schools responding in the negative, twenty-two revealed that their students might elect audio-visual education courses offered by other departments in the college.

In answer to question two, "Which department of the university or college do you think should offer audio-visual services?", 30.3 per cent preferred a separate audio-visual department; 29 per cent replied that the library should give the services; 31 per cent felt that the school of education was the best equipped for such services; 3.4 per cent said individual departments; 1.3 per cent replied "any other department besides the library"; and 5 per cent made no response. See Table II for an analysis of the responses.
### TABLE II

DEPARTMENT RESPONSIBLE FOR AUDIO-VISUAL SERVICES

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>YES</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate audio-visual</td>
<td>44</td>
<td>30.3</td>
</tr>
<tr>
<td>Library</td>
<td>42</td>
<td>29</td>
</tr>
<tr>
<td>School of Education</td>
<td>45</td>
<td>31</td>
</tr>
<tr>
<td>Individual</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Question three listed the types of equipment and asked which of these library science students were trained to operate. The number of library schools offering the operation of various types of equipment as against those not offering training and percentages of same are revealed in Table III.

Thirty-six of the schools responded that they had radio and television sets simply for the recreational use of their students.

To the second part of question three concerning laboratory period requirements, eighty-one directors, or 56 per cent replied that they required library laboratory periods of from one to six hours, depending upon the time required of each student to master the operation of the equipment. Thirteen directors, or 9 per cent, revealed that they did not have laboratory work at all. They volunteer the information that they feel students could learn on the job. The remaining fifty-one directors, 35 per cent, did not make any comments. Table IV shows distribution.
### TABLE III

**TRAINING IN THE OPERATION OF EQUIPMENT**

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>YES</th>
<th>PER CENT</th>
<th>NO</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 mm projector</td>
<td>85</td>
<td>59</td>
<td>60</td>
<td>41</td>
</tr>
<tr>
<td>Filmstrip projector</td>
<td>84</td>
<td>58</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>Slide projector</td>
<td>84</td>
<td>58</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>Microfilm reader</td>
<td>53</td>
<td>37</td>
<td>92</td>
<td>63</td>
</tr>
<tr>
<td>Microcard reader</td>
<td>43</td>
<td>30</td>
<td>102</td>
<td>70</td>
</tr>
<tr>
<td>Overhead projector</td>
<td>66</td>
<td>46</td>
<td>79</td>
<td>64</td>
</tr>
<tr>
<td>Opaque projector</td>
<td>81</td>
<td>56</td>
<td>64</td>
<td>44</td>
</tr>
<tr>
<td>Disc recorders</td>
<td>45</td>
<td>31</td>
<td>100</td>
<td>69</td>
</tr>
<tr>
<td>Tape recorders</td>
<td>69</td>
<td>48</td>
<td>76</td>
<td>52</td>
</tr>
</tbody>
</table>

### TABLE IV

**DISTRIBUTION OF LABORATORY PERIOD REQUIREMENTS**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
<td>51</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100</td>
</tr>
</tbody>
</table>
One hundred and three library school directors responded in the affirmative to the question of library science students being trained in both librarianship and audio-visual instruction; fifteen were very positive in their negative answers; while twenty-seven were either undecided or made no comment.

TABLE V

TRAINING IN BOTH LIBRARIANSHIP AND AUDIO-VISUAL INSTRUCTION

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>103</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Undecided or no comment</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100</td>
</tr>
</tbody>
</table>

Respondents were asked for their reactions to training in audio-visual instruction for their library science students. Most of the comments were in the affirmative; a few took the negative point of view; while still others were undecided, indicating that they felt as
if there should be training and answered in the affirmative with some reservations. Because many of the comments revealed so much of the directors' thinking, the writer wishes to share them. These comments have been grouped in three classes: (1) affirmative, (2) negative, and (3) affirmative, with reservations. For identification the key number after the comment refers to the number assigned to the library school making the comment. (See Appendix C)

Affirmative comments

Yes, because knowledge and skills in the area are needed by librarians. (4)

The concept of the library as a centralized educational materials center is becoming more generally accepted in schools, colleges, and public libraries. The library card catalog lists all available materials on a given subject whether book or non-book. Therefore, all librarians should have a degree of familiarity with audio-visual materials, and some should have specialized training. (5)

In the smaller schools of the state of Texas, practice today is to have the librarian of the school responsible for audio-visual service. This tendency according to our library science students is spreading. (8)
The librarian is expected to know something about everything. Since a-v materials are often under library care, the librarian is very handicapped if he or she does not understand the care and operation of the equipment and the materials. (11)

AV materials must be used by many librarians at one time or another. In schools they form, frequently, a major aspect of the library's materials and programs. (12)

Our program is solely for school librarians. For this type of program A-V training is essential. Our belief is that the audio-visual specialist in the school is a disappearing breed—to be replaced by the librarian-instructional materials specialist. (16)

I do not believe there is any real separation between 'librarianship' and audio-visual—the statement of the question is misleading—all media of communication are part and parcel of the work of a librarian. (17)

The new demands for use of 'teaching machines' and growing emphasis on the need for use of all types of learning media makes it imperative for the librarian to have a familiarity with audio-visual materials. (19)

Audio-visual materials are becoming so commonplace in the educational and library world that familiarity with them and with the equipment is imperative on the part of all teachers and librarians. (20)
We are entering a technological age and increasing emphasis on so-called 'push-button education is noted. Certainly, the role of the library in maintaining and distributing materials such as films, filmstrips, recordings, etc., is obvious. The need for Schools of Education to emphasize utilization and in-service experiences, research, and evaluation should be equally as obvious. (23)

Almost all libraries now have some mechanical equipment in the audio-visual area and every librarian should have sufficient knowledge of this equipment to assess it and to appreciate how it should be operated. For instance, a librarian might not know how precisely to operate a projector, but he should know what the best results of proper operation are. (25)

If the school library is to be a materials center as stated in ALA Standards, the librarian must be prepared to handle all types of materials. She may not have to operate equipment, but she knows how it is done and can train the assistants who will operate it. (26)

I think the reason is obvious; no longer is a library just a collection of printed materials. All media of communication, regardless of form, need to be made available to library users. (27)
For many obvious reasons, two of the most significant being that (1) the use of newer media for the communication of ideas is an important factor in the society libraries serve and training which does not recognize this is retrogressive—not training people for the 25 years of their career; (2) if a rational balance is to be maintained between printed materials and newer media—using each for purposes to which it is best suited—such balance is, in my opinion, more likely to be attained and preserved by librarians skillful in the use of all materials than by 'audio-visual specialists' unless basic principles of librarianship are also a part of their training. (29)

I believe that the library is the logical agency to circulate material of all kinds. People in small libraries need to know all kinds of materials, but larger libraries naturally can provide specialization. (15)

Negative comments

The separate educational preparation of audio-visual specialists has moved so far ahead that I do not think that this preparation will become a part of professional library education curricula. Librarians need knowledge of materials classes as audio-visual and they need to know how to use them, however. (1)
Since we train primarily school librarians, there is in this state a clear cut division between the two responsibilities and the two areas. We wish to see this division continued rather than adding another burden on the shoulders of the school librarian. (3)

To my way of thinking it is better to concentrate this important field (a-v) separate from the usual materials due to technicalities which call for special training in large systems. Use of microtext readers should certainly be learned, of course, also copy devices--xerox, etc. (7)

All of the things mentioned above are matters of techniques which are better learned elsewhere at the time of need. Our concern here is with teaching the acquisition, control, and administration of communications content, be it in book or some other form. The techniques of charging a book or projecting a film are better taught elsewhere to non-professional personnel. A professional librarian does not need to know. (18)

I have no very strong feelings in the matter. I am not myself trained in audio-visual techniques and have never served in a library in which audio-visual aids were handled. It seems to me that the materials, methods, and even the audiences are different. I cannot conceive of people moving between the two fields. I would prefer to see cooperation between the two separate areas rather than a confusion of the two in which both would suffer. (21)
Because nothing can be gained by 'spreading too thinly.' The real librarian already has a full-time job. (22)

There is too much to cover in the curriculum now. General theory could be included in a course on materials. (28)

On the job training should be sufficient. (14)

Affirmative with reservations comments

We feel that the librarian should be trained in the selection, preparation, and handling of non-book materials. We do not feel the handling and operating of the machines should be the librarian's responsibility. (2)

I should clarify by saying that I think all students in library school should have the opportunity to take a course in audio-visual materials and services. I do not think it should be required of everyone, but it should be an optional subject because many libraries now have audio-visual services and more are likely to in the future. (6)

Because it supplements books and also because it is a popular medium of communication that we have to live with and utilize to the limit of its possibilities. We do not feel that library science students should be technicians in the A-V field. They should know the great educational possibilities of the field and its financial implications. (10)
But my answer depends upon your definition of 'training'. It does not seem to me that library science should be called upon to teach their students how to 'operate' particular items of audio-visual equipment. This is a skill which should be learned 'on the job' or in short non-credit sessions. However, librarians do need to know more about the potential of audio-visual materials in communication and their place in a library program. (24)

For some, yes. For all, no. Secondary schools: some are large enough to employ both librarian and audio-visual specialist. University and public libraries—the training would be of doubtful value. (9)

Because librarians more and more will be using A-V materials, I do not believe undue emphasis should be placed upon AV training—but I also believe modern libraries are not adequately prepared unless they have some work in AV. (13)

**Academic librarian responses**

College librarians were asked to make responses to twelve questions. Two of the questionnaires were not within the five state area but were part of those sent purely out of curiosity to see what responses the
college librarians in the newest of the United States, Alaska and Hawaii, would make.

