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The purpose of these guidelines, prepared by the Audio-Visual Committee of the Association of College and Research Libraries, is to supply basic assistance to those academic libraries that will assume all or a major portion of an audio-visual program. They attempt to assist librarians to recognize and develop their audio-visual responsibilities and to incorporate the newer media within the traditional concepts of library service, and should not be considered an accrediting measurement. They contain no quantitative standards since these will vary with each institution depending on the extent of that institution's involvement in an audio-visual program. Topics covered in the guidelines include: planning, types of materials, equipment, budget, personnel, facilities, selection, acquisition and cataloging, collection organization and maintenance, and service. A bibliography of 115 items is appended. (Author/JB)

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**Prepared and published by the Audio-Visual Committee
of the Association of College and Research Libraries
a Division of the American Library Association
and a subcommittee of the ALA
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Foreword

"Audio-visual materials . . . are an integral part of modern instruction, and every college library must concern itself with them."—ALA Standards for College Libraries.

Academic libraries have the responsibility of supplying students and faculty with resource materials regardless of format. Resources for learning are not limited to the printed word, and the basic criteria for library materials is the extent to which these materials contribute to the curriculum and the learning experience of the students.

Technological advances in the form of audio-visual media and improvements in their content make the inclusion of these a means of increasing the richness of the library's collection. Every academic library is involved with audio-visual materials and services to some degree; however, the increasing availability and usefulness of these materials demand that librarians constantly re-evaluate their programs and consider a possible increase in the use made of audio-visual materials.

The particular contribution audio-visual materials make in the academic situation has been demonstrated repeatedly and dramatically in recent years. The use of these materials can and does release the faculty from the required presentation of routine factual material and from merely repetitive tasks, such as language drill. An instructor need no longer repeat the same lecture to separate groups of students. If the instructor uses television, any number of students can see and hear the lecture at the same time. This can also insure that all students receive the same information regarding certain topics, such as plagiarism and library indoctrination. The time gained by the instructor, when he no longer must perform these duties, can be used for individual conferences with students, during which the facts learned from such materials as tapes, programed texts, and films can be interpreted. The instructor may discover through viewing a film he has made or listen-

ing to a lecture he has recorded that he can improve his teaching methods.

The student, through the guided use of audio-visual materials and equipment, can proceed at his own pace. He can repeat the presentations as needed, or he can accelerate his pace without interfering with the learning processes of other students. Remedial work in English, mathematics, and the like, using programed learning machines, can be carried out by the student while he is enrolled in more advanced courses. The use of audio-visual media and equipment will contribute vastly to a major goal of the educational process: independent study or the ability to learn without direct supervision. Finally, the student's attention span and willingness to learn can be increased by the varied methods of presentation afforded by audio-visual materials and by the increased number of senses involved in the process.

The instructional program of any institution must utilize every method which will make learning more effective. Audio-visual materials frequently offer greater efficiency of presentation, add realism, stimulate interest, clarify communication, and speed comprehension. In short, they contribute to better learning on the part of the student and to more effective teaching on the part of the instructor.

The purpose of these guidelines is to supply basic assistance to those academic libraries that will assume all or a major portion of an audio-visual program. They attempt to assist librarians to recognize and develop their audio-visual responsibilities and to incorporate the newer media within the traditional concepts of library service, and should not be considered an accrediting measurement. They contain no quantitative standards since these will vary with each institution depending on the extent of that institution's involvement in an audio-visual program.

The philosophy of library service that has evolved through the years can readily be applied to audio-visual materials. The librarian's ability to select, organize, and service materials applies to all types of learning resources. The intelligent application of this ability will supply him with additional opportunities to influence and support the educational programs of his institution.

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Introduction

These Guidelines were developed by the Audio-Visual Committee of the Association of College and Research Libraries and approved by the ACRL Board of Directors and the ALA Audio-Visual Committee. Special appreciation is deserved by Ralph S. Emerick, who assumed this basic responsibility for the development of the Guidelines and to Ruth Christensen, who served as Chairman of the ACRL Committee. Committee members included: Mrs. Thelma C. Bird, Ralph S. Emerick, D. Nora Gallagher, Harriett Genung, Mrs. Alice B. Griffith, Pearce S. Grove, H. Joanne Harrar, Albert P. Marshall, John H. Moriarty, Bernard C. Rink, James B. Watts, and Ruth Christensen, Chairman.

