ABSTRACT
        Compiled to describe the current state of new media
activities in the public library, this annotated bibliography lists:
(1) sources for readers seeking further information, (2) media
associations and organizations, and (3) data about selected
periodicals and nonprint productions in the area of audiovisual
operations and innovations. The media chosen for coverage are: film
(8mm and 16mm), television (cable, cassette, and some broadcast), and
audio (cassettes, records, reel-to-reel tape, and some radio
broadcasting). The final section discusses probable future media
emphases in public libraries. Each section is composed of a narrative
review followed by appropriate references related to that section.
(Author/DS)

PUBLIC LIBRARIES AND NEW MEDIA:

A REVIEW AND REFERENCES

James W. Brown

December 1975

2

TABLE OF CONTENTS

BACKGROUND AND PERSPECTIVES

A continuously expanding armory of new communications resources,
devices, and systems gives this generation more information in different
formats than ever before. Within little more than half a century, for
example, revolutionary communications innovations have become common,
including global radio and television broadcasting; high fidelity monaural,
stereophonic, and quadraphonic audio; facsimile and picture transmission;
high-speed and reasonably priced full-color printing; electronically con-
trolled typesetting; and myriad applications of computers in producing,
analyzing, and supplying a variety of information and information-related
services.

Schramm (1975) comments on the impact of such developments:

> Twice in the last five centuries--when printing came into
> use in Western Europe in the fifteenth century, and when film
> and electronic communication became widely available in the
> late nineteenth and twentieth centuries--communication
> technology changed so spectacularly that it affected all
> human life. Printing made knowledge portable beyond the
> sound of a voice, and provided for it in a linear, verbal,
> abstract code. This code was so efficient that it made
> possible widespread literacy, public education, broad
> participation in politics, political revolution, the growth
> of science and industry, and an enormous widening of horizons.
> When film and electronic communication came into use, they
> provided a different code. The human voice could be
> recorded and transported rather than merely the printed symbols
> of the language, and the abstraction of print could be
> supplemented by the readily transmittable sights and sounds
> of reality. The effects of these developments on life patterns
> of people and society are readily apparent, but it is too
> early yet to assess their deeper impact. (p. 3)

These developments first interested U. S. public libraries when the
country's involvement in World War II created a need for new media services.
It became clear at that time that a system had to be developed to facilitate
distribution and use of the many information/documentary films being
produced in support of the war effort.[1] Establishment by the American

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[1]Materials in this section have been adapted from a more complete
analysis by Joseph W. Palmer (1975, pp. 18-22).

4

Library Association (ALA) of the Joint Committee on Educational Films (1940)
led to a national survey by Gerald McDonald and publication of his Educational
Motion Pictures and Libraries (1942) which contained the recommendation that
public libraries establish themselves as an essential link between film
producers and distributors and communities across the land.

Later, the government did indeed use public libraries as film distri-
bution outlets. This resulted in the establishment of the Educational Film
Lending Library Committee, which assisted the Office of War Information
in obtaining the cooperation of some 60 institutions throughout the country
(many of them public libraries) where "war films" were deposited and used.
In 1943, the Committee reorganized as The Educational Film Library Association
(EFLA), which still flourishes as the country's leading protagonist of the
use of 16mm film for public information and documentary filmmaking.

Public library involvement with new media (largely film) activities
was furthered after World War II by the establishment of a Carnegie-supported
Office of Film Advisor in the American Library Association headquarters.[2]
But it was not until the appointment in 1967 of the Audiovisual Task Force
of ALA's Audiovisual Committee, headed by C. Walter Stone (1970, pp. 40-44),
that public library media interests received the study and consideration
many believed they deserved. The work of Stone's committee resulted in a
number of specific suggestions to bring library media services into line
with modern requirements. The committee emphasized that "nonprint"
matters should be given equal weight with more traditional print-related
services in library administration. Stone also recommended refinement of the
qualitative and quantitative standards for audiovisual collections and
services of public libraries, the organization of a variety of personnel
training activities to improve services, and the undertaking (with ALA
support) of essential research and special studies, including demonstration
projects, to extend library personnel acceptance of audiovisual responsi-
bilities.

Although many public libraries still are not providing a full range
of media services, there are signs of considerable change in this direction.
Some media-related activities have become quite common: Lending 8mm and

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[2]Activities and influences of the work of that office are discussed
in the section on Film.