**Alaska.** The University of Alaska does not have an audio-visual center either within the library or as a separate unit. The library does have audio-visual materials and equipment available to the entire college community. The librarian feels that there is value in audio-visual training for librarians but does not give a reason. He feels that the audio-visual center should not be located in the library because of inadequate space. Library schools, he believes, should offer courses in audio-visual instruction.

**Hawaii.** The audio-visual center is located in the library at the University of Hawaii, though it is not administered by the library. There is a full-time audio-visual director. The librarian feels that the needs and organization of a university should govern where the audio-visual center is located.

As was stated before, one hundred forty-five questionnaires were sent out and one hundred thirty three or 91 per cent were returned. Of that number two were
those of the Universities of Alaska and Hawaii which have already been discussed. Five questionnaires could not be used because they were listed as college libraries or had the word "college" in their names, but were actually preparatory or private secondary schools. The responses, therefore, are from one hundred and twenty-six college libraries.

Responses to question one concerning the location of the audio-visual library, revealed that 35 per cent of the audio-visual centers were in the library; 58 per cent were not in the library; and 7 per cent of the libraries gave no answer. Table VI shows an analysis of this tabulation.

TABLE VI

LOCATION OF A-V CENTER IN THE LIBRARY

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>73</td>
<td>58</td>
</tr>
<tr>
<td>No response</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>
Of the forty-four libraries having audio-visual centers, thirty-four are administered by the library and forty-one have the responsibility of the materials and equipment. Tables VII and VIII show tabulations based on those having audio-visual centers.

**TABLE VII**

**AUDIO-VISUAL CENTERS ADMINISTERED BY LIBRARY**

<table>
<thead>
<tr>
<th>ADMINISTERED BY LIBRARY</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34</td>
<td>77.2</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>11.3</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>11.3</td>
</tr>
</tbody>
</table>

**Total Centers in Library** 44

**TABLE VIII**

**LIBRARY RESPONSIBLE FOR MATERIAL AND EQUIPMENT**

<table>
<thead>
<tr>
<th>LIBRARIES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>93</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.8</td>
</tr>
</tbody>
</table>

**Total Libraries Responsible** 44
In reference to question two, "Is the space allocated for the center adequate?", twenty-five of the forty-four libraries revealed that it was, but nineteen said their space was inadequate.

Funds for purchasing materials for the library audio-visual centers came from a variety of sources. Twenty-eight libraries revealed that the monies came from their budgets or from a joint audio-visual-library budget; eight received a percentage from each department; and eight revealed other sources furnished funds for purchasing materials.

The librarians in forty of the libraries selected the equipment and materials to be purchased; eleven had A-V committees which helped with the selection; and twenty-two revealed that professors assisted in the selections.

Question number three referred to whether or not the librarian had materials and equipment. One hundred and thirteen or 89.68 per cent replied in the affirmative to both, while thirteen or 10.32 per cent, answered in the negative.
The fourth question, "How are materials distributed?", revealed that five libraries distributed to heads of departments; sixty-two to professors for class use; twenty-three to student teachers; and twenty-three to others on campus. All of them reported that materials were available to any person on the campus who wished to use them. Table IX gives an analysis of the distribution of materials.

**TABLE IX**

**HOW A-V MATERIALS ARE DISTRIBUTED**

<table>
<thead>
<tr>
<th>DISTRIBUTION</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of Departments</td>
<td>5</td>
<td>4.4</td>
</tr>
<tr>
<td>Professors for classroom use</td>
<td>62</td>
<td>55</td>
</tr>
<tr>
<td>Student teachers</td>
<td>23</td>
<td>20.3</td>
</tr>
<tr>
<td>Others</td>
<td>23</td>
<td>20.3</td>
</tr>
<tr>
<td>Total Libraries with A-V Materials</td>
<td>113</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Question five, with reference to the audio-visual materials and equipment in the library, revealed that nearly all of the libraries had some type of materials and/or equipment available. Table X shows the tabulation on A-V materials and the percentages. These are based on the replies of one hundred twenty six college librarians.
## TABLE X
A-V MATERIALS AND EQUIPMENT IN THE LIBRARY

<table>
<thead>
<tr>
<th>AV MATERIALS AND EQUIPMENT</th>
<th>YES</th>
<th>PERCENT</th>
<th>NO</th>
<th>PERCENT</th>
<th>TOTALS</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films</td>
<td>37</td>
<td>29</td>
<td>89</td>
<td>71</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td>64</td>
<td>50.8</td>
<td>62</td>
<td>49.2</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td>53</td>
<td>42</td>
<td>73</td>
<td>58</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Microfilms</td>
<td>100</td>
<td>79</td>
<td>26</td>
<td>21</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Microcards</td>
<td>69</td>
<td>55</td>
<td>57</td>
<td>45</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Discs (records)</td>
<td>70</td>
<td>56</td>
<td>56</td>
<td>44</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>71</td>
<td>56.3</td>
<td>55</td>
<td>43.7</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Globes</td>
<td>37</td>
<td>29</td>
<td>89</td>
<td>71</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td>6</td>
<td>5</td>
<td>120</td>
<td>95</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mock-ups</td>
<td>3</td>
<td>2</td>
<td>123</td>
<td>98</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Picture Collection</td>
<td>50</td>
<td>40</td>
<td>76</td>
<td>60</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Museum Objects</td>
<td>18</td>
<td>14</td>
<td>108</td>
<td>86</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Film Projectors</td>
<td>49</td>
<td>39</td>
<td>77</td>
<td>61</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Filmstrip Projectors</td>
<td>47</td>
<td>37</td>
<td>79</td>
<td>63</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Tapes and recorders</td>
<td>41</td>
<td>33</td>
<td>85</td>
<td>67</td>
<td>126</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
In answer to question six, concerning designation by the librarian of an individual in charge of library audio-visual materials and the time set aside for such, very few responses were made.

In reply to question seven about the items which are the sole responsibility of the library, see Table XI. In answering this question, some respondents questioned the use of "sole" responsibility. This term was used because of the difference of opinion on the responsibility for materials which the writer has heard expressed by both librarians and audio-visualists.

Table XII shows the analysis of librarians' responses to question eight concerning the value of audio-visual training for librarians.

Several librarians gave comments on the training of librarians which have been combined with the comments from question ten and keyed for identification.

In answer to question nine regarding the preparation information and the furnishing of lists of new audio-visual materials for each department, thirty-three responses were
# TABLE XI

**ITEMS CONSIDERED SOLE RESPONSIBILITY**

**OF THE LIBRARY**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>YES</th>
<th>PER CENT</th>
<th>NO</th>
<th>PER CENT</th>
<th>TOTAL NUMBER</th>
<th>TOTAL PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>126</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>126</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>126</td>
<td>100</td>
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<tr>
<td>Periodicals</td>
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<td>0</td>
<td>126</td>
<td>100</td>
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<td>Leaflets</td>
<td>62</td>
<td>49.2</td>
<td>64</td>
<td>50.8</td>
<td>126</td>
<td>100</td>
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<tr>
<td>Textbooks</td>
<td>24</td>
<td>19</td>
<td>102</td>
<td>81</td>
<td>126</td>
<td>100</td>
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<tr>
<td>Recordings</td>
<td>57</td>
<td>45</td>
<td>69</td>
<td>55</td>
<td>126</td>
<td>100</td>
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<tr>
<td>Workbooks</td>
<td>17</td>
<td>13</td>
<td>109</td>
<td>87</td>
<td>126</td>
<td>100</td>
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<tr>
<td>Films</td>
<td>35</td>
<td>28</td>
<td>91</td>
<td>72</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Slides</td>
<td>35</td>
<td>28</td>
<td>91</td>
<td>72</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>38</td>
<td>30</td>
<td>88</td>
<td>70</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Maps</td>
<td>45</td>
<td>36</td>
<td>81</td>
<td>64</td>
<td>126</td>
<td>100</td>
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<tr>
<td>Globes</td>
<td>21</td>
<td>17</td>
<td>105</td>
<td>83</td>
<td>126</td>
<td>100</td>
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<td>Pictures</td>
<td>23</td>
<td>18</td>
<td>103</td>
<td>82</td>
<td>126</td>
<td>100</td>
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<td>Monograms</td>
<td>11</td>
<td>9</td>
<td>115</td>
<td>91</td>
<td>126</td>
<td>100</td>
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<td>Specimens</td>
<td>3</td>
<td>2</td>
<td>123</td>
<td>98</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Art Objects</td>
<td>4</td>
<td>3</td>
<td>122</td>
<td>97</td>
<td>126</td>
<td>100</td>
</tr>
<tr>
<td>Cartoons</td>
<td>3</td>
<td>2</td>
<td>123</td>
<td>98</td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>
in the affirmative, seventy-nine in the negative, and fourteen failed to answer. Table XIII gives an analysis of this breakdown.

