


AN ABSTRACT OF THE THESIS OF

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Title "Audio-Visual Aids in the Library" -----

Abstract Approved: 
(Major Professor)

The purpose of this study is twofold: First, to discover, by means of a questionnaire, the present status of audio-visual aids in the libraries' work. Second, to indicate many present and possible future uses for these aids and to present a tentative program for accomplishing maximum acceptance and wide-spread diffusion of such services through the libraries.

The questionnaire contained 30 major questions. These covered all phases of the problem and in some instances the individual questions ran to 30 or 40 parts. Plates I - IV reproduce the four pages of questions as used in the survey.

A selected list totalling 402 entries was used. Of these 150 were public libraries; 80 were college and university libraries with more than 2500 students to serve; 47 were small college libraries where enrollments were less than 1000 students; 53 were state libraries and library commissions; 49 were high school libraries; and 21 were library schools.

Replies were received from 233 sources or 57.9 per cent of the list. Plate VI shows the geographical distribution of these replies. Because of differences in the problems involved, replies from the high schools and library schools are not considered in the study. The four groups studied, however, without these two classes total 80 per cent of the original list.

Tabulation of the replies as received resulted in the figures presented in the 27 tables. Questions 6 and 7, 11 and 12, and 18 and 19 were combined in the tables. Thus the 27 tables represent the full 30 questions.

Briefly these figures indicate an extensive and widespread acceptance of charts, maps, posters, paintings, framed pictures, clippings, photographs, prints, stereographs and phonograph records in library use. But lantern slides, filmstrips, opaque projectors, motion pictures, microfilms, and radio are as yet practically untouched by the group as a whole. The suggestion is made that this may possibly be the result of an unreadiness to tackle the mechanical techniques involved in the latter group.

Regardless of the factors involved, it is assumed that the present generation of youths and adults are entitled to the advantages which these aids offer; also that people in the rural communities should be adequately served as well as those in the urban centers.

To accomplish these objectives a program of four major points is suggested. First, that each individual library take stock of itself and survey the conditions of its immediate territory. Second, that a concerted effort be made through state library associations to plan a service which will adequately serve all areas within the state. Third, that library schools recognize the need for training in the use and supervision of these aids and provide proper facilities for courses having this aim. And fourth, that the American Library Association create a separate Audio-visual Aids Division with a specialist in charge to promote and develop this service nationally and to assist libraries individually in the solution of their local problems.

One of the greatest potentialities for the application of these techniques when this goal is achieved is indicated as being in the field of Adult Education. And in this connection a new and as yet untried experiment with sound motion pictures is suggested.

Any great progress will probably be contingent on the adoption of some uniform plan such as that suggested.

AUDIO-VISUAL AIDS IN THE LIBRARY

by

XENOPHON PALMER SMITH

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AUDIO-VISUAL AIDS IN THE LIBRARY

Introduction

The purpose of this study is twofold: first, to determine by means of a questionnaire the extent to which the various materials and equipment now commonly considered audio-visual aids have entered into the routine of library use; second, to gather as many examples of such usage as possible. These examples along with additional suggested uses are brought together in various groupings for present consideration and future reference.

With the whole field of perceptual learning before us there are many opportunities to digress into discussions of various types of equipment; or into the history of the visual movement in education; or, perhaps, to let our imagination run free with the question of future possibilities. But as nearly as possible a very definite and rigid outline is followed.

The arrangement of this outline has been largely determined by the order and grouping of the thirty numbered parts of the questionnaire itself. An examination of the questions in Plates I - IV will reveal a sufficient similarity between successive ones to warrant combining some of the replies into one table. Thus questions 6 and 7 will be treated together in the discussion of Table No. 6

Survey of Visual Aids and Instruction

For your convenience in answering this survey it has been arranged so that a large majority of the questions can be completed by simply placing an (X) in the proper space already provided. Beyond this your "Remarks" will be purely personal comments, opinions, or suggestions. Figures requiring time to compile have been kept to a minimum since it is hoped your replies will be back at an early date. The order of arrangement is in no way significant of rank or importance but merely one which seems logical. Analysis of figures will be by types, groups, and locations and NOT comparisons of individual libraries. Personal comments will be used anonymously except by special request for permission to quote.

.....
Name of Library

.....
Type of Library

.....
Location of Library

.....
Signature of Librarian

1. Charts, graphs, process diagrams, etc.

Past useNone () Some () Extensive ()

Present useNone () Some () Extensive ()

Future useNone () Some () Extensive ()

Is any of this material regularly loaned out () or is its use confined to the library premises ()

Remarks:

2. Maps, globes, and relief models.

Past useNone () Some () Extensive ()

Present useNone () Some () Extensive ()

Future useNone () Some () Extensive ()

Is any of this material regularly loaned out () or is its use confined to the library premises ()

Remarks:

3. Objects, specimens and models.

Past useNone () Some () Extensive ()

Present useNone () Some () Extensive ()

Future useNone () Some () Extensive ()

Is any of this material regularly loaned out () or is its use confined to the library premises ()

Remarks:

4. Posters, cartoons, paintings, framed pictures.

Past useNone () Some () Extensive ()

Present useNone () Some () Extensive ()

Future useNone () Some () Extensive ()

Is any of this material regularly loaned out () or is its use confined to the library premises ()

Remarks:

5. Clippings, cut-outs, photographs, prints, etchings, etc.

Past useNone () Some () Extensive ()

Present useNone () Some () Extensive ()

Future useNone () Some () Extensive ()

Is any of this material regularly loaned out () or is its use confined to the library premises ()

Remarks:

6. Lantern slides (standard 3 1/4x4 size); glass () film () or other materials ().

Past useNone () Some () Extensive ()

Present useNone () Some () Extensive ()

Future useNone () Some () Extensive ()

How many such slides does library own ()

Are they loaned out () or used only on premises ()

Does library own a projector () More than one () How many ()

Are projectors loaned out () or used only on premises ()

Remarks:

7. Lantern slides (Small 2x2 size); glass () or film ()

Past use None () Some () Extensive ()
 Present use None () Some () Extensive ()
 Future use None () Some () Extensive ()

How many such slides does library own ()

Are they loaned out () or used only on premises ()

Does library own a projector () More than one () How many ()

Are projectors loaned out () or used only on premises ()

Are you using colored 2x2 film slides—Yes () No ()

Remarks:

8. Filmstrips (silent, sound, plain or colored).

Past use None () Some () Extensive ()
 Present use None () Some () Extensive ()
 Future Use None () Some () Extensive ()

How many strips or rolls does library own ()

Are those loaned out () or used only on premises ()

Does library own small projector () More than one () How many ()

Make or makes of projectors owned

Are these equipped for film strips with sound records—Yes () No ()

Are projectors loaned out () or used only by staff ()

Does library own miniature (35 mm.) camera—Yes () No ()

If one or more cameras owned, what make How many ()

Remarks:

9. Opaque projectors.

Past use None () Some () Extensive ()
 Present use None () Some () Extensive ()
 Future use None () Some () Extensive ()

Does library own one () More than one () How many ()

Are these loaned out () or used only on premises ()

Remarks:

10. Stereographs and stereoscopes.

Past use None () Some () Extensive ()
 Present use None () Some () Extensive ()
 Future use None () Some () Extensive ()

How many stereographs does library own () How many stereoscopes does library own ()

Are these loaned out () or used only on premises ()

Remarks:

11. Silent motion pictures.

	8 mm.	16 mm.	35 mm.	8 mm.	16 mm.	35 mm.	8 mm.	16 mm.	35 mm.
Past use	None ()	()	()	Some ()	()	()	Extensive ()	()	()
Present use	None ()	()	()	Some ()	()	()	Extensive ()	()	()
Future use	None ()	()	()	Some ()	()	()	Extensive ()	()	()

How many reels does library own 8 mm. () 16 mm. () 35 mm. ()

Are these loaned out () or used only on premises ()

Does library own projector () More than one () How many ()

What make of projector What troubles with it

Are these loaned out () or used only by staff ()

Does library own a movie camera Yes () No ()

Remarks:

12. Sound motion pictures.

	8 mm.	16 mm.	35 mm.	8 mm.	16 mm.	35 mm.	8 mm.	16 mm.	35 mm.
Past use	None ()	()	()	Some ()	()	()	Extensive ()	()	()
Present use	None ()	()	()	Some ()	()	()	Extensive ()	()	()
Future use	None ()	()	()	Some ()	()	()	Extensive ()	()	()
How many reels does library own	8 mm. ()	16 mm. ()	35 mm. ()						
Are these loaned out ()	or used only on premises ()								
Does library own a sound projector ()	More than one () How many ()								
What make of projector	What troubles with it								
Are these loaned out ()	or used only by staff ()								
Does library own public address units—Yes ()	No ()								
Does library own turntable units for records—Yes ()	No ()								

Remarks:

13. Microfilms.

Past useNone () Some () Extensive ()
 Present useNone () Some () Extensive ()
 Future UseNone () Some () Extensive ()

Are any of your current subscriptions coming on microfilm—Yes () No ()
 Do you handle separate articles together on long rolls () or separately on individual strips ()
 Are you cataloging microfilm the same as other material () or have you a special method of handling it ()
 Approximately what per cent of your interlibrary loans are handled by microfilm now ()
 What is your impression of "microprints" in pamphlet form as suggested recently—would they be desirable—Yes () No ()
 Does library own desk type "binocular viewers"—Yes () No ()
 Would such an instrument be desirable—Yes () No ()
 Does library own reading machines—Yes () No () How many ()
 Does library own copying equipment for service—Yes () No ()
 Do you consider microfilm techniques satisfactory at present () or does there need to be decided improvement to bring them to that point ()

Remarks:

14. Phonograph records.

Past useNone () Some () Extensive ()
 Present useNone () Some () Extensive ()
 Future UseNone () Some () Extensive ()

Does library own any phonograph records—Yes () No () How many ()
 Does library own any phonographs—Yes () No () How many ()
 Does library have sound proof audition rooms—Yes () No ()
 Would special turntables with bone-induction head sets be desirable for servicing record collections—Yes () No ()

Remarks:

15. Radio.

Past useNone () Some () Extensive ()
 Present useNone () Some () Extensive ()
 Future UseNone () Some () Extensive ()

Does library own a radio—Yes () No ()
 Is radio in library used in any way for benefit of public—Yes () No ()
 Remarks on such usage, if any:
 Do you use the radio regularly in your publicity work—Yes () No ()

16. Television and Facsimile.

Since these are both in the experimental stage as yet for the country as a whole will those of you who may have had direct connection and experience with either make whatever comment you care to concerning their possibilities with respect to library usage.

Remarks:

17. List your three most active "aids" at this time and the purposes for which they are being used.

- A.
 B.
 C.

18. List below any "aids" and your present use of them which you feel may be unique or at least unusual.
19. Suggest below any unusual possibilities you may have considered but have not tried as yet.
20. Do you consider it within the purposes and functions of your library to develop collections in the following:
- | | | | | | |
|----------------------|---------|--------|----------------------------|---------|--------|
| Film strips | Yes () | No () | Specimens and objects..... | Yes () | No () |
| Microfilms | Yes () | No () | Maps, charts, etc. | Yes () | No () |
| Lantern slides | Yes () | No () | Pictures and prints | Yes () | No () |
| Movie films | Yes () | No () | Phonograph records | Yes () | No () |
21. Do you have substantial collections in any of the items in question No. 20. If so which ones?
- A.
B.
C.
22. Do you feel it would be possible for your library to handle the circulation of "visual aids" to the region surrounding you with proper additions to the staff? Yes () No ()
23. Which of the following have you used most in your publicity plans both as to BOOKS and the LIBRARY itself?
- BOOKS—Bulletin boards () Booklists () Newspapers () Radio ()
Book reviews by staff () Window displays of jackets, etc. ()
LIBRARY—Annual report () Special reading lists () Talks before groups ()
Radio programs () Newspaper stories () Motion picture films ()
24. Do any members of your staff give formal instruction in the use of the library? If so under what general plans is this done? What "visual aids," if any, are regularly used?
- A. Formal instruction given—Yes () No ()
B. Plan usedClasses () Lectures ()()
C. "Visual aids" usedHandbooks () Lantern Slides () Motion Pictures ()
Charts () Filmstrips ()()
25. In your Adult Education work has your program included class groups organized and conducted by your library staff personnel? If so what have been the purposes of the groups and what forms of visual or audio-visual aids have been used in conducting them?
- A. Class groups conducted by staff personnel—Yes () No ()
B. Purpose of groups (subjects studied)
C. "Aids" used—Charts () Filmstrips () Lantern slides () Silent movies ()
Phonograph records () Radio ()()
26. Have you sponsored any activities as outlined in question No. 25 which have been conducted by leaders not on your staff? Yes () No () Source of leaders.....
27. Are you planning for activity in the future of the type mentioned in questions 25 and 26?.....
28. If your Adult Education work has not taken this direction will you indicate what have been your activities in this field?
- A. Readers' advisory service for individual study ()
B. Information service on organized classes ()
C. Supplying books for organized groups ()
D.
29. Do you feel that Adult Education has come to stay as the final phase of a completely democratic system of education () or has it "mushroomed" because of the depression only to be forgotten with the return of prosperity ()
30. In your Children's Work what use have you made of plays, pageants, pictures or other "aids" particularly adapted to their use and enjoyment?
- | | |
|----------------------|---------------------|
| Plays | Film strips |
| Pageants | Silent movies |
| Pictures | Sound movies |
| Stereographs | Radio |
| Lantern slides | Others |

which covers all types and sizes of lantern slides. Again Table No. 10 and the discussion accompanying it treats all sizes and phases of the use of motion pictures in library work. Then finally the replies for questions 18 and 19 have been combined and treated in Table No. 16. In addition the replies to questions 25-29, while presented in separate tables numbered 22-26 inclusive, are discussed under one heading in Part XXII on Adult Education. Eliminating three of the thirty parts in this way and combining five others gives us a series of 27 tables discussed in 23 parts covering the complete results of the survey. Except for the various plates appearing at different points in the study these 27 tables form the frame work on which the entire discussion is built.

Before commencing with Part I, some description and detail regarding the survey itself is needed. In formulating the questionnaire everything which might be considered as belonging in the field of audio-visual aids was enumerated. These items were then sorted and grouped into related units, keeping in mind the known patterns of library activity. By this means the replies have brought together all activities of a definitely similar character. While the materials and techniques may vary in different locations, the fundamental use-pattern remains constant within the group. Thus we are enabled to determine how

far the libraries have progressed in adopting the various 'aids'.

It is not sufficient to know what present conditions are. If we are to make any determinations of value, we must also know what the activity has been in the past and what it will probably be in the future. Supplied with information concerning the past, present, and future, it is not difficult to discover some indication of trends. In order to accomplish this the questions, wherever possible, were divided into three time phases: past, present, and future use. To further classify the usage a qualitative division of three degrees was suggested by the words, 'none', 'some', and 'extensive'. This multiplication of parts made the tabulation of replies a lengthy process but in many instances more definite information has been obtained.

The first twenty-two questions are concerned directly and definitely with the matter of audio-visual aids. The next part of the questionnaire is concerned with publicity, library instruction, and adult education. It is not difficult to justify these questions in a survey such as this for certainly in all three of these fields of library activity there is unlimited opportunity for the use of the materials and devices considered. Following this digression in questions 23-29 inclusive, we return in the

thirtieth to direct questions concerning the use of these aids in library work with children.

The next point to ascertain is how was the questionnaire used. First of all a list was compiled consisting of 402 entries. Of these 150 were public libraries, both large and small; 80 were college and university libraries where the enrollment exceeds 2500 students; 47 were small college libraries where the enrollment is under 1000 students; 55 were State libraries and Library Commissions; 49 were high school libraries in city school systems; and 21 were library schools.

Care was exercised in the selection of these groups to eliminate, in so far as possible, any chance of a directional choice. The public libraries range from the largest in the country down to small ones in towns of 10,000 population. The universities and colleges likewise include institutions with enrollments running far into five figures and small colleges with 300 and 400 students. Old schools with traditions stretching back to colonial days and some of the twentieth century post-war group were included. The State libraries represented all of the states and several State Library Commissions in addition. The city school systems were representative of those large enough to apply the techniques of visual instruction through coordinated centers of supply, and the library

schools were the ones which train by far the majority of our new librarians each year.

Care was also used in selection as to size and type, and in the matter of geographical location. Every state in the United States was represented and in so far as possible was properly weighted according to population.

The text of the letter used to explain the questionnaire appears in Plate V. Reading this it is apparent how difficult it was to make it applicable to the different situations. The school superintendents in many instances turned the request over to their Directors of Visual Instruction instead of their school librarians. Many of the Library School Directors misunderstood the request and felt it did not apply to their work. Therefore these two groups have not been considered. They will be analyzed and discussed elsewhere when more definite returns have been received.