Planning

AN AUDIO-VISUAL PROGRAM should be planned, budgeted, and developed systematically. Initially, the administration of the institution should appoint an A-V committee, which should include the librarian, faculty representatives, and the academic dean, to develop plans for the program. If a library committee is already in existence, it may provide the nucleus for the planning group. The librarian should be consulted about the composition of the committee.

The committee's first consideration will be the desirability of having separate or combined facilities for the maintenance and servicing of audio-visual materials and equipment and for developing a program of service for audio-visual materials. This decision may depend upon the extent to which the institution expects to become involved in such a program.

SEPARATE FACILITIES

Many academic institutions, establishing instructional media programs on an extensive scale, find it desirable to maintain a separate audio-visual or instructional services department. This separation is essential when an instructional program of television, radio, and film production and technique courses is envisioned. A teaching and broadcasting program necessitates an extensive staff of technicians to maintain and operate the equipment. Under these circumstances, this technical staff need not be duplicated in the library.

If a separate audio-visual department has been established, close and continuing cooperation must be maintained between the librarian and the head of the audio-visual department. Each medium should be carefully considered to determine which facility will assume responsibility for its maintenance, and then located wherever maximum service can be given. The distribution and maintenance of all equipment, for example, should fall to the audio-visual department. The location, rental, distribution, and scheduling of films should also be a function of this department since the films and the equipment necessary for their viewing will need to be coordinated. Wherever classrooms are individually equipped with audio, projectors, and recording devices, the technical maintenance of these as well as of library equipment should be the responsibility of the audio-visual department. In general, where there is a separate audio-visual facility, the audio-visual resource collections should be housed in the library and integrated into the regular library collection; whereas equipment, its maintenance, and its distribution, should be the function of the audio-visual department. In like manner, direct services for the instructional program—preparation of transparencies, slides, and graphics—should be an operation of the audio-visual department.

Many institutions maintain separate departmental collections of such relatively inexpensive materials as slides and filmstrips for the convenience of the faculty. Duplicates of these should also be found in the library collection for student use, and all materials should appear in the public catalog. The selection of these materials is the joint responsibility of the library and the faculty. The faculty will frequently take the initiative in suggesting items directly connected with their teaching program.

Separate facilities are often inefficient, tending to duplicate staff and to complicate the intelligent coordination of all activities. An integrated program will usually best meet the needs of both students and faculty.

COMBINED FACILITIES

Many academic libraries have the major responsibility for the audio-visual program and will integrate all audio-visual activities into their existing programs. The library's established selection, acquisition, cataloging, and circulation policies are readily applied toward the development of a superior audio-visual program.

The librarian, with the cooperation of the committee and guided by faculty demands, must decide on the types of media that will be included in the library collection. This decision, in turn, will determine the equipment necessary to insure their proper use. Libraries should not add all types of media indiscriminately; however, all materials, as well as the equipment necessary for their use, that are currently being used in the instructional program of the institution should be incorporated into the library collection. Some of the media, such as wall charts, maps, and transparencies, are designed primarily for the instructional situation and need not always be included in the library collection. It is important not to proliferate unnecessarily the types of material. Ease of use, ready availability of materials and equipment, and problems of maintenance must all be considered before a decision is made.

Types of Materials

THE NATURE of the library's commitment to audio-visual materials will depend upon the extent of their use in the instructional program. All or most of the following audio-visual materials should be available in the library for student and faculty use. The entire library staff should be fully conversant with the various types of materials and with the equipment necessary for their use.

Projected materials:

- Still pictures
  - opaque materials
  - overhead transparencies
  - slides
  - filmstrips
  - microforms
- Motion pictures
  - 16mm films
  - 8mm films

Recorded materials:

- phonodiscs
- magnetic tapes

Graphic materials:

- study prints
- art originals and reproductions
- photographs
- maps
- wall charts
- models
- artifacts

Definitions and comments

Filmstrip: A 35mm positive film, with sprocket holes in both margins, that contains a sequence of still pictures. Printed captions are usually on the film to insure complete understanding of the visual presentation. The films also may be accompanied by a phonodisc or tape-recorded commentary. Filmstrips offer many advantages over slides: they are easily stored, require no mounting, permit a fixed, tamper-proof sequence, and can be viewed individually or by groups. The relatively low print cost justifies their production from selected slides or pictures.