**TABLE XII**

**VALUE IN A-V TRAINING FOR LIBRARIANS**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>103</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>9</td>
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<tr>
<td>No opinion</td>
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<td>2</td>
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<tr>
<td>No response</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>

**TABLE XIII**

**PREPARATION OF A-V LISTS**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>LIBRARIES PREPARING LISTS</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>79</td>
<td>63</td>
</tr>
<tr>
<td>No response</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100</td>
</tr>
</tbody>
</table>
Responses to question ten, the location of the audio-visual center in the library, revealed that fifty-seven were not in favor of this location; forty felt it should be in the library; two had no opinion; while twenty-seven assumed a middle-of-the-road attitude. Consult Table XIV for an analysis.

**TABLE XIV**

**LOCATION OF A-V CENTER IN THE LIBRARY**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the library:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>45</td>
</tr>
<tr>
<td>No opinion</td>
<td>2</td>
<td>1.58</td>
</tr>
<tr>
<td>Middle-of-the-road</td>
<td>27</td>
<td>21.42</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100.00</td>
</tr>
</tbody>
</table>

One hundred academic librarians answered in the affirmative to question eleven that library schools should offer courses; fourteen replied negatively; two had no opinion; and ten did not answer the question. Table XV may be consulted for the analysis.
Academic librarians were asked to give reasons for answering several questions as they did. It was hoped that comments would be of such a nature that there would be a balance between the affirmative and negative replies allowing for a key to be made for identification. Very few negative answers were received. Therefore, the comments given will be identified by naming the respondent's college along with his statement.

**TABLE XV**

**SHOULD LIBRARY SCHOOLS OFFER COURSES IN A-V INSTRUCTION**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100</td>
<td>79.5</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>11.1</td>
</tr>
<tr>
<td>No opinion</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>No response</td>
<td>10</td>
<td>7.9</td>
</tr>
<tr>
<td>Totals</td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Two librarians, Dr. John B. McCraw of West Virginia Institute of Technology, Montgomery, West Virginia, and Mr. Lee C. Brown of Pennsylvania Military College, Chester,
Pennsylvania, were so enthusiastic about the problem of audio-visual services in academic libraries that they made lengthy comments which are worthwhile sharing in their entirety.

Dr. McCraw says:

Ideally, the library should house a-v items since the library is open to the public more hours per year than any other possible base. Items, separate and apart from the college general collection, for day by day teaching in the classroom, may well be housed in the classrooms assigned for teaching the subjects needing these items. The items will be in addition to the library store, and will duplicate them in a small way. This is much as a teacher may have a dictionary of the English language, or of chemistry, in his classroom or office. He may have the accumulation of years of teaching in his office stack.

In fact, libraries are seldom provided with adequate funds and personnel to serve the public. The miscellaneous nature, and the mechanical form of a-v materials require a personnel adequate to detect defective devices as they return to the library so as to have them repaired for the next user. Generally, the repair work is done on the campus by mechanics employed at other tasks as well as a-v repair; consequently, they are not on immediate call. Teachers using projectors, etc., are not usually prompt to return the machines, considering that a task without the teaching activity. This nullifies an advantage of centralization: use of a few machines in common instead of individual possession with resulting little use in some areas. Books can take a great deal of punishment,
so to speak, and can be merely laid aside when damaged. A-v materials, to the contrary, are easily damaged or destroyed, a peril aggravated in communal, public use by the inexperienced. 'The College will buy another' retort satisfies the careless and awkward.

To these, and there are many, the public or corporate purse is bottomless. The Librarian knows better: respecting library budgets, at least.

Students, and teachers, ought to be on speaking acquaintance with the various forms of a-v apparatus. Students of pedagogy or public school teaching would probably acquire this better, and more intensively, in their Education classes. This view would equip the Education Department or School, rather than the general library, with a-v aids to teaching. The Library stock would generally facilitate the learning, not teaching, effort. All students, whatever their majors, should be able to operate a microfilm reader, perhaps a tape recorder, and a phonograph. These devices should be in the Library in any event.

Librarians should have it well understood in advance, that installation of a-v devices in large variety in the Library presupposes a sufficient staff of competent, full-time personnel, on duty during usual Library hours, or, on well understood limited hours of service, outside of which hourly schedules, a-v materials are not available to the public. It presupposes too, that increasing number and variety of a-v items demands a proportionate increase in personnel to serve them. A book borrower may be taken for granted as able to read; a user of phonograph or tape recorder may need instruction on the spot—an extra duty of the librarian in charge.

Like the proverbial farmer who yearns for the neighboring acreage, the active Librarian may well yearn to enlarge the library scope of service. He
will do well to note responsibilities, and perhaps liabilities, that accompany the larger domain, whatever the prestige it may bring.

Mr. Lee C. Brown comments on several individual questions as follows:

Question 8. The answer is yes, there is value in audio-visual training for librarians. Indeed, I am convinced that there is necessity for such training because libraries have responsibility for providing their patrons with selections of materials in all the various media by which history and thought have been recorded and through which information and instruction may be imparted. Thus, if it is to meet its full responsibility, a library's collections must include, beside the conventionally printed matter, (including pictures, prints, maps, charts, etc.), those materials which appear on film, disc, and tape, and must provide the apparatus necessary for their projection, reproduction, and circulation. In turn, this responsibility requires that the library employ personnel who are trained in the selection, cataloging, and appropriate uses of such materials (as well as of printed materials) and in the selection, maintenance, and operation of the various devices required for their use.

Question 10. (Please refer also to my answers to questions 8 and 11 and comments under 12.) I want the library to house a selection of all materials that would be useful to individual patrons and to provide the apparatus necessary for their use. I do not want the library to be responsible for the production of audio-visuals or instructional materials anymore than I would wish it to publish and print books, and only reluctantly would I see the library as an
agency for 'booking' films. My notion of a center, therefore, parallels the kind of thinking that produces a separate periodicals department or division; their form and character seem to make it easier to handle them separately from books but they remain a part of the library's over-all resources.

Virtually all the college audio-visual centers of which I have knowledge are oriented toward elementary and secondary school teacher training not to providing materials for use by the college faculty and students in pursuit of their several curriculums. Thus, I do want audio-visuals and apparatus in the library, but I am skeptical of the wisdom of having a typical audio-visual center in it.

Question 11. It is my conviction that librarians must be trained for the broadened concept of a library as a complete resources or materials center, and that the profession, through its library schools, has major responsibility for prescribing and conducting this training. If the audio-visuals personnel are not also librarians, or are trained outside the profession, and without thorough instruction in the concepts, objectives, and practices of librarianship, they tend to be too restricted in outlook to carry out the over-all responsibility of librarians, which is to bring patrons together with whatever materials might be appropriate for their needs, whatever the subjects of their interest, and in whatever form or media the materials might appear. This training is not, however, a matter of special courses, so much as instruction all along the way to the professional library degree, so that, upon graduation, the student will have come naturally to perceive, conceive of, and employ audio-visuals as things integral with the whole body of a library's resources.
Question 12

a) Toward a redefinition of terms: There is an acute need for a redefinition or a re-interpretation, at least, of the terms audio-visuals and audio-visual services because, traditionally, these terms emphasize the distinctive forms of the materials and the mechanics of their use rather than their content and because they are thought of almost exclusively as having application in the group situation rather than for an individual's personal use. In my view, the terms should be employed in a context at once broader and narrower than the traditional one. However, I know of no alternative terms that will comprehend quite what I have in mind.