Another change from the original plan which deserves mention is the concentration on the third and fourth points of the letter, namely, "to describe in some detail their uses in libraries of all types... and to suggest as many adaptations as possible for their future use". For our purposes in this study there is no need to write the history of visual aids nor a textbook on their use. The interpretation of the tabulations of the replies together

Plate V

XENOPHON P. SMITH
CORVALLIS, OREGON

Dear Librarian:—

Since there are 402 of these letters and questionnaires going out to a carefully selected list of libraries it seemed unwise to undertake the expense of making this a strictly personal letter to each one of you. However, I sincerely hope you will consider my request for your co-operation as if it were a direct personal appeal.

By way of explanation, let me say that the results of this "Survey of Visual Aids and Instruction" will form part of a Master's thesis which I am now writing in the School of Education here at Oregon State College. The title of this study will be "Visual Aids and the Library" and it is my purpose to give to librarians a single source which will accomplish certain objectives. These are, first, to give a short summary for the question, "What are visual aids?" — introducing for some, perhaps, and recalling for others, the things now commonly considered visual aids; second, to give a brief history of their development and their general use today; third, to describe in some detail their uses in libraries of all types and in library schools; fourth, to suggest as many adaptations as possible for their future use by libraries and library schools; fifth, to supply a selected bibliography covering materials, equipment, and information in this field.

While at first glance the array of questions in the survey may seem long and involved, I am sure you will not find them so as you begin to fill in the blanks. Approximately three-fourths of the questions you will be able to answer with an (X) mark on the first reading and about 90% will be completed before you need to present figures. Therefore I hope you will do this as soon as you can, perhaps right now, so the tabulation and analysis of replies can get under way shortly.

Having spent some fifteen years or more on the "public's" side of the reference and loan desks before selling a book business to come over on "our" side, I hope with the aid of your figures and this double experience to offer some suggestions for "both" sides. So thanking you in advance for your co-operation and awaiting your figures and comments with interest, I am.

Sincerely,

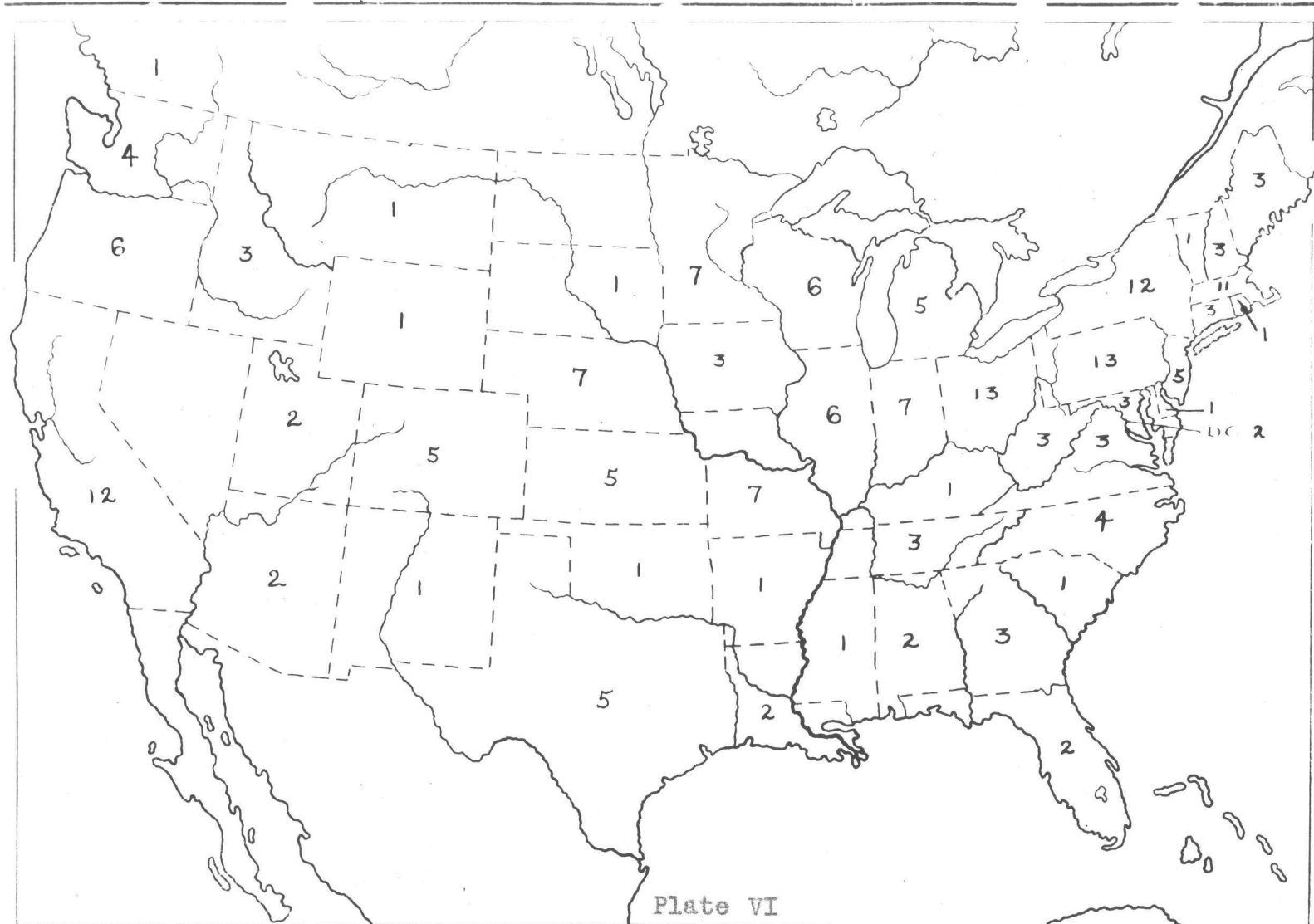
XENOPHON P. SMITH,
Reference Assistant,
Oregon State College Library.

P. S. The extra copy of the questions is supplied for your files if you care to keep a record of your replies.

with a discussion of new opportunities for using audio-visual aids in library programs, therefore, constitutes our present objective.

The two most important elements in the total replies are the high percentage of returns and their geographical distribution. Plate VI is a chart showing the number of replies from each state. The summary of these figures shows 231 replies from 46 states, the District of Columbia and the Dominion of Canada. This means some reply was received from 57 per cent of the libraries and schools receiving the questionnaire. The College and University group were highest, with a 65 per cent return followed by the Public Libraries with 60 per cent replying.

The percentage of replies and their distribution geographically is in quite reasonable accord with the actual population density. According to the 1930 census 71.2 per cent of the people in this country lived east of the Mississippi River; 28.8 per cent lived west of this dividing line. This means a little more than two thirds in the east and a little less than one third in the west. The figures on the chart show there were 62 per cent of the replies from the east and 38 per cent from the west; slightly less than two thirds from the east and just over one third from the west. For the purposes of this study, therefore, the results are based on replies bearing a



direct relationship to actual population conditions.

Since this is true and the total of replies at 57 per cent is higher than average, we can expect to form reliable conclusions from the tables and 'excerpts' which follow.

Part I

Charts, Graphs, Process Diagrams, etc.

Throughout the presentation of the tables a regular pattern is followed. First are presented any needed explanations of the question to make its purpose clear; next the actual totals of replies in tabular form; following the tables are special excerpts consisting of direct quotations from the replies whenever they contribute to a better understanding of conditions; and finally come comments on any unusual uses, apparent trends, or future possibilities.

This first section on charts, graphs, process diagrams, etc. needs little explanation. We have seen and admit the high instructional value of this type of material. The question is, to what extent have the libraries made use of these aids? The answer is found in Table I and the excerpts.

Question 1.

Charts, graphs, process diagrams, etc.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Is any of this material regularly loaned out () or
is its use confined to the library premises ()

Remarks:

TABLE 1

CHARTS, GRAPHS, PROCESS DIAGRAMS, ETC.

	Public	C. and U.	S. C.	State
Past use				
None	34	20	11	6
Some	27	16	6	5
Extensive	--	1	--	--
Present use				
None	33	19	12	6
Some	26	17	6	5
Extensive	--	1	--	-
Future use				
None	23	9	8	6
Some	17	16	3	4
Extensive	--	--	1	-
Regularly lent	15	10	2	5
Used on premises	9	9	3	1
No Report	16	7	9	8

Excerpts

"We do not have any collection of the above material."

"Population distribution and traffic survey."

"None except as they occur in books and pamphlets."

"It is impossible to predict whether or not use will be made in the future. For this reason the last question has been left blank in this and many of the following groups."

"Picture division has about 30 charts for circulation."

"Haven't any except for the ones I make of our statistics and use with my board."

"Charts and graphs are loaned to members of the faculty."

Comments

Looking first at the table, we find that approximately 40 per cent of the Public, College and University, and small College Libraries replying indicated no activity past or present. From 20-25 per cent of them seem sure of no such future activity. Some activity past and present is indicated by 31 per cent of the Public Libraries, 33 per cent of the College and University group and 21 per cent of the small College Libraries. As to the future less than 20 per cent of the Public Libraries indicate probable activity, while the small College and State

Libraries drop well below this figure. The College and University Libraries maintaining a 31 per cent intention of future activity seem at first to be a surprise element. When we consider the probable relation between this material and the classroom teaching the reason becomes clear. The last of the quotations above would indicate this relationship.

Among the "Excerpts" are found typical examples from the many written. The second item indicates two of the interesting possibilities with this material in Public Libraries. The fifth quotation seems to indicate the nucleus of a genuine collection of this sort and the manner in which it might be handled.

The excerpt concerning future use was included to call attention to an attitude which must be kept in mind while reading all of the tables. There is a consistent drop in numbers reporting on this question of future use. We must be cautious, therefore, in drawing relative conclusions based on this drop. But this does not bar the way to arriving at trends. Reading across the future we find the four types of libraries consistent in this drop, and because of this we can still calculate the probable future activity.

Our general conclusions from the tables and excerpts must be that while there is at present some activity, it

seems to be incidental. (Only one library reporting gave evidence of an intention to develop such a collection consistently.) As to the future, there is no indication of any change from the present attitude.

This appears to be an unfortunate condition. With the wealth of splendid material available, in many instances merely for the asking, any library could shortly organize a sizable collection of real value and service to its users. To be sure they are not as convenient to house and handle as books but many a patron both young and old will derive lasting benefit from their use. The opportunities for assistance in acquiring these aids from local business firms and Chambers of Commerce are unlimited. Large national firms are also splendid sources for material applying to their special fields.

Once any librarian's attention is favorably directed toward this group of aids the possibilities for their acquisition and use in the local situation will multiply rapidly. Because of this it is recommended that special consideration be given to developing collections of this class of material.

Part II

Maps, Globes, and Relief Models

With this question, as with the preceding one, little explanation is necessary. There was no doubt concerning a rather general use of maps. But what about the other items? Are they considered as a regular part of library service? Have any libraries made attempts to develop along this line? How are all of these items treated as to their use; do they circulate or is their use restricted to the library premises? Are the libraries generally agreed that special map collections are a legitimate and proper field for a portion of their budget? These are a few of the questions which the table and the excerpts will help to answer.

Question 2.

Maps, globes, and relief models.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Is any of this material regularly loaned out () or
is its used confined to the library premises ()

Remarks:

TABLE 2

MAPS, GLOBES, AND RELIEF MODELS

	Public	C. and U.	S. C.	State
Past use				
None	2	7	8	6
Some	57	29	10	8
Extensive	14	3	3	2
Present use				
None	3	7	7	6
Some	55	29	13	8
Extensive	15	4	3	2
Future use				
None	2	2	5	6
Some	41	20	10	4
Extensive	15	9	2	2
Regularly lent	29	5	5	3
Used on premises	30	22	8	5
No Report	6	3	3	4

Excerpts

"Have a considerable collection of maps used in connection with state historical research."

"12,369 maps in Map Room of History Department of Central Building. One globe in children's room of the 36 larger branches. One globe, 60 inch, in Map Room at Central Building. No relief models."

"We keep a file of circulating maps gathered from various sources such as National Geographic, etc., which may be borrowed. The large globe is confined to use in the reference room."

"Maps only."

"This applies only to maps."

"Globes and relief models are for reference use only."

Most atlases are for reference use only. A few smaller ones circulate."

"Maps are used on the library bulletin board for display purposes."

"Globes - none; relief models - some; maps - extensive."

Comments

Keep in mind the remarks above indicating that in many instances figures apply only to maps. While other activity is also described, the majority of the replies

specified "maps only". On this basis, though, it is interesting to see 66 per cent of the Public Libraries checking "some" activity past and present and another 16 per cent indicating 'extensive' use. The fact that 41 and 15 or a total of 66 per cent checked 'some' and 'extensive' future use is clear evidence of the accepted place of maps in the library collections today. In few other instances in this study will such general agreement be found.

The College and University Libraries show either 'some' or 'extensive' use by 64 per cent of their group for the past and present. This is comparable with the previous group but as to the future use they show a decided probable increase.

Small college and state libraries show no startling changes and indicate a rather consistent use by 40-50 per cent of the group.

As to the manner of using these aids, it is significant that the Public Libraries divide equally between lending and use on the premises. The others, and particularly the College and University group, show a decided majority permitting use in the library only. The fact that many of the latter collections include special maps such as the topographic series of the United States Geological Survey undoubtedly accounts for this difference in use.

No suggestions concerning future possibilities are needed in this instance. With such widespread activity there is already a general acceptance of maps as a part of library service. Greater attention could be directed toward the relief models as supplementary material for library use. A flat map is one thing, but a good relief model is the equivalent of a bird's-eye view and conveys an impression no flat map can ever give.

Part III

Objects, Specimens and Models

This particular group of visual aids is generally considered as something foreign to library purposes. The question concerning them was included in the survey to discover if this was universally true. There are conditions under which it becomes the legitimate and proper function of the library to build collections of this material. The table and more particularly some of the excerpts will indicate this clearly.

Question 3.

Objects, specimens and models.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Is any of this material regularly loaned out () or
is its use confined to the library premises ()

Remarks:

TABLE 3

OBJECTS, SPECIMENS AND MODELS

	Public	C. and U.	S. C.	State
Past use				
None	38	28	14	9
Some	13	4	6	2
Extensive	3	--	--	1
Present use				
None	39	29	15	9
Some	12	5	4	2
Extensive	4	--	--	1
Future use				
None	32	18	12	7
Some	11	7	4	2
Extensive	3	--	--	1
Regularly lent	5	1	2	2
Used on premises	13	5	3	4
No Report	22	10	6	8

Excerpts

"Objects and specimens limited to archaeology, ethnology, and geology."

"The library has a collection of character dolls which is occasionally lent to schools."

"The city has an 'Al' school museum for this."

"Have valuable collection of Indian spearheads, etc.

that we wish we could move to some other city building - too crowded here."

"Increasing use."

"Historical objects in our collection are available for loan generally."

"Should be willing to handle as library material..."

"Really work of a museum, not a library."

"Collection of specimens for use with teachers, schools, etc. Children's Room has collection of dolls, elephants, etc."

"The Library's Science Museum on the fourth floor of the library is as old as the library itself. The Museum has developed quite a number of circulating portable exhibits (insects, butterflies, birds, geology, etc.). Six hundred of these exhibits circulated to teachers last year. There are many permanent exhibits in the building."

"Have none."

"We try to keep these at a minimum."

Comments

Comparing the figures in the table we find evidence of the fact that this type of material is not generally desired. From 40-50 per cent or more indicate no activity in this direction. Only 10-15 per cent acknowledge an interest evidenced by activity.

The remarks selected show both views of the situation. We find some libraries who reply "have none". There are others who proudly boast of the age, extent, and progressive activity of their Museum Department.

What should be the deciding factors as to the collection of this material? There are several. First would be a community need. If no such collection exists, there is certainly every reason for the library to consider creating and collecting one. Following this would come such factors as budgets, space limitations, trained personnel and many others. But all of these obstacles can be surmounted if the community need exists and if the library seems to be the logical agency to commence planning and building toward such a collection. Avoidance of unnecessary duplication of effort should be the guiding principle in analysing each local situation and determining future

policy. The community need for such material is basic. The question in point is, who best can supply it? Some of the excerpts are convincing evidence that the library can, where they are the ones who should do it.

Part IV

Posters, Cartoons, Paintings, Frame Pictures

Various articles published lately have indicated a decidedly increased interest in this class of material. Posters have long been a mainstay of library publicity and following the World War collections of the war posters began to appear. But not until recent years have libraries branched out into serious work with the cartoons, paintings, and framed pictures. Isolated instances could be found formerly of both large and small libraries having such collections but scarcely enough to warrant designating the activity as a trend.

The purpose of the fourth question was to find out whether there has been sufficient increase in this direction lately to call it a present trend. Table 4 and the excerpts following are rather convincing.

Question 4.

Posters, cartoons, paintings, framed pictures.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Is any of this material regularly loaned out () or
is its use confined to the library premises ()

Remarks:

TABLE 4

POSTERS, CARTOONS, PAINTINGS, FRAMED PICTURES

	Public	C. and U.	S. C.	State
Past use				
None	15	12	7	7
Some	40	22	11	8
Extensive	14	--	2	1
Present use				
None	16	12	6	8
Some	38	22	12	7
Extensive	19	2	3	1
Future use				
None	15	8	6	4
Some	21	19	8	6
Extensive	18	2	2	-
Regularly lent	27	5	11	6
Used on premises	14	14	2	1
No Report	7	8	3	5

Excerpts

"We loan posters and unframed pictures."