16mm films, sponsoring communications and graphic production workshops, organizing videotape production and film study groups, providing resources and physical study space for individuals pursuing degree-related independent study, hosting film discussion groups, and lending a broad range of materials besides films--filmstrips, slides, audio cassettes, video cassettes, microfiche, microfilms, games, toys, and even building and gardening tools.

Small wonder, then, that the press often notes library efforts with such headlines as: "Libraries Widen Activities, Sparking Debate on Purposes", "With a Little Luck You May Even Find Books in the Library", "Videodiscs From the Library: Future Home Instruction and Entertainment Source?", "Libraries Use Gimmicks to Halt Patronage Slide", "Libraries Go All Out to Shed a Shoddy Image", and "Guess What the Library's Up to Now".

Partly as a result of the attention given to media-related innovations and partly for other reasons (economic, for example), public library professionals must face an important issue: Should the public library provide innovative media services? Or should it restrict itself to doing the best job it can with what it knows best--books?

In Differentiating the Media (1975), Asheim recognizes the unmistakable pull of the latter choice. Yet he makes a strong case for the broad approach-- that of encompassing all media within "library services"--when he stresses that the focus of the 39th Conference of the Graduate Library School, University of Chicago (1975) was upon:

> ...identifying those characteristics--technical,
> aesthetic, social, and psychological--that determine
> the effectiveness of each medium for different kinds of
> content for different kinds of users and for different
> kinds of purposes. Out of this objective and unpolemical
> emphasis, we hope to make a useful first step towards
> realistically and fairly differentiating the effectiveness
> of each medium in providing the information, education,
> entertainment and intellectual stimulation that are wanted
> and needed by the several publics that libraries serve. (p. 1)

Asheim reflects the sentiments of large numbers of professional public librarians when he continues (1975):

> We like to think that this new approach is not in conflict
> with the library ideal but a contemporary expression of it,
> utilizing the new tools at hand to accomplish what is implicit
> in the traditional objectives....We see a new generation of
> library users coming up who are not so deeply wedded to the

6

literary tradition, and understandably we wonder if we can
communicate with them. But do not forget that today's and
tomorrow's librarians are part of this new generation too,
sharing with them their highly developed skills in the
many new languages that are represented by recordings,
tapes, films, and multimedia events. (p. 10)

Still, not all librarians are so enthusiastic or hopeful. Writing
retrospectively of what occurred at the 1975 convention of the American
Library Association, Spirt (1975) claims:

Libraries are still slouching toward acceptance and use of
non-print media. The recent American Library Association
Conference (in San Francisco) attests to the belief of these
professionals in the superfluousness of media in libraryland,
as well as to the prevalence of fragmented knowledge about
these media...Until librarians cultivate alternative ways
of looking at life and libraries, their organizations can only
reflect a limiting attitude....The over-all approach to media
(in programs of the conference) reflects the state of the art
in the field. Chaos at worst. Fragmentation at best. We've
been so busy organizing knowledge and labeling information
carriers that we haven't put it all together yet. We have
yet to build an interdisciplinary, humanistic, cross-media
bridge to present knowledge in a cohesive way. (p. 3)

The Guidelines for Audiovisual Materials and Services for Large
Public Libraries (1975), and its companion publication, Recommendations
for Audiovisual Materials and Services for Small and Medium-sized Public
Libraries (1975), emphasize three assumptions:

1. Librarians are concerned with the products of the
   life of the imagination, the intellect, and the
   spirit of man.

2. All formalized communication formats are of interest
   to librarians.

3. Audiovisual materials and services should have equal
   weight, equal familiarity, and equal support of
   library administration and staff to those of printed
   materials. Integration of planning and programs
   regardless of subject, format, or age level served is
   required for the library to continue as a relevant
   agency.   (p. 1)

The same publication also recommends new administrative standards
and arrangements at three levels: State, regional, and local. Those
for the state level propose that:

...under the agency concerned with public library
development, there should be an audiovisual media
specialist to act as an advisor, coordinator, and

7

4

special liaison to library systems and networks in
the state. This specialist should act as consultant
on the organization, administration, selection,
utilization, programming, funding, and distribution
of non-print media as well as on personnel, equipment,
and physical facilities.