By way of partial illustration of what I mean, let me describe two simple examples of what a patron might find in a library in which audio-visuals were treated as an integral part of its total resources. If a patron in such a library were seeking information on India he would find listed, under the heading India, in the card catalog, besides books and magazines, titles of any films, film strips, slides, sound recordings, and references to any pictures and prints that the library might have about India. Similarly, a patron seeking information on Beethoven would find listed the library's books about Beethoven, its holdings of music periodicals, recordings of his music and commentary thereon, and films and pictures depicting his life and times, and illustrating the instruments and orchestral techniques of the period. Moreover, in both cases, all these materials would be available for the patron's individual, personal use in the library—or might even be taken home with him.

You will see then, that in my interpretation of audio-visuals, I place emphasis upon the subject content of the materials, not upon their form, and that audio-visuals services would be oriented toward the individual patron, not upon scheduling films and projectors for group showings.
b) Far from meeting their responsibility in the audio-visuals field, I consider that librarians generally, as individuals, and through their professional organizations and leadership (including the library schools), have sadly and shamefully neglected it. Whereas, it is the librarians who should be providing the field with leadership and direction, they are, in fact, largely failing their obligations (and surrendering their rights in it) by yielding its leadership and direction to a body of practitioners, who bear the title audio-visual director, or the like, and who, in my observation, are largely gadgeteers and mechanics. As a result, librarians are likely, before long, to be found practicing a much better role than now (in the areas of informing, teaching, learning, and communicating that collectively compose the provinces of education and librarianship), and, indeed, may well find their role subservient to that of the A-V practitioner.

It is my suspicion that the librarian's surrender to others of the responsibility for the development and management of audio-visuals, has derived on the one hand, out of fear and mistrust of the unfamiliar devices and apparatus that must be employed in using and communicating with audio-visuals and, on the other hand, from a fallacious assumption, that audio-visuals are mainly, if not solely, of utility to groups of persons instead of to persons individually.

The aforementioned inhibiting fear and distrust—the awe—with which librarians regard the technical and mechanical aspects of audio-visuals, has its unfortunate parallel, I suppose, in the relatively lowly standing of the devotees and exponents of the humanities and the social studies in contrast to the high standing of scientists, engineers, and technicians. Because of their grandly, spectacularly visible array of 'hardware', the latter are regarded
almost universally with awe and esteem while the former, despite their vastly more complex human problems to solve, are regarded with far less esteem and wholly without awe.

So we are brought around to the Mad Hatter's point, when he scolded Alice so vehemently: 'The question is,' he said, 'which is to be the master?' I hold that it had better not be the gadgeteers and 'hardware' designers and makers if we want a truly brave new world (including a library world) and not one that is merely 'technically' new.

The following comments were made in reference to the value of audio-visual training for librarians and/or the location of the audio-visual center in the library:

Alumni Library, Miami University, Oxford, Ohio:

Yes. Because of the complex and continually changing situation and to provide understanding of relationships between book and non-book resources; also new uses.

No. Operation and service requirements too great for library to handle.

Carnegie Library, Cheney State College, Cheney, Pennsylvania:

Eventually, the audio-visual materials, like all materials of instruction, will be a part of library service. The accrediting agencies and other organizations have already taken this direction.

This is the most logical place and the only area of the college which is set up for circulating and recording accurately the service which this center should have. A separate center would necessitate duplication of materials and services.
Carnegie Library, Wilberforce University, Wilberforce, Ohio:

Yes. The book is one of the earliest visual means of learning. Books and many A-V materials can be handled in a similar way and librarians are the logical people to broaden their skills in this area.

Yes. There should be a marriage between conventional library materials and A-V materials. The library supports the academic program and can do this by making both types of materials available.

In large universities, where there is a production service, it is reasonable that the A-V center should be separated from the library but in the small college the services can be operated together and personnel used more economically. Many problems related to circulation of books, allocating money to departments, etc., apply also to A-V materials. Far better control than leaving it to individual department and an A-V center on its own would be too costly.

Clifford Memorial Library, Evansville College, Evansville, Indiana:

Yes, Librarians should be interested in all media for the communication of ideas.

The library is the instructional or academic center of the college. Hence, it is the logical location for audio-visual materials, as well as the book.
Hallie O. Brown Memorial Library, Central State University, Wilberforce, Ohio:

Yes, just to be intelligent on the subject if for no other reason. He may accept a position in a library which handles the audio-visual materials for the college. Whether or not the a-v center is administered by the library there are usually a few such materials and equipment in a modern library. Certainly, the librarian should be conversant with these and other non-book materials.

No. It is better administered as a separate unit in my opinion. This service to teaching has expanded so rapidly (and will grow to greater uses) that it warrants a center out of the library manned by an A-V specialist.

Olive Kettering Library, Antioch College, Yellow Springs, Ohio:

Yes, for some. But to turn it around. I prefer an A-V person with library training. Our A-V librarian spends most of his time in the A-V department but he's a full member of the staff and shares evening reference work once a week like every other professional.

Yes. Though it may take some administrative adjustment it is worth it!

Laugeneheim Memorial Library, Thiel College, Greenville, Pennsylvania:

Yes. To evaluate purchasing, training for those using, but primarily this is needed to prepare a total picture of materials for professionals and students.
Yes. Most efficient use and schedule of materials. Most easily accessible to large number of people. Longer opening hours make it possible to borrow more. Unless libraries assume more than book storage, some other groups will assume the total educational supply picture and libraries will be just a small part of the picture.

Moellering Library, Valparaiso University, Valparaiso, Indiana:

Yes. Future libraries will increasingly become 'Instructional Materials Centers' of which books and other printed matter will be only a part. Records, tapes, microcards, and microfilms will become increasingly important as teaching methods drift the same way.

Murray Library, Lake Erie College, Painesville, Ohio:

Yes. Because of the tremendous volume of A-V materials available; because of the increased use of A-V materials in the college curriculum.

No. Because it is such a job to order and collect and service all this material for so many varied functions and departments that the library cannot possibly offer this amount of diversity. The library should try to concentrate on printed materials or material reproduced from printed material, (other than special collections). The problems involved in handling and servicing a special department and a special area of function.
Muskingum College Library, Muskingum College, New Concord, Ohio:

No. Not that complicated, the normal library training should suffice!

Yes. Because a-v materials are a modern day extension of books. If college libraries are to remain the 'intellectual heart' with all the necessary academic tools, whether these be in the traditional book form or in some modern extension of that form commonly thought of as a-v materials.

Otterbein College Library, Westerville, Ohio:

Only between 10-20% of audio-visual duties involve academic or intellectual backgrounds. A technician is the key need for our effective operation in the future.

Pickett Library, Alderson-Broaddus College, Philippi, West Virginia:

Yes. Libraries are becoming more and more materials centers. Librarians need training in A-V materials and equipment in order to give good service to patrons.

Reeves Memorial Library, Seaton Hill College, Greensberg, Pennsylvania:

No. There is already too much for librarians to do and the interruptions accompanying giving out of a-v materials too many.
Roy O. West Library, DePauw University, Greenville, Indiana:

Yes. In our library it is necessary. If the librarians do not know how to operate the audio-visual machines no one on the campus does. Also for selection purposes librarians should be trained in this.

No. Not really. I think it drains on the professional librarians time that they cannot do an adequate job of being a librarian. However, necessity demands otherwise. I do believe there is a direct relation to microfilms, microcards, and books, however.

Swarthmore College Library, Swarthmore, Pennsylvania:

Yes. A knowledge of what equipment and materials are available is important for developing a library's resources. Methods of handling special materials should be part of a librarian's technical knowledge.

Thomas Memorial Library, Wittenberg University, Springfield, Ohio:

Content is of prime importance and content may occur in various formats. For example, a student may need to read HAMLET; he may need to listen to a well-known actor's interpretation of HAMLET. For this, he needs a book and a tape or disc. He may also need to see a stage setting; for this he needs a picture or a film. Therefore, I believe it is very important for a librarian to know something about audio-visuals. A small college or a small university may not have need for production services in the area of visual aids, since it is an expensive operation; but to service a good collection of recordings, films, and projection equipment seems to me to be important in the small college.
University Library, University of Notre Dame, Notre Dame, Indiana:

We do, of course, have the visual things which our faculty consider to be another form of library material such as microfilm and microcard. However, in the new year, we will have an audio-aid center, the purpose of which is to provide recordings and tapes of music and various forms of the spoken word. We hope to correlate this, of course, with the instructional departments in the University. As of this date, however, we have not yet worked out the procedure on this undertaking.

University of Cincinnati Library, Cincinnati, Ohio:

No. I consider audio-visual materials (except microfilms) to be classroom aids, not materials for individual research and study.

William Edward Reise Library, Allegheny College, Allegheny, Pennsylvania:

Yes. Because a-v materials probably will be of increasing importance in the libraries of the future. Those who have no training in how to use them are reluctant to undertake an a-v program and might, thereby, fail to provide needed information.