Magnetic tape: a ribbon of thin paper or plastic coated with fine magnetic iron oxide powder mixed with a binder, carrying recorded sound. One, two, four, or

eight independent sound tracts may be put on one tape. Recorded tapes are easily produced and permit greater flexibility than discs since instructors can combine selections in any desired sequence. Through the use of this medium, librarians may establish unique resource collections. The variety is almost unlimited—guest speakers on campus, faculty and student recitals or lectures, dramatic presentations.

Microforms: this generic term includes microfilm, microfiche, microcards, and microprint.

Microcards: 3 × 5 inch opaque cards with printed bibliographic headings upon which printed or other materials are microreproduced by photographic processes. "Microcard" is a trademark of the Microcard Corporation for a micro-opaque card.

Microfiche: transparent positive sheet films, usually 9 × 12 cm. and 5 × 3 inches, upon which printed or other materials are reproduced in miniature. These are frequently less durable and more expensive than other microreproduction forms.

Microfilm: transparent 16 or 35mm film upon which printed or other materials are microproduced by photographic processes.

Microprint: micro-opaque 6 × 9 inch cards produced by offset printing process, containing a copy of a number of printed pages in miniature.

These forms, though long established features of the library collection, are mentioned here primarily because they require special equipment for use and storage and because they are readily integrated into an audio-visual area.

Opaque materials: almost any small nontransparent image: flat pictures, typed or printed pages, coins, maps, can be projected onto a screen as an enlargement; however, these materials frequently do not project an adequate image due to light diffusion, and the process requires adequate darkening of the room. Transparencies can be produced easily from such materials and these are much more easily used.

Overhead transparencies: transparent acetate sheets containing diagrams, drawings, and/or print which permit good reproduction and enable the instructor to manipulate and develop visual materials through overlay or by writing directly on the surface. These may be easily and inexpensively produced locally and many are available commercially. They can be used in a completely lighted room. Transparencies are one of the most useful audio-visual tools, and are primarily teaching aids; however, they may be included in the library collection for review or self-study purposes.

Phonodisc: a disc with a spiral groove carrying recorded sound. These offer a wide variety of instructional content: musical, literary, and documentary. Many subject areas, such as folklore, poetry, history and recorded opinion, are represented.

16mm films and 8mm films: transparent cellulose nitrate or acetate coated with a light-sensitive emulsion, containing the photographic image, on one side. The dimensions 16mm and 8mm indicate the width of the film. The 8mm film is fre-

quently available in a cartridge, a container that supplies a transport mechanism to carry the film through the projector. These must be used with specially designed equipment but require no threading and can be used easily by individual students.

The 8mm film is being used extensively for the so-called single-concept film. This is actually a misnomer; however, the term is used to indicate the brevity and fairly limited content of such films. Representative subjects available in the single-concept film include cell division, silk screen process, multiplication tables, swimming, and geographic locations.

Films are relatively expensive and the question of purchase or rental must be carefully considered. Determining factors should include extent of use and permanency of value.

Slides: photographic transparencies produced from standard color or black and white film stock. They should be uniformly mounted, preferably in thin metal or plastic 2 × 2 inch mounts, primarily for the protection of the film but also to eliminate storage problems and permit easier arrangement in trays or magazines for automatic projectors. These trays may be prepared in any desired sequence by the instructor and used for reserve purposes, frequently in conjunction with a taped commentary.

Equipment

THE TYPES of equipment necessary for any institution will be determined by the media contained in the library collection. It should be re-emphasized that standardization of both media and equipment is essential since this will effect economies in maintenance and simplicity of operation. Interchangeability of parts and easy use of materials in different types of equipment are highly desirable. Equipment is available that combines many features in one machine: the projection of slides, filmstrips, film, transparencies, audio, even room lighting, may be controlled from this central console.

Checklist of commonly used equipment:

Still pictures
- opaque projector
- overhead projector
- 2 × 2 inch individual slide viewer
- 2 × 2 inch automatic slide projector with sound attachment
- filmstrip viewer
- filmstrip or combination filmstrip-slide projector
- sound filmstrip projector
- microfilm reader
- microfilm reader-printer
- microfiche reader, or a microfiche attachment for the microfilm readers
- microcard reader
- microprint reader

Motion pictures
- 16mm sound projector
- 8mm sound projector
- 8mm cartridge sound projector
- rearview screen for library use
- projection screens should be permanent fixtures in designated classrooms and other areas

Recorded materials
- record player
- tape recorder
- tape deck or console—listening booths and/or carrels
- dial access system
- programed learning machines

Additional equipment
- television receiver

AM-FM radio receiver
portable public address system
film splicer
tape splicer
film rewind, testing, and cleaning equipment
photoduplicating machine
transparency production equipment
16mm camera
8mm camera
35mm camera

Definitions and comments*

Camera: a mechanism used to produce motion pictures, slides, or filmstrips, as well as photographs.