"Posters only."

"We have quite an extensive collection of original cartoons, the use of which is largely restricted to library."

"Posters, cartoons, paintings - only in our picture collection about 9000 a year."

"Posters and framed pictures."

"Increasing use by new Art Department. Hope to develop extensive class and personal use."

"We have no collection of framed pictures at present, but it is a project being considered for the future."

"Framed pictures (colored prints) are loaned to students for a semester at a time for use in their rooms.

Framed paintings (reproductions) are loaned for use in college buildings and dormitories."

"Framed pictures loaned to students for their rooms; collections small but to be built up."

"The college maintains a rental picture collection."

"See folder attached on framed pictures." (Plate VII)

"161,569 pictures circulated 1939 including 1600 framed pictures with frame supplied by library."

"Have ten or more exhibits of paintings each year."

"Library has several galleries of framed paintings."

Comments

There are several significant facts brought out by this table and the excerpts. Probably the most important of them all is the large proportion of libraries reporting activity of this kind; 66 per cent of the Public Libraries and over 50 per cent of the College and University and Small College group. While more use of posters is reported than anything else, yet the excerpts show clearly there is also great interest and activity with the other items.

Among the colleges and the universities there is an increasing effort to supply the students with desirable pictures for their rooms. And this is not all in the small colleges by any means. The statement, "framed pictures loaned to students for their rooms; collection small but to be built up" comes from a University Library where the enrollment exceeds 6000 students. Certainly if a library serving a student body of this size can handle such a collection efficiently, there is no need for any library to feel it impossible or inconsistent.

The students are not alone in their good fortune either. The excerpt "See folder attached on framed pictures" comes from a large Public Library in the east

PICTURE FRAMES—FOR SALE

The Library sells to any card holder, who wants to buy, picture frames of three sizes, 11 x 16 ins., 16 x 22 ins., 22 x 30 ins. They are plain black frames of wood fitted with glass and easily removable backs. Prices according to size are \$3.25, \$3.50 and \$4.00, the cost of the frames.

Once the owner of these frames you become the temporary owner of some 800 pictures which are lent to you from the Library's Print Collection without any additional cost.

The plan is this. You borrow a picture of a size matted and fitted to your frame and hang it on the walls of your home for three months or less. When you tire of the flamboyant coloring of the Orange Skirt by Ruth Murchison, bring it in and exchange it for the quieter appeal of Albrecht Dürer's etching of The Hare.

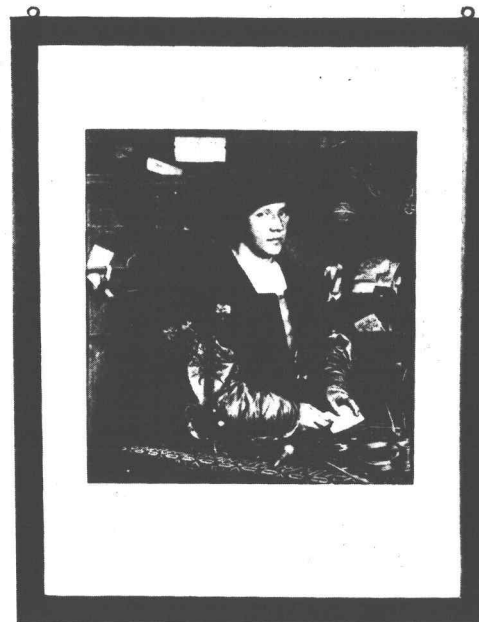
Change as often as you please. You'll be surprised to find how pleasant it is to have a new picture in an old spot.

Ask to see the frames and the prints in the Art Department on the Third Floor in the rear. The prints, here pictured, are of a size to fill the \$4.00 frame and are favorites among our picture borrowers.

From THE LIBRARY, March, 1926

Public Library, Newark, N. J.

J. C. Dana, Librarian



Georg Gisze, Merchant of the Steelyard, London, painted in 1532 by Hans Holbein. Original in the Kaiser Friedrich Museum, Berlin. The Library's copy published by the Medici Society, Boston.

Young, fair-haired, grave-eyed, one of the merchant princes of the Hanseatic League, Georg Gisze sits in his London office, leisurely opening a letter. The accessories of his vast business correspondence are scattered about him. The carnations in the shapely vase of fine Venetian glass do but accentuate the play of color harmonies—the soft green wall, the cool red of silken sleeves, the ball of gold chased with blue.

Part V

Clippings, Cut-outs, Photographs,
Prints, Etchings, etc.

This question includes a wide variety of things used to some extent in most libraries. Because of this there are almost as many methods of handling them as there are libraries. But for the purposes of our study we could not omit this group in the questioning. The replies as given in the table and the excerpts as selected from several pages of them give the true picture without much comment.

Question 5.

Clippings, cut-outs, photographs, prints, etchings, etc.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Is any of this material regularly loaned out () or
is its use confined to the library premises ()

Remarks:

TABLE 5

CLIPPINGS, CUT-OUTS, PHOTOGRAPHS,
PRINTS, ETCHINGS, ETC.

	Public	C. and U.	S. C.	State
Past use				
None	2	4	5	1
Some	35	27	12	8
Extensive	39	7	4	5
Present use				
None	--	4	7	1
Some	35	28	9	7
Extensive	43	7	4	7
Future use				
None	--	2	5	1
Some	24	21	7	4
Extensive	40	10	5	6
Regularly lent	59	14	9	7
Used on premises	4	16	4	3
No Report	4	5	3	5

Excerpts

"Mounted clippings from the vertical file are loaned and also prints from the picture cabinet. In the _____ collection is a file of pioneer photographs which are loaned only on very special occasions."

"Clippings not lent; other material circulated."

"Clippings in information file; photographs and prints in picture collection."

"Clippings, photographs and prints used extensively."

"We have a vertical file of 30,000 pamphlets and clippings."

"Limited to clippings."

"99,863 circulation of reproductions of paintings and mounted pictures, (clipped from magazines) mostly in schools."

"6711 process prints lent; 3188 original prints, reference."

"Extensive collection of mounted pictures and travel post cards - 18,932 pieces."

"Local history - large clipping collection western history."

"We have a clipping collection of over a million items - 1939 circulation 723,873. Our picture collection contains more than 250,000 items - 1939 circulation

226,338. Have a considerable collection of local and state photographs."

"Our picture collection has been greatly enlarged in the last few years and the circulation of pictures has increased accordingly."

Comments

There is almost complete acceptance of this activity by the libraries—not a single dissenting vote from the Public Library group and over 90 per cent of them indicating some degree of use. While the other groups do not run as high, they almost unanimously show some activity.

Among the Public Library group there were over 68 per cent that reported lending this material and less than 5 per cent restricting it to use within the library. The College and University group, on the other hand, were almost equally divided between use on and off the library premises.

The excerpts indicate everything from no collections at all (only one such report) to those containing over a million clippings and a quarter of a million pictures.

The most significant excerpt of all is the last one which indicates definitely that increased library activity and interest will be immediately reflected by increased public interest and circulation. If we want action and

statistics in this direction, the place to start is within the library.

Part VI

Lantern Slides

In the entire field of visual aids there is probably none more commonly accepted and used than lantern slides. But that is speaking generally and the purpose in these two questions, Nos. 6 and 7 in the survey, was to determine the status of library usage.

While we separated the questions in the survey for simplicity in answering, we treat them jointly in the table and the comments following.

Question 6.

Lantern slides (standard 3 1/4 x 4 size); glass ()
film () or other materials ().

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

How many such slides does library own ()

Are they loaned out () or used only on premises ()

Does library own a projector () More than one ()

How many ()

Are projectors loaned out () or used only on premises()

Remarks:

Question 7.

Lantern slides (Small 2 x 2 size); glass () or film ()

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

How many such slides does library own ()

Are they loaned out () or used only on premises ()

Does library own a projector () More than one ()

How many ()

Are projectors loaned out () or used only on premises()

Are you using colored 2 x 2 film slides—Yes () No ()

Remarks:

TABLE 6

LANTERN SLIDES

	Public		C. and U.		S. C.		State	
	Stan. Size	Small Size	Stan. Size	Small Size	Stan. Size	Small Size	Stan. Size	Small Size
Past use								
None	45	58	25	30	12	15	13	12
Some	10	1	9	1	2	1	--	--
Extensive	8	-	2	1	1	-	--	--
Present use								
None	43	55	25	31	12	16	13	12
Some	9	1	7	1	3	1	--	--
Extensive	7	1	2	1	1	-	--	--
Future use								
None	37	39	15	17	9	11	12	11
Some	3	--	9	6	1	1	--	--
Extensive	7	1	3	1	4	-	--	--
Regularly lent	14	1	7	2	3	-	--	--
Used on premises	1	1	2	-	1	-	--	--
Glass	10	-	12	1	7	1	--	--
Film	--	1	3	-	-	-	--	--
Colored	--	1	-	1	-	-	--	--
Other materials	1	-	1	-	-	-	--	--
Projector owned	12	1	4	-	2	1	--	--
Regularly lent	5	-	-	-	2	-	--	--
Used on premises	7	2	5	-	-	-	--	--
No Report	18	25	6	10	4	6	7	9

Excerpts

"We do not have a collection of this material."

"We have none."

"The _____ College Library does not possess any lantern slides."

"7005 slides owned. We have a balopticon which is frequently lent out to schools, clubs, churches and individuals."

"Strictly library owns no slides but School of Applied Arts owns about 2500 which are kept in and administered by the library. Our Classics Department owns about 2000 which are also available through the library."

"Extensive use of 8739 slides and 14 projectors. The slides are loaned but projectors are used on the premises."

"150 slides - These are of the library buildings and the work of the library and are used only by members of the staff in talks about the library."

"Projector is in our auditorium for use of the public."

"1000 slides - 3 projectors - extensive use in the past - some now - none in the future -" (This excerpt applies to the standard size slides, and following this is the statement from the same library on the 2 x 2 slides.)

"300 slides and 1 projector - film both black and white and colored mounted between glass covers - used some

in the past and extensively now and in the future."

"I and several other professors have collections of slides, large and small. Projectors of various types, including sound film, available from Science Department.

Audio-visual unit planned for new library."

"32,000 slides - 6 projectors. One projector remains in the building for use of the Museum Department. 5 are loaned out many times during the year. Many of the slides themselves were made in the library as a WPA project. They are hand colored and are of very high quality. They are borrowed by teachers, Sunday school teachers, club women, etc. Slides belonging to private individuals, especially in the fields of natural history, are frequently shown in the library as part of the educational program of the Museum Department.

1939 slide circulation - 93,375."

"84,000 slides owned and extensively used."

"Have no lantern nor any room for projection and no room which might be made into a projection room and no money even to buy books."

"...The library will probably increase its collection for use of staff members giving lectures, or the use of readers."

"6000 slides - 7 projectors. These visual aids are circulated from the Museum Department of the library."

Excerpts on 2 x 2 Slides

"Conversion attachment for present lantern slide projectors. I believe that the 2 x 2 slides will be more extensively used because of the low cost, ease of shipping, and ease of making color slides."

"So little used at the University of _____ as not to be worth answering."

"Do not have."

"None in our possession."

"May do so in connection with promotion of intelligent use of the library."

Comments

There are so many things in connection with this table and the excerpts which are interesting it is difficult to select from them all. Probably the most significant is that reports of no present use came from 43 to 64 per cent of the different groups. Add to this another 20-30 per cent which are listed as not reporting at all (which undoubtedly means no activity) and we find that lantern slides are being used very little by libraries. And the figures indicate the small 2 x 2 size slides have been almost completely ignored.

To offset this lack of interest some of the excerpts selected bring out the unlimited possibilities in this

field. Fourth on the list is a public library which is serving its community well. Following this comes a university library which, while owning none itself, is extending its service to include the administration of a large collection of slides. Later on comes a library with a small collection used strictly by the staff for talks on the library and its work. Then a large public library with 32,000 slides, their own photographic equipment, and a three time turnover of the collection with a slide circulation for 1939 of 93,375.

The possibilities for libraries to use slides are so numerous we will mention but a few. A real service to the community can be rendered in building up a modern up-to-the minute collection of standard size slides in fields of general interest. These can be promoted and used by ministers, teachers, professional men and laymen with a hobby. Cooperation from them in the building of the collection will not only be helpful but will create an enthusiasm on their part to use the material as it becomes available.

From the standpoint of the library there are splendid opportunities to use slides in publicizing library work and the library's needs. What wide-awake organization in any city wouldn't appreciate a live, interesting and illustrated talk about 'their' library? The requirements

would be good slides and a good talker. Consistent activity of this sort would have tangible results shortly in increased community interest in the library and larger budgets.

One library at least has sensed the convenience of the small slides and the small projectors. Certainly nothing could be better suited to their plan for creating something around which to build talks on the "intelligent use of the library." A pocketful of slides, a handful of projector, an electric socket, a blank wall and the stage is set. Could anything be more simple? Yet only one or two libraries seem to have investigated this field at all.

These small slides can and probably will be one of the library's best visual aids, and it is time for extensive examination of their possibilities. A word of caution is necessary, however, concerning the preparation of the slides. Because of their smallness, extremely fine lines will not project clearly. Therefore in planning material to be used all lines and print should be heavy enough to project well. A bit of experimenting will prevent the occurrence of any such difficulties and properly prepared there is little material which cannot be presented on these small and convenient slides.

Part VII

Filmstrips

Like the 2 x 2 slide, the filmstrip is one of the most convenient of all the audio-visual aids. With 'candid' cameras available on the market from ten or twelve dollars up, with which you can "roll your own" filmstrips, this question was designed to find out how many libraries were making use of this aid. The table resulting from the replies is certainly enlightening.

Question 8.

Filmstrips (silent, sound, plain or colored).

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

How many strips or rolls does library own ()

Are those loaned out () or used only on premises ()

Does library own small projector () More than one ()

How many ()

Make or makes of projectors owned.....

Are these equipped for film strips with sound records

Yes () No ()

Are projectors loaned out () or used only by staff ()

Does library own miniature (35 mm.) camera—Yes ()

No ()

If one or more cameras owned, what make.....

How many ()

Remarks:

TABLE 7
FILMSTRIPS

	Public	C. and U.	S. C.	State
Past use				
None	57	32	15	11
Some	3	4	2	1
Extensive	--	--	--	--
Present use				
None	57	30	15	11
Some	3	6	4	1
Extensive	--	--	--	--
Future use				
None	38	16	9	10
Some	1	8	3	1
Extensive	--	1	1	--
Strips owned	1	1	3	--
Regularly lent	2	2	2	1
Used on premises	--	4	2	--
Projector owned	2	4	3	1
Regularly lent	1	1	1	--
Used on premises	1	--	1	--
Miniature camera owned -		2	1	--
No Report	23	7	6	9

Excerpts

"Three rolls used in Freshman library instruction only."

"The library has no collection."

"Interpreted to mean movie type film."

"We do not understand the distinction between filmstrips and either motion picture film (Nos. 11 and 12) or microfilm (No. 13)."

"If you include microfilms of books, library has such material."

"Would develop this division if funds were available."

Comments

Twenty years ago the Society for Visual Instruction brought out the filmstrip. It consisted of a sequence of individual pictures on the regular 35 mm motion picture film. Using either single or double frame exposures and with titles and legends photographed onto the film, they produced a visual aid which has since been widely adopted. That is, widely adopted by everyone except libraries. The use reported in the survey is so small as to be almost negligible. Because of the misunderstanding as to the nature of filmstrips, even some of the reported use must be discounted as it actually refers to microfilms.

Here is one of the most convenient of all the audio-visual aids, but only two of the selected excerpts reflect

a real appreciation of its use. One library uses it in library instruction for freshmen and the other would develop a collection if funds were available. The opportunities with filmstrips are as unlimited as with lantern slides. Large collections can be built on hundreds of subjects. The expense is far less than the large slides and the equipment much cheaper. In addition there is the opportunity to produce your own pictures at low cost with the various miniature cameras.

For the college libraries there is the field of filmstrips for classroom use; others on the use of the library and various bibliographic tools; rolls to circulate over the territory for alumni groups to use for publicity purposes and many more. The public libraries have an equal opportunity in developing general collections and rolls for publicity work but in addition they have an exceptional chance to use these in their work with children. Both groups should investigate the possibilities fully.

Part VIII

Opaque Projectors

These reflecting type projectors are so flexible in their adaptability to many jobs they should be popular with libraries. The fact that this is far from the actual situation is revealed clearly by the replies as presented in the table.

Question 9.