SUMMARY

The questionnaires sent to library school directors and to academic librarians revealed several ideas, namely, that the majority of librarians and library educators give
serious thought to the possibility that audio-visual services are becoming more and more a responsibility of the library. They have revealed that librarians are thinking of content rather than format, realizing that not only printed materials are one of the means by which they help convey ideas but that non-book materials, other media of communication, are taking their place along with books in the process of imparting knowledge.

Librarians are conscious of the fact that they must have some training and are interested in the library schools providing a way for them to obtain that training. They are not interested in, nor do they believe, that major courses are needed to obtain training. They feel that for the handling of materials the training would be the same as for books.

From comments, it can be deduced that some librarians still harbor a fear of the equipment and the manipulation and maintenance of such. For some time the equipment in the audio-visual field has posed a problem where librarians are concerned. Many of them want to rely on the fact that they are not mechanically minded and that
technicians should handle audio-visual materials and equipment. There is as much controversy to that theory as there is to the one that all librarians do is check in and check out books.

Both library services and audio-visual services are closely knit. Whether in a small academic library where the librarian and her staff must manage both or in the larger university library where only certain of the audio-visual materials are present, and there is a separate audio-visual department, the respondents in this study have revealed through their responses that they believe audio-visual aids in all forms will be a part of the modern library, and this being true librarians must begin now to prepare for the future.
SUMMARY, DISCUSSION AND RECOMMENDATIONS

Based upon analysis, data, personal interviews, visitations, and the writer's own thinking conclusions and recommendations are herewith discussed.

No college can rise above the quality of its library and faculty. It is important, also, that the librarian share in the continuous evaluation and reconstruction of the total educational program in light of the college objectives which, hopefully, he has shared in developing.

The misconception that the librarian is merely a so-called "storekeeper of books" has had too much basis in fact. This definition of the role has seemed to be widely accepted by the typical librarian of the past. To make certain that every book, every clipping, and everything associated with his library was in place at all times, became a preoccupation on the part of far too many. With the broader objectives and responsibilities, as well as new

108
resources in modern education, the librarian of the present must become sensitive to his new and broader role within the educational program.

The modern college librarian must explore and inquire into more effective ways of being of service to the college community. He must be aware of the strength and weaknesses in both the traditional and modern programs of education as they affect the learning process.

It is not enough for the librarian to produce a wanted book or give advice about the best books to read. He also must be able to assist his clientele in developing and in creating new ideas. In order to do this, he must educate himself in the many new media of communication which can make learning more meaningful. The librarian for these times and the emerging future must conceive of himself as a teacher and a guide.

It is recognized that students cannot read as well as they should. Attempts must be made within the college to develop competencies and skills as well as a deep and abiding interest in reading. The library must provide that
type of reading material which serves best in aiding such students both in enrichment and in the remedial aspect of their needs. With respect to the latter problem, it is necessary that there be a variety of materials provided for use even in the so-called "book" library, alert to the issues and trends in this direction.

Responsibilities in audio-visual services would involve selecting, utilizing, and administering all types of materials and resources in addition to the printed materials. Librarians in training need to develop interests and competencies in recommending non-book materials to instructors and students as effectively as they would those in printed form. Many librarians have begun to welcome the prospects of such a role.

There continue to be those who hold that instructional materials should be housed in a service unit separated administratively from the library. Others believe that the library is the best place for the housing and administering of all materials. Still others suggest that the philosophy which it is best to assume is a "middle-of-
the-road" policy where college or university libraries and audio-visual centers are concerned. Often those holding this last point of view suggest that the larger colleges and universities might work well with a separate and distinct instructional center, whereas the small college, because of limited personnel, facilities, and finances, might use the library also as an instructional materials center, making certain that an audio-visually trained person is in charge.

As the review of literature has revealed, there are those who feel that the library must share in the provision of audio-visual services within the colleges and that librarians must ready themselves for the acceptance of these responsibilities. If librarians are to broaden their roles to include these services it will be necessary for them to seek further training in audio-visual methods of instruction as well as the relation of such instruction to teaching and learning. Library schools, too, must be developed to include audio-visual training.

In the past emphasis in the library has been upon the size and continual growth of the book collection, the improvement of facilities and the provision of an effective
technical staff. With modern developments in higher education, the library must reflect greater emphasis on the effective integration of its services with the academic program. In order to realize this integration, there must be some clarification as to the functions of the college library. Since it is primarily a service unit of the college as a whole, its functions should be defined in light of the purposes and objectives of the college.

The functions of the college library are generally conceded to be the following:

1. To secure and make accessible under favorable conditions an authoritative college of books and other materials which will aid the faculty in its instructional program.

2. To furnish the basic reference books in subjects comprising the curricula, and some general information reference materials in all fields of knowledge.

3. To foster the general culture of the student by providing interesting books for voluntary or recreational reading.

4. To aid these members of the faculty engaged in productive research by interlibrary loans, microphotography, and other resources of large university libraries.

5. To develop effective library usage through the joint efforts of the faculty and the library staff.
6. To encourage students to use books independently, not only during college years, but afterwards.64

In addition to the above stated functions, there are others which might be considered. Lyle states these as being outstanding functions:

1. To provide the technical and specialized study materials needed to keep the faculty abreast of the fields for teaching purposes.

2. To participate in any program of post-collegiate education for alumni sponsored by the college.

3. To provide the study materials needed by extension and correspondence students in colleges where extension programs are offered.

4. To co-operate with other librarians in strengthening library resources in the region in which the library is located.65

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64 Mollie E. Dunlap, "The Role of the Library in Instruction, with Particular Reference to the College of Education and Industrial Arts at Wilberforce, Ohio," (a paper read at Wilberforce, Ohio, April 6, 1948), p. 1.

65 Lyle, op. cit., pp. 22-23.
Each college library will have specialized functions peculiar to its own needs. Those stated above by Dunlap and Lyle represent a general consensus. The concern of every librarian should be that of carrying out these functions. The co-operation of the college administration and the teaching faculty is requisite to the achievement of this goal.

In order to implement his functions successfully, certain requirements are recognized by the librarian. Among these are those which follow:

1. The content of the college library must continue to grow. It must be alive and up-to-date. Besides the basic standard sources, it must contain materials of current interest. In addition the library must have, as part of its content, non-book materials. There is no place for obsolete materials (except in special collections and rare books) in the modern college library. For the library to be effective these must be removed from the shelves. The content of the library must not be limited to a small collection of current books and materials because these will not promote the type of instruction which stimulates inquiry.
and investigation. All of the attempts to make the content of the college library attractive, alive, rich, and useful will not guarantee its use. Effectiveness can only be gained if the library is serving an institution whose teaching methods and curricula are such that they require a heavy use of the library. The library staff must be prepared to instruct in the use of the library and its method of investigation.

2. There must be a competent and effective library staff which is trained academically and technically and understands the problems which teachers and students encounter while they are pursuing their studies. Basically the library program is concerned with teaching and learning, with aiding students in improving their work and with adapting its services to instructional needs.

3. Adequate financial support is necessary for effective library services. The librarian should keep the administration aware of the fact that there must be

66 Loc. cit.
sufficient financial support available in order to carry out the type of program required.

4. Suitable building and working quarters constitute another basic requirement. There should be adequate space for readers as well as for books and materials. The service areas, reading rooms, and stacks or open shelves must all be adequate to make functional the relationship which must exist between teachers and students working together in fields where books and other library aids and services are important.

5. The effective organization and assembling of library materials is another of the basic requirements of the library. Organization will only be effective if it affords easy access and service. Materials must be so well organized and available that at a minute's notice a librarian or his staff can produce them for use. Any materials which it is thought should be departmentalized should, however, be centrally administered and indexed for effective service.
6. The librarian should know what is expected of him by the administrational staff, and, in turn, should have his philosophy well understood by the administration.

The audio-visual specialist may have many of the same basic functions as the librarian. He is interested in the services which he can render to the college, its administration, teaching faculty, and staff. There are certain basic functions which will help him to continue giving better service to the college. According to Dale, these are as follows:

1. He surveys materials, equipment, and available personnel and analyzes them in relation to the overall program.

2. He works with central administrative staff to improve the quality of students' experiences.

3. He assists in organizing procedures for selecting materials and equipment.

4. He informs teachers of available materials and their conditions of use.

5. He arranges production facilities for teachers and develops specialized materials and programs where needed.

6. He provides help and guidance to teachers on problems related to materials.

7. He develops long-range plans.
8. He interprets the program to administrators, teachers, supervisors, and the public.

9. He evaluates the programs in co-operation with the others. 68

The audio-visual director who is successful is a combination of teachers, curriculum workers, and subject supervisors. He must be able to work co-operatively with interested teachers in furthering a better understanding of the role of audio-visual materials and equipment used to improve instruction in the classroom.