The regional library system audiovisual specialist is expected to oversee
the development of media resources and services for member libraries and users.
Included in this position's responsibilities are: Training of library staffs;
developing and carrying out cooperative projects among various regional
library systems; extending comunications resources and facilities in the
area; and supervising the regional system's support staff and operations.

Recommendations with regard to local level library audiovisual
services stress that:

* Certain differences in needs and support should be
  recognized for areas serving fewer than 150,000 population
  and those serving more than this number;

* Such services should be freely accessible to all patrons
  and paid for from library funds;

* Curriculum materials are basically the responsibility of
  the schools and should not be duplicated by the public
  library;

* At least 10 to 15 percent, or $1.50 per capita, should
  be spent annually for library audiovisual resources;

* Variables that must be taken into account in developing
  minimum allocations of staff and materials include:
  (a) population served, (b) the size of the system service
  region, (c) the number of 16mm titles, (d) the hours of
  service rendered, (3) accessibility of the audiovisual
  unit, and (f) the range of media offered;

* Production and preservation of media resources of special
  local value should be encouraged and budgeted for.

Media play a part in public library operations, according to the
National Commission on Libraries and Information Science (NCLIS)(1975),
which has stated that:

...every individual in the United States should be provided
with equal opportunity of access to that part of the total
information resource which will satisfy the individual's
educational, working, cultural and leisure-time needs and
interests, regardless of the individual's location, social or
physical condition or level of intellectual achievement. (p. xi)

8

To carry out this mandate, the NCLIS postulates the need for full access to a wide range of media resources—print and nonprint alike. The case is stated as follows (1975):

> In advanced societies, a substantial part of the culture
> is handed down to successive generations in the form of
> recorded knowledge. This resource consists of books,
> journals, and other texts; of audio and visual materials;
> and of smaller units of information or data that can be
> separately manipulated, as by a computer. In recent years,
> these records have become increasingly varied—through
> technological extensions of written words, pictures and sounds.
> For example, a significant part of the country's information
> resource is now on film, on video tapes and in computer files.
> As the nation's knowledge grows and the number of records
> increases, our dependence on them increases, and the need
> to gain access to them becomes more crucial...(pp. 1-2)

Purposes and Structure of This Paper

This paper is intended to provide four types of assistance to the reader:

* To synthesize, through a selective review of the
  literature (research, surveys, statements of opinion,
  and reports), a description of the state of the art
  of current public library new media activities.

* To provide an annotated bibliography of sources for
  readers seeking further information on the subject.

* To provide a small but useful listing of associations
  and organizations currently active in the library new
  media field.

* To provide further data about selected periodicals
  and nonprint productions (films, video tapes, audio tapes,
  filmstrips) reporting certain library and new media
  operations and innovations.

The media chosen for coverage in this paper and discussed in the following sections are: Film (8mm and 16mm), Television (cable, cassette, and some broadcast), and Audio (cassettes, records, reel-to-reel tape and some radio broadcasting). The final section discusses probable future media emphases in public libraries. Each section is composed of a narrative review followed by appropriate references related to that section.

9

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10

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12

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13

FILM

More than any other new media resource, the 16mm film has proved
that public libraries can contribute significantly to the spread of
ideas through utilization of nonprint materials.

Films in public libraries gained new impetus in 1947 when Patricia
Blair was asked by ALA to set up and administer its Film Advisory Service,
whose purpose was to demonstrate that public libraries, as community
educational agencies, could improve access to films. Blair concentrated
for two years on helping individual libraries establish, house, and manage
film lending facilities. During another two years, she spearheaded the
establishment of two successful cooperative film circuits--one in the
Cleveland Public Library and the other in the Missouri State Library.

Publication of Gloria Waldron's book, The Information Film (1949),
emphasized the possibilities of public library film lending services.
She stressed that:

* Films are inherently useful educational materials in
  stimulating groups as well as individuals.

* Film loan services attract community cooperation and
  support, as well as interlibrary loan activity.

* Greater use of films may create a wider market for them
  and perhaps lead to the production of better films in
  the long run.

* Library film circulation may plant seeds of other
  new and significant library-based activities such as
  film forums, film study programs, and efforts to promote
  international understanding.

In more recent times, some of these possibilities have become realities,
while others have not. One source of information on this subject is the
Film Library Information Council (FLIC), formed in 1967. It includes members
representing some 80 public library audiovisual departments. Together,
the Educational Film Library Association and FLIC have promoted serious
consideration of film as an important communication medium and increased
use of films by library clientele as an essential element of modern public
library service.