Opaque projectors.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Does library own one () More than one ()

How many ()

Are these loaned out () or used only on premises ()

Remarks:

TABLE 8
OPAQUE PROJECTORS

	Public	C. and U.	S. C.	State
Past use				
None	48	30	16	10
Some	6	2	2	--
Extensive	1	--	--	--
Present use				
None	48	30	17	10
Some	4	2	2	--
Extensive	1	--	--	
Future use				
None	32	19	10	9
Some	3	4	2	--
Extensive	--	--	1	--
Projectors owned	6	--	3	--
Regularly lent	2		1	--
Used on premises	5	1	1	--
No Report	24	10	6	11

Excerpts

"Argus film reader."

"Not sure what is meant by 'opaque' projector."

"We have none."

"Used chiefly as an aid in story telling to children."

"We use a Trans-Lux projection machine which shows cards and title pages of books. It does not require slides or films."

"Opaque projectors are a most versatile visual aid."

"Combination with which either glass slides or opaque material may be used."

Comments

There is very little interpretation needed for the figures of this table. When less than 5 per cent of the total group report any present activity, it is safe to say that this visual aid is thoroughly neglected in library work. Also the fact that the first two excerpts indicate a total lack of knowledge as to what the aid is lends further proof to our conclusion.

Yet why should libraries completely ignore something which will so materially increase the effectiveness of some of their work? Look at the excerpt above concerning story telling. Picture if you will a group of children

fascinated as they see before them the pictures which illustrate the story being told. Can its effectiveness be doubted there? Or imagine the club women gathered in the library while the talk on art is perfectly illustrated in color from the mounted picture collection. Or perhaps it is an evening group in adult education work discussing charts or graphs projected from several books on the topic under discussion. Perchance it is one of the library staff giving an illustrated talk on illuminated manuscripts or the history of printing. Whatever the problems may be it will be found that an opaque projector will often save the day and turn an otherwise difficult situation into a genuine success. And best of all is the fact that there is little expense involved in the preparation of material. The library is already full of things to use. Every library should consider the possibilities and utilize this one of the aids to its greatest advantage.

One word of caution is necessary. For satisfactory work with this reflecting type projector a well darkened room must be provided, and too great an enlargement should not be attempted.

Part IX

Stereographs and Stereoscopes

For years the libraries have had these interesting aids in their collections. But unfortunately they have been considered almost strictly as 'toys' and as a result they have been allowed to go out of use in these later years. This question was asked for the purpose of discovering what, if any, present use there was of them and the possibilities for the future. The table and the excerpts clearly distinguish where the use has been and what the probable future activity is to be.

Question 10.

Stereographs and stereoscopes.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

How many stereographs does library own ()

How many stereoscopes does library own ()

Are these loaned out () or used only on premises ()

Remarks:

TABLE 9

STEREOGRAPHS AND STEREOSCOPES

	Public	C. and U.	S. C.	State
Past use				
None	23	32	13	9
Some	28	2	4	3
Extensive	16	--	--	1
Present use				
None	30	32	15	10
Some	28	2	3	3
Extensive	9	--	--	--
Future use				
None	20	22	10	8
Some	18	1	3	--
Extensive	8	--	--	--
Stereoscopes owned	24	2	1	3
Stereographs owned	20	--	--	2
Regularly lent	23	--	3	3
Used on premises	10	2	--	--
No Report	13	9	7	8

Excerpts

"Mostly discarded and lost."

"Art Department has a few hundred which are being allowed to wear out without replacement."

"Abandoned, due to trouble of housing and administering and decreasing interest due to movies."

"The collection is old and decreasing. Not interested in its perpetuation. Proper to concentrate elsewhere."

"These are used only for amusement, by children. Too expensive to keep up to date."

"The library has a collection of 1645 stereographs in units of travel of Panama, Alaska and the National Parks, birds and wild animals. Views and holders may be borrowed for classroom or home use and are available to boys and girls in the Children's Department and to adults upon request. The views are circulated at the hospitals."

"10,000 stereographs and 12 stereoscopes; these are borrowed a good deal, especially for use with children, invalids, etc."

"Consider them noisy and very unsanitary as well as harmful to the eyes."

"Lent for eye correction on oculist's order."

"A miscellaneous collection of donated stereographs used only to exercise the eyes as prescribed by oculists."

Comments

The table shows clearly that the chief, and we might almost say the only, users are the Public Libraries. And even with them there is a constantly diminishing report of use, 50 per cent in the past, 40 per cent in the present and a possible 30 per cent in the future.

The excerpts at the head of our list give some of the reasons for this. But are we playing fair with today's youngsters when we adopt this attitude? Do you remember the first wild animal you ever saw with a stereoscope? Can you recall how real and alive it seemed? Are we to suppose children are any different in their sensations today than they were 30 or 40 years ago? Why then should they be deprived of this method of learning? To be sure, an old antiquated set of pictures with automobiles of the 1910 vintage filled with 'Gibson Girls' will excite little interest with today's boys and girls. But how better could they learn the correct sensory impulse attached to the words 'Hawaiian Clipper' than a series of views in this form? We may tell them ever so much about the making of automobiles, but 15 or 20 well organized stereographs within an actual assembly plant will do more in an equal number of minutes than our talk will ever do toward giving them a real understanding of the process. With an ever

increasing world of things and affairs about them there is no logical reason why this fascinating visual aid should not be used more than ever before.

Two other splendid points should be commented on before leaving. The first is the excellent opportunity for work with hospital patients and bedfast invalids with these aids. Could any patient fail to enjoy a modern trip with up-to-date views while confined to his bed? And how better could the invalid pass dreary, lonely hours than with an occasional excursion of this sort?

The second point is the new use these old gadgets are getting for exercising the muscles of the eye. The one librarian reporting above who considers them harmful seems to be in the minority today. If there are any crossed eyes which may be helped through the use of these aids, then let us not cast them aside but rather let us modernize our collections.

Part X

Motion Pictures

When the words 'audio-visual aids' are used, many people think immediately of motion pictures. Unfortunately, too often, they stop right there and give little consideration to any of the other forms.

Popular as the movies have been there still remained some doubt as to the extent of their adoption by libraries for their own use. The eleventh and twelfth questions of the survey were designed to secure a definite answer concerning their present use and to develop as many suggestions as possible for their future use. The figures presented in Table 10 and the excerpts following give a rather clear picture of the situation as it is.

Question 11.

Silent motion pictures.

		8mm.	16mm.	35mm.		8mm.	16mm.	35mm.
Past use	None	()	()	()	Some	()	()	()
Present use	None	()	()	()	Some	()	()	()
Future use	None	()	()	()	Some	()	()	()

		8mm.	16mm.	35mm.
Past use	Extensive	()	()	()
Present use	Extensive	()	()	()
Future use	Extensive	()	()	()

How many reels does library own 8mm. () 16mm. ()
35 mm. ()

Are these loaned out () or used only on premises ()

Does library own projector () More than one ()

How many ()

What make of projector.....What troubles with it....

Are these loaned out () or used only by staff ()

Does library own a movie camera Yes () No ()

Remarks:

Question 12.

Sound motion pictures.

		8mm.	16mm.	35mm.		8mm.	16mm.	35mm.
Past use	None	()	()	()	Some	()	()	()
Present use	None	()	()	()	Some	()	()	()
Future use	None	()	()	()	Some	()	()	()

		8mm.	16mm.	35mm.
Past use	Extensive	()	()	()
Present use	Extensive	()	()	()
Future use	Extensive	()	()	()

How many reels does library own 8mm. () 16mm. ()
35mm. ()

Are these loaned out () or used only on premises ()

Does library own a sound projector () More than one ()

How many ()

What make of projector.....What troubles with it.....

Are these loaned out () or used only by staff ()

Does library own public address units—Yes () No ()

Does library own turntable units for records—Yes ()

No ()

Remarks:

TABLE 10

MOTION PICTURES

	Public		C. and U.		S. C.		State	
	Silent	Sound	Silent	Sound	Silent	Sound	Silent	Sound
Past use								
None	50	53	31	30	16	14	9	10
Some	3	2	1	--	2	--	1	--
Extensive	1	--	--	--	--	--	-	--
Present use								
None	50	52	31	30	17	16	9	10
Some	3	1	2	--	2	--	1	--
Extensive	1	--	--	--	--	--	-	--
Future use								
None	33	35	17	18	11	12	7	7
Some	4	2	2	1	2	--	-	--
Extensive	1	--	--	1	--	--	-	--
Reels owned	6	--	2	--	2	--	1	--
Regularly lent	3	--	1	1	--	--	1	--
Used on premises	2	--	1	--	2	--	-	--
Projectors owned	4	--	1	1	2	--	2	--
Regularly lent	2	--	--	--	1	--	1	--
Used on premises	2	--	1	--	--	--	-	--
P.A. units owned		2		--		--		--
Record turntable		--		1		--		--
Movie camera	--		--		--		-	
No Report	23	26	8	10	5	8	10	12

Excerpts

"The library has no collection."

"We do not have a collection of this type of material."

"Used in freshman library instruction."

"In the fall of 1937 we attempted to inaugurate a film lending service for which we prepared one film of our own and secured several others. The supply, however, was never adequate for the demand and only four of the films (6 reels) are now usable. These are still circulated on demand."

"City photographic department is in the process of taking a motion picture showing our crowded condition. About 500 feet of 16 mm. film to be shown at club meetings, etc."

"Buying a projector, 1940. Library has at present only one film produced by the library showing its activities."

"This library has nothing, but the ——— county library, housed in this same building, has a two reel colored motion picture of its activities with a Bell and Howell projector. These are used only by the staff."

"Have borrowed film for teaching use of the library during Freshman Week."

"Bureau of Visual Instruction handles all of these."

"Some 35mm silent and sound films are used in our library programs - films usually rented or borrowed."

"The library borrows both silent and sound films from various sources and shows them as part of its adult education program. When sound films are used, a projector must be borrowed. Private individuals and the University of _____ Visual Education Department are main sources for these films. Frequently they are shown with lecturer."

"The library owns no silent motion pictures. The city has deposited with the Local History Department 139 rolls depicting local historical events. These have recently been received and records are not as yet complete."

"52 reels of silent and sound films. At present these are handled outside library but plans are being made to transfer them to the library."

"Note: Will have a 16mm and 35mm sound motion picture projector in new library (1940) this year as well as projection room and auditorium."

Comments

Even a quick glance at the table will show an almost negligible use of motion pictures in the library world. When, out of a representative group of libraries such as is reporting here, less than 5 per cent indicate any present activity, this seems to be a fair conclusion. Motion pictures have come to be probably the greatest single factor among the audio-visual aids in the educational and entertainment world. As far back as 1936 the survey conducted by the United States Office of Education covering more than 8,000 schools revealed a use of motion pictures ranging from 40 per cent by the primary grades of the small schools to practically 90 per cent by the senior high schools in the largest systems. And for the recreational use there need be no further evidence than the tremendous size of the motion picture industry and the constant attendance at the movies. Yet the figures of the table evidence no such general acceptance by the library world.

Let us turn to the excerpts then to discover if for any reason the moving picture is not adapted to library use. The first two statements are samples of the majority report. But in order to show what can be and is being done the balance of the quotations are selected for their

constructive comments and suggestions.

First comes a State Library which made a noble effort but apparently did not recognize the full possibilities before starting. Its program completely stalled on an insufficient supply of films to adequately meet the demand. More thorough planning and financing would undoubtedly have established a permanent service of great value to the entire state.

Next comes the report from a wide-awake library with a keen sense of appreciation for the value of advertising. There may have been a day when the library could exist satisfactorily on a 'dry-as-dust' annual report of statistical data, but it cannot today. With 15 to 20 minutes of well planned moving pictures showing the human side of its work; with the urgent needs for equipment, staff, and books artfully interwoven with the rest; and with a pleasant and interesting speaker from the library staff, what Women's Club, Rotary Club or Faculty Club could resist the appeal to get behind the librarian in supporting a program for larger budgets and broader service?

Then come reports from other libraries where good programs of motion picture activity are under way. And the last one quoted probably strikes a keynote for library buildings of the future.

Before leaving this section, a few additional possibilities should be mentioned. One which is unquestionably coming is the acquisition and preservation of documentary films. This will be along lines similar to the suggestion above on local history films but will have a much wider application than that. Another future activity will be the distribution of films within the local area for the use of churches, clubs, occasionally schools and other such groups. The use of motion pictures in the work with children hasn't started to any appreciable extent as yet. But what an opportunity there is in this field whenever the libraries are ready to accept the challenge.

But undoubtedly the greatest room for development in the use of motion pictures lies in the field of Adult Education. The use of films for this purpose in a few of the large cities over the country has been indicated. So far so good; but what of the possibilities for its adaptation to the problems of Adult Education for the smaller communities? A program should be worked out whereby a study group in any small community could secure from the nearest city, county, regional, or state library, film units or series on a wide variety of subjects. The local high school sound projector could be used and on six successive Monday night, for example, the group could hear and see Robert Maynard Hutchins discussing his views of

Education for Today's World. Planned leaflets or study guides should accompany the films and the local school superintendent or some other qualified person could act as leader of the informal discussion following the talk. A cooperative experimental study along these lines should be made by the libraries to test the plan from all angles.

In this way, and perhaps in this way only, are we going to carry the benefits of Adult Education to the eager millions who do not live in urban centers. This is the greatest challenge in the field of motion pictures. It is the libraries' challenge and the librarians of the country can meet it with an effective use of this form of audio-visual aid.

Part XI

Microfilms

Seldom do things 'catch on' as quickly as microfilms have. Turn back the pages of the periodical indexes a mere 5 or 6 years and the word is not even used. But in these intervening years there has sprung up a completely new tool and a rather sizable industry.

Question 13 was designed to find out many things concerning this new visual aid besides the extent of its present and probable future use. A careful comparison of the figures for the different types of libraries will prove most interesting and enlightening. The table and the excerpts should also dispel any false notions about the present condition of affairs in this field.

Question 13.

Microfilms.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future use.....None () Some () Extensive ()

Are any of your current subscriptions coming on microfilm—Yes () No ()

Do you handle separate articles together on long rolls () or separately on individual strips ()

Are you cataloging microfilm the same as other material () or have you a special method of handling it ()

Approximately what per cent of your interlibrary loans are handled by microfilm now ()

What is your impression of "microprints" in pamphlet form as suggested recently—would they be desirable
Yes () No ()

Does library own desk type "binocular viewers"—Yes ()
No ()

Question 13 Cont'd

Would such an instrument be desirable—Yes () No ()

Does library own reading machines—Yes () No ()

How many ()

Does library own copying equipment for service—

Yes () No ()

Do you consider microfilm techniques satisfactory at present () or does there need to be decided improvement to bring them to that point ()

Remarks:

TABLE 11
MICROFILMS

	Public	C. and U.	S. C.	State
Past use				
None	51	11	14	12
Some	8	27	3	--
Extensive	--	1	--	--
Present use				
None	45	6	15	14
Some	11	33	5	1
Extensive	2	3	--	--
Future use				
None	22	--	7	6
Some	11	17	5	2
Extensive	12	16	5	1
Subscriptions on film				
Yes	8	10	2	
No	19	27	12	8
Kept on long rolls	3	12	3	1
Kept on individual strips	4	18	3	-
Catalogued the same	5	15	2	-
Special cataloging	1	7	2	-
'Microprints'				
Desirable	2	12	3	-
Not desirable	6	8	2	-
Reading machines owned	15	31	4	1
Equipped for copying	1	8	1	1
Technique satisfactory				
Yes	8	18	6	2
No	6	16	1	-
No Report	21	2	3	6

Excerpts

"We expect to subscribe to microfilm edition of the New York Times as soon as a good projector at a reasonable price is available."

"'Microprints' desirable only in a limited number of cases for special material."

"More eye comfort for reader is essential."

"Only 1 per cent of interlibrary loans on film."

"We rent Recordak Junior for copying. Five per cent of loans are on film now. Techniques are reasonably satisfactory but there will be improvement and reduction in cost, of course."

"Expect to make use of these in near future."

"When equipment is less expensive and complicated hope to microfilm newspapers and be able to borrow microfilm for research study from other libraries."

"Very few interlibrary loans on microfilm now."

"Fifty per cent of loans on film now."

"Five per cent of interlibrary loans on film now."

"Have secured funds and expect to buy equipment soon."

"Still room for improvement in techniques and for cheaper readers."

"In stating that present microfilm techniques are satisfactory I do not at all preclude further development or new techniques. It is possible that the prospective

development of flat film may be very superior to present methods and rapidly outmode them."

"Have subscribed for New York Times microfilm edition beginning January, 1940. As yet we have no projector. Have been promised gift of scientific (chemical) journals in microfilm when we get a projector."

"Library will purchase reader and camera within next 6 months."

"Cataloging the same as books but with special shelf list. Ten per cent of loans on film. Microprints are doubtful. Techniques are bound to improve."

"Expect to have film laboratory in near future. Have made 35,000 feet of 16mm negative of historical manuscripts in field."

"Nine per cent of incoming interlibrary loans on film."

"I am personally much interested in microfilms but we haven't come to the 'sticking point' yet."

"None of loans on film."

"Our cataloging policies are now being evolved. Reading machines not perfect yet."

"Twenty per cent of loans on film."