The audio-visual director should possess the following qualifications:

1. **Successful experience in classroom teaching.** The audio-visual director must have teaching experience himself if he is to understand the problems confronting the classroom teacher who is desirous of using every means possible to make the curriculum meaningful to his students.

2. **Professional training in audio-visual methods, supervision, and administration.** Adequate training in audio-visual methods is a basic requirement of every audio-visual director. He must keep abreast of all new materials, equipment, and techniques constantly being developed. It

68 Dale, op. cit., p. 519.
is a responsibility that he continues to read, attempts research, investigations, and furthers his professional training.

3. **Ability to demonstrate audio-visual theories, plans, and techniques.** Many persons who call themselves experts in the audio-visual field are hobbyists, gadgeteers, and manipulators of equipment. The real audio-visual director must be none of these. He must have ideas and be able to successfully demonstrate them in actual teaching situations. To fulfill this qualification the director must have experience as a teacher.

4. **Competence in curriculum planning and its philosophy.** Knowing what should be done in curriculum planning and its implications is not enough. The audio-visual director must be experienced in this area. The field of audio-visual education is the implementation phase of curriculum planning. The audio-visual director, therefore, will find himself constantly confronted with problems and procedures, and techniques related to the curriculum. For this reason he must understand clearly all that is involved in curriculum planning.
5. **Continual professional contact with colleagues in connection with curriculum, teaching methods and audio-visual education.** The audio-visual director must be in evidence by contributing to literature and related subjects in his field. He must also contribute ideas to professional organization in his field through participation in their programs—regional, state, and national.

6. **Ability to work well with lay people and with teachers, fellow supervisors, and administrators.** The audio-visual director must see the total audio-visual program in relation to the complete school curriculum.⁶⁹

Although the qualifications of an audio-visual director as set down by Wittich and Schuller apply specifically to those persons working in the public school curriculum, they might apply to those working in higher education.

The audio-visual specialist should see his work as making a contribution to the educational experiences of

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people of all ages. Because of his training and what he does, he is a specialist in the instructional curriculum of the college. He sees the new media of communication and its tools and equipment as a means to the end where education is concerned. He seeks the assistance of other staff members and the faculty in developing effective experiences which are worthwhile to the student.

Both librarians and the audio-visual specialists may be seen as having teaching functions in the college of today.

When a librarian assembles materials for student use, directs a student to the best source of information, or instructs the student in the use of materials to the best advantage, he ceases to be a service officer and becomes directly involved in the field of instruction. Lyle has this to say as to the condition under which a college library becomes an essential part of the teaching program.

Books are considered as means of extending experiences and as aids to thinking rather than solely as sources of information. The library is thought of as a functional unit of the school or of society rather than as a place or as a collection of books. Library materials are conceived of as materials of instruction and not merely as books or periodicals, as they include many new aids to learning such as
pamphlets, maps, globes, pictures, slides, films, and sound recordings. The function of the librarian has likewise been differently conceived. The librarian, who formerly was frequently thought of as a technician or administrator concerned primarily with library housekeeping, is more frequently considered as a member of the staff responsive to the interests of the administrator, teacher, pupil, or other colleague or patron, and qualified to participate fully in the planning and accomplishment of the educational purposes of the school and of the community.  

SUMMARY

Audio-visual materials in academic libraries seem to be finding their place especially in the small colleges. Both college librarians and audio-visual specialists are rendering a service to the total educational process. There is a place for both but one which is closely interrelated.

Librarians are deeply concerned with supplying the appropriate instructional materials needed for use of faculty and students. They realize it is not enough

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to have just the printed book and that all non-book materials will some day be integrated with printed materials. They are not afraid as they once were that the newer media of communication will cause the book to be "scarpped". Rather, they believe that these media are a strengthening point to the continued use of the book. Academic librarians have not pushed the matter of audio-visual services, but they are becoming resigned to the fact that instructional materials are pushing their way more and more into the book library and that they are going to have to accept more of the responsibilities for audio-visual services. Librarians realize also that they are going to be obliged to work co-operatively with the audio-visual specialists. For this reason librarians must begin the task of re-educating themselves for the task which lies ahead.

RECOMMENDATIONS

After careful evaluation of the comments made by librarians and library school directors on the questionnaires, reviewing the literature pertinent to the study, and observations made by the writer, the following recommendations are suggested:
1. That audio-visual specialists and librarians in the college combine their ideas wherever and whenever possible so as to give the best possible services to higher education.

Audio-visual directors and librarians have had good ideas to go astray for the lack of co-operation to carry them out. There are ideas in the use of instructional materials which need the thinking of both the librarian and the audio-visual specialist to give the best services to the learning process. Librarians have the "know-how" when it comes to cataloging and accessioning materials to be of service to the greater number. It is part of their training. This type of information would prove beneficial to the audio-visual director who generally knows little about organizing materials for service to the greater number.

In reverse, the audio-visual director's ideas of selection might be of use to the librarian. Where the librarian is skilled in the proper selection of books, his knowledge of the proper selection of films and other instructional materials is meager.

2. That library schools think in terms of the future and begin to revamp their curricula to include more emphasis on non-book materials and equipment.
Analysis of the questionnaires revealed that librarians felt that their library schools should offer better training in audio-visual education. Most school systems and many public libraries are requiring librarians to be familiar with instructional materials, their maintenance, and use to the best advantage. It has been said that such can be learned on the job. This might be true but a librarian who has had some form of education in the methods of using instructional materials and is conversant with the materials is more at ease on the job and can give better service.

3. That college librarians take refresher courses, short term courses in audio-visual instruction, and attend audio-visual workshops.

Librarians who have been exposed to some sort of audio-visual training might do well to take refresher courses in selecting, classifying, and using materials as well as the manipulation of equipment. Short term courses often are available in the education department of colleges. These may be taken during the summer. Though such courses are often hurriedly taught, they are very often just the boost that one needs.
Attendance at audio-visual workshops can be very enlightening and helpful. Hearing others talk of their experiences and how they solved certain problems often gives one ideas. Workshops are a sharing and learning experience.

4. That audio-visualists acquaint themselves with some library techniques and procedures.

Many audio-visualists seem to work in clutter and confusion. It might be well if they would take lessons from librarians in proper organization of materials. Though audio-visualists would hardly need to know the finer points of cataloging, some knowledge of cataloging and accessioning might prove helpful in the organization of instructional materials.

5. That in planning a new library building, those concerned with this planning take audio-visual services into consideration.

As one librarian put it, "like it or not, audio-visual services are becoming a part of the library of the future." This statement has some truth in it regardless of what we think or hope. It is well that librarians and audio-visualists begin thinking of what features the new libraries
must have to cope with the inclusion of audio-visual services.

6. That other surveys of this nature covering a wider area be made.

Five states are a very small portion of the fifty and one hundred forty-five academic libraries a very small per cent of the total (2140). A much larger sampling would reveal additional practices, give vent to viewpoints not discovered in this survey, and indicate any growth in the co-operation between librarians and audio-visual directors in the almost three years since this survey was made. It may well be that considerable advances have been instituted.

7. That library schools be queried as to improvements which they have made in their curricula to train students in audio-visual methods and the function of librarians in providing audio-visual materials as well as books and other printed media.

8. That a series of regional institutes after the pattern of those of the National Defense Education Act be sponsored by the federal government for librarians and audio-visual directors.
Certainly, they, too, need to learn more about the work in which they are engaged. Such institutes would fall within the provision for support for library personnel and educational media specialists. The act stipulates that such institutes shall be for advanced study, including study in the use of new materials. The purpose of these institutes "is instructional" and the use of new teaching materials is encouraged. These materials include modern communication materials as well as new printed and curriculum materials.\(^7\) Here there is the wedding of the perfect set-up for the librarians and the audio-visual directors.


Part A of Title VI: Financial Assistance for Special Equipment for Undergraduate Instruction, provides for the

purchase of laboratory and other equipment including audio-
visual materials and television equipment and materials.