14

In 1972, analysis of returns from a FLIC questionnaire sent to library audiovisual members convinced Joan E. Clark (1972) that:

* Film librarians in public libraries are "a rather careful, unadventurous lot."

* They are not out in front, nor are they very imaginative with a medium that is hardly twenty-five years old in the public libraries.

* Many public affairs films previewed by public libraries "are often talking lectures, static TV journalism, preachy, slanted, out of date, dull, inaccurate." (p. 19)

Reacting to the same questionnaire results, Tom Brandon (1972), long-time advocate of increased library utilization of films, asks:

Do the public library people as a whole have a sense of their new importance to the whole field? Not many do. The results do add up, but the process, it seems at times, has the precision of a ferryboat docking on a foggy night. That's the way it has seemed since the end of the ALA Film Project and the emergence of FLIC. (p. 13)

Still, more and more public libraries do appear to be dipping into film circulation in both 16mm and 8mm formats. Increased numbers of library users appear to be interested in the serious study of film as art and a social document. And the study of communication via individually-produced experimental films also continues to attract large numbers of library patrons--young and old alike--who seek to improve their own visual literacy and their capacity to interpret, understand, and experience the world around them.

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how-to-do-it information about setting up and managing film libraries
in public libraries. Suggests a variety of ways in which film service
adds to the value of library services.

TELEVISION

Of the several nonprint media technologies of interest to public
libraries, television--in its many forms--has received the most attention
recently. Writers and researchers have explored the prospects for
broadcast and cable television, and now are beginning to examine the
possibilities of cassette-style TV programs, and video-disc television
(phonograph record-type TV recordings).

Brigitte Kenney and others have directed attention to the potentialities
of cable television to extend and enrich community library programs. As
reported by Cable Libraries (1973), the American Library Association has
passed unanimously a resolution on Video/Cable Library Service which
included the suggestions that:

> * All libraries collect and disseminate information about
>   video and cable technologies.
>
> * Libraries be urged to act as catalytic agents in the
>   design and development of local cable systems by educating
>   municipal officials, schools and colleges, and the public
>   to the potential benefits of cable communications to the
>   community.
>
> * The ALA undertake an immediate study of the possibilities
>   for the use of video and cable technologies for extending
>   current library services including special, public, and
>   academic libraries....(p. 1)

In her later report of cable activities of selected libraries throughout
the United States, Kenney (1974, Status of Cable) concluded:

> There is no longer any doubt that librarians are and
> will be using video/cable technologies to enhance and
> extend their services. While questions remain in regard
> to the technology itself, the health and viability of the
> industry, and government policy, librarians are seeing
> cable communications as an opportunity to gain credibility
> and visibility, both in terms of their constituency and
> local authorities. Video and cable are seen as extending the
> legitimate function of libraries to collect, store, and
> disseminate information, and "electronic information" is
> seen as "good" information, along with the more traditional
> print and non-print materials....It is the public library
> which stands to gain the most from cable communications. At
> present, there is opportunity to participate, together with
> other groups, in educational and planning activities to

insure a people-oriented cable system, and to program to fulfill various information needs of the library's clientele. In the future, cable appears to offer an opportunity for electronic resource sharing at relatively low cost, certainly far less than present telephone networks entail. If American libraries are to have a national information system, based on telecommunications, cable communications will have a large part to play in making these plans come true. (p. 20)

Sounding a note of caution concerning library participation in cable TV activities, Molumby, whose own District of Columbia library has been highly active in the field, has stated (1975):

Writing about cable and libraries in 1975 is not the exhilarating exercise it was several years ago. Then, the objectives seemed so clear and the future so bright. If library administrators could only be moved to join the cable revolution promptly, it would be no time at all before libraries would be coordinating municipal cablecasting in most homes, and already excellent library programs would no longer be confined to library meeting rooms but would be seen in living rooms all over town. Moreover, libraries would be the facilitators of "public access" programming permitting anyone with a message to get on the cable.... But now, in 1975, the mood is more subdued....The unforeseen slowdown in the growth of cable systems and their almost total failure to penetrate the larger cities have forced librarians to re-examine some of their hopes and plans. While there may be pessimism and second-thoughts in some quarters, it appears that the vast majority of librarians are not ready to given up on cable. For many of them it is just a matter of becoming reconciled to a dream deferred. They are confident that they have been on the right track and that the basic philosophy is sound. Others point to the astounding progress that has been made in establishing a major role for libraries in the cable revolution that is still to come. Others see this period as a beneficial pause giving us a chance to perfect our use of the opportunities now at hand and to perhaps broaden our planning to include other forms of telecommunication. (p. 175)

