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A survey of audio-visual materials in state college and university libraries of the southern association of secondary schools and colleges

James Ivory Richey
Atlanta University

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A SURVEY OF AUDIO-VISUAL MATERIALS IN STATE COLLEGE AND UNIVERSITY LIBRARIES OF THE SOUTHEIN ASSOCIATION OF SECONDARY SCHOOLS AND COLLEGES

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SERVICE

BY
JAMES IVORY RICHEY

SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
AUGUST, 1955
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CHAPTER I

INTRODUCTION

Historical Background

Educators over the past twenty-five years have come to recognize the importance of combining audio-visual materials with the printed word to bring about a more effective course of study or curriculum. Newly constructed elementary and high schools are providing space for special audio-visual rooms or are exhibiting the more modern practice, that of combining the audio-visual program with the program of the library. Librarians are realizing the importance of their new role, and are putting forth every effort to equip themselves with the necessary knowledge and skills to start and maintain the audio-visual program as a part of the function of the library.

A general survey of all schools and colleges by the United States Office of Education and the American Council on Education in 1936 indicated that of the 8,806 schools reporting, 7,671 owned equipment for the projection of pictures. It was also reported that these schools owned 11,500 radio receiving sets, nearly a thousand centralized school sound systems, approximately three quarters of a million phonograph records, and more than a million slides.¹

The 1936 survey was the most complete at the time; but since then,

many more schools and colleges have begun the systematic use of audio-visual materials.

According to James S. Kinder, Professor of Education and Director of Film Service of the Pennsylvania College for Women, the modern interest in audio-visual materials dates from the establishment of the Academy of Visual Instruction during its first national convention at the University of Wisconsin in 1920. Three years later this organization merged with the Department of Visual Instruction of the National Education Association. The Visual Instruction Association of America was organized in New York City in 1922, and was affiliated with the Department of Visual Instruction of the National Education Association in 1932. This merger brought together the eastern and western wings of the movement. The Department of Visual Instruction of the National Education Association, formed in 1923, has continued down to the present time. The name, however, was changed in 1947 to the Department of Audio-Visual Instruction.  

Since 1930 research in the various aspects of visual education has multiplied rapidly. Several scores of doctoral dissertations have been written on the subject, and theses prepared for the master's degree total in the hundreds. Pamphlets, textbooks, yearbooks of professional societies, and articles on various phases of audio-visual education have been appearing in increasing numbers.

From investigation it is found that though audio-visual materials have value for students on the kindergarten, as well as university level, very little has been done in the way of publishing a complete survey of the use of such materials by college and university libraries. It is evident,  

however, that colleges and universities are making use of audio-visual materials and equipment. In 1946 the University of Oregon established a centralized campus wide audio-visual service, somewhat experimentally, as part of the University Library.\(^1\) The library at Lycoming College serves as a depository for audio-visual materials.\(^2\) Ball State Teachers' College, Muncie, Indiana, also has an audio-visual program as part of the program of the library.\(^3\) These colleges represent only a few of the many institutions that have audio-visual programs as part of the function of the library.

In 1942, The American Library Association published *Educational Motion Pictures and Libraries* by Gerold Doan McDonald.\(^4\) From this study, it was found that although the experience of college libraries in film service is recent and in many cases only in the process of development, the library might well serve as a center for such service.\(^5\)

The most recent large-scale attempt at finding out what college and university libraries have been doing in respect to audio-visual programs was done by Dr. B. Lamar Johnson in 1944. Dr. Johnson stated that:


Although the idea of collecting, housing and distributing audio-visual aids as a part of the library has often been discussed, the current practice of college libraries with respect to such service is not accurately known. Answers to such questions as the following for example, are not available in published sources:

1. How extensively are audio-visual aids actually used in college teaching?

2. What is the place of the college library in the administration and distribution of audio-visual aids to teaching?

3. What in the judgment of college librarians and administrators should be the place of the college library in the audio-visual educational program?¹

Because Dr. Johnson felt that such information might throw significant light on trends in library practice and on developments in library service, he undertook the collection of information directly from colleges. A "quick survey" method was used. A simple two-page checklist was prepared and sent to the presidents of all colleges that were members of the Association of American Colleges and to the administrative heads of all junior colleges with enrollments of more than two hundred students. Three hundred ninety-eight usable replies were received; 324 were from four-year colleges and universities, and 74 were from junior colleges. Mr. Johnson's findings were:

1. Typically colleges make available to professors motion pictures and recordings as aids to teaching.

2. A surprising number of colleges provide recorded transcriptions of radio programs as an aid to teaching.

3. The extensive use of audio-visual materials by the armed forces, the development of new teaching techniques in the armed forces and the inevitable improvement in the

¹Ibid., p. 344.
quality of all audio-visual apparatus due to technological advancement suggest a trend toward an increased use of audio-visual aids following World War II.

4. At present comparatively few college libraries serve as the centralized agency for audio-visual aids. This is the case with respect to recordings, transcriptions, and motion pictures.

5. There is a pronounced trend toward library-centralized audio-visual education service in the colleges co-operating in the study.

6. Since there is this trend toward the library becoming the central agency for audio-visual materials, library schools must soon recognize that training in the administration of audio-visual aids is an important part of their curriculum.1

Purpose and Scope

The period from 1944 to 1954 represents a ten-year span since any attempt has been made to determine the college and university library program in respect to audio-visual materials and equipment. Earlier in this chapter it was pointed out that newly constructed elementary and high-schools are providing space for a special audio-visual room, or are exhibiting the more modern practice, that of combining the audio-visual program with the program of the library. The purpose of this study is to determine the current practices of state college and university libraries accredited by the Southern Association of Colleges and Secondary Schools in regard to audio-visual services.

This study embraces the administrative organization of audio-visual materials and equipment, including (1) library-centered audio-visual

1Ibid., p. 346.
administration, (2) departmental-centered audio-visual administration; the approximate number and types of audio-visual materials and equipment utilized in each of the above categories, including physical facilities for storing; and a discussion of the use and services, including rules and regulations for users, charging routines, inter-library loan and subject departments using the audio-visual materials and equipment most frequently.

Methodology

To obtain the necessary information, the survey method was used. A questionnaire was sent to the librarians of seventy-six state colleges accredited by the Southern Association of Colleges and Secondary Schools (see Appendix A).

The questionnaire was designed for the librarian as well as for the head of the institution's audio-visual department, in case one existed. Part I was for the librarian only. It involved general information relating to the size of the college and its library staff and budget. Here questions were also asked about the responsibility of audio-visual materials and equipment; whether or not the library has it and whether or not librarians are of the opinion that they should or could be responsible for the selection, administering and care of it.

Parts II and III were designed for the person in charge of the audio-visual department of the institution whether it was the librarian or not. Here were specific questions relating to sizes of staffs and budgets which were also designated for audio-visual purposes. Included also were questions concerned with the selection, care and administering of audio-visual materials and equipment.
The last part of the questionnaire consisted of a two-page checklist of materials and equipment, specifying such materials as: photographs, sketches, prints, drawings, charts, maps, posters, records, filmstrips, transcriptions, slides, microfilm, and photostats; and equipment such as: standard lantern slide projectors, special 2" x 2" projectors, filmstrip projectors, opaque projectors, micro-projectors, micro-film projectors, micro-film readers, stereoscopes or tele-binoculars, overhead projectors, motion picture projectors, radios, record players, tape recorders, reading machines, radio sound systems, and photostat machines (see Appendix B).

The questions were of the "two-way" or multiple choice type, and conclusions were drawn from the sum total of the tabulated answers.

General Description of Institutions Surveyed

The 76 colleges surveyed represent 11 southern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. The survey includes only state colleges accredited by the Southern Association of Colleges and Secondary Schools. Fifty-five of the institutions serve white students, the other 21 serve Negroes.

Although the Negro institutions are not members of the Southern Association and do not pay dues, they are visited and inspected by the Committee on Approval of Negro Schools which applies the same standards in placing them on the approved list as are applied to all institutions and schools in the Association.2

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1 The term "college" in this study has reference to colleges and universities.