"Loans - 1938 - 2.38 per cent; 1939 - 0.66 per cent."

Binocular viewer would be desirable with large collection of films. Believe microfilms have established their place in library service and definite development

should be made."

"None of loans. We ask the person to order direct."

"Copying equipment an order."

"Use will increase greatly. Users find films not always in focus."

"Satisfactory but improvement desirable."

"The _____ Journal (old issues - 60 years) has been microfilmed under a WPA project for the library. Since the machine and the film are just being transferred to the building, we have no actual experience with its use. In all probability the current issues will be filmed and the New York Times film edition ordered."

"Cataloging problem now under consideration. Fifty per cent of loans on film. In new library (1940) a complete microfilm room and darkroom has been constructed with facilities for copying and developing. Four reading machines are also being added."

"Cataloging method not yet decided. Per cent of loans small."

"None owned or expected by us."

"Improvement needed; also special facilities for shelving."

Comments

None of the 30 questions in the survey brought forth as many remarks as did this one. Consequently there is so much to comment on it is difficult to select the most important.

Probably the outstanding point in the figures of the table is the indication that this is definitely considered as more useful to the College and University Libraries than to the Public or State Libraries. Whereas 16 per cent of the Public Libraries and only one of the State Libraries report present use, over 70 per cent of the College and University group are using microfilms today. While the Public Libraries increase to almost 27 per cent of them indicating future use, the College and University group remain at 65 per cent with not a single library among them bold enough or rash enough to predict no future use. There are many reasons for this which need not be discussed here.

With all of the activity in the different groups, it is interesting to note under the next figures of the table that only some 20 per cent of all libraries reporting have present subscriptions coming on film. No doubt this will change materially in the next few years, but some of the remarks indicate that it may not unless drastic changes are made in techniques or equipment or

both. The combination of difficulties involved in the use of the New York Times film edition today is sufficient to dampen anyone's enthusiasm. When the day arrives on which we can hand the reader one single day's issue of the paper which he can handle and read in a machine as conveniently as he does any regular paper there will be real reason for its widespread adoption. Until some of the studies now being made have accomplished this objective, there will probably be very gradual change from conditions as they are now.

As to the manner of handling films, the remarks indicate many methods. Long rolls seem suited to material if it is all on one subject but most inconvenient if films on many subjects are included. Short strips seem more feasible for scientific articles and material of that type.

One excellent way to handle these shorter strips is on 5 x 8 cards with the assistance of the glassene strips used by stamp collectors in their albums. Full information concerning the article can be typed or written on the card before the strip or strips are glued in place. By overlapping the container strips three or four or even more of the filmstrips almost 8" in length can be handled in a scratchless individual cover on one single card. Until the flat film mentioned in one of the excerpts has

eventuated from one of the developmental studies now being made, perhaps this is the best method of handling these short lengths of film.

Closely allied to the problem of the short strips is the matter of the binocular viewer which appears in the question but not in the table. Again it is significant that twice as many of the College and University Libraries as of any other group stated such an instrument would be desirable. Dealing as they are with the short strips containing scientific or technical articles they want some more efficient method of handling them than is available at present. Some optical manufacturer should tackle the problem immediately of a ten to twelve times magnification through the use of a comfortably designed binocular arrangement. Such an instrument if brought out at a reasonable price would meet with almost instant success. Except for long periods of continuous reading, such as a book or extremely long articles, this type of equipment will prove far more desirable than the present complicated reading machines.

In the matter of equipment for doing the work of making microfilm copies it seems that progress is discouragingly slow. Only one library in each of the Public, Small College and State library groups reported possession of equipment to do this work. The College and University

group is much farther along, but even the report they give shows only 15 per cent of them so equipped. Certainly in the face of this report on copying equipment we cannot look for much progress in the field of interlibrary loans. And the reports do not show much. Except for two isolated cases reporting loans at 50 per cent on film, the next highest was one at 20 per cent. But the average was well below 5 per cent and probably if it could be accurately determined would run in the neighborhood of about 2 per cent.

What has caused this newest of visual aids, which the library world has accepted with such wide open arms, to 'bog down' in this manner? There are many reasons, but they can all be summed up in one statement. The present techniques and equipment are not thoroughly adapted to library needs. Therefore until definite results are achieved in designing equipment and improving techniques with the libraries' needs as the starting point, we can expect a continuance of the present policy of 'wishful waiting.' When this work is done and the proper equipment produced, the forward surge will sweep all before it. For as one librarian has remarked above, "...microfilms have established their place in library service and definite development should be made."

Part XII

Phonographs and Records

Recent years have witnessed a tremendous increase in the public's interest in recorded music. For a period following the advent of radio in its popular form the phonograph and its records became merely dust catchers. But gradually the idea of being able to have 'what you want when you want it' began to revive interest in recorded music. The radio itself has also been somewhat responsible for this renewal of interest through programs such as Walter Damrosch's Music Appreciation Hour.

Whatever the causes, the fact is that libraries have lately been taking an interest in the possibilities of using both the machines and the records in their work and in offering records for circulation as a part of their regular service. It was to test the present status of these 'audio-aids' that question No. 14 was placed in the survey. The figures in Table 12 and the excerpts give a fair picture of this returning interest and an indication of its probable growth.

Question 14.

Phonograph records.

Past use.....None () Some () Extensive ()

Present use.....None () Some () Extensive ()

Future Use.....None () Some () Extensive ()

Does library own any phonograph records—Yes ()

No () How many ()

Does library own any phonographs—Yes () No ()

How many ()

Does library have sound proof audition rooms--Yes ()

No ()

Would special turntables with bone-induction head sets
be desirable for servicing record collections--

Yes () No ()

Remarks:

TABLE 12
PHONOGRAPHS AND RECORDS

	Public	C. and U.	S. C.	State
Past use				
None	44	27	8	8
Some	9	7	1	2
Extensive	5	1	5	-
Present use				
None	39	25	7	8
Some	11	7	2	1
Extensive	9	4	5	1
Future use				
None	25	10	5	7
Some	5	9	1	-
Extensive	14	7	4	1
Phonographs owned	15	9	2	1
Records owned	19	12	8	2
Soundproof audition rooms				
Yes	8	5	-	-
No	24	17	9	7
Special turntables desirable				
Yes	7	3	2	1
No	5	7	1	-
No Report	22	5	4	8

Excerpts

"250 records owned. We are just beginning to develop a phonograph collection and expect increasing use of it as collection becomes adequate."

"Records were a gift many years ago. They are scratched and not good."

"1000 records and 2 machines. A combination radio and victrola with records largely acquired by gift is used to give daily concerts with WPA help in our Central Building."

"Own 1000 records. Special turntables not desirable for our use."

"Recently started separate music division and hope to include records later."

"Don't know about special turn tables. Would like to own records to circulate for home use."

"School of Music uses considerably. They want space in the library in future."

"Poetry room - 75 records; theatre collection 150.

Special turntables would be desirable."

"950 records for reference and 2 machines. For reference will build up a representative collection of standard and modern works. In future will circulate gifts only, when staff is available. Now have 400 records in a collection for circulation eventually."

"We have just been given about 100 records not yet cataloged. We are promised more and hope to build up a good collection and circulation."

"Large collection of classical music recordings a gift in 1938. Used as a basis of weekly music appreciation hours in library auditorium. Records are not lent to general public but are lent to study clubs and to music teachers."

"All owned and controlled by Music Department and Romance Language Department. Library catalogs them."

"Hope to develop sound recordings along with pictures as regular library materials."

"The conservatory administers the use of phonograph records. This may become an activity of the library at a future date."

"Special turntables would not be desirable under our present set-up which we are not considering changing. We have 1400 records extensively used. We have one 'listening room' with an attendant in charge: open 8 hours daily."

"18,259 records and 6 machines owned. Extensive use and have soundproof rooms. The special headsets would be desirable. Four of the library's machines in the Music Department are equipped with special high fidelity head phones."

"Phonograph probably better than head phones. Records circulated since March, 1939, for home use. Both records (500) and machine were gifts."

"This answer covers general library only. In addition the School of Music has set of Carnegie records; one professor in English is recording for linguistic study and another is recording ballads."

"1700 records and 1 machine owned. I should be surprised if our collection is not receiving greater use than any other in the U.S. considering its size. There is more than a triple turnover of the entire collection every month."

"Phonograph is used for student concerts three days a week."

"2966 records and 3 machines. Extensive use and we have soundproof rooms."

"750 records and 2 machines. Use of phonograph records throughout the state is phenomenal."

"We own records and 2 machines but we question whether this is a legitimate function of the library."

"Special turntables desirable but we should always want a soundproof room for use with groups. Most of our records (1800) have been gifts. There has been very little money in the budget for buying records. Record

circulation: 1939 - 5,433. Records played in sound-proof room in 1939 - 10,409."

"The _____ Phonograph Club has 670 records on deposit in addition to the 1070 owned by the library."

"Hope to enlarge collection in the future for music students and public music forums."

"No use in the past; some use at present; extensive use in the future. 700 records and 3 machines owned. We already have special turntables. Records have been used in University courses held here at the library and at lectures sponsored by the library."

Comments

It seems almost unnecessary to offer any comments after such a complete selection of remarks. A few points, however, should be emphasized.

First of all it is interesting and certainly significant that almost exactly 25 per cent of the Public, College and University, and Small College groups indicated either some or extensive present use. From what information has been available to date the impression might easily have been gained that only a few energetic or perhaps eccentric librarians had gone in for the use of these items. And certainly those few would be largely among

the financially able public libraries. But here are the facts. And probably the most active collection reported is the one in a Small College library which claims national honors in their remarks for a "three time turnover every month" of a collection of 1700 records. Certainly the students on that campus are getting more than mere book learning.

All through the excerpts are surprising facts. It is a large public library which with WPA help is giving daily concerts in their Central Building. If these are appreciated, as they seem to be, is there any reason why they need stop for the lack of such help? Certainly not. The American people will support anything they truly enjoy and appreciate.

The library reporting a record collection totalling 1400, a 'listening room', and an attendant in charge 8 hours a day is an eastern University with 5000 students. It is certainly encouraging that the already crowded life of the University student includes time and interest in such things. And even more encouraging than that is the vision and courage of the librarian who finds a way to incorporate this thing which the students want into his hard won budget.

These are all signs on the highway of future library work. The librarians who have reported here are the

pioneers. They are the trail blazers who have marked the way. And already 25 per cent are following the trail and before long it will be a broad highway instead of an obscure path. And why should it seem strange to anyone that libraries which have always had 'printed music' to offer should now have 'played music' as well? For the few who can use or enjoy the former there are thousands who will use and enjoy the latter.

Therefore looking to the future it is safe to predict that records carrying music of all kinds, poetry printed aloud, (perhaps in the author's own voice), drama read in the parts and talking books of every sort will be regular library tools. And now is the time to begin planning and building for these collections.

Part XIII

Radio

The radio has come to play such an important role in our lives today that we can hardly remember the days before it 'arrived'. Listening in the tense days and nights of the late summer of 1939 to the 'war news' from Europe, it was difficult to recall how eagerly we waited for the daily papers 25 years earlier for the war news of those days. A flip of the switch, a spin of the dial and news comes into our homes from the far corners of the world. Not only news, but music, drama, adventure, information, education, entertainment; it is all at our fingertips at home or on the road.

But with the radio taking such an important place in affairs today, the question arises, 'What have the libraries done toward recognizing this fact and planning their work accordingly?'

Besides finding this past, present, and probable future use of radio by libraries question No. 15 sought to uncover their acceptance and use of it in publicity work.

Question 15.

Radio.

Past Use.....None () Some () Extensive ()

Present Use.....None () Some () Extensive ()

Future Use.....None () Some () Extensive ()

Does library own a radio—Yes () No ()

Is radio in library used in any way for benefit of
public—Yes () No ()

Remarks on such usage, if any:

Do you use the radio regularly in your publicity
work—Yes () No ()

TABLE XIII

RADIO

	Public	C. and U.	S. C.	State
Past use				
None	32	36	14	8
Some	16	2	1	4
Extensive	2	--	--	--
Present use				
None	32	29	15	7
Some	19	5	1	4
Extensive	3	--	--	--
Future use				
None	17	15	8	4
Some	15	4	--	4
Extensive	3	--	--	--
Radio owned				
Yes	15	3	--	--
No	30	26	17	10
Used for benefit of public				
Yes	13	2	1	--
No	7	6	1	1
Used in publicity				
Yes	21	5	--	1
No	16	12	8	6
No Report	15	6	5	7

Excerpts

"Have one available for adult forum groups—used only for those groups - occasionally for publicity."

"Occasionally used in publicity."

"Radio brought in for special occasions."

"One branch has used for public benefit."

"Undecided as to future use."

"Folktales - a weekly program by Children's Department on Board of Education School of the Air."

"Weekly program from February 1938 to March 1939 over 8 affiliate stations of _____."

"There is a radio in librarian's office which is used once in a while for a _____ Library Association book review; especially if one of our own staff is on."

"Had town meeting listening group one winter. Have very popular radio story hour for children Saturday mornings at 9 a.m."

"...used for public benefit at rare intervals."

"...publicity through station_____ 15 minutes weekly."

"We hope to develop service for public benefit."

"Town meeting discussion group; radio loaned. Regular library publicity programs are given whenever the time is available."

"Weekly radio programs for children."

"Have radio on loan. Library has weekly 15 minute program over local station."

"For special speeches."

"Opera broadcasts and library's own broadcasts."

"Operas turned on on Saturday afternoons - average attendance 30 - reception in the downtown area poor. The library broadcasts 5 minutes every day. Usually has about 25 programs a year in addition."

Comments

The outstanding revelation of the figures concerning use seems to be the definite lead taken by the Public Libraries. Over 27 per cent of this group reported present use while less than 10 per cent of the College and University group, 3 1/2 per cent of the Small College group and 17 per cent of the State Libraries indicated any activity.

Again in the question of use for the benefit of the public the Public Libraries were the only group to show any concerted effort.

And as for the matter of publicity they once more take the honors. But this time it seems the honors are not so well earned with less than one fourth of their number actively using the radio to tell their story to the community. There is every logical reason for College

or University libraries to plan definite publicity programs but for Public Libraries it is certainly essential. If it were possible to make the test, there would undoubtedly prove to be a direct relation between well planned publicity and adequate budgets. Therefore, every library ought to consider this fact and utilize radio to the greatest advantage in solving its own local problems.

But in doing so it should be remembered that competition is keen on the air, as it is everywhere. If library programs are to hold a listening audience, they must be on a par with the commercial broadcasts or have a peculiarly local 'punch' that will put them across. Here perhaps is an opportunity for group effort, possibly on a national scale, in the preparation of programs by expert radio writers. These professionally prepared programs could then be used by local library staff members who have good radio voices and ability. But the programs will have to 'click'. A poorly prepared radio script would do best if never presented. But for every dollar of money and time wisely expended on this form of publicity there should be returns many times over.

One further comment is needed regarding radio. It concerns the opportunity ahead of the libraries in gathering collections of radio transcriptions. The schools are already making excellent headway with this work in

their field, and the libraries can develop many uses for them in the adult field. The re-creation of certain programs purely for enjoyment and of others for their educational content opens new possibilities for Adult Education planned and conducted by the library.

The radio certainly cannot be neglected in any of its phases if libraries are to make full use of their resources today.

Part XIV

Television and Facsimile

Because of public interest in the possibilities of television it deserved consideration in the survey. And while facsimile has received less publicity and is not as spectacular, its inclusion was also warranted. Therefore these two newest potentialities on the modern horizon were suggested for statements concerning any present experience in question No. 16. The figures in the table and the replies, or rather the lack of replies, are evidence of the situation as it is today.

Question 16.

Television and Facsimile.

Since these are both in the experimental stage as yet for the country as a whole will those of you who may have had direct connection and experience with either make whatever comment you care to concerning their possibilities with respect to library usage.

Remarks:

TABLE XIV

TELEVISION AND FACSIMILE

	Public	C. and U.	S. C.	State
No comment	3	2	1	--
No report	79	42	25	20

Excerpts

"We are following experiments at Schenectady and will use this aid (television) when fully developed."

"Would like to try television."

Comments

There is little to comment on as far as the figures in the table are concerned. They tell their own story. Out of all the libraries reporting only eight did anything with this question. Of these eight, there were six which took the trouble to write "no comment" or "no experience." And only two libraries made comments expressive of interest.

Does this situation indicate lack of imagination and interest on the part of librarians generally? It would be hard to say. The question left a wide open opportunity for remarks of any kind, but less than 1 per cent of those replying made comments at all.

Here in these two 'aids' lie some of the greatest possibilities the future holds at this time for libraries. Imagine if you will the group of 30 mentioned earlier who came to one library to hear the opera on Saturdays. Can you vision this library offering to them not only the sound but also the sight of the Metropolitan Opera each week? Can you picture the crowds gathered to hear and see

Hitler, Mussolini, Stalin, King George VI, or President Roosevelt as they deliver important addresses? History has written of many a king's abdication. The present generation heard one of the saddest yet finest which has ever occurred. But imagine if you will standing solemnly with millions of others in our great public libraries of the country sharing intimately with King Edward VIII the emotions of those historic moments when he spoke to the world and the world heard and saw. Such are the possibilities of television.