Part B of Title VI provides for the operation of
institutes and short term workshops for individuals
preparing to use educational media equipment in teaching
in institutions of higher education, individuals preparing
to become specialists in education media, or librarians,
or other specialists using such media.\footnote{Higher Education Act of 1965, Saturday Review, 48:83 November 20, 1965.}

10. That a textbook on the subject of libraries
and audio-visual materials be provided for library schools.

Some interested person would do a great service to
both fields if he would devise a textbook to be used in a
course on the place of audio-visual materials in the academic
library. The trend points inevitably to the demise of the
separate audio-visual center on college and university
campuses, and to the location of all instructional materials
in the library. It is important therefore, that library
schools be required to train students in the organization
and administration of an audio-visual department within the academic library.
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B. PERIODICALS


C. UNPUBLISHED MATERIAL

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APPENDIX
APPENDIX A

LIBRARY SCHOOLS OR LIBRARY COURSES

QUESTIONNAIRES

Alabama State College
Albany State College
Appalachian State Teachers College
Aquinas College
Arizona State College
Arkansas State Teachers College
Atlanta University
Auburn College
Austin Peay State College
Ball State Teachers College
Beasie Tift College
Beloit College
Bowling Green State University
C. W. Post College
California Baptist College
Carnegie Institute of Technology
Catholic University of America
Central Michigan University
Central Missouri State College
Central Washington State College
The College of St. Catherine
College of St. Mary of the Springs
College of St. Teresa
Colorado State College
Columbia University
Drexel Institute of Technology
Duquesne University
East Texas State College
Eastern Illinois University
Eastern Michigan College
Ecole de Bibliothéconomie, University de Montreal
Florida State University
Friends University
George Peabody College for Teachers

Montgomery, Alabama
Albany, Georgia
Boone, North Carolina
Grand Rapids, Michigan
Tempe, Arizona
Conway, Arkansas
Atlanta, Georgia
Minneapolis, Minnesota
Clarksville, Tennessee
Muncie, Indiana
Forsyth, Georgia
Beloit, Wisconsin
Bowling Green, Ohio
Greenvale, New York
Riverside, California
Pittsburgh, Pennsylvania
Washington, D. C.
Mt. Pleasant, Michigan
Warrensburg, Missouri
Ellensburg, Washington
St. Paul, Minnesota
Columbus, Ohio
Winona, Minnesota
Greeley, Colorado
New York, New York
Pittsburgh, Pennsylvania
Commerce, Texas
Charleston, Illinois
Ypsilanti, Michigan

Montreal, Quebec, Canada
Tallahassee, Florida
Wichita, Kansas
Nashville, Tennessee
Georgia Southern College  
Gustavus Adolphus College  
Henderson State Teachers College  
Hiram College  
Indiana University  
Kansas State Teachers College  
Kent State University  
Kutztown State College  
Lewis and Clark College  
Longwood College  
Louisiana Polytechnic Institute  
Louisiana State University  
Loyola University  
Luther College  
Macalester College  
Mankato State College  
Marygrove College  
Mary Manse College  
Memphis State University  
Mississippi College  
Mississippi State College for Women  
Moorhead State College  
Morehead State College  
Mount St. Scholastica College  
Murray State College  
Nazareth College  
Nebraska State Teachers College  
Nebraska State Teachers College  
New Mexico State University  

North East State Teachers College  
Northern Illinois University  
Northern Michigan College  
Northland College  
Northwest Missouri State College  
Northwestern State College of Louisiana  
Oregon State College  
Our Lady of the Lake College  
Pacific Union College  
Pacific University  

Statesboro, Georgia  
St. Peter, Minnesota  
Arkadelphia, Arkansas  
Hiram, Ohio  
Bloomington, Indiana  
Emporia, Kansas  
Kent, Ohio  
Kutztown, Pennsylvania  
Portland, Oregon  
Farmville, Virginia  
Ruston, Louisiana  
Baton Rouge, Louisiana  
New Orleans, Louisiana  
Decorah, Iowa  
St. Paul, Minnesota  
Mankato, Minnesota  
Detroit, Michigan  
Toledo, Ohio  
Memphis, Tennessee  
Clinton, Mississippi  
Columbus, Mississippi  
Moorhead, Minnesota  
Morehead, Kentucky  
Atchison, Kansas  
Murray, Kentucky  
Rochester, New York  
Kearney, Nebraska  
Wayne, Nebraska  
University Park, New Mexico  
Kirksville, Missouri  
DeKalb, Illinois  
Marquette, Michigan  
Ashland, Wisconsin  
Marysville, Missouri  

Natchitoches, La.  
Corvallis, Oregon  
San Antonio, Texas  
Angivin, California  
Forest Grove, Oregon
Pennsylvania State University  
Purdue University  
Queens College of the City University of New York  
Rocky Mountain College  
Rosary College  
Rutgers University  

St. Mary-of-the-Woods College  

St. Norbert College  
Salem College  
Sam Houston State Teachers College  
San Jose State College  
Seattle University  
Shepherd College  
Simmons College  
South Dakota State College  
Southeast Missouri State College  
Southeastern Louisiana College  
Southern Connecticut State College  
Southern Illinois University  
Southern University  
Southwestern Missouri State College  
State College  
State Teachers College  
State Teachers College  
Sterling College  
Syracuse University  
Texas Women's University  
Tougaloo Southern Christian College  
Trenton State College  
University of Alabama  
University of Alaska  
University of Arizona  
University of Arkansas  
University of California  
University of Colorado  
University of Denver  
University of Georgia  

University Park, Pa.  
Lafayette, Indiana  

Flushing, New York  
Billings, Montana  
Oak Park, Illinois  
New Brunswick, New Jersey  

St. Mary-of-the-Woods, Indiana  

West DePere, Wisconsin  
Salem, West Virginia  
Huntsville, Texas  
San Jose, California  
Seattle, Washington  
Shepherd, West Virginia  
Boston, Massachusetts  
Brookings, South Dakota  
Cape Girardeau, Missouri  
Hammond, Louisiana  
New Haven, Connecticut  
Carbondale, Illinois  
Baton Rouge, Louisiana  
Springfield, Missouri  
Millersville, Pa.  

Ellendale, North Dakota  
Minot, North Dakota  
Sterling, Kansas  

Syracuse, New York  
Denton, Texas  
Tougaloo, Mississippi  
Trenton, New Jersey  

University, Alabama  
College, Alaska  
Tucson, Arizona  
Fayetteville, Arkansas  
Berkeley, California  
Boulder, Colorado  

Denver, Colorado  
Athens, Georgia
University of Hawaii
University of Idaho
University of Illinois
University of Iowa
University of Kentucky
University of Maryland
University of Michigan
University of Mississippi
University of North Carolina

University of North Dakota
University of Oklahoma
University of Omaha
University of Oregon
University of Portland
University of Southern California
University of Tennessee
University of Texas
University of Toronto
University of Utah
University of South Dakota

University of Wisconsin
University of Wyoming
Wayne State University
Western Illinois University
Western Kentucky State College
Western Maryland College
Western Michigan University
Western Reserve University
Western State College
Western Washington State College
Wisconsin State College
Wisconsin State College
Wisconsin State College
The Women’s College of Georgia
Youngstown University

Honolulu, Hawaii
Moscow, Idaho
Urbana, Illinois
Iowa City, Iowa
Lexington, Kentucky
College Park, Maryland
Ann Arbor, Michigan
University, Mississippi
Chapel Hill, North Carolina
Grand Forks, North Dakota
Norman, Oklahoma
Omaha, Nebraska
Eugene, Oregon
Portland, Oregon
Los Angeles, California
Knoxville, Tennessee
Austin, Texas
Toronto, Canada
Salt Lake City, Utah
Vermillion, South Dakota
Milwaukee, Wisconsin
Laramie, Wyoming
Detroit, Michigan
Macomb, Illinois
Bowling Green, Kentucky
Westminster, Maryland
Kalamazoo, Michigan
Cleveland, Ohio
Gunnison, Colorado
Bellingham, Washington
La Crosse, Wisconsin
Superior, Wisconsin
Whitewater, Wisconsin
Milledgeville, Georgia
Youngstown, Ohio
APPENDIX B

ACADEMIC LIBRARIES QUESTIONNAIRE ADDRESSEES

Gregg M. Sinclair Library
University of Hawaii
Honolulu, Hawaii

University of Alaska Library
University of Alaska
College, Alaska

Ayres-Alumni Memorial Library
Taylor University
Upland, Indiana

Ball State Teachers College Library
Ball State Teachers College
Muncie, Indiana

Butler University Library
Butler University
Indianapolis, Indiana

Clifford Memorial Library
Evansville College
Evansville, Indiana

Earlham College Library
Earlham College
Richmond, Indiana

Franklin College of Indiana Library
Franklin College of Indiana
Franklin, Indiana

Indiana Central College Library
Indiana Central College
Indianapolis, Indiana

Lilly Library
Wabash College
Crawfordsville, Indiana

Manchester College Library
Manchester College
North Manchester, Indiana

Moellering Library
Valparaiso University
Valparaiso, Indiana

Perry T. Ford Memorial Library
Tri-State College
Angola, Indiana

Purdue University Library
Purdue University
Lafayette, Indiana

Roy O. West Library
DePauw University
Greencastle, Indiana

The University Library
University of Notre Dame
Notre Dame, Indiana

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The University Library
Indiana University
Bloomington, Indiana