Forty of the institutions are coeducational; two are for men; and five are women's colleges. The enrollments of these colleges range from less than 1,000 to over 15,000. Eight institutions have less than 1,000 students; 16, from 1,000 to 1,999; 10 from 2,000 to 2,999; one, from 3,000 to 3,999; two, from 4,000 to 4,999; nine, from 5,000 to 9,999; and one has over 15,000 students.

The 57 colleges used in this study have been divided into two categories: (1) institutions having the audio-visual department centered within the library, (2) institutions having the audio-visual centers in separate departments outside the library. Twelve of the institutions fall into the former category, while 35 fall into the latter.

Throughout the study, the two categories will be discussed separately in respect to (1) the administrative organization for audio-visual materials and equipment, (2) the approximate number and types of materials and equipment utilized by each, and (3) their use and services. In the concluding chapter, the categories will be brought together in summary in order to point out trends and to make recommendations.
CHAPTER II

ADMINISTRATIVE ORGANIZATION FOR AUDIO-VISUAL MATERIALS AND EQUIPMENT

Library Centered Audio-Visual Administration

Personnel

The enrollments of the twelve schools having the audio-visual departments centered within the library range from less than 1,000 to 5,000 students. Three colleges have less than 1,000 students, and three others have from 1,000 to 1,999. Two colleges have from 2,000 to 2,999 students; two others, from 4,000 to 4,999 and the remaining two colleges have from 5,000 to 6,000 students. The total library personnel serving these institutions was found to be 215. Of this number, 114 represent full-time professionals; seven, part-time professionals; 88, full-time non-professionals; and six, part-time non-professionals. The colleges also utilized the services of 237 student assistants.

As expected, library staffs of the individual colleges have increased as enrollments have expanded. Colleges having less than 1,000 to 3,000 students utilized the services of from two to 12 full-time professionals, and eight to 25 student assistants. Colleges having from 4,000 to 6,000 students employed from 16 to 34 full-time professionals and from 19 to 88 student assistants.
Part-time professionals, as well as full and part-time non-professionals were found almost entirely among the library staffs of the larger institutions. Out of five colleges reporting part-time professionals on their library staffs, four reported from one to two, and one reported four. Six libraries reported full-time non-professionals on the library staff. Three of the six libraries employed from one to three non-professionals; one other reported 12, and another 23. The largest number reported was 48.

Only three libraries reported part-time non-professionals on their staffs, each employing two.

The organization of personnel responsible for audio-visual materials and equipment shows a different picture. The respondents were asked the following question: "Is a full-time library staff person in charge of the audio-visual materials and equipment?" Responses from the 12 colleges indicate that five of them utilize the services of a full-time librarian, while seven do not. Of the seven schools that do not employ a full-time librarian, three reported no special person in charge of the department; the responsibility was shared by the members of the library staff. One college reported that an associate professor of education was in charge, while another said that it was the responsibility of a member of the clerical staff. Another rather large library reported that each particular division of the library was responsible for its own audio-visual materials and equipment.

The 12 colleges reported 24 other people working in the audio-visual departments. Of this number, only one college reported the employment of a full-time professional person. Two others reported one part-time professional, and another reported the assistance of two full-time non-professionals. Six of the colleges use student assistants. Five of them employ from one to three
students, and one employs seven. The institution employing the seven student assistants has a rather complete audio-visual staff, employing two full-time professionals, two full-time non-professionals, and one part-time non-professional. However, it should be noted that this particular college has an enrollment of between 5,000 and 6,000 students, a library staff consisting of 34 full-time and four part-time non-professionals, and 87 student assistants. The operating library budget is over $500,000. With such a staff and budget, one can readily see why the audio-visual department is so well staffed.

**Budget**

Data concerning the per cent of total library budget expended for audio-visual materials and equipment was not available and could not be determined.

On the other hand, five colleges supplied the necessary information to determine the per cent of the total library budget spent on audio-visual materials and equipment for the year 1952. These five libraries had a total library budget of $250,558. During this year, they spent $16,799 for audio-visual materials and equipment. This amount indicated that together the libraries were spending about an average of 6.5 per cent of their budgets for audio-visual materials and equipment. Individually, the libraries were spending between three and four per cent of their total budgets for this purpose. One library spent as much as 22 per cent. However, it was during this same year that the audio-visual department became a part of the program of the library; therefore, it may be assumed that the 22 per cent does not represent an annual average expenditure, but an initial investment.

**Selection of Materials**

In the selection of materials, it was found that the librarian either
selected or aided in the selection of audio-visual materials in eight of the 12 libraries replying. The faculty either selected or aided in the selection in seven libraries. In five instances, the librarian and the faculty worked together. The library staff aided in the selection of audio-visual materials in two libraries; only in one instance did a library committee serve in this capacity.

The selection of audio-visual equipment was the responsibility of either the librarian or the head of the audio-visual department. In six instances it was the librarian, and in five others, the head of the audio-visual department had this responsibility.

Selection aids.—To obtain a general picture of the aids used in the selection of audio-visual materials and equipment, the respondents were asked to list their most frequently used aids. An over-all view of the aids used in the selection of audio-visual materials and equipment indicate a degree of similarity. For the selection of materials, such aids as the Educational Film Guide, the Educators Guide to Free Film and Free Slides, and The Filmstrip Guide were used. These aids are useful only in the selection of film, filmstrips, and slides; however, respondents reported the use of numerous lists, trade catalogs, record reviews from the Saturday Review, and faculty recommendations.

In the selection of audio-visual equipment, it was found that the most frequently used selection aids were: demonstrations by salesmen, advertising brochures, and trade catalogs from supply houses. Some of the more specific selection aids reported were: The Audio Record Annual Survey of Tape Recorders, The Audio-Visual Guide, See and Hear, and Film World and Business Screen.
Methods of selection.— A degree of similarity was also found to exist in 11 of the 12 libraries reporting on their methods of selecting audio-visual materials. Materials were selected on the basis of their relation to the curriculum, their frequency of use or extent of demand, their long-term effectiveness, and their low obsolescence. Selections were also made in terms of the total educational program and in terms of a long-range plan. Teachers, audio-visual heads, and students aided in previewing and appraising audio-visual materials before they were selected.

Nine out of the 12 libraries reported the selection of materials when needed; two others selected their materials twice a year, and one other made no comment.

Specialization.— In order to determine the area of subject specialization in the acquisition of audio-visual materials, the respondents were asked to indicate their holdings by subject in order of strength.

Of the 12 libraries responding, four did not indicate an area of specialization. One could not report due to a reorganization program; another because audio-visual holdings were not cataloged, and the other two reasons were undeterminable. In the remaining eight libraries it was found that social science represented the strongest area of subject specialization. Three schools reported social science as their second strongest area, while science was reported the second strongest area in three other schools. Literature was reported to be the third strongest area of specialization, and fine arts represented the weakest area (see Table 1). It should be noted that although fine arts represented the weakest area of subject specialization generally, two schools reported it to be the strongest area. All other subject areas, except literature, were reported to be the strongest area by at least two or more schools.
### Table 1

**Areas of Subject Specialization in Library-Centered Audio-Visual Collections**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Strongest Area</th>
<th>Second Strongest Area</th>
<th>Third Strongest Area</th>
<th>Fourth Strongest Area</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Number of Schools</td>
<td>Number of Schools</td>
<td>Number of Schools</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>Literature</td>
<td>...</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>1</td>
<td>...</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>8</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
</tr>
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</table>

*One library made no comment on third and fourth areas.*

Opinions of Head Librarians Relative to the Organizational Administration of Audio-Visual Materials and Equipment

In the matter of organizational administration of audio-visual materials and equipment, respondents were asked a series of questions which were concerned with (1) whether or not the libraries were too busy to handle audio-visual materials and equipment (2) whether they had adequate space for storing audio-visual materials and equipment (3) librarians' attitudes toward the library as the agency for handling the audio-visual materials and equipment, and (4) whether or not the present method of administering the audio-visual department was satisfactory.

Eight out of 12 librarians replying stated that their libraries were not too busy to devote time to handling audio-visual materials; three reported that they were, and one librarian made no comment. Seven
librarians stated that their libraries were not too busy to devote time to
the handling of audio-visual equipment, while four were found to be too
busy. Eight reported that their libraries had adequate space for storing
audio-visual materials, and nine stated that their libraries had adequate
space for storing audio-visual equipment.