And facsimile - what of it? Within the month you could have read of a 'stunt' which the Navy planned for our President. Seated aboard a cruiser in calm southern waters on a holiday fishing trip he read each morning an illustrated facsimile newspaper radioed from New York. But it was more than a stunt. It was a demonstration of a new means of communication which has already proven its military value in the war in Europe. Its peacetime possibilities, however, will far exceed its war uses. Here is a device approximately the size of a standard typewriter out of which can issue an unending stream of illustrated 'spot news'. Have you ever watched people gather to see the news photos with typewritten captions posted on bulletin boards outside the newspaper offices? Think of the popular approval for the libraries which plan their

programs to include facsimile service as soon as available.

Let us watch both of these developments, as one library reports, and be prepared to incorporate them into library service. They are both 'just around the corner', and it is none too early to commence planning.

Part XV

Three Most Active Aids

Asking specific questions draws forth definite information about the particular thing suggested. In order to let down the bars for more general replies Question No. 17 asked for a list of the three most active 'aids'. There seems to have been some doubt, regardless of the preceding 16 questions, as to just what was meant by 'aids'. Fortunately this occurred in only a few instances. Many welcomed the opportunity while at least half of the entire group offered no report at all. Table 15 presents the statistical results, and the selected excerpts serve to supplement the record.

Question 17.

List your three most active "aids" at this time and the purposes for which they are being used.

- A.
- B.
- C.

TABLE 15
THREE MOST ACTIVE AIDS

	Public	G. and U.	S. C.	State
Pictures and prints	34	6	4	1
Clippings	16	9	2	1
Maps	11	9	2	-
Posters	3	2	1	-
Photographs	4	2	2	-
Portraits	--	1	-	-
Stereoscopes and stereographs	6	-	-	-
Objects, specimens, etc.	2	-	-	-
Phonographs and records	8	8	4	-
Radio	4	-	1	-
Opaque projectors	1	1	-	-
Lantern slides	7	3	2	-
Movie films	--	-	-	-
Microfilms	5	9	3	-
Miniature camera	--	-	1	-
No Report	43	22	12	20

Excerpts

"Fighting out our job on very conventional lines - books, documents, periodicals and a vertical file."

"Pictures - art, design, school questions, practically everything. Maps - personal reference, lectures, etc. Phonograph records - both student use and recreational use."

"Aids? - Do not know what you mean by this. Microfilm is probably our most effective "aid" to the printed word in the ordinary sense."

"Question not understood. What do you mean, "aids"?"

"Microfilms - interlibrary loan and research. Clippings - reference work. Maps - reference work."

"Phonograph records - for music and languages."

"Victrola - music appreciation classes and request programs. Microfilm reader - physics classes and faculty needs. Argus camera - materials we cannot lend now are photographed."

"Stereographs to amuse children. Mounted pictures for classroom use by teachers in grade schools. Maps by adults planning trips or studying history."

"Clippings for local history. Phonograph records lent for use of teachers, musicians, interested individuals. Picture plates by teachers for costume, social life,

manners and customs."

"Picture collection. Phonograph records."

"Prints, etc. in the Art Department. Slides in Art and Archeology. Microfilm for research source materials. Depression financing has kept us out of most of this sort of work which, incidentally, has no large place in university library work."

"Material in exhibit cases."

"...Radio for publicity on book collection and library services. Motion pictures - Children's Theatre sponsored by the _____ Better Films Chapter."

"Pictures and lantern slides - teachers, club women, artists, craftsmen, advertisers, school children, etc. Clippings - used by all types of people who want quick service. We clip regularly certain magazines and newspapers and arrange material under Reader's Guide subjects. The clipping collection also includes many pamphlets. Clipping circulation, 1939 - 723,873."

"Flat pictures - used for art appreciation, designing, teaching, lectures, copying, etc. Posters and pictorial maps used for educational and decorative purposes. Stereographs used for educational and recreational purposes and for correcting defects of vision."

"Pictures, records, films - used for teaching."

Comments

The figures in the table and the remarks are interesting because of two things. First, they indicate clearly that by far the bulk of the activity reported by all groups is in the perfectly conventional fields of pictures, prints, clippings, and maps. Second, they indicate that of the less conventional aids there is a distinct agreement on three; phonograph records, lantern slides, and microfilms.

This agreement is even more interesting when we note that phonograph records lead in two groups and place second in the third by only one count. From this evidence it is clear that the phonograph is rapidly taking a position of genuine importance in library work.

But what can we say of some of the other items reported? Moving picture films drew a complete blank in this group. Why should this be when young and old alike are so thoroughly conditioned to the motion picture for both entertainment and information? Are the libraries passing up a grand opportunity here? It would seem that they are, for certainly the schools have discovered the value of films as reported earlier.

Only one library reports a miniature camera as one of its active aids. Think of the thousands and tens of thousands of miniature camera fans and yet not a single

library reports its adoption into their general work. The one library which did report uses theirs to copy book material for loan and so strictly should classify under microfilm. There is already available a tremendous selection of educational filmstrips which could be used to advantage by libraries. Add to this the possibilities for creating local and special rolls by use of the miniature cameras through cooperation with a few of the 'fans' and you have a brand new section of work and service for the library.

The one conclusion which has to be drawn from these facts is that, on the whole, libraries are extremely conservative about changing their ways or adopting new ideas. Fortunately, however, there are a few courageous librarians who are pioneering, and through their efforts the rest of the profession will be able to determine the wisdom and value of these new ways to serve.

Part XVI

Unusual Uses and Possibilities

Certainly the two questions involved here, Nos. 18 and 19, gave the widest latitude of any asked. It was hoped through these questions to build up a fund of suggestions which would be extremely useful to librarians everywhere. But an unexpected reticence developed or else there are fewer unusual ideas than might be expected. At any rate, the most unusual thing about the table which follows is the high percentage in all groups which made no report. Fortunately, the few who did report had interesting suggestions to offer and many good ideas will be found in the excerpts which follow the table.

Question 18.

List below any "aids" and your present use of them which you feel may be unique or at least unusual.

Question 19.

Suggest below any unusual possibilities you may have considered but have not tried as yet.

TABLE 16

UNUSUAL USES AND POSSIBILITIES

	Public	C. and U.	S. C.	State
Unusual uses				
No Report	75	38	21	21
Unusual possibilities	77			
No Report	77	41	24	4

Excerpts

"A permanent display, which we have named 'catalog questions answered', consisting of sheets explaining, in non-technical language, the use of the card catalog has been arranged under glass on the tops of the catalog consultation tables."

"'Cuts' for information and publicity - we have hundreds of them in file."

"Collection of framed pictures for circulation among students."

"Large collection (over 300) of large, fine color reproductions circulated in planned rotating exhibits, frequently changed, through college buildings."

"Show cases built into delivery desks."

"Weekly nature walks conducted by Assistant Director of Public Library Museum."

"We are now having daily afternoon and evening record concerts."

"Our specialty is our pictorial record of the _____ Region; 35,000 of them. Used by book publishers, magazines, authors, students, motion picture producers, etc."

"Have two sets of flags of all nations for lending. Frequently make slides to order. Two years ago made many

sets of choir music by mimeograph. Wall maps for lending."

"We have a small group of marionettes and puppets which are loaned to camps, clubs, etc."

(Unusual possibilities untried as yet)

"Educational films combined with book talks in the same field."

"We hope that the library of the future in _____ will have a listeners' room equipped with radio and phonograph."

"Want to circulate phonograph records."

"We long for a music room with a record collection."

"Getting together small exhibits (such as 'Engraving processes'; 'Making a book'; '200 years of American Art', etc.) to be circulated in high schools in vicinity."

"Use of microfilm for filling in back files of magazines."

"Filmstrips for use in Western History."

"We hope to film back files of magazines."

"Televised programs."

Comments

There is little comment necessary here. All of the suggestions offered are not only interesting but also self explanatory.

Again we note definite interest in the phonograph and records. The filming of back files of magazines is an intriguing suggestion. There is certainly room for investigation of the possibilities in this direction. Individually it would be prohibitive. As a cooperative venture involving sufficient positive prints it could be brought within reach of most libraries. Someone else has seen the possibilities in filmstrips and what an opportunity there is not only in western history but any history. And finally one of the largest libraries in the country reports a desire to work out a plan of televised programs.

Undoubtedly there are hundreds of other ideas being dreamed of today and planned for tomorrow. This is a responsibility which every librarian must accept if libraries are to go forward. Resting on laurels won and services already established will never do. We must continually conquer the new, for it is paradoxically true, there is nothing constant but change.

Part XVII

Types of Collections Considered Desirable

Changing from the open style of questioning which was found none too successful, we return in No. 20 to the specific checking type. Listing eight items or groupings of items, it was planned to discover just which of these the libraries considered most legitimate today. The reports in most groups were successful with a comparatively small number not reporting.

The remarks which accompanied some of the replies applied only in explanation of the things checked. Therefore in this instance there is no listing of excerpts. The table itself gives the answers.

Question 20.

Do you consider it within the purposes and functions of your library to develop collections in the following:

Film strips.....	Yes ()	No ()
Microfilms.....	Yes ()	No ()
Lantern slides.....	Yes ()	No ()
Specimens and objects....	Yes ()	No ()
Maps, charts, etc.....	Yes ()	No ()
Pictures and prints.....	Yes ()	No ()
Phonograph records.....	Yes ()	No ()

TABLE 17
TYPES OF COLLECTIONS CONSIDERED DESIRABLE

	Public	C. and U.	S. C.	State
Specimens and objects				
Yes	10	6	4	4
No	33	19	11	3
Maps, charts, etc.				
Yes	59	32	16	11
No	3	--	3	1
Pictures and prints				
Yes	67	30	17	12
No	1	--	1	--
Phonograph records				
Yes	39	16	8	8
No	16	10	9	1
Lantern slides				
Yes	26	10	9	4
No	24	14	8	4
Filmstrips				
Yes	14	16	12	5
No	28	10	5	4
Movie films				
Yes	11	7	5	3
No	32	17	10	5
Microfilms				
Yes	44	35	16	10
No	15	2	4	3
No Report	13	7	4	6

Comments

A few comparisons which are not immediately clear from the table will be interesting.

Three out of the four groups of libraries place Pictures and Prints at the top of their list. The College and University group swing their vote over to microfilm for the top position. Maps place second in three groups and tie with Microfilm for second in the Small College group. Microfilm takes third position with Public and State libraries, second with Small College and first with the College and University group. And next comes Phonograph records with fourth in three groups and fifth in the other.

Beyond these four positions there is little agreement in the figures. It seems important to realize, however, that of the newer services the libraries have unquestionably accepted the microfilm and the phonograph with its records. This being the case, it certainly becomes important that future plans be considered accordingly.

While there is scarcely enough to call serious in any group, we do find a definite vote for both the filmstrip and the movie film. Probably because of its greater simplicity in use and its lower cost the filmstrip outranks the movie film. But both of these items are so definitely useful to libraries and their untapped possibilities so

great that we may certainly expect to see them increase in favor rapidly in the next few years.

If it is necessary to draw conclusions, it might be said that any of these aids are considered legitimate for library use. But the new ones to watch particularly and to plan on definitely are the microfilm and the phonograph. Following their general acceptance will come lantern slides, filmstrips, and movies. Time marches on, and the libraries must march with it.

Part XVIII

Substantial Present Collections

The preceding section showed clearly the various items considered as logical for library use. In this section we discover which of these have already been used to a sufficient extent to be reported as substantial collections. The comparison between the two tables is interesting, as are also many of the excerpts.

Question 21.

Do you have substantial collection in any of the items in question No. 20. If so which ones?

- A.
- B.
- C.

TABLE XVIII

SUBSTANTIAL PRESENT COLLECTIONS

	Public	C. and U.	S. C.	State
Specimens and objects	5	1	--	2
Maps, charts, etc.	24	14	2	4
Pictures and prints	54	16	6	6
Phonograph records	14	7	4	1
Lantern slides	7	4	2	--
Filmstrips	--	--	--	--
Movie films	--	1	--	--
Microfilms	5	10	1	--
No Report	27	16	12	13

Excerpts

"We could use films to replace maps and pictures. Might simplify service."

"If our resources permitted."

"Those not checked (filmstrips, lantern slides, movie films and phonograph records) are not now within our scope but might become so."

"We have no facilities for adding."

"No filmstrips or microfilm until need is proven."

"Do not have funds to build these collections."

"Desirable but not feasible with our budget limitation, pictures excepted."

"Any would be useful if budget warranted."

"Not at present; sponsoring indexing and microfilming of _____ newspapers 1889-1920; one positive remains in library."

"Numismatic and sword collection."

"Maps relating to state of _____. Specimens and objects relating to _____ resources and history."

"No - because we cannot raise the additional money needed for purchase and administration."

"No substantial collections but microfilm growing."

"Microfilms, maps, pictures - phonograph record collection begun."

"Maps and charts 28,000; picture collection circulating 142,500; portrait collection (reference) 91,000."

"Microfilm gradually increasing."

"We have about 75,000 pictures and prints; we have a growing collection of local historical maps."

"Maps 20,000 (9,000 lending); pictures 600,000 lending; prints 9,899 (6711 lending)."

"Lantern slides, specimens and objects (specializing in _____ state archeology and natural history, bird-skins, plants, rocks, etc.) pictures and prints, clippings, and phonograph records."

"Several hundred thousand pictures for circulation."

"We are beginning a collection of microfilms."

"Pictures and prints - 937,816 in picture collection plus the branch collections uncounted. Phonograph records - 5000."

Comments

As suggested in the beginning of this section, the comparison of these figures with those of the preceding table is interesting. In the former we found the relative order of choice was, pictures and prints, maps, microfilm, and phonograph records for the first four places. In this table we find a unanimous report for pictures and prints at the head of the list. Three of the four groups

place maps second, and the fourth group puts them third. Beyond this point there is little agreement. But it is interesting to see phonograph records placing third, fourth, and second in the first three groups. This indicates once more the progress already made in the use of records by the libraries.

There are several of the selected excerpts which express clearly what seems to be the obstacle to development along these lines - budgets and space. Of course these two things are essential to a program of this sort. The question is how to secure them. Will they come by merely waiting until the demand is so strong it can no longer be denied, or would it be possible to quietly and modestly begin with the small things which can be done, even on present budgets, and gradually develop not only the demand but also the support which will successfully back up the requests for budgets? It seems that the latter plan is the better but unfortunately it is not the one generally used. At times it may seem slower but in the end it is often the quick way. People have a habit of getting the things they want. If we can make them want these services, they will find the way to support them with budgets. The plan will work for the College and University libraries as well as it will for the Public and State libraries. Their problems are different, but

their 'publics' are identical. People, whether they be student, professor, housewife or business man are fundamentally alike. Once we discover the things they like and want, they will disclose a willingness and an ability to pay for them. Therefore the 'will to serve', expressed by constantly broadening and increasing service in this way, will automatically bring the larger budgets which will be needed.

Part XIX

Circulation of Visual Aids

With the growth of activity in the field of audio-visual aids in the schools there is developing at the same time a problem of distribution. In the larger cities where it is possible to establish separate Visual Departments because of the size of the school system things are working smoothly. But what of the schools in the smaller communities? The children in these schools should have as good and as progressive an education as those in the city. But if the school cannot afford the individual expense involved in such a program, how will they get these advantages? Question No. 22 was asked to discover what the reactions of librarians would be to one possible solution of this problem. There is an interesting difference of opinion which shows up in both the table and the excerpts following.

Question 22.

Do you feel it would be possible for your library to handle the circulation of "visual aids" to the region surrounding you with proper additions to the staff? Yes () No ()

TABLE 19
POSSIBLE TO CIRCULATE "VISUAL AIDS"

	Public	C. and U.	S. C.	State
Yes	41	10	11	13
No	22	20	9	3
No Report	18	11	7	5

Excerpts

"No space."

"Would much like to do so."

"Yes, but Extension Division is already doing most of it."

"Possible but not desirable."

"Possible but not of prime importance."

"State Library Commission would be proper agency."

"Yes, as stated above; microfilms, maps, charts, etc.,
pictures and prints, phonograph records."

"With proper additions to staff, yes."

"We do some now."

"Yes - but see no possibility of there being sufficient
staff."

"Possible legal complications outside of city."

"Yes, with additions to staff and to the building."

"No - college library."

"Extension service does this."

"Yes, if properly financed. It should not be paid for out of city funds."

"Yes. We do now on state-wide basis."

"Yes."

Comments

With a total of 75 voting Yes, 54 voting No and 41 listed as not reporting, we find a definite answer to our question. Spreading the same ratio over the comparable libraries of the country, we would find 44 per cent of them able and favoring a program of circulating these audio-visual aids under the conditions described. Need we look further then for an answer to our distribution problem? If almost half of our libraries were active in this field, there would be no community or school too small or too remote to be served. At the present time, however, there are thousands of them unable to use these tools in education or recreation. It is Utopian to expect any such results immediately. But it is neither Utopian nor impossible to start working in that direction today. Some progress has already been made and considering the source of some of the excerpts given, there will be more action shortly.