Dial access: a system whereby students, by telephone-type dials or switching systems, may select recorded or filmed programs. These programs, depending upon the equipment used, may be on audio or video tape; on silent or sound films; on slides, filmstrips, or microfilm; or in other information storage systems.

8mm cartridge projector: a compact device with built-in screen for individual or small group viewing of 8mm cartridges. Cartridges are containers that embody a transport mechanism to convey the film through the projector. They are inserted into a slot and the film is run automatically.

Film rewind equipment: a device to rewind film automatically after use. If a permanent film collection is established, this machine should also include devices to clean the film and check for weaknesses during the rewinding process.

Film splicer: a device to align and hold film during the process of splicing (joining two pieces of motion picture film). Film splicing is accomplished by welding the film ends together with special cement.

Filmstrip projector: a device to project filmstrips onto a screen. This projector should have a sound attachment to utilize a synchronized tape or phonograph-recorded commentary. This projector should be designed with speed controls and a stop-start mechanism so that images may be projected at variable speeds or held immobile.

Filmstrip viewer: a compact device, usually manually operated, for the individual viewing of a filmstrip.

Listening booths/carrels: individualized study areas wherein the listener by the use of earphones can gain access to a recorded program. These areas can be centralized or spread throughout the building or entire campus, though this requires considerable wiring. Each booth or carrel should be supplied with a microphone and a tape cartridge mechanism to permit individual recording and playback opportunity.

Microform reader: apparatus usually with built-in screen or viewing glass ar-

* These definitions have been freely adapted from various sources appearing in the bibliography.

ranged to magnify the microform so that it can be read comfortably. Each company producing the various types of microform also manufactures individual machines for viewing its products: microfilm, microfiche, microcard, and microprint readers. Microfiche reading attachments are available for several of the microfilm readers. Recent models of microfilm readers have automatic as well as manual devices for winding. In addition to the permanent bank of microfilm readers in the library, it is useful to have a few portable readers that can be checked out by faculty for office use.

Microform reader-printer: a microform reader equipped to print out the frame or group of frames of microform being viewed.

Opaque projector: a projector which can project small nontransparent images of such items as maps, pictures, or printed pages onto a screen as enlargements.

Overhead projector: a device which projects a highly illuminated image onto a screen from the front of a room rather than the rear.

Photoduplicating machine: a mechanism incorporating a dry electrostatic photographic process which will copy a printed page, a picture, or document. These can be supplied with coin devices which permit use by the individual.

Programed learning machine: a device to reproduce programed instructional materials. The complexity and variety of the machines depends upon the various manufacturers, and each supplier of materials requires a specialized machine to utilize his materials.

Public address system: an audio system for amplifying sounds of speech or music, usually utilizing microphones, amplifiers, and loudspeakers.

Radio receiver: a mechanism to receive radio signals. *AM*, amplitude modulation, transmits on wavelengths between 550 and 1,600 kilocycles. *FM*, frequency modulation, transmits on bands between 88 to 108 megacycles and is characterized by high quality, noise free transmission.

Rearview screen: a compact screen of varying size that utilizes a reflecting mirror to show projected films within a limited space. Individual classrooms should be supplied with permanent projection screens.

Record player: an instrument for reproducing sound by means of the vibration of a stylus or needle following a spiral groove on a revolving circular disc. Models of varying sophistication are available. Those used in the library should be capable of reproducing both monophonic and stereophonic sound and may be supplied with earphones if individual listening rooms are not available.

Slide projector: a device which projects the slide image onto a screen. These are usually outfitted with magazines or trays that automatically feed the slides into viewing position and retract them. This projector should have a sound attachment to utilize a synchronized tape or phonograph-recorded commentary. This recording can be programed to advance the slides.

Slide viewer: a compact device containing its own screen for the individual viewing of slides. It may be automatic or manual.