Out of this group, six libraries were not too busy to handle either
audio-visual materials or equipment, and they also had housing facilities
for them. In the other five libraries, it was found that they were either
too busy or they did not have the space.

Seven out of the 12 librarians replying felt that the library should
be the agency in charge of all audio-visual materials on the campus; three
others felt that the library should be the agency in charge of some of the
audio-visual materials on the campus, and two librarians made no comment.
The librarians who felt that the library should be the agency in charge of
some of the audio-visual materials, specified film, filmstrips, records, and
materials used by several departments.

Only two out of the 12 librarians replying felt that the library
should be the agency in charge of all audio-visual equipment on the campus.
Seven librarians were of the opinion that the library should be the agency
in charge of some of the audio-visual equipment on the campus; only one
librarian felt that the library should handle none of the audio-visual
equipment, and another made no comment. The seven librarians preferring
the library as the agency for handling some of the audio-visual specified
slide and filmstrip projectors, microfilm readers, and record players.

Four out of 12 librarians replying were satisfied with their
present methods of administering the audio-visual materials and equipment;
six others were not, and another made no comment. The following six statements represent the reasons for dissatisfaction, and suggestions for the improvement of the audio-visual department:

1. Hindered by lack of space which necessitates scattering equipment and materials.

2. Facilities should be set up so that audio-visual materials and equipment can be taken to the classroom when needed, instead of bringing classes to the facilities.

3. Establish an audio-visual center in the library with adequate personnel.

4. Appointment of a faculty-library committee to study the audio-visual program.

5. More trained help needed in order to carry on the program.

6. Union catalog of campus holdings needed, and an adequate budget for staff, audio-visual materials, and equipment.

Though over half of the librarians replying were not satisfied with their present methods of administering the audio-visual materials and equipment, none suggested moving the audio-visual department from the library to some other department of the college.

Attention has been focused on library-centered audio-visual administration. Personnel, budget, selection of materials, and opinions of head librarians relative to the organizational administration of audio-visual materials and equipment have been discussed. In the following part of this chapter, attention will be focused upon departmental-centered audio-visual administration. The places of organized administration outside the library will be discussed, as well as budget, selection of materials, and opinions of persons in charge of audio-visual materials relative to their organizational administration.
Departmental-Centered Administration of Audio-Visual Materials and Equipment

Personnel

The remainder of the 47 colleges replying to the questionnaire have department-centered audio-visual services. They represent a total of 35 institutions with enrollments ranging from less than 1,000 to more than 10,000 students. Five of the colleges have less than 1,000 students; 13 have from 1,000 to 1,999; eight have from 2,000 to 2,999; another has from 3,000 to 4,999; seven have from 5,000 to 9,999 and one college has more than 10,000 students.

The total library personnel of the colleges was found to be 643. Of this number, 378 represent full-time professionals; seven, part-time professionals; 231, full-time non-professionals, and 27, part-time non-professionals. These libraries also utilized the services of 734 student assistants.

Colleges having enrollments of less than 1,999 students employ from one to six full-time professionals, one to three full-time non-professionals, one to two part-time non-professionals, and from one to 35 students as assistants. Institutions having enrollments of 2,000 to 4,999 students employ from four to 29 full-time professionals; three to 37 full-time non-professionals; one to five part-time non-professionals, and from 15 to 40 student assistants. The larger colleges employ from 12 to 45 full-time professionals; 13 to 35 full-time non-professionals, and 20 to 100 student assistants.

Organized Administration Outside the Library

The questionnaire sent to the various colleges was not applicable
to the methods of handling and administering audio-visual materials and equipment in eight of the 35 institutions replying. However, the librarian of each college was thoughtful and co-operative enough to send a letter of explanation in respect to the administration of audio-visual materials and equipment at his particular college.

The eight librarians replying stated that they had no separate audio-visual department on their campuses; rather, each department of the college handled its own materials and equipment; these materials being available only for use in that one particular department. Two of the librarians reported that most of the audio-visual services were carried on by the extension division. In both instances, the extension division had a considerable collection of the visual materials which were made available for lending to members of the staff and also to schools and libraries throughout the particular state.

In two instances, the librarians were in favor of some centralized audio-visual program; however, they did not necessarily feel that the library should be the agency in charge.

The majority of the librarians in this group felt that due to the sizes of their particular colleges, the present method of administering the audio-visual services outside of the library was most satisfactory. It should be pointed out that none of the eight colleges in this group has enrollments of less than 2,000 or more than 10,000 students.

There was an indication to the effect that if at such time the centralization of audio-visual materials and equipment in the library seemed desirable, librarians would find the time and space to handle such activity.

Of the remaining 27 colleges, 21 of them have separate audio-visual departments; four have the audio-visual department under the direction of the
department of education; one under the direction of the department of English; and another, under the direction of the department of chemistry.

Each college has a director of its audio-visual department. In five institutions reporting, the director of audio-visual services is the associate professor of education; and in another, the director is the associate professor of English; still another reports the associate professor of chemistry as head of the department. The remaining 16 colleges employed a full-time professional director of audio-visual services.

The total number of other personnel working in the audio-visual departments was found to be 41. Of this number, 18 represent full-time professionals; seven, part-time professionals; and eight, full-time non-professionals. The colleges also utilized the services of 11 student assistants in the audio-visual department.

Budget

Data concerning the per cent of total library budget expended for audio-visual materials and equipment was not available and could not be determined.

There is an indication, however, that these institutions are spending sizeable sums of money on audio-visual materials and equipment. During the year 1952, twenty of the 35 colleges reporting spent a total of $62,700 for audio-visual materials, and $29,975 for audio-visual equipment. One college alone spent $15,000 for materials, and $2,000 for audio-visual equipment. Audio-visual expenditures for the other colleges ranged from less than $1,000 to $6,000 for materials and corresponding amounts for audio-visual equipment. Though the range of expenditure for audio-visual materials and equipment seems to equal each other, financial statistics from
institutions reporting indicated that more money was spent for audio-visual materials than for equipment during the year 1952.

Selection of Materials

Four of the 27 colleges with audio-visual departments centered outside the library made no comment on the selection of materials. Of the remaining 23, twelve of them reported that the selection of audio-visual materials was the responsibility of the head of the department and a faculty-library committee; three reported the head of the department only; two reported the faculty only; one reported the librarian and the head of the audio-visual department; another, a faculty-library committee only; and still one other reported that an audio-visual committee selected the materials. The composition of this committee was not given.

It should be noted that out of the 23 colleges reporting, the head of the audio-visual department either selected or aided in the selection of audio-visual materials in 18 instances. The faculty either selected or aided in the selection of materials in 17 instances, while in only one case does an audio-visual committee assume this responsibility. Thus it can be seen that the selection of material is left for the most part to the head of the audio-visual department and the faculty.

The selection of equipment seemed generally to be the responsibility of the head of the audio-visual department. In only one instance was the head of the audio-visual department assisted in the selection of audio-visual equipment, and this assistance came from a member of the faculty.

Selection aids.— It was found that whether the audio-visual department was library-centered or whether it was separate outside of the library, the same aids for selecting audio-visual materials and equipment were
utilized. In addition to the selection aids mentioned earlier in this chapter under the section "Library-Centered Audio-Visual Organization," the audio-visual experience of directors was also given as a valuable asset in the selection of materials and equipment.

Methods of selection.— Here again, a similarity was found between library-centered audio-visual departments and separate audio-visual departments outside the library in respect to their methods of selecting materials. Materials were selected on the basis of their relationship to the curriculum, frequency of use or extent of demand, long-term effectiveness, and their low obsolescence.

Twenty of the institutions selected audio-visual materials when they were needed; four selected them once a year; one college had no definite policy in this matter; two others made no comment.

Specialization.—To determine the area of subject specialization in the acquisition of audio-visual materials, the respondents were asked to indicate their holdings by subject in order of strength.

Of the 27 colleges reporting, 22 indicated their strongest areas of subject specialization. Science was the strongest area of subject specialization, social science the second strongest, literature the third, and fine arts the fourth strongest area (see Table 2).