Perhaps the most significant cable event at the 1975 San Francisco ALA convention was the formation of a Video and Cable Communications Section in the Information Science and Automation Division (ISAD) of the organization. This move is expected to provide opportunities for cable and other video technologies to gain needed attention in matters pertaining to legislation, financing, programming, and technical development.

ALA President Allie Beth Martin, whose Tulsa Public Library has been a landmark institution with respect to cable TV, added her own insight on the library/TV future (1975):

18

> More and more information is going to be available only
> through machinery. Audiovisual technologies have already
> had a great impact on library services and will continue
> to do so, and we'll see more and more impact of various
> kinds of video. Television, of course, has had a major impact
> on library service, and I think in the future video tech-
> nology will increasingly supply information by using video
> tapes and video playback and cable television. Those things,
> I think, will influence library services. (p. 36)

By conservative estimate (Cohn, 1975) between 500-600 public libraries
are involved in one or more ways with the medium. As the reading of items
in the bibliography will show, public libraries are applying television
technology in a variety of interesting and promising ways. These include:
Public interest (educational) programs originated in library or community
access studios; taped transmissions of programs prepared elsewhere; loans of
video tapes, mostly for in-library viewing (frequently via remote outlets
within the library building); inter-connection of video cable systems for
library reference purposes; and organization of workshops to train library
clients in video equipment and program production.

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19

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   video recording technology.

Hallowell, Mary Louise. "The Libraries' Growing Use of Video
Technology and Cable TV." Broadcast Management Engineering/Cable
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   Surveys cable TV activities of many public libraries; provides
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Publi-Cable, Inc., 1975. 303 pp.

   Background papers on cable TV operations, with specialized papers
   on its use in schools, health fields, churches, libraries, museums, and
   a number of other social agencies.

20

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> in uses of the WATCHABOOK programs for in-library viewing
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> Establishes objectives such a system should support,
> examines the situation in Texas, and emphasizes need
> for proper planning at all levels.

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> issues, user needs, community organization, regulation,
> and other topics covered in a USOE-sponsored forum.

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> Resources which reports the author's assessments of the
> current status of library TV uses, using data drawn from
> numerous interviews and observations in public libraries,
> cable companies, state libraries, university libraries,
> municipal offices, and other locations in the United States.

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> or cable TV programming.

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 The ALA president's opinions regarding the status and near
 future of libraries and librarians.

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 Cites uses educators and librarians can make of cable TV
 and raises questions regarding the future of the field.

Molumby, Larry. "Libraries." In Cable Handbook, 1976-1977, edited by
Mary Louise Hallowell, pp. 175-186. Washington, D.C-: Public-Cable,
Inc., 1975.

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 renews his arguments for more participation of these institutions
 in cable telecommunications.

Reilly, Jane. Chicago's Study Unlimited: College Courses in the
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ERIC ED 098 911.

 Report at the end of the eleventh month of a joint effort of
 the Chicago Public Library and the City Colleges of Chicago
 to provide resources and services to permit individuals to
 earn college credit through independent study of video
 cassettes, workbooks, texts and to take examinations when
 they felt ready to do so.

Schoenung, James. Cable Television: A Bibliographic Review.
Mimeographed. Part of an ALA packet on Cable TV. Chicago:
American Library Association, 1972. 24 pp.

 Qualitative comments concerning the literature of the field,
 classified according to: (1) primers and histories, (2)
 bibliographies, (3) abstracting and indexing services,
 (4) directories, (5) journals and periodicals, (6) operations
 and equipment, (7) government materials and regulations
 in effect at the time, and related headings.

Smith, Ralph Lee. "The Wired Nation." Nation (18May70):582-606.
(Also issued as a book, Harper and Row, New York, 1972.)

 Reviews the promise and practice of community-based cable
 television efforts in the United States up to 1970, including
 pay-TV developments and the role of the commercial telephone
 industry and cable companies in moving information across
 the country.