Sound film projector: a machine for projecting motion picture films onto a

screen. It should be equipped with automatic threading devices whenever possible to facilitate use. For library use, earphone attachments with individual sound control are frequently necessary.

Tape deck or console: a centralized mechanism where taped programs originate. The number of programs available will depend upon the sophistication of the system. This console may be supplied with automatic rewinding devices for the individual tapes. Depending upon the design of the system, the programs may be switched into individual listening booths by the person manning the console, or selected by the student through a dial-access system.

Tape recorder: a machine for recording sound on magnetic tape by electromagnetic processes. It usually has a playback device and may be supplied with earphones.

Tape splicer: a device to align and hold magnetic tape during the process of splicing. A special splicing tape is used to join pieces of magnetic tape.

Television receiver: a mechanism to receive taped or live, closed circuit or commercially produced television programs.

Transparency production equipment: a machine which makes transparencies from masters or from any printed, typed or graphic object.

The quantity of any or all of these pieces of equipment should be determined in each instance by the number of instructors and classrooms to be supplied. The ease with which equipment and media may be used and the ready availability of equipment and materials may determine the extent to which an instructor will incorporate the new media into his teaching program.

Budget

An institution must be prepared to give adequate, continuing support to an audio-visual program before the program is implemented. Ideally, a prepared budget for this program will include funds for an audio-visual librarian, a technician, a graphic artist, at least one clerical assistant, and suitable student assistance. If an extensive program is planned, it may be necessary to include a coordinator of audio-visual services in this scheme. In addition, the budget should provide for adequate space, materials, equipment, supplies, and maintenance. Attention should also be given to the potential growth of the program.

Personnel

THE AUDIO-VISUAL LIBRARIAN should be appointed early in the planning stages of the program. This person should have a professional library background and the interest to qualify him as an audio-visual specialist, or the willingness to become one. A professional degree in A-V, while highly desirable, is not essential. However, anyone working in this area should have some professional coursework. In some situations, the alternate might be true: a trained audio-visual specialist with the willingness to acquire professional library training. The audio-visual librarian may be appointed from the existing staff depending upon workload and interests; however, the creation of this position should always entail an increase of the over-all professional staff of the library.

The audio-visual librarian should know the curriculum; know the sources of media, equipment, and services; be capable of cataloging and classifying the materials either personally or by supervising others; be prepared to supervise scheduling the use of materials and equipment both within and outside the library; and be capable of supervising and assisting a technician in the continuing process of maintaining the performance quality of all equipment. Besides locating, selecting, and supplying materials, the audio-visual librarian must establish criteria for continually evaluating the quality of the collection and the services provided by the library.

The coordinator of audio-visual services, if required, will assume responsibilities of a technical nature: supervising the technical staff in maintenance and scheduling of equipment; instructing faculty and students in the use of equipment; and supervising the local production of materials.

A trained technician should be added to the staff before the purchase of equipment. He should be included in all discussions concerning equipment and should establish a working relationship with the representatives of those companies through which equipment purchase is made.

The audio-visual librarian will need at least one full-time clerical assistant to assist in circulation, scheduling, preparation of materials, and other routine operations. Student assistants should be available as needed.

Facilities

THE DESIGN of the audio-visual area of the library, whether concentrated or spread throughout the building, is a major factor in determining the extent to which both faculty and students use audio-visual resources. New buildings must be designed to employ technological aids to their fullest advantage, and existing buildings should be remodeled to this purpose. Space devoted to audio-visual functions must be characterized by flexibility. Few libraries will initiate a program with all existing media and equipment, yet adequate provision must be made for the facile addition of new equipment as the need and opportunity arise. Adequate wiring and adaptability of the spatial arrangement are important in view of the continuing advances associated with instructional technology. The nature and complexity of the media require that materials and equipment be supervised at all times.

The initial construction of an audio-visual area should include an adequate number of soundproof listening rooms for loudspeaker reproduction—disc and tape playback. While this arrangement represents a substantial financial investment, these rooms may be used for a variety of purposes if they are adequately equipped. When not being used for their primary function, they may serve as study areas for the use of portable microfilm readers, television, motion pictures, or any small scale projection of still pictures, namely slides and filmstrips.

The institution with a separate language laboratory will find it useful to establish auxiliary instructional facilities in the library. Tapes and other prerecorded programed materials have instructional applications in a wide variety of subject fields and the library should have facilities to encourage their use. An adequate number of listening booths and/or carrels should be planned, complete with listening, recording, and playback facilities. These may be used for group listening originating from a master console or, with the use of cartridge tapes, may be used for separate programs.