It should be noted that in library-centered collections, social science was reported as the strongest area of subject specialization, while science was the strongest area reported in departmental-centered collections. The reason for this difference in subject specialization may be found in the method of selecting materials. It was found that one important method of selecting audio-visual materials in the library-centered departments and departments centered outside the library, was on the basis of their
relation to the curriculum. The library-centered audio-visual departments represented for the most part state teacher training colleges with emphasis on education and social science; the departmental-centered audio-visual departments represented the larger state institutions that offered a more varied curriculum with emphasis toward the sciences.

TABLE 2

AREAS OF SUBJECT SPECIALIZATION IN DEPARTMENTAL-CENTERED AUDIO-VISUAL COLLECTIONS

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Strongest Area</th>
<th>Second Strongest Area</th>
<th>Third Strongest Area</th>
<th>Fourth Strongest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Schools</td>
<td>Number of Schools</td>
<td>Number of Schools</td>
<td>Number of Schools</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>8</td>
<td>1</td>
<td>…</td>
</tr>
<tr>
<td>Social Science</td>
<td>8</td>
<td>12</td>
<td>…</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>…</td>
<td>1</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Opinions of Person in Charge of Audio-Visual Materials Relative to Their Organization and Administration

Twenty-four librarians were of the opinion that their libraries were too busy to devote time to the handling of audio-visual materials, but 11 stated that they were not too busy. Three librarians made no comment.

As to equipment, 16 librarians felt that their libraries were too busy to devote time to the handling of audio-visual equipment, while eight reported that they were not too busy. Here again, three librarians made no comment.
Only three out of 25 librarians reporting had adequate space for the storing of audio-visual materials and equipment, and the remaining 20 did not.

Libraries that were not too busy to handle either audio-visual materials or equipment were handicapped by a lack of space for storing such materials and equipment. Libraries having the necessary space for storing audio-visual materials and equipment were handicapped by being too busy with other duties.

Questions directed to the heads of audio-visual departments were concerned with (1) their attitudes toward the library as the agency for handling the audio-visual materials and equipment on the campus, and (2) whether or not the present methods of administering the audio-visual materials and equipment were satisfactory.

Twenty-five out of a possible 27 replies were received from heads of audio-visual departments. Eight audio-visual department heads felt that the library should be the agency in charge of all audio-visual materials; nine felt that the library should be the agency in charge of some of the audio-visual materials which included maps, charts, posters, globes, microfilm of theses and related materials, filmstrips, and records. Such visual aids were also approved by persons who favored the library as the agency in charge of audio-visual materials in library-centered departments. Eight persons would not have the library in charge of any of the audio-visual materials.

As for equipment, only three heads of audio-visual departments felt that the library should be the agency in charge of all of the audio-visual equipment. Nine favored the library as the agency in charge of some of the audio-visual equipment; however, no one specified exactly what
particular equipment this should be. Twelve heads of audio-visual departments felt that the library should not be in charge of any of the audio-visual equipment.

Twenty-three of the 27 directors of separate audio-visual departments reported as to whether their present methods of administering the audio-visual departments were satisfactory.

Ten directors were satisfied with their present methods, but 13 were not. The following quoted statements from directors indicate either the reasons for dissatisfaction or represent suggestions for the improvement of the department:

1. The establishment of a materials center with a person in charge that would be responsible for co-ordinating the program of departments and divisions.

2. The promotion of more campus service.

3. The employment of a full-time teacher with trained student personnel.

4. The need for more full-time or part-time trained personnel.

5. Materials and equipment should be handled by one agency, rather than having equipment in one place and materials in another.

6. More financial and organizational support from the administration in order to promote better co-ordination of the campus program.

**Summary**

From this data it is evident that heads of audio-visual departments located outside the library are willing to share the responsibility of audio-visual materials with the library, but they are not so willing to do so with equipment. Perhaps this is due to the fact that the majority of librarians reporting in this category were too busy with other duties of librarianship to devote time to the handling of audio-visual equipment.
Too, it may be attributed to the fact that large equipment is cumbersome.

In the two categories, library-centered audio-visual administration, and departmental-centered audio-visual administration, there is an indication that each is satisfied with its present methods of administering the audio-visual services. That is to say, the majority of directors of audio-visual programs do not favor transferring the department from its present location. Only in one instance out of 27 in the departmental-centered audio-visual administration did a director favor placing the audio-visual department under the supervision of the library. Dissatisfaction seems to center around the lack of co-ordination within the departments, the need for more trained personnel, and adequate budgets.

The following chapter will be concerned with the actual survey of audio-visual materials and equipment which are being utilized in the colleges. The approximate number, types of audio-visual aids, and physical facilities will be discussed.
CHAPTER III

AUDIO-VISUAL MATERIALS AND EQUIPMENT

Although 47 usable replies were received from the questionnaires sent to 76 state colleges accredited by the Southern Association of Colleges and Secondary Schools, it should be noted that eight of them were in the form of letters from head librarians representing those institutions in which each department of the college handled its own audio-visual materials and equipment. The checklist that accompanied the questionnaire was not suited to their methods of handling audio-visual materials and equipment; therefore, could not be answered without considerable time and effort on the part of the respondents. For this reason the number of usable replies, in this instance, was reduced to 39.

Following is a discussion of the types of materials and equipment, including their approximate number and physical facilities in library-centered audio-visual departments, and separate audio-visual departments outside the library.

Types of Materials

The types of audio-visual materials included in the checklist were: photographs, sketches, prints, drawings, charts, maps, posters, records, transcriptions, filmstrips, slides, microfilm, and photostats. Sketches, prints, and drawings, were grouped together, as were charts, maps, and posters, since they represent similar types of materials (see Table 3).
Of the 12 colleges having library-centered audio-visual departments, four of them did not indicate holding any materials. Further, more than half of the materials reported are unequally distributed among the colleges reporting. Records, filmstrips and microfilm may be listed as materials evenly distributed, while photographs, slides, photostats, sketches, prints, drawings, maps, charts, and posters are distributed between one to four colleges. For example, of the 670 photographs reported, 650 of them are located at one college, the remaining 20 at another. Of the 10,217 sketches, prints and drawings, 8,217 are located at one college, 2,000 at another. Of the 3,942 slides reported, 3,042 are located at one college, the remaining 900 are located in four others. One college reported a total of 400 microcards. This item was not included in the checklist.

Of the 27 colleges having separate audio-visual centers outside the library, six of them did not indicate having any materials. The remaining 21 colleges reported on their materials as shown in Table 4.

It was rather difficult to determine whether or not materials were equally distributed among the colleges having audio-visual departments outside of the library. This condition was due to the fact that many of did not report on a particular item, or did not submit any information on the checklist. However, among the schools reporting, aside from photographs, sketches, prints and drawings, audio-visual materials are evenly distributed.

Combining audio-visual materials reported by library-centered departments with that of separate departments outside the library, representing 29 colleges, the following totals are given: 2,231 photographs; 10,532 sketches, prints and drawings; 4,210 charts, maps, and posters; 14,715 records; 8,455 slides; and 11,733 microfilms. These figures seem to suggest that the leading audio-visual materials, in so far as these colleges are concerned, are films, records, microfilms, and slides.
TABLE 3
SURVEY OF AUDIO-VISUAL MATERIALS IN LIBRARY-CENTERED DEPARTMENTS

<table>
<thead>
<tr>
<th>Materials</th>
<th>Quantity of Material</th>
<th>Colleges Reporting</th>
<th>Colleges Not Reporting</th>
<th>Colleges Not Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td>670</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Sketches</td>
<td>10,217</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prints</td>
<td>2,979</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td>2,979</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records</td>
<td>12,217</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcriptions</td>
<td>120</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td>2,984</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td>1,141</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Slides</td>
<td>3,242</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Microfilms</td>
<td>9,183</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photostats</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Library-centered audio-visual departments reported more sketches, prints, drawings, records and microfilm than audio-visual departments located outside the library. However, it should be noted that such materials have been handled by libraries for a considerable length of time, allowing them to accumulate the larger quantities. On the other hand, audio-visual departments located outside the library reported the greater number of films. Two reasons may be cited as possible explanations: (1) the budgets of the audio-visual departments located outside the library were considerably larger than those found in library-centered departments, thus allowing them wider spending freedom, (2) the library-centered audio-
visual departments make extensive use of film rental services. This of course would somewhat eliminate the necessity of purchasing film. Other items reported in larger numbers by audio-visual centers outside the library were photographs, filmstrips and transcriptions. Neither of the two categories reported having any photostats, although two photostat machines were reported by two colleges having the audio-visual department centered in the library and six were reported by colleges having separate audio-visual departments outside the library.