St. Joseph's College Library
St. Joseph's College
Rensselaer, Indiana

St. Mary's College Library
St. Mary's College
Notre Dame, Indiana

Bellarmine College Library
Bellarmine College
Louisville, Kentucky

Berea College Library
Berea College
Berea, Kentucky

Blazer Library
Kentucky State College
Frankfort, Kentucky

Kentucky Wesleyan College Library
Kentucky Wesleyan College
Owensboro, Kentucky

Murray State College Library
Murray State College
Murray, Kentucky

Georgetown College Library
Georgetown College
Georgetown, Kentucky

Johnson Camden Library
Morehead State College
Morehead, Kentucky

James Bryce Centennial Library
Southern Baptist Theological Seminary
Louisville, Kentucky

Lincoln Institute Library
Lincoln Institute
Lincoln Ridge, Kentucky

Margaret King Library
University of Kentucky
Lexington, Kentucky

Northern Center Library
University of Kentucky
Covington, Kentucky

University of Louisville
Library
University of Louisville
Louisville, Kentucky

Villa Madonna Library
Villa Madonna College
Covington, Kentucky

Albert Emanuel Library
University of Dayton
Dayton, Ohio

Alumna Library
Miami University
Oxford, Ohio

Andrews Library
The College of Wooster
Wooster, Ohio

Anthony Wayne Library
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Kent State University Library
Kent State University
Kent, Ohio

Klau Library
Hebrew Union College
Cincinnati, Ohio

Memorial Library
United Theological Seminary
Dayton, Ohio

Mount Union College Library
Mount Union College
Alliance, Ohio

Murray Library
Lake Erie College
Painesville, Ohio

Muskingum College Library
Muskingum College
New Concord, Ohio

Musselman Library
Bluffton College
Bluffton, Ohio

Ohio University Library
Ohio University
Athens, Ohio

Olive Kettering Library
Antioch College
Yellow Springs, Ohio

Ritter Library
Baldwin Wallace College
Berea, Ohio

Rudolph Memorial Library
Capital University
Columbus, Ohio

St. Gregory Seminary College
Library
St. Gregory Seminary College
Cincinnati, Ohio

Slocum Library
Ohio Wesleyan University
Delaware, Ohio

Starvaggi Memorial Library
The College of Steubenville
Steubenville, Ohio

Teachout-Cooley Memorial
Library
Hiram College
Hiram, Ohio

Thomas Memorial Library
Wittenberg University
Springfield, Ohio

Timothy C. Day Library
Ohio College of Applied Science
Cincinnati, Ohio

University of Cincinnati Library
University of Cincinnati
Cincinnati, Ohio

University Library
University of Akron
Akron, Ohio
Wehrie Memorial Library
Pontifical College Josephinum
Worthington, Ohio

Western College for Women Library
Western College for Women
Oxford, Ohio

William Howard Doane Library
Dennison University
Granville, Ohio

Youngstown University Library
Youngstown University
Youngstown, Ohio

Albright College Library
Albright College
Reading, Pennsylvania

Alumni Memorial Library
University of Scranton
Scranton, Pennsylvania

Bloomsburg State College Library
Bloomsburg State College
Bloomsburg, Pennsylvania

Carnegie Library
Cheyney State College
Cheyney, Pennsylvania

Dickinson College Library
Dickinson College
Carlisle, Pennsylvania

Drexel Institute of Technology Library
Drexel Institute of Technology
Philadelphia, Pennsylvania

Duquesne University Library
Duquesne University
Pittsburgh, Pennsylvania

Ellen Clark Bertrand Library
Bucknell University
Lewisburg, Pennsylvania

Francis Harvey Green Library
West Chester State College
West Chester, Pennsylvania

Gossard Memorial Library
Lebanon Valley College
Annville, Pennsylvania

Henry Buhl Library
Grove City College
Grove City, Pennsylvania

Hunt Library
Carnegie Institute of Technology
Pittsburgh, Pennsylvania

Immaculata College Library
Immaculata College
Immaci, Pennsylvania

J. Albert Reed Library
California State College
California, Pennsylvania

Jefferson Medical College Library
Jefferson Medical College
Philadelphia, Pennsylvania

John A. W. Haas Library
Muhlenberg College
Allentown, Pennsylvania
Junita College Library
Junita College
Huntington, Pennsylvania

King's College Library
King's College
Wilkes-Barre, Pennsylvania

Langenheim Memorial Library
Thiel College
Greenville, Pennsylvania

Lucy Packer Linderman Library
Lehigh University
Bethlehem, Pennsylvania

M. Carey Thomas Library
Bryn Mawr College
Bryn Mawr, Pennsylvania

McCartney Library
Geneva College
Beaver Falls, Pennsylvania

McGill Library
Westminster College
New Wilmington, Pennsylvania

Maltby Library
Slippery Rock State College
Slippery Rock, Pennsylvania

Mansfield State College Library
Mansfield State College
Mansfield, Pennsylvania

The Memorial Library
Pennsylvania Military College
Chester, Pennsylvania

Millersville State College Library
Millersville State College
Millersville, Pennsylvania

Pius XII Memorial Library
St. Francis College
Loretto, Pennsylvania

Reeves Memorial Library
Seton Hill College
Greensburg, Pennsylvania

Rhodes R. Stabley Library
State College
Indiana, Pennsylvania

St. Joseph's College Library
St. Joseph's College
Philadelphia, Pennsylvania

St. Vincent College Library
St. Vincent College
Iatrobe, Pennsylvania

Schmucker Memorial Library
Gettysburg College
Gettysburg, Pennsylvania

Swarthmore College Library
Swarthmore College
Swarthmore, Pennsylvania

Temple University Library
Temple University
Philadelphia, Pennsylvania
Ursinus College Library
Ursinus College
Collegeville, Pennsylvania

University Library
Pennsylvania State University
State College, Pennsylvania

University of Pittsburgh Library
University of Pittsburgh
Pittsburgh, Pennsylvania

Vail Memorial Library
Lincoln University
Lincoln, Pennsylvania

Van Wickle Library
Lafayette College
Eason, Pennsylvania

Waynesburg College Library
Waynesburg College
Waynesburg, Pennsylvania

Wilkes College Library
Wilkes College
Wilkes-Barre, Pennsylvania

William Edward Reis Library
Allegheny College
Allegheny, Pennsylvania

Zug Memorial Library
Elizabethtown College
Elizabethtown, Pennsylvania

Bluefield State College Library
Bluefield State College
Bluefield, West Virginia
### APPENDIX C

#### KEY TO LIBRARY SCHOOLS MAKING COMMENTS

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>LIBRARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alabama State College</td>
</tr>
<tr>
<td>2</td>
<td>Appalachian State Teachers College</td>
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<td>3</td>
<td>Arizona State University</td>
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<tr>
<td>4</td>
<td>Atlanta University</td>
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<tr>
<td>5</td>
<td>Ball State Teachers College</td>
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<td>6</td>
<td>Bowling Green State University</td>
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<td>7</td>
<td>Colorado State College</td>
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<td>8</td>
<td>East Texas State College</td>
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<td>Eastern Illinois University</td>
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<tr>
<td>10</td>
<td>École de Bibliothéconomie</td>
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<td>11</td>
<td>Friends University</td>
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<tr>
<td>12</td>
<td>Kent State University</td>
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<td>13</td>
<td>Moorhead State College</td>
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<td>14</td>
<td>Northland College</td>
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148
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<th>Page</th>
<th>Institution</th>
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<tbody>
<tr>
<td>15</td>
<td>Northwest Missouri State College</td>
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<td>16</td>
<td>Queen's College of the City University</td>
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<td>17</td>
<td>Rutgers University</td>
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<td>18</td>
<td>South Dakota State College</td>
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<td>Southern University</td>
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<td>University of Alabama</td>
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<td>University of Texas</td>
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<td>28</td>
<td>University of Wisconsin</td>
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<tr>
<td>29</td>
<td>Western Reserve University</td>
</tr>
</tbody>
</table>
I, Inez Moore Boddy, was born in Seaford, Delaware, July 23, 1911. I received my secondary school education in the public schools of Uniontown, Pennsylvania. My undergraduate training was received at Wilberforce University where, in 1933, I received the Bachelor of Science degree. In 1939 I received the teacher-librarian certificate from Hampton Institute, Virginia. The Bachelor of Science in Library Science degree was received from Western Reserve University, School of Library Science in 1947 and the Master of Arts degree from the Ohio State University, June, 1952.

From 1936-1942 I was employed as teacher-librarian in the public school system of Halifax, Virginia.

I have been employed as a library assistant at Central State University, Wilberforce, Ohio from September 1944 to date.