Dial-access systems should be considered. In many instances, this will prove to be the most efficient operation. If the system is installed throughout the campus in classrooms, dormitories, and offices, the maximum of library service can be obtained: supplying the individual with material when, where, and as often as he needs it. In this case, the programs for the language laboratory can originate in the library and eliminate the duplication of these tapes. By the use of multitrack tapes the number of programs available at any time can be greatly increased.

Few libraries will need to plan for large group viewing of motion pictures; specially equipped classrooms, auditoriums, or other areas should be utilized

for this purpose. If the library has a lecture hall, it should be equipped to supply this service. In any event, the library should provide space for staff and faculty preview of films as well as for student make-up or review. An appropriate area would provide room for a rearview screen and a self-threading 16mm motion picture projector; chairs equipped with earphones having volume control; and some method of lighting control—draperies, opaque shades, or venetian blinds. Normal room lighting does not usually interfere with the projected image; however, sunlight should be eliminated.

Microform readers and reader-printers may be located in the audio-visual area. Proper lighting conditions, adequate writing and study space, and the proximity of the microform storage equipment should be considered. Another consideration is the desirability of having the readers and material within easy access of the periodical indexes and the collection of current and bound periodicals.

If the collection includes framed pictures, prints, or photographs proper hanging and display areas should be provided. Moveable pegboard screens, readily stored when not in use, can serve this function.

Ample provision must be made for storage space and the variety of shelving and storage equipment required by the types of media and equipment in use. Shelving or equipment will be needed for microforms, tapes, records, slides, films, and filmstrips. Adequate storage space must be provided for equipment such as projectors, tape recorders, and record players which are circulated for classroom use. The technical workshop for the maintenance and repair of equipment should be in an adjacent area. The audio-visual circulation desk must have easy access to the storage areas for equipment and materials, as well as to the workshop. Facilities for the production of graphics, photographs, recorded materials, and other instructional materials should be available.

In addition to these special functions, the public audio-visual area should supply adequate and comfortable study space for students in keeping with the aesthetic atmosphere of the library.

Selection

THE SELECTION of audio-visual materials will be the responsibility of the audio-visual librarian in close cooperation with the faculty. The same criteria used in the selection of books should apply: the nature of the curriculum; the quality of the item, in both content and form; life expectancy; and the intended use. Most audio-visual materials are available for preview before purchase. Appropriate faculty should preview the materials along with the library staff to ensure that an item meets the critical standards that have been established.

Criteria for selection will vary with the medium; however, most criteria will fall within the areas of content and technical proficiency. Items to be considered under content include:

1. Clarity of objectives, organization, and presentation
2. Appropriateness for intended use, including grade level
3. Is the treatment appropriate for the subject matter: too specific, too general?
4. Does the presentation hold the viewer or listener's attention?
5. Is the material technically accurate, current, and authentic?

Considerations under technical proficiency must be subdivided into aural and visual. Aural criteria include questions of editing, fidelity, narrative, and music. The visual criteria include exposure, focus, print quality, composition, movement, editing, special effects and color. A prime consideration of any set of criteria should be: could the subject be treated better and/or less expensively by another medium?

Acquisition and Cataloging

THE ACQUISITION, cataloging, and preparation of audio-visual materials should be undertaken by the existing departments and should follow the usual procedures for other library materials. The audio-visual librarian will be closely associated with these activities and should be familiar with the various sources of supply for both media and equipment.

Audio-visual materials should be cataloged to insure proper use and integration. Cataloging must include all technical specifications and information needed to determine what type of equipment is needed for its use. Classification may vary according to the institution—LC or Dewey are equally applicable. In some instances purely locational systems or accession numbers may be preferable. Given the physical nature of the materials, few browsing possibilities exist and most users should be directed to the public catalog. All media should be included in the public catalog; however, many departments find it useful to maintain separate catalogs within the department as well.

Library of Congress cards are available for most commercially produced records, tapes, filmstrips, and films. The format and content of these cards may be followed in cataloging locally produced materials. These can be adapted for transparencies, slides, and other materials for which cards are not available. Cataloging manuals for nonbook materials are available. Cards of various colors can be used in the public catalog to designate the types of media represented; however, one card color to indicate that an item is a part of the audio-visual collection is usually sufficient.