**TABLE 4**

**SURVEY OF AUDIO-VISUAL MATERIALS IN AUDIO-VISUAL CENTERS OUTSIDE THE LIBRARY**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Quantity of Material</th>
<th>Colleges Reporting</th>
<th>Colleges Not Reporting</th>
<th>Colleges Not Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photographs</td>
<td>1,561</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Sketches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prints</td>
<td>315</td>
<td>6</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Drawings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>1,231</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records</td>
<td>2,514</td>
<td>11</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>5,471</td>
<td>19</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Films</td>
<td>14,527</td>
<td>15</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Transcriptions</td>
<td>2,617</td>
<td>12</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Slides</td>
<td>6,784</td>
<td>13</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Microfilms</td>
<td>2,550</td>
<td>5</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Photostats</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>
Types of Equipment

Of the 12 colleges having library-centered audio-visual departments, two of them did not indicate the types of equipment they owned. The remaining 10 colleges reported their equipment as shown in Table 5.

It was found that for the most part, equipment in library-centered audio-visual departments was evenly distributed among the colleges reporting. One college, however, has 14 of the 26 filmstrip projectors, and another has seven of the 18 microfilm readers, while seven of the 22 motion picture projectors are located at still another college, as are nine of the 22 record players reported.

None of the 10 library-centered audio-visual departments has less than four different pieces of equipment, or more than nine. Two of them have four pieces of audio-visual equipment, three have six pieces, one has seven, while four have nine.

The audio-visual equipment reported in largest numbers by the 10 library-centered audio-visual departments were: filmstrip projectors, microfilm readers, motion picture machines and record players; while the least reported were: tele-binoculars, overhead projectors, reading machines, and radio sound systems.

Of the 27 colleges which have separate audio-visual departments outside the library, four of them did not indicate the types of equipment they owned. The remaining 23 colleges reported their equipment as shown in Table 6.

Here again, equipment for the most part is evenly distributed among the separate audio-visual departments outside the library. However, one department has 12 of the 55 standard lantern slide projectors, another has 11 of the 88 filmstrip projectors, still another has 12 of the 67 record players, while 15 of the 68 tape recorders are located in another department.
TABLE 5
SURVEY OF AUDIO-VISUAL EQUIPMENT IN LIBRARY-CENTERED DEPARTMENTS

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity of Equipment</th>
<th>Colleges Reporting</th>
<th>Colleges Not Reporting</th>
<th>Colleges Not Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projectors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Lantern Slide</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Special &quot;2 x 2&quot;</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Filmstrip</td>
<td>26</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Opaque</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Micro</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Overhead</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Motion Picture</td>
<td>22</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Microfilm Readers</td>
<td>18</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tele-binoculars</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Radios</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Record Players</td>
<td>37</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tape Recorders</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Reading Machines</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Radio Sound Systems</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Photostat Machines</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

None of the 23 separate audio-visual departments outside the library has less than seven different pieces of audio-visual equipment, nor more than 14. Four of them have seven pieces of equipment, three have eight, five have nine, three have 10, three have 11, two have 12, two have 13, and one other department has 14 pieces of equipment.
### TABLE 6

**SURVEY OF AUDIO-VISUAL EQUIPMENT IN AUDIO-VISUAL CENTERS OUTSIDE THE LIBRARY**

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity of Equipment</th>
<th>Colleges Reporting</th>
<th>Colleges Not Reporting</th>
<th>Colleges Not Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projectors:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard Lantern Slide</td>
<td>55</td>
<td>18</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Special &quot;2 x 2&quot;</td>
<td>66</td>
<td>19</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Filmstrip</td>
<td>88</td>
<td>22</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Opaque</td>
<td>47</td>
<td>22</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Micro</td>
<td>13</td>
<td>9</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Overhead</td>
<td>17</td>
<td>11</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Motion Picture</td>
<td>85</td>
<td>20</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Microfilm Readers</td>
<td>9</td>
<td>8</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Tele-binoculars</td>
<td>11</td>
<td>7</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Radios</td>
<td>28</td>
<td>13</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Record Players</td>
<td>67</td>
<td>20</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Tape Recorders</td>
<td>68</td>
<td>20</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Reading Machines</td>
<td>3</td>
<td>2</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Radio Sound Systems</td>
<td>14</td>
<td>10</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Photostat Machines</td>
<td>6</td>
<td>6</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>

The equipment reported in largest numbers by the 20 separate audio-visual departments were: standard lantern slide projectors, special "2 x 2" projectors, filmstrip projectors, opaque projectors, motion picture projectors, record players, and tape recorders. With the exception of special
"2 x 2" projectors, and opaque projectors, the above equipment was also reported in largest numbers by library-centered audio-visual departments. Combining equipment reported by library-centered audio-visual departments with that of separate departments outside the library, representing a total of 33 colleges, the following totals are given: 63 standard lantern slide projectors, 74 special "2 x 2" projectors, 123 filmstrip projectors, 56 opaque projectors, 16 micro-projectors, 27 microfilm readers, 12 tele-binoculars, 18 overhead projectors, 107 motion picture projectors, 30 radios, 94 record players, 74 tape recorders, four reading machines, 15 radio sound systems, and eight photostat machines.

Physical Facilities

The checklist sent to the colleges also included space for the respondents to check their method or methods of housing the audio-visual materials and equipment. Interest was centered around whether the materials were being housed in special rooms, on shelves, in vertical files or special cabinets; and whether equipment was being housed in special rooms, cabinets, cases or closets.

The methods of housing audio-visual materials and equipment in library-centered audio-visual departments and separate audio-visual departments outside the library have been grouped together in order to give the reader a total picture of the physical facilities.

It was found that the majority of photographs are being housed in special rooms or in vertical files. In only a few instances are they stored on shelves. Sketches, prints, and drawings for the most part are kept in vertical files or special cabinets. Charts, maps and posters are housed in special cabinets in most of the audio-visual departments;
however, two colleges report storing them either in vertical files or on shelves. Records, filmstrips, films and transcriptions are housed either in special rooms or special cabinets. One college reported storing their records and transcriptions in vertical files. Slides and microfilm are kept on shelves, or in special cabinets.

Audio-visual equipment is stored almost entirely in special rooms. Only in a few instances were cabinets, cases, and closets being used as housing facilities for equipment. Three colleges report the housing of microfilm readers in the stacks of the library.

**Summary**

Twenty-nine colleges were included in the survey of audio-visual materials, while 33 were included in the survey of equipment. It was found that the audio-visual departments are using a variety of materials and equipment.

In the separate audio-visual departments outside the library, distribution of audio-visual materials was not easily determined, on the other hand, equipment was well distributed among the colleges reporting. However, in library-centered departments, materials are unevenly distributed, while distribution of equipment was found to be on a more equal basis.

Library-centered audio-visual departments reported more sketches, prints, drawings, charts, maps, posters, records, and microfilm, than did the separate audio-visual departments outside the library. The former departments also reported the most microfilm readers.

The survey indicates that the majority of the audio-visual departments are equipped with at least one piece of the basic equipment.
necessary to sustain an audio-visual department.

After discovering the types of materials and equipment, including their approximate number and physical facilities in (1) library-centered audio-visual departments, and (2) separate departments outside the library, attention will now be focused on the use and services provided by these departments. In the following chapter, rules and regulations for uses, subject departments using them most frequently, charging routine, and inter-library loan will be discussed.
CHAPTER IV

USE AND SERVICES OF AUDIO-VISUAL DEPARTMENTS

Library-Centered Audio-Visual Departments

Rules and Regulations

Audio-visual materials in eight of the 12 colleges having library-centered departments are cataloged in such a manner that makes them easily accessible to patrons. Two colleges indicated that their audio-visual materials were not cataloged, and two others did not comment on this matter.