It would be foolish to say that all libraries should undertake such a service. Many university libraries, if they did so, would be duplicating work already carried on

in their Extension Departments. And Public libraries, in some cities, would be needlessly duplicating activities of the schools. But certainly it is not foolish to suggest an analysis of each library's local situation with this new program in mind.

There is a growing feeling that the library is one of the most logical agencies for this service. Libraries are already equipped to acquire and organize such material on an efficient basis. No librarian would hesitate to order, receive, acquisition, classify, catalog, shelve, circulate, or ship this material. These are old and familiar processes. But machinery, gadgets, mechanical adjustments, film splicing, and numerous other unfamiliar elements seem to have caused hesitation in beginning this work. In reality these mechanical techniques are so simple that they no longer need to be considered a serious obstacle. Junior and senior high school boys can handle practically all of this detail for the library in a perfectly capable manner. And the tendency toward training in the use of these aids, which is already making its appearance in library school courses, will soon produce a supply of librarians well equipped for this work.

Therefore, when one of the largest Public libraries in the country says "Yes"; when a large University library says, "Would much like to do so"; when a Small College

library says, "We do some now"; when one of the largest State libraries says, "Yes - we do now on a state-wide basis"; and when at least one library school gives a required basic course in audio-visual aids to all students, is there any question about the future? It seems not. The libraries are the logical distributing units in many locations, and they should prepare to accept this new responsibility.

Part XX

Aids Used in Publicity

This question regarding publicity may seem somewhat out of place in a study of audio-visual aids. If we reflect for a moment, however, and count the various aids we have been discussing which are useful in publicity work, we can soon see the reason. Because of some slight difference in methods the question is divided into publicity for books and publicity for the library.

Question 23.

Which of the following have you used most in your publicity plans both as to BOOKS and the LIBRARY itself?

BOOKS—Bulletin boards () Booklists ()
Newspapers () Radio () Book reviews by
staff () Window displays of jackets, etc. ()
LIBRARY—Annual report () Special reading lists ()
Talks before groups () Radio programs ()
Newspaper stories () Motion picture films ()

TABLE 20
AIDS USED IN PUBLICITY

	Public	C. and U.	S. C.	State
For Books				
Bulletin boards	74	26	21	4
Booklists	68	24	13	10
Newspapers	75	18	8	12
Radio	40	7	--	4
Book reviews	45	10	3	4
Displays	29	18	8	--
For Library				
Annual report	55	20	15	12
Reading lists	56	12	9	10
Talks	64	13	5	10
Radio	38	7	--	2
Newspapers	66	22	8	13
Movie films	9	2	--	--
No Report	5	4	5	5

Excerpts

"Radio slightly. Monthly bulletins and special subject bulletins."

"Radio irregularly."

"Movies once or twice some years ago."

"Does not fit our case."

"Radio used occasionally for books and libraries."

"We do little publicity work of any sort. Too busy answering calls for service."

"Radio and motion pictures will be used more in the future."

"Exhibitions and publications by the Library."

Comments

Because of the different problems of the various groups it is interesting to compare first choices. For publicizing new books, the Public and the State libraries agree on the newspaper. The College and University and Small College libraries agree on bulletin boards. The difference in clientele and usage is apparent here. The latter groups expect their public to be coming to the library, while the others realize they must induce theirs to come in some way. There is a question, at least, whether the colleges large and small and the universities might not profit by some of the opposite philosophy. It would be interesting to know just what portion of the students and faculty actually do frequent the library with any degree of regularity. It is safe to say the percentage which does not is large enough to warrant considerable change of policy here. And some such realization may be indicated in their second choice of 'lists' if they are the kind which are sent out to students and faculty and are more than mere lists of new titles.

Book reviews, that device which seems so commonly used, comes well down the list, and radio becomes sort of an 'also ran' except with the Public libraries. They have taken it on rather well with 46 per cent of the group reporting its use. This varies as shown in the excerpts from almost none to rather consistent use. Surely as one librarian replies, "radio will be used more in the future".

For publicity concerning the library itself three of the groups, the ones with the larger libraries, all pick the newspaper as first choice. The fourth, the Small College group, indicates the annual report as their best publicity. This is undoubtedly due to the nature of their financial support. The annual report can be used directly with past and possible future donors. And if prepared in a thoroughly modern manner with readable charts and vivid diagrams, it will accomplish wonders.

The fact that more than 25 per cent of this Small College group report reading lists and newspapers is interesting. In the case of those using newspapers there must have developed a community interest and activity in the College Library. And why should this seem unusual? Instances are multiplying rapidly where these libraries are furnishing services not otherwise possible. Later in this study we find one with a Children's Department and another supplying visual aids to the schools. Cer-

tainly activities of this nature must broaden the reach of the library and tend to bring larger budgets.

There are other figures of interest in the table which seem to indicate the possibility of greater activity with some forms of publicity. Many of the larger libraries of the country are now employing a staff member to take charge of publicity and promotion. Others could follow their example and gain much. Satisfactory publicity programs do not 'just happen'. They are the results of careful planning which all too often the administrator has too little time to accomplish. The facts set forth in these figures should be helpful in laying such plans, and they indicate a definite opportunity for increasing the use of audio-visual aids.

Part XXI

Instruction in Library Use

There were two primary considerations in the preparation of Question No. 24. First, it was desired to find out what percentage of the various groups give formal instruction in library use; second, to discover what audio-visual aids are being used in this work. The figures of Table 21 give a clear report, and the excerpts add further facts to the story.

Question 24.

Do any members of your staff give formal instruction in the use of the library? If so, under what general plans is this done? What "visual aids", if any, are regularly used?

- A. Formal instruction given—Yes () No ()
- B. Plan used.....Classes () Lectures ().....()
- C. "Visual aids" used.....Handbooks ()
Lantern Slides () Motion Pictures () Charts ()
Filmstrips ()..... ()

TABLE 21
INSTRUCTION IN LIBRARY USE

	Public	C. and U.	S. C.	State
Instruction given				
Yes	52	27	15	1
No	15	9	5	13
Plans used				
Classes	50	16	8	1
Lectures	14	20	6	1
'Aids' used				
Handbooks	6	14	7	1
Charts	14	6	4	1
Lantern slides	2	4	--	--
Filmstrips	--	--	--	--
Movie films	--	3	1	--
No Report	11	5	5	8

Excerpts

"Handbooks and lantern slides."

"Children's librarian for 5th grades has definite plans, problems, charts. Each child given chart of room."

"Typed illustrations of various points; mimeographed sheets illustrating catalog cards, bibliography cards, footnotes, etc. Sample pages from books; special handbook used with the library lecture given during Freshman Week."

"Yes - brief freshman instruction."

"Lectures to Freshmen."

"To all high school freshmen and many 7th grade pupils."

"Lectures to Freshmen and upper division English classes using enlarged catalog card, blackboard and unbound periodical guides."

"Have a required Freshman Course, 1 hour credit, for 1st semester."

"High school students come to a branch for instruction. No visual aids used."

"Charts showing catalog cards - All 6B and 9B public school classes receive this instruction in library."

"I, myself, give a 3 hour course each semester based on Hutchins: Guide to the use of libraries."

"Group instruction to classes visiting library."

"Used to be given by library - required of freshmen - now given as part of English courses."

"No - 'tours' of the library by two staff members."

"Staff members lecture for one hour on 'Use of the library' to all Freshman English classes. (Once a year to each class.)"

"Yes six lessons to the Freshman class."

Comments

Both of the purposes for which this question was asked are clearly answered in the table. The report in all groups except the State libraries shows a 3 to 1 ratio of those giving formal instruction to those who do not. With the Public library group this work is most largely done by classes instead of lectures. In the other groups it is almost equally divided between classes and lectures.

When it comes to the question of the 'aids' used, it is disappointing but in no way surprising. Charts and handbooks are of course excellent aids in this type of work. But what of the possibilities with lantern slides, filmstrips, and movies? Here are three excellent audio-visual aids which can be perfectly adapted to this work. Yet less than 5 per cent of the libraries replying to the questionnaire are using them.

There are so many possibilities for adapting these aids. Only one or two are needed to suggest many more. Filmstrips are so simple to operate and with projectors available for the schools, why not prepare a series of several rolls covering the different phases of library use? These could then be used by the teachers in the schools with follow-up assignments at the library. A similar plan could be worked out with slides either large or small to fit local conditions. Series of either sort

could be planned for more popular use with clubs and adult education groups. The filmstrips could be synchronized with a transcribed talk to accompany it if desired. In this way the problem of presentation would be simplified and repetition and review at any time made possible.

The thought of the added element of sound emphasizes the possibilities of a thoroughly well planned and professionally produced sound film for this work. Too expensive? Oh no! If time and energy involved at present in trying to get library instruction 'across' were carefully matched against the expense of producing such a film or films, the films would win every time. And here again we could offer the same standard of instruction in the small schools as in the more fortunate large ones. In addition to this there is the advantage of stopping for the discussion of a point, backing up to run through a point again and finally a grand opportunity for review at a later time by rerunning the film.

With all of these possibilities and many more available in this problem of library instruction, some serious attention should be given to the development of these aids for this use immediately. The results will unquestionably justify the efforts. And with these aids available, we can increase the instruction in this field to include that large group of adults who would appreciate and profit

thereby. With ever expanding leisure this is one of our increasingly important problems which audio-visual aids can help us to solve.

Part XXII

Adult Education

Because Adult Education is going to be one of the important library problems in the coming years, several questions in regard to it were included in the questionnaire. But inasmuch as these all pertain to different phases of the same subject, the replies are grouped and treated together in this discussion.

The first of these questions was used to determine to just what extent members of the library staff have served as leaders of groups in this field. It was also designed to discover what audio-visual aids are being used in this work.

The next question sought to learn how far libraries have gone in sponsoring organized groups in Adult Education with leaders who are not from the library staff. Its second purpose was to discover the sources from which these leaders are drawn.

Following these two came a short question for the purpose of determining what percentage of the libraries were planning activities of this sort for the future.

With the more active and aggressive methods in Adult Education covered in the first three questions, the fourth sought to find out what libraries have done with the three

recommendations made almost 15 years ago. These, it will be recalled, were; first - Readers' advisory service; second - Information centralized in the library about available opportunities and organized groups in the community for adult education; third - Supplying books to these organized study groups.

And finally came a question to test the general reaction of librarians to the present Adult Education movement. The question was drawn to develop a decision as to whether it has come to stay or whether it mushroomed with the depression only to be forgotten with the return of prosperity.

The replies as they were tabulated appear in Tables 22, 23, 24, 25, and 26. The excerpts taken from the replies follow each of the tables. The comments at the end sum up the whole picture.

Question 25.

In your Adult Education work has your program included class groups organized and conducted by your library staff personnel? If so, what have been the purposes of the groups and what forms of visual or audio-visual aids have been used in conducting them?

- A. Class groups conducted by staff personnel—Yes ()
No ()
- B. Purpose of groups (subjects studied).....
- C. "Aids" used—Charts () Filmstrips () Lantern
slides () Silent movies () Phonograph rec-
ords () Radio ().....()

TABLE 22
ADULT EDUCATION WORK BY STAFF

	Public	C. and U.	S. C.	State
Groups led by staff				
Yes	20	3	--	2
No	45	17	11	8
'Aids' used				
Charts	2	--	--	1
Lantern slides	4	--	--	1
Filmstrips	--	--	--	-
Movies	3	1	--	-
Records	5	--	1	-
Radio	3	--	--	-
No Report	18	23	11	11

Excerpts

"Russia, South America, etc."

"Book discussion, travel, social problems, etc."

"Book reviews and discussion groups in branches."

"Yes - use of books and libraries."

"Yes - Mothers' study group in children's literature."

"To become better acquainted with library."

"Encouragement of reading, science lectures in Museum
using lantern slides."

"National literatures; current books; book discussion
groups."

"This will come in next few years."

"Yes - book discussion groups - slides and silent movies."

"For the past two years the Music Department has conducted a program illustrated with recordings. The first year this program consisted of a series of 28 weekly lectures by authorities in music locally. Since this is a musical city and its musicians have been generous, it was possible to present a good series. These lectures covered the history of music from its beginnings to the present day.

"This year the series has consisted in concerts of recorded music. The Music Department has prepared program notes which have been mimeographed and distributed to the audience to help them understand and enjoy the music. Booklists are usually included to link the concert with other services of the Music Department. The average attendance has been 80."

Question 26.

Have you sponsored any activities as outlined in question No. 25 which have been conducted by leaders not on your staff? Yes () No ()
Source of leaders.....

TABLE 23
ADULT EDUCATION SPONSORED WITH
OUTSIDE LEADERS

	Public	C. and U.	S. C.	State
Groups sponsored				
Yes	16	3	--	2
No	40	14	12	7
Source of leaders				
Local faculties	5	2	--	1
Y.M.C.A.	1	--	--	-
W.P.A.	5	--	--	-
P.T.A.	1	--	--	-
Citizens	4	--	--	-
Grange	--	--	--	1
No Report	26	25	13	11

Excerpts

"Business and professional groups and student groups -
book talks."

"Adult education department of local schools."

"College faculties nearby."

"No. No auditorium in library."

"Citizens known to be interested."

"Have given use of auditoriums in branches to study
groups for: WPA classes, Esperanto, spelling, photog-
raphy, public speaking, current affairs, teachers'

project material, Christian Science, Catholic, anti-communist."

"Yes. Volunteer or WPA at some branch libraries."

"Local talent for book talks, travel talks, vocational programs, radio, etc."

(The following is a special report from one of the most wide-awake libraries in the country.)

Classes conducted by leaders not on library staff

"Under WPA, we have developed quite an extensive program in adult education, part of which takes the form of classes.

"Regular classes, for which registration is taken, have been conducted in the fields of photography and creative writing on the premises of the library.

"At present six classes in creative writing are running. The instructors are qualified WPA supervisors. Subjects taught include fiction writing, writing for children, radio, verse writing, the magazine article, etc. A surprising number of manuscripts have been sold.

"There are five classes in photography running simultaneously. The library owns darkroom and enlarging equipment for these classes. A "salon" is held every year of the work turned out by the students.

"In addition to these formal classes, forums and series of lectures are planned. These are organized

under a WPA supervisor, under the general sponsorship of the library. Lectures for these forums give their time. Last year 90 per cent of those who participated were University of _____ professors. Because of the high calibre of the speakers, the meetings have been extremely worth while, and very well attended.

"A lecture series runs for twelve weeks, generally. Some of our popular series during the last few years have been:

The Art of Living (practical psychology)
 The Psychology of the Adolescent
 The Psychology of the Pre-school Child
 History in the Making (Lectures by
 travellers, many of them University
 Professors, who have returned from
 points vital in the day's news within
 the past year. Often these lectures
 are illustrated with movies taken by
 the lecturer.)
 Marriage Clinic (for men)
 Marriage Clinic (for women)
 Charm and Personality
 The World of Nature
 School for Car Drivers
 Better Buying

"Book reviews are given twice a month at the Central Library and at four Library Branches by the Creative Writing teacher.

"Various clubs have their headquarters in the Library Museum, hold their meetings there and receive considerable leadership there. Among these organizations are:

The _____ Bird Club
The Shutter Club (camera)
The Mineral and Gem Club
The Botanical Society
The Amateur Astronomical Society
The Archaeological Society
The Geological Society
The _____ Audubon Society and the _____
Mushroom Club have for years met at one
of the branch libraries.

"These groups hold meetings which are open to the public and at which local authorities speak. They also sponsor field trips. Visual aids are frequently used at the meetings.

"In November, 1939, the library reached 722 groups at the Main Library and branches. These include story hours; classes coming to the Library for library instruction; various kinds of organizations - Scout Troops, Townsend Clubs, etc., etc.; groups referred to under 25 and 26; groups visiting the Library as a planned 'School Tour'."

Question 27.

Are you planning for activity in the future of the type mentioned in questions 25 and 26?

TABLE 24
PLANNING ADULT EDUCATION GROUPS

	Public	C. and U.	S. C.	State
Yes	13	2	--	2
No	30	13	15	6
No Report	36	23	11	13

Excerpts

"Through our Adult Education service, if the right teacher can be found, to have a class on teaching literate adults how to read."

"Public library question."

"Not on present budget."

"Probably some book reviews. Will give use of auditoriums for study groups."

"Does not apply."

"Yes, if funds permit."

"Not at present."

"Possibly."

"No plans for activities beyond our student and faculty groups at present."

"Our program is extensive."

Question 28.

If your Adult Education work has not taken this direction, will you indicate what have been your activities in this field?

- A. Readers' advisory service for individual study ()
- B. Information service on organized classes ()
- C. Supplying books for organized groups ()
- D.