Collection Organization and Maintenance

AUDIO-VISUAL MATERIALS and equipment should be organized and maintained according to the principles applying to the existing library collection. Greater efficiency can be maintained by shelving similar types of materials together. This will eliminate storage problems occasioned by the variations in size and shape of the materials. Most libraries will not have preview and listening areas throughout the library and this would be necessary wherever book and non-book materials are shelved together.

All materials should be maintained in good condition and some, such as films, should be checked after each use to ensure this. Equipment should be in a constant state of good repair.

A regular program for evaluating materials and equipment should be developed, and the over-all educational media program should receive continuous attention by all individuals involved, reviewing its relation to the instructional program of the institution. Circulation statistics will be helpful in this regard; however, students and faculty should be questioned periodically as to the quality of various materials and methods of presentation. Pertinent information may be gained by asking—Is the presentation dated? Is the material presented still current? Have better presentations become available? A materials and equipment inventory should be maintained as well.

Service

THE LIBRARIAN, with the cooperation of the committee, should produce a policy statement establishing the principles that will govern the audio-visual program in relation to the over-all educational philosophy of the institution. This document should stress the goals to be achieved by the program and should contain criteria for implementing the program.

The librarian and his staff should produce a faculty handbook describing all facets of the audio-visual program. This information will include selection procedures for materials and equipment; procedures to be followed in scheduling their use; reviewing, discard, and replacement procedures; and the possibilities available to students and faculty for the production of materials. Emphasis should be on the quality of service available in all these areas. This handbook should be distributed throughout the institution and revised periodically in terms of better service.

The student library handbook should have a section on the use of audio-visual materials and equipment. Instruction in the use of equipment should be as detailed as possible and emphasis should be given to the value of audio-visual materials in independent study and the variety of resources available. The various types of media should be enumerated and their subject content indicated.

Faculty participation is essential in an audio-visual program. The committee will have been involved in determining the types of media and equipment to be included in the collection; however, the entire faculty should be encouraged to participate in the development of audio-visual resources within these defined areas. As in regular acquisition programs of the library, faculty should be consulted concerning materials that fall within their individual disciplines. The audio-visual librarian, as a reference service, should keep the faculty informed of the appearance of new materials and should aid them in selecting materials for specific courses.

Much of the media is most effective in the instructional situation, and the audio-visual reference librarian must be prepared to work closely with the instructor in supplying material directly relating to his teaching needs. The librarian should suggest suitable items whenever an instructor expresses a desire to use audio-visual media in his classroom presentation. He should have an adequate knowledge of the sources of supply for both media and equipment in order to locate an item shortly after it has been requested. To this end, the library should maintain as-complete-as-possible current information on the various sources of supply.

In some instances, commercially produced materials will not meet the exact

needs expressed by an instructor. The librarian should be prepared to work closely with the instructor to prepare pertinent materials. Where a coordinator of audio-visual services has been appointed, this will be his most important function. This person would also be responsible for instructing the faculty in the use of media and equipment and for training projectionists and other technical personnel.

Student motivation to use the audio-visual resources of the library will usually originate in the classroom; however, the library staff should be prepared to suggest its use whenever it seems appropriate. The student may be guided to audio-visual materials by finding them listed in the public catalog along with related books on his topic. The audio-visual librarian, or his assistants, should instruct the student in the use of the appropriate equipment and should suggest related materials whenever proper. Again, ease of use and ready availability of materials and equipment may determine whether a student uses these resources a second time.

The library's audio-visual resources should be promoted through regularly scheduled notices regarding recent acquisitions, the variety of the materials, subject bibliographies combining the various media, and possibly special book catalogs of the institution's audio-visual collection.

The audio-visual librarian should explore the various possibilities of interlibrary cooperation in the use of audio-visual materials. Film and tape cooperatives exist on national, state, and county levels and may be used to enlarge the materials available to the individual institution. The possibility of duplicating and exchanging unique tapes, such as speeches by visiting lecturers, should be considered when this is permissible. Copyright laws must be adhered to in every instance.

Librarians should be aware of key technological developments and should participate in the institution's research and planning program to make efficient use of them.

The potential of audio-visual media is considerable. The realization of this potential, however, depends upon the knowledge, enthusiasm, and capabilities of the librarians administering the program. The increased possibilities of service and the enhanced resource collections should excite every academic librarian.

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