In regard to patrons, 10 of the 12 colleges responded. It was found that the faculty checked out audio-visual materials in all of the colleges reporting, and in eight of them students were permitted to do so; while only six of the colleges extended this privilege to alumni and community groups. These departments serve patrons from 40 to 70 hours per week. Five of them remain open 40 to 50 hours per week; another, 64 hours; four remain open 70 hours per week, and one other department made no comment.

Audio-visual materials and equipment are being used in classrooms, auditoriums, audio-visual centers, and for extra-curricular activities in six of the 12 colleges responding. These same colleges also extend limited audio-visual services to community groups in the form of lending them film, filmstrips, and some slides along with the necessary equipment.
It should be noted, however, that only three of the six colleges encourage the use of their audio-visual facilities by these groups. Four other colleges report the use of their audio-visual materials and equipment in classrooms, and for extra-curricular activities only; two others made no comment.

Special provisions are made for listening to records and transcriptions in eight of the 12 colleges having library-centered audio-visual departments, three others make no such provisions, and one other college did not make any comment. In four of the audio-visual departments, a special room is designed for listening to records and transcriptions. Three other departments make use of booths equipped with record players, and another department makes use of a long table equipped with turntables and earphone attachments. Two of the three departments providing listening booths, also make use of a long table equipped with turntables and earphone attachments.

Only three of the 12 library-centered audio-visual departments extend audio-visual services through the mail to citizens. This service is in the form of mailing film and filmstrips upon request.

Frequency of Use by Subject Department

Seven of the 12 library-centered departments report the use of their social science audio-visual material, 10 report the use of their audio-visual material in literature, eight report use of their science material, and nine report the use of their fine arts material. It was found that the science departments most frequently used the audio-visual materials, with the use of social science material following second, fine arts third, and literature the least used of all (see Table 7).

Although the library-centered audio-visual departments report
social science as the strongest area of specialization in their collections, the science department is reported to be leading in frequency of use of material (see Tables 1 and 7). The colleges represented in Table 7 are all four-year, degree-granting state teachers colleges, but the fact that they report the science department as the department most frequently using the audio-visual materials, is an indication of the increasing interest in teaching science with audio-visual aids in our schools and colleges today. It should be noted that none of the library-centered departments reported science as being the least used of the audio-visual materials. In all other subject areas the acquisition of audio-visual materials, and the frequency of their use seem to balance each other.

| TABLE 7 |
|------------------|------------------|------------------|------------------|
| SUBJECT DEPARTMENTS MOST FREQUENTLY USING AUDIO-VISUAL MATERIALS IN LIBRARY-CENTERED DEPARTMENTS |
| **Subject Departments** | **1st Colleges Reporting** | **2nd Colleges Reporting** | **3rd Colleges Reporting** | **4th Colleges Reporting** |
| Social Science | 1 | 4 | 1 | 1 |
| Literature | 2 | 2 | 2 | 4 |
| Science | 4 | 1 | 3 | ... |
| Fine Arts | 2 | 1 | 3 | 3 |

**Charging Routines**

Interest was directed toward the manner in which audio-visual materials were charged out. Ten of the 12 colleges responded to this matter. Of this number, five of them charge out materials in the same manner in which they do regular books, and the other five handle them just as they do reference materials.
Inter-Library Loans

In the area of borrowing audio-visual materials, 11 of the 12 colleges having library-centered departments responded. Of this number, seven of them borrow audio-visual materials from other institutions, and four do not. The subject area in which these colleges borrow most of their audio-visual material was found to be in the social sciences. Five of the 12 colleges lend their audio-visual materials, five others do not, and two colleges did not make any comment. The subject area in which these colleges do most of their lending could not be determined due to lack of information. It should be noted that three of the colleges that borrow audio-visual materials, do not lend them; while only one college reported lending audio-visual materials, but did not borrow any.

Departmental Centered Audio-Visual Departments

Rules and Regulations

Audio-visual materials in 20 of the 27 colleges having separate departments outside the library are cataloged in such a manner that makes them easily accessible to patrons. Two of the remaining seven colleges state that their audio-visual materials are not cataloged, and the other five made no comment.

In regard to patrons, 23 of the 27 colleges responded. It was found that the faculty checked out audio-visual materials in all of the colleges reporting, and in 20 of them students were permitted to do likewise. Fifteen colleges permitted alumni to check out materials and 18 of them extended this privilege to community groups. These departments served patrons from 40 to 90 hours per week, a total of 20 hours more than reported by library-centered audio-visual departments. Thirteen of
the departments remain open from 40 to 50 hours per week, eight others from 60 to 70 hours, and two other departments remain open from 80 to 90 hours. The latter two colleges have enrollments between 9,000 and 10,000 students. The libraries, as well as the audio-visual departments of the colleges seem adequately staffed; a condition which may account for the number of hours the audio-visual departments remain open. Four of the colleges did not comment on this matter.

Twenty-four of the 27 departments reported on the use of their audio-visual materials and equipment. It was found that all 24 are using their materials and equipment in classrooms, 21 make use of it in auditoriums, 16 use them directly in the audio-visual center, and 21 departments make use of them in connection with extra-curricular activities. Eighteen of the 24 departments extend their audio-visual services to community groups. Of this number, 13 encourage this practice by personally contacting groups, sponsoring adult education programs, lending or renting film, filmstrips, slides, and by sending catalogs and announcements of their programs.

Twenty of the 27 departments reported on special provisions for listening to records and transcriptions. Of this number, 19 provide special means to accommodate patrons in this activity. Thirteen departments provide a special room with the necessary equipment, and the other nine have booths equipped with record players.

Five of the 27 departments extend a similar audio-visual service to citizens through the mail as do library-centered departments. Films, filmstrips and some slides are sent to them upon request.

A degree of similarity, in regard to frequency of use of audio-visual materials, was found to exist between that of library-centered departments and departments separate from the library. The science
department was again reported as the most frequent user of the audio-visual materials. With 22 audio-visual departments reporting on this matter, 12 listed the science department as being first, and 10 others listed the department to be second. It should be noted that none of the audio-visual departments reported the science department to be third or fourth in the frequency of use of materials. Although the social sciences were found to be second most frequently used of audio-visual materials, it should be noted that out of the 18 respondents, nine listed the social science department as the most frequent user of materials; while nine others reported the department to be second. None of the respondents reported the social sciences to be third or fourth in the frequency of use. The literature and fine arts departments still lagged behind, being third and fourth respectively in the frequency of use of audio-visual materials (see Table 8).

### TABLE 8

<table>
<thead>
<tr>
<th>Subject Departments</th>
<th>1st Colleges Reporting</th>
<th>2nd Colleges Reporting</th>
<th>3rd Colleges Reporting</th>
<th>4th Colleges Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
<td>9</td>
<td>9</td>
<td>...</td>
<td>...</td>
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<tr>
<td>Literature</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
<td>10</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>...</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

**Charging Routine**

In respect to charging routines, interest was directed toward the
manner in which audio-visual materials were charged out. Eighteen audio-visual departments responded to this matter. Of this number, 16 of them charge out materials in the same manner in which they do books, and the other two handle this situation just as they do reference materials.

Inter-Library Loans

In the area of borrowing audio-visual materials, 24 of the 27 colleges having separate audio-visual departments responded. Of this number, 16 departments borrow audio-visual materials, eight others do not, and three departments made no comment. Only half of the 16 departments borrowing materials from other sources, also lend them. The subject area in which most of the borrowing is done was found to be in the social sciences, and in science. Such materials were listed to be in the form of films, filmstrips and records.

In the area of lending audio-visual materials, 19 departments responded. Of this number, only eight departments lend their materials, 11 do not. Eight other departments made no comment on this matter. The subject area in which the departments did most of their lending was found also to be in the social sciences and science materials. Here again, such materials were in the form of films, filmstrips and records. Occasionally, audio-visual materials in literature and fine arts were listed as materials borrowed and loaned, but such instances were very rare.