TABLE 25

ADULT EDUCATION WORK OTHER
THAN SPONSORED GROUPS

	Public	C. and U.	S. C.	State
Readers' Adviser service	60	10	2	8
Information on groups	40	3	2	3
Supplying books to groups	61	9	6	12
No Report	13	23	12	8

Excerpts

"Public Library responsibility."

"I presume university education is Adult Education, or is it? Certainly the end product should be an adult both physically and mentally."

"Making a beginning on Readers' Adviser. _____ is already overorganized. Some groups meet in the library but are not sponsored by the library."

"Books listed in 'Reading with a Purpose' pamphlets for individuals."

"...through special fund, we are able to offer lectures and music to our public."

"Talks before groups, supplying lists for study."

"Readers' Adviser service. Package libraries on agricultural subjects."

"State Librarian served as forum counselor in state for three months in 1939."

"Does not apply."

"Adult education work is carried on by University Extension Division. We aid them materially through our extension library."

"Individual service to alumnae."

"All three on state-wide basis. Also supplying books to individual not having access to a library. Planned reading courses for Home Bureau and Farm Bureau groups. Art Clubs. NYA related training program."

"Aid and advice to study groups and reading clubs."

"Planning programs for study groups."

Question 29.

Do you feel that Adult Education has come to stay as the final phase of a completely democratic system of education () or has it "mushroomed" because of the depression only to be forgotten with the return of prosperity ()

TABLE 26
HAS ADULT EDUCATION COME TO STAY?

	Public	C. and U.	S. C.	State
Here to stay	58	15	13	10
Gone tomorrow	2	4	--	1
No Report	17	22	12	8

Excerpts

"Don't ask me. For us the A.E. is something of a 'pain in the neck'."

"I believe adult education has come to stay not because it is a final phase of democracy but because the population is becoming more and more an adult one. If prosperity returns, there will still be 'the lost generation' to adult educate."

"Well, well! Must I choose?"

"To be forgotten unless leaders come forward."

"I hope there is never a final phase to any system of education."

"Adult education goes back to the first library in the world! Chatauqua lectures were adult education."

"My belief is that much that is done is a waste of time and money and, should prosperity return, would be

forgotten unless a tremendous improvement can be made in organization personnel."

"Adult education is an old process under a new name.

Whether it will continue in its present form, I doubt."

"Adult education is here. Its form is not final."

"Probably to stay but it should be integrated with other educational programs."

"Some mushrooming probably but believe it is a growing field."

"We feel adult education has been and always will be a part of library work."

"I feel that Adult Education has been here to stay since the inception of the American Public Library. It is only the emphasis on it that has mushroomed."

"We hope it is here to stay."

Comments

Before any general comments can be made, it is necessary to review the results in the tables. The startling fact in Table 22 is that only 12 per cent of the libraries reporting have made any efforts to organize and conduct Adult Education classes. But it is not so surprising to see an almost complete neglect of audio-visual aids. ✓

Of the four groups only the Public Libraries with 23 per cent active in this way make much of a showing.

Does this indicate that Adult Education is to be their responsibility only? It almost seems so from the figures.

In the matter of groups sponsored using leaders from outside, the situation is even more startling. The total participation by all libraries drops to 11 per cent, while the Public Library group drops to 18 per cent.

Under these conditions the future looks dark for either type of activity. In the question on planning such groups the total for all libraries drops down to 9 per cent and the Public Libraries to 15 per cent. In other words, less than one in six of the Public Libraries even are planning active groups for the future. Certainly there must be a reason for such apparent indifference to Adult Education work. Possibly the replies in Table 25 give us the answer.

More than 15 years ago a committee of the American Library Association was appointed to report on the position of libraries in the field of Adult Education. After careful study, the report was made in 1926 under the title, 'Libraries and Adult Education'. There were three primary recommendations in that report. The first was the establishment of readers' advisory service; second, cooperation with individuals by keeping current information available about all organized study groups in the community; and third, supplying books needed by these groups. At the time this report was issued it was excellent and much good

has resulted from it. But it begins to appear that 'the die was cast' at that time, and now we are fearful of change. From then until now there has been a somewhat slavish following of the pattern set down. Individual instances are on record, such as the long special report quoted earlier, in which libraries have broken over the traces and created a real program. But on the whole it is easy to see what the general activity has been by the large number of libraries checking these three forms of Adult Education in Table 25. Where in the previous tables small percentages were reporting, here we have 42 per cent, 25 per cent, and 46 per cent indicating activity along these three lines. Has the acceptance of these recommendations served as a shield to ward off suggestions for more active participation in the program? The reports seem to say 'yes'.

But what of the future as suggested in the question for Table 26? A glance at the figures will show that librarians are convinced Adult Education has come to stay and is not some depression-born fad. Over 50 per cent of all those reporting agree on this point.

This being true then it is time for the libraries to take stock of the situation once more. Fifteen years ago Al Jolson had not sung his songs from the screen to amaze the world with 'the talkies'. Most of us were fascinated in those days with crystal radio sets over which we hunched

with earphones while we fooled with the 'cat's whisker'. Lindbergh had not spanned the Atlantic. Streamliners were unknown. Hawaiian Clippers, wire photos, superheterodynes, short wave sets for the home, miniature cameras, Kodachrome films, microfilms; all of these things and dozens of others lay in the future. Yet in 1940 the libraries still seem content with a pattern from those earlier days. This should not be so. There is probably more to be done by the libraries in the field of Adult Education than in any other phase of their work. The possibilities are tremendous. The opportunity and the obligation are apparent. By approaching the whole problem once more, a new program thoroughly integrated with the present educational and library systems should be worked out. And if this program keeps clearly in mind the man and the facts of today, it can do marvelous things. It can bring to millions of searching adults the opportunities which they not only want but desperately need if they are to learn how to enjoy their increasing leisure. It can offer the satisfaction of progress to those who were unable to continue their earlier schooling. It can educate the foreigner in our customs and ways. It can entertain, instruct, and enlighten. And our college graduates could find here an opportunity to 'carry on' so the world may benefit from the foundations they have already laid.

And in the organization and operation of this program, the library should be the leader, the center and hub about which it revolves. Every modern invention should be brought into use to make learning a joy after a hard day's work. Audio-visual aids should be the very backbone of the plan. This can be done, and it will be done. It is the libraries' privilege to supply the leadership to develop the program. And when this is accomplished, there may yet be truth in the slogan, 'The Public Library, A People's University.'

Part XXIII

Children's Work

One of the places in the library where audio-visual aids can be used most effectively is the Children's Work. Therefore the final question of the survey was arranged to give free reign to reporting on any such use. Several specific items were listed for ease in checking, and space was left, and the suggestion for 'others' was provided. As might be expected, the reports came from only two groups, the Public and State Libraries. The figures are given for these in Table 27, and interesting selections from several pages of remarks are given.

Question 30.

In your Children's Work what use have you made of plays, pageants, pictures or other "aids" particularly adapted to their use and enjoyment?

Plays.....	Filmstrips.....
Pageants.....	Silent movies.....
Pictures.....	Sound movies.....
Stereographs.....	Radio.....
Lantern slides.....	Others.....

TABLE 27
'AIDS' USED IN CHILDREN'S WORK

	Public	State
Plays	28	4
Pageants	7	4
Pictures	43	4
Puppet shows	12	-
Stereographs	18	3
Story hours	16	-
Radio	17	-
Lantern slides	9	1
Filmstrips	1	-
Silent movies	4	-
Sound movies	1	-
No Service	2	6
No Report	16	9

Excerpts

"Dolls of all countries."

"Puppet and shadow plays - story hours."

"Puppet plays - extensive collection of dolls representing
book characters - cut-outs, objects, etc. illustrating
books and special projects."

"Occasional lantern slide shows - radio programs - exhibits
of many kinds with emphasis on handcraft or hobbies.

Talks on various subjects - singing groups."

"Stereographs for use in library."

"Plays, considerable; pictures, extensive; lantern slides, considerable; silent and sound movies done regularly by Museum Department in this same building."

"Pictures and stereographs for circulation and library use - filmstrips for schools - story telling periods."

"Monthly story over local radio station."

"Radio program weekly."

"Puppet plays in story hour - stereographs for table use, not circulated."

"Weekly radio story hour for children - puppet show for young people."

"Drama clubs in branches. Framed picture collection which circulates. Radio used in Main Children's Room for occasional broadcasts. 'Adventure Road', a series of 8 broadcasts (See announcement enclosed). (Plate VIII) Exhibits in cases. Book jacket displays. Posters, etc."

"Puppet shows and shadow plays. Pictures for room decoration only. Phonograph records. Picture books in story hour. We have a children's room in the College Library sponsored by women's organizations of the town and the school board."

"Large collection of pictures for circulation - 1500 stereographs for circulation - puppet shows in connec-

tion with story hours."

"Plays, books circulated; pictures, displayed; stereographs used in library by children; lantern slides in our Museum talks to children."

"Plays over radio; pageants in Children's Department; pictures for school circulation; weekly radio hour."

"Plays, puppet shows, radio programs on children's books; book jacket talks to classes when school visiting."

"Conducted a dramatic hour for one year. Music story hour in connection with _____ Music Center - used records for illustration."

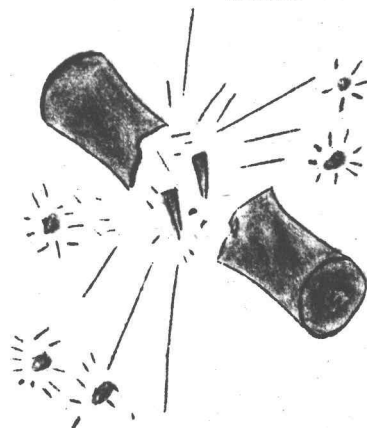
Comments

There seems to be nothing startling revealed in the figures of the table. The fact that plays take second position is a bit surprising but even more so is the fact that stereographs are listed as third. Considering the remarks earlier in the section on stereographs, it would seem something ought to be done with these. There we learned that most of these collections were being allowed to become obsolete. Does this look like a wise policy when here we find evident proof of their popularity with the children? Or would it be better to gradually modernize these collections, as has been suggested in the earlier section?

The radio appears to be taking an important place in this work. We need to remember though that most of this activity is in programs broadcasted for the children. Certainly there is an opportunity to utilize programs already on the air to bring the children to the library in much the same way as the story hours so generally used.

The accompanying program shown in Plate VIII is descriptive of one of the excellent pieces of work being done on the air. The tie-up which is indicated between the library and other organizations in the community suggests possibilities which are well worth developing. It is unfortunate the timing of this splendid series could not have been arranged to let the programs be released in the Children's Departments. In this way, as suggested, there should be an opportunity to make a special connection between the stories dramatized and the books themselves. The possibility of a follow-up period immediately after the broadcast with the regular story hour person to answer questions and make explanations could be interesting and popular. Supplementary material such as lantern slides might also be prepared to be shown while the program is given. The possibilities for using the radio are just being learned, and every new suggestion should be welcomed, tried, and adopted if found successful.

STOP
LOOK
LISTEN!



ADVENTURE ROAD
KGB
SUNDAY 5:30

DRAMATIC STORIES FROM CHILDREN'S BOOKS BROUGHT TO LIFE
FOR YOUR ENJOYMENT. BOOKS LIKE ROLLING WHEELS, THE
GOOD MASTER, AND CADDIE WOODLAWN WILL BE DRAMATIZED
ON THE AIR EVERY SUNDAY AFTERNOON FROM 5:30 TO 5:45.

PRODUCED FOR RADIO BY THE SAN DIEGO COMMUNITY PLAYERS

ARRANGED AND SPONSORED BY THE CHILDREN'S DEPARTMENT OF

SAN DIEGO PUBLIC LIBRARY

As to lantern slides, filmstrips, and movies, it is disappointing to see what little use is made of them. Lantern slides showed more than double the use of the others, but it is a bare 10 per cent of the Public libraries reporting who use them at all. And filmstrips and movies are just not even being considered it seems. When we look around and see the ever increasing use of these things in the schools, we realize there must be a reason. If they are successful in that portion of the child's life, they would also be in the library. The important thing is to learn to use them and to properly adapt them to the library work. It is the timeliness and appropriateness of what is used that counts rather than the form of its use. But if we can find suitable material in these popular forms, it will enrich and strengthen our whole children's program.

Summary and Conclusions

Throughout the preceding sections we have discovered and discussed the status of the various audio-visual aids individually. Now we will focus them all into one composite picture to determine their status collectively.

To do this let us review, for a moment, which of the aids are being extensively used and which ones are not. Taking them in the survey order we find charts, maps, posters, paintings, framed pictures, clippings, photographs, prints, stereographs, and phonograph records to be the most widely used. While we find all of the others occasionally used, they have not been adopted generally by the libraries.

What does this indicate? Most of the widely used aids fall into the general class of flat printed matter. The phonograph is the only one which deviates far from this type. Does this indicate that their choice has been largely determined by convenience of handling? Or is it possible that the choice may have been made by unconsciously avoiding those aids which involved seemingly complicated mechanical processes? When we list the ones which are practically unused as yet, this seems to be quite apparent. Lantern slides, filmstrips, opaque projectors, motion pictures, microfilms, and radio; these are the mechanical aids which have not yet been developed to any extent in

library work.

Unfortunately, possibly the greatest opportunities for broadening library service lie in the use of these very aids. On every side of us we hear their advantages being explained. The survey by the United States Office of Education in 1936 showed their widespread use in the schools. The Regents' inquiry in the State of New York in 1938 emphasized their essential position in today's education and stressed the necessity of developing some more effective means for their distribution. Their growing importance is even front page news in the daily press, as indicated by the clipping from page 1 of the Christian Science Monitor for April 1, 1940 shown in Plate IX.

And what have the libraries done about meeting this new challenge for service? Here and there individual libraries have pioneered in the use of these aids. But collectively the figures show clearly that they have done very little. The entire community, - city, county, state, and nation - needs these aids today. And where can they get them? Everywhere, and consequently nowhere. The teacher who wants to use films in her class must plan her work several weeks ahead, ordering from distant sources. The citizen authority on wild flowers;- Where can he get lantern slides for his talks? The scoutmaster;- Where

Plate IX

Films Found Making Gain In Education

Conference of Department of Visual Instruction of N. E. A. is held at Boston University.

*By a Staff Writer of
The Christian Science Monitor*

BOSTON, April 1—The demand for visual education is increasing, Prof. Abraham Krasker, head of Boston University's Division of Teaching Aids, said in an interview during the eleventh annual Visual Education Conference at Boston University's School of Education.

The conference was held under the auspices of the New England Section of the Department of Visual Instruction of the National Education Association. The theme was, "What Is New in Visual and Radio Education?"

Nearly 2,000,000 students in 16 colleges and 120 school systems have made use of Boston University's unusual film library during the past year, according to a recent announcement by Dean Jesse B. Davis of the School of Education. Boston University and Harvard are said to be the only colleges in New England maintaining an extensive library of films designed for visual education.

More Popular

Educational films, which form four-fifths of those used at Boston University, are more popular than the Donald Duck or Mickey Mouse variety with education students, while lantern slides take second place, Professor Krasker said.

A new service will be added to Professor Krasker's department, he announced earlier in the week, when educational recordings, transcriptions of educational programs sponsored by the large broadcasting stations, are catalogued and filed for use by students and teachers.

"Visual education as a teaching aid developed gradually in the more progressive universities from a necessity for bringing realistic experiences to the students," Professor Krasker explained. "For example,—it is not always possible for a teacher to take a class to a large municipal court to observe judicial proceedings, or to visit a large factory to watch actual applications of chemistry. Hence, some other method became necessary.

Best Medium

"Motion picture films, when properly presented and supervised, offer the best medium. They should never, however, replace the school trip, which is extremely valuable. But films do make available to every teacher millions of dollars of plants and material, such as art museums, which would be beyond the ordinary reach of the teacher and class. Then, too, films are available the year 'round."

can he get filmstrips or motion picture films to explain the facts of life to his boys? The forum leader;- Where can he get aids of this sort for his groups? All these and hundreds of others;- Where should they be able to get this assistance? In a library nearby.

Sometimes this would be a small college library. Again it would be that of a large college or university. Sometimes it would be the community library, city or county. Again it would be that of the state. But whichever it be, no person in need of this service should be far from a source of supply.

To achieve this end is not only the opportunity but also the privilege of the libraries. They are unquestionably a logical agency to render this service and surely the best able to handle the work. By working together they could achieve an early solution to the whole problem of distributing audio-visual aids.

First, each individual library should take stock and survey the conditions of its immediate territory. Second, should come a concerted effort through state associations to achieve an early and adequate service which will include all rural areas as well as the urban centers. Third, should come an immediate recognition of the problem by library schools and the inauguration of classes in most of

them for special training in this field. And, fourth, to assist in all of this work the American Library Association should have a separate Audio-Visual Aids Division with a specialist in charge at headquarters. This division should gather and coordinate all possible information on these problems and assist individual libraries or groups of libraries in working out the best solutions for their territories.

By such a program of concerted action the day need not be far off when the educational and recreational opportunities of both young and old should be greatly enlarged through Audio-Visual Aids in the Library.

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