Summary

It was found that in the majority of the audio-visual departments, whether library-centered or separate from the library, materials were cataloged in such a manner as would make them easily accessible to patrons. Audio-visual centers remained open from 40 to 70 hours per week in library-
centered departments, and from 40 to 90 hours per week in separate departments outside the library. Such hours indicate ample time for patrons to be served.

A variety of services are offered by the audio-visual departments in the use of materials and equipment. Audio-visual aids are being utilized in classrooms, auditoriums, directly in the audio-visual centers, and in connection with extra-curricular activities. Many of the separate audio-visual departments extend their services to alumni and community groups. The number of library-centered audio-visual departments extending similar services was found to be comparatively smaller. Patrons who wished to listen to records, recordings, and transcriptions were accommodated through the special media provided by the majority of audio-visual departments. Such media were found to be in the following forms: (1) special rooms equipped with the necessary tools for listening, (2) specially equipped listening booths, (3) long tables equipped with turntables and earphones.

In the frequency of use of audio-visual materials by subject departments, the science and social science departments were found to be the most frequent users, with the literature and fine arts departments following respectively. This was found to be true in library-centered audio-visual departments, as well as in departments located outside the library.

In some instances, audio-visual materials were charged out to patrons in the same manner as books, and in others, they were handled like reference materials.

Due to a lack of information, no detailed analysis could be given
in regard to the inter-library, or inter-audio-visual loan. However, there is a definite indication that such practices are being utilized by library-centered audio-visual departments, as well as by departments located outside of the library.
CHAPTER V

SUMMARY: TRENDS AND RECOMMENDATIONS

Summary

In the closing paragraph of Chapter I, it was stated that the two categories—library-centered audio-visual departments, and separate departments located outside the library—would be combined in this chapter. It should be noted that the categories could not be justly compared unless due consideration were given to (1) the inequality in the number of representatives in each group, (2) size of the institutions, (3) over-all budgets. Since data concerning many of the institutions in regard to budgets were not available, the two categories will be combined in the following summary not for comparative purposes with each other, but for a general summation of the study.

Heads of audio-visual departments located outside the library are willing to share the responsibility of audio-visual materials with the library, but they are not so willing to do so with equipment. Perhaps this is due to the fact that the majority of them felt that librarians were too busy with other duties of librarianship to devote time to the handling of audio-visual equipment and perhaps because such equipment had been purchased with departmental budgets.

In the two categories—library-centered audio-visual administration, and departmental administration, there is an indication that each is satisfied with his present methods of administering audio-visual services.
That is to say, the majority of directors do not favor transferring the department from its present location to some other location. Only in one instance out of 27 in the departmental-centered audio-visual administration did a director favor placing the audio-visual department under the supervision of the library. Dissatisfaction centered around (1) the lack of co-ordination within the departments, (2) the need for more trained personnel, and (3) lack of adequate finances.

Twenty-nine colleges were included in the survey of audio-visual materials; 33 were included in the survey of equipment. It was found that the audio-visual departments are using a variety of materials and equipment. Library-centered audio-visual departments reported more sketches, prints, drawings, charts, maps, posters, records, and microfilms than did the separate audio-visual departments located outside the library.

A variety of services are being offered by the audio-visual departments in the use of materials and equipment. Departments remain open from 40 to 70 hours per week in the library-centered departments, and from 40 to 90 hours per week in separate departments located outside the library. Audio-visual aids are being utilized in classrooms, auditoriums, directly in the centers, and in connection with extra-curricular activities. Many of the separate audio-visual departments extend their services to alumni and community groups. The number of library-centered audio-visual departments extending similar services was found to be comparatively smaller. Patrons who wish to listen to records, recordings, and transcriptions are accommodated through the special media provided by the departments. Such media were found to be in the following forms: (1) special rooms equipped with the necessary tools for listening, (2) specially equipped
listening booths, (3) long tables equipped with turntables and earphones.

In the frequency of use of audio-visual materials by subject departments, the science and social science departments were found to be the most frequent users, with the literature and fine arts departments following in the order given. In some instances audio-visual materials were charged out to patrons in the same manner as books, and in others they were handled as reference materials.

Due to the lack of information, no detailed analysis could be given in regard to the inter-library or inter-audio-visual department loans. However, there is a definite indication that such practices are being utilized by library-centered audio-visual departments, as well as by separate audio-visual departments located outside the library.

Trends

In keeping with the current practices in regard to the use of audio-visual materials and equipment in institutions of high learning, the following trends were represented of the colleges surveyed:

1. Audio-visual materials and equipment are playing a prominent role in enhancing the teaching program of the colleges.

2. Records, filmstrips, films, slides and microfilms are the leading audio-visual materials utilized in the departments.

3. There is a tendency to organize and administer audio-visual departments separate from the libraries in the larger universities.

4. College administrators are beginning to realize the value of a well co-ordinated audio-visual program on the campus.

5. There is a willingness on the part of librarians to accept the responsibility of administering the audio-visual department, if they have the necessary facilities to house the materials and equipment, and adequate personnel
and budget to carry on its function.

6. Newly constructed libraries are providing space to include audio-visual departments.

Recommendations

Upon the basis of the findings of this study, and in keeping with current trends in regard to audio-visual programs in institutions of higher learning, the following recommendations are suggested:

1. That in-service programs be established so that teachers might learn how to operate the various audio-visual machines, and gain knowledge as to the available teaching aids that are at their disposal.

2. More trained personnel should be assigned to the audio-visual departments.

3. Adequate budgets should be set aside for the purpose of administering the audio-visual department.

4. Administrators, as well as audio-visual directors, should think in terms of an expanding program, and seek to provide adequate facilities.

5. More student assistants should be used in audio-visual programs. They should be trained in operating the machines and in techniques of making slides, models and filmstrips.

6. Adequate records pertaining to the administration and operation of the audio-visual department should be kept.

7. Audio-visual services should be extended to community groups wherever such services are not available through other means.
APPENDIXES
APPENDIX A

LIST OF COLLEGES WHICH RETURNED QUESTIONNAIRE

ALABAMA

Alabama College, Montevallo,
Alabama Polytechnic Institute, Auburn,
Alabama, University of, University,
State Teachers College, Florence,
State Teachers College, Livingston,
The State Teachers College, Montgomery,

FLORIDA

Florida State University, Tallahassee,
Florida, University of, Gainesville,
Florida A & M University, Tallahassee,

GEORGIA

Georgia State College for Women, Milledgeville,
Georgia, University of, Athens,
Albany State College, Albany,
Fort Valley, State College, Fort Valley,

KENTUCKY

Eastern Kentucky State Teachers College, Richmond,
Murray State Teachers College, Murray,
Kentucky State College, Frankfort,
Morehead State College, Morehead,
Western Kentucky State Teachers College, Bowling Green,

LOUISIANA

Louisiana State University, University,
Southern University, Baton Rouge,
Grambling College, Grambling,
Northwestern State College, Natchitoches

MISSISSIPPI

Delta State Teachers College, Cleveland,
Mississippi State College, State College,

NORTH CAROLINA

University of North Carolina at Chapel Hill,
Women's College of the University of North Carolina, Greensboro,
State Teachers College, Fayetteville,
Appalachian State Teachers College, Boone,
SOUTH CAROLINA
Clemson College, Clemson,
State A & M College, Orangeburg,
Winthrop College, Rock Hill,

TENNESSEE
Memphis State College, Memphis,
Middle Tennessee State College, Murfreesboro,
Tennessee, University of, Knoxville,

TEXAS
Agricultural and Mechanical College of Texas, College Station,
North Texas State Teachers College, Denton,
Sam Houston State Teachers College, Huntsville,
Stephen F. Austin State Teachers College, Nacodoches,
Sul Ross State Teachers College, Alpine,
Texas College of Arts and Industries, Kingsville,
Texas Technical College, Lubbock,
Texas, University of, Austin,
West Texas State Teachers College, Canyon,
Texas State University, Houston,

VIRGINIA
Virginia, University of, Charlottesville,
Virginia State College, Petersburg.
APPENDIX B

QUESTIONNAIRE

SECTION I. TO BE ANSWERED BY LIBRARIAN ONLY.

1. Check the enrollment of your institution
   a. under 999  
   b. 1,000 1,999  
   c. 2,000 2,999  
   d. 3,000 3,999  
   e. 4,000 4,999  
   f. 5,000 9,999  
   g. 10,000 14,999  
   h. 15,000 or over  

2. Give number of persons on library staff.
   a. Full-time professional  
   b. Full-time non-professional  
   c. Part-time professional  
   d. Part-time non-professional  
   e. Student assistants  

3. If audio-visual MATERIALS are handled through the library, what persons are responsible for selecting them? (Check).
   a. Librarian  
   b. The head of the audio-visual department  
   c. The librarian and the head of the audio-visual department  
   d. The faculty  
   e. The library staff  
   f. Faculty-library committee  
   g. Student-library committee  
   h. Other  

4. If audio-visual EQUIPMENT is handled through the library who selects it? (Please write in).

5. What was your total library budget for the following years?
   a. 1949  
   b. 1950  
   c. 1951  
   d. 1952  
   e. 1953  

51
6. Do you feel that your library is too busy with other things to devote time to the handling of audio-visual MATERIALS?  
Yes _____ No _______  

7. Do you feel that your library is too busy with other things to devote time to the handling of audio-visual EQUIPMENT?  
Yes _____ No _______  

8. Does your library have adequate space or facilities for storing audio-visual MATERIALS? Yes _____ No _______  

9. Does your library have adequate space or facilities for storing audio-visual EQUIPMENT? Yes _____ No _______  

---

MEMO:  
To the person in charge of audio-visual department outside library:  
As the person in charge of the audio-visual department outside the library, will you kindly fill out sections (II) and (III) of the attached questionnaire and return the same to me on or before April 8, 1953  
Thank you for your cooperation.  
s/ James I. Richey  
t/ James I. Richey

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SECTION II: TO BE ANSWERED BY PERSON IN CHARGE OF AUDIO-VISUAL DEPARTMENT OUTSIDE THE LIBRARY  
1. If audio-visual MATERIALS are selected outside of the library, who selects them? (Please write in).

2. If audio-visual EQUIPMENT is selected outside of the library, who selects it? (Please write in).

SECTION III: TO BE ANSWERED BY LIBRARIAN OR PERSON IN CHARGE OF AUDIO-VISUAL DEPARTMENT OUTSIDE OF LIBRARY.  
1. Is a full-time library staff person in charge of the audio-visual materials and equipment? Yes _____ No _______  
a. If answer is No, what is the position of the person in charge? ____________________________________.
b. How many other people work in the audio-visual department?

<table>
<thead>
<tr>
<th>Full-time professional</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time non-professional</td>
<td></td>
</tr>
<tr>
<td>Part-time professional</td>
<td></td>
</tr>
<tr>
<td>Part-time non-professional</td>
<td></td>
</tr>
<tr>
<td>Student Assistants</td>
<td></td>
</tr>
</tbody>
</table>

2. How much money was spent on audio-visual MATERIALS during the following years?
   a. 1949
   b. 1950
   c. 1951
   d. 1952
   e. 1953

3. How much money was spent on audio-visual EQUIPMENT during the following years?
   a. 1949
   b. 1950
   c. 1951
   d. 1952
   e. 1953

4. During what year was the audio-visual department set up as:
   a. a part of the library's program
   b. a separate department outside the library

5. What aids do you use in the selection of audio-visual MATERIALS? (Please write in).


7. How often are audio-visual materials purchased?
   a. once a year
   b. twice a year
   c. more than twice
      when needed

8. Below are listed the four broad subject areas, please number them (1, 2, 3, 4) according to the strength of your audio-visual holdings:
   a. Fine Arts
   b. Science
   c. Literature
   d. Social Science
9. Below are listed the four broad subject areas, please number them (1, 2, 3, 4) according to the department that most frequently uses the audio-visual materials and equipment.

   a. Fine Arts
   b. Science
   c. Literature
   d. Social Science

10. Do you think that the library should be the agency in charge of:

   a. all audio-visual MATERIALS on the campus
   b. some of the audio-visual MATERIALS on the campus
   c. none of the audio-visual MATERIALS on the campus

11. If your answer to No. 10 is (b), list the materials you feel the library should be in charge of.

12. Do you think that the library should be the agency in charge of:

   a. all audio-visual EQUIPMENT on the campus
   b. some of the audio-visual EQUIPMENT on the campus
   c. none of the audio-visual EQUIPMENT on the campus

13. If your answer to No. 12 is (b) list the equipment you feel the library should be in charge of.

14. Do you think the present method of administering the audio-visual materials and equipment on your campus is satisfactory? Yes ___ No ___

   A. If your answer is No, what suggestions would you offer for the improvement of the situation?

15. How many hours per week are audio-visual services available? ________

16. Are the audio-visual materials cataloged or arranged in such a manner that they are easily accessible to teachers and students? Yes _____ No ______.

17. May the following patrons check out audio-visual materials:

   Faculty Yes _____ No ______
   Students Yes _____ No ______
   Alumni Yes _____ No ______
   Community groups Yes _____ No ______

18. Check the way or ways in which the audio-visual MATERIALS are utilized.

   a. In Classrooms
   b. In auditorium
   c. In audio-visual center in library
   d. In audio-visual center outside the library
   e. Extra-curricular activities
19. Check the way or ways in which the audio-visual equipment is utilized.
   a. In Classrooms
   b. In auditorium
   c. In audio-visual center in library
   d. In audio-visual center outside the library
   e. Extra-curricular activities
   f. Community groups
   g. Other

20. Does the audio-visual department encourage the use of its audio-visual facilities by community groups? Yes ______ No ______
   a. If your answer is Yes, in what way or ways are community groups encouraged? (Please write in).

21. What provisions are made for listening to records, recordings and transcriptions? (Check)
   a. Listening booths
   b. Tables equipped with turntables and earphones
   c. Special listening room
   d. Other

22. Does your audio-visual department extend services through the mail to citizens? Yes ______ No ______
   a. If answer is Yes, what types of materials are sent out? (Please write in).

23. Check your procedure for charging out audio-visual materials.
   a. Handled just like books
   b. Handled just like reference material
   c. Other (Please write in)

24. Does your institution borrow audio-visual materials from other institutions? Yes ______ No ______

25. Below are listed the four broad subject areas, please number them (1, 2, 3, 4) according to the area in which you do the most borrowing:
   a. Fine Arts
   b. Science
   c. Literature
   d. Social Science

26. Does your institution lend audio-visual materials to other institutions? Yes ______ No ______

27. Below are listed the four broad subject areas, please number them (1, 2, 3, 4) according to the area in which you do the most lending:
   a. Fine Arts
   b. Science
   c. Literature
   d. Social Science

28. Are there any types of audio-visual materials that you do not lend? Yes ______ No ______
   a. If answer is Yes, what are these materials?
Below is listed a chart which will indicate how your audio-visual EQUIPMENT is stored. Please check the appropriate spaces.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Approximate Number</th>
<th>Special Room</th>
<th>HOW STORED</th>
<th></th>
<th></th>
<th>Other (Write in)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD LANTERN SLIDE PROJECTOR</td>
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<td>NO SPECIAL ROOM</td>
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<td>SPECIAL &quot;2 x 2&quot; PROJECTOR</td>
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<td>FILMSTRIP PROJECTOR</td>
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<tr>
<td>Silent</td>
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<td>Sound</td>
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<tr>
<td>OPAQUE PROJECTOR</td>
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<tr>
<td>MICRO-PROJECTOR</td>
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<td>MICROFILM READER</td>
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<tr>
<td>STEREOSCOPE OR TELE-BINOCULAR</td>
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<td>OVERHEAD PROJECTOR</td>
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<tr>
<td>MOTION PICTURE PROJECTORS</td>
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<td>RADIO</td>
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<tr>
<td>RECORD PLAYER</td>
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<tr>
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Below is a chart which will indicate how your audio-visual MATERIALS are stored. Please check the appropriate spaces.

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Position of person filling out Questionnaire

THANK YOU!!
BIBLIOGRAPHY

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Kinder, James S. Audio-Visual Materials and Techniques. New York:

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