Stevenson, Mona L. D. Television and the Public Library: A Study of the State of the Art as Revealed by Library Literature. Columbia, Missouri: University of Missouri, Department of Library Science, 1975. 68 pp. ERIC ED 110 014.

> Statistical and interpretive survey of the field from its earliest beginnings. Case studies of Detroit, Michigan, and Mobile, Alabama, library uses of TV are used to contrast early usage with that of the present.

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> Projections of the significant role likely to be played in the future by creative black telecommunications personnel, especially in public libraries, in bringing needed television services to fulfill information requirements of members of the black community.

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> Reviews library TV activities initiated by the New York State Library system and the Chicago Public Library.

23

AUDIO

Perfection of the cassette format for audio recordings has significantly
added to library interest in this medium. Stevenson (1972) has commented
on this as follows:

> Sound recordings have been a part of library services for
> many decades...But progress in learning to exploit the full
> potential of this medium of communication was slow and
> erratic...With the rise of the long-playing disc (phonograph
> record) in the 1950's, librarians began to develop more
> extensive collections for educational and recreational
> uses. This development continues today as media centers
> are established to integrate all audiovisual services
> and as a few librarians began to deal with the problems
> and prospects offered by tape cassettes. The use of sound
> recordings as reference and research materials has not
> kept pace with these developments, and despite our many years
> of experience with packaged sound, it remains...a frontier
> area of librarianship. (p. 3)

Recent increases in number, variety and availability of audio recordings
(tape and record) have influenced library attention to audio resources.
(Stevenson, 1972, Introduction). Changing practices have led to some vendor
policies that permit purchasers to duplicate tapes on the premises for
library users. High-speed tape duplicators have greatly simplified and
accelerated that process.

Problems of organizing and managing library audio collections also have
received considerable attention. (Egan, 1974; Poulos, 1972; Sunder, 1969).

Dial-in audio tape banks, used experimentally in a few cases, are some-
times viewed as having great potential for the future.

Use of audio tapes in local oral history projects has long been of
interest to librarians and is expected to occupy an even more important
role in the future. (Gell; Shumway, 1971; Stevenson, 1972). The growing
number of audio tapes and phonograph records that deal with this subject
find many uses in today's public libraries. (Waffen, 1975).

Radio broadcasting by public libraries in not common. Perhaps the
best examples of what libraries can do with the medium are described by
Day (1969), Schaefer (1972), and McRae (1974). Forsythe's (1970) broader
view of radio contributions in education contains some implications for
libraries as well.

24

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    Mechanics of a San Francisco Public Library Early Childhood
    Education project using three-minute recorded stories and
    poems for two- and five-year-olds. Access is by telephone.

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    selection, purchase, processing, and circulating on a rotating
    basis a large audio cassette collection.

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an Educational Delivery System. Prepared at the request of the Commission
on Instructional Technology. Washington, D.C.: Government Printing
Office, 1970.

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Recorded Sound." Library Trends 21 (No. 1, Jul 72):1.

    A review of the entire field of archival sound collection
    including: oral history; activities in the Library of
    Congress; discography; preservation and restoration of
    recordings.

Sunder, Mary Jane. "Organization of Recorded Sound." Library Resources
and Technical Services 13 (Win 69):93-98.

Waffen, Les. "Oral History Reviewed." Forecast (Baker and Taylor Co.,
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    history collections on cassette tapes.

Limbacher, James L. "Leapin' Lizards: Radio's Back." Previews 3 (Nov 74): 5-7.

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    Report on the manner in which the Northwestern Regional Library
    (North Carolina) reaches Appalachian population through its own
    radio broadcasts.

Poulos, Arthur. "Audio and Video Cassettes: Friend or Foe of the Librarian?" Special Libraries 63 (May/Jun 72):222-226.

Schaefer, M. W. "Radio and Audio Services of the Louisville Free Public Library." Kentucky Library Association Bulletin 36 (Jul 72):20-27.

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    A directory of the thousand-member OHA of oral history
    projects under way in the United States.

26

THE FUTURE

Although it appears that public libraries will continue to face shortages of funds, library futurists are certain that new responsibilities will be thrust upon them requiring the use of films, video, and audio media resources. Usually, these media will be used in the form of programs and in combination with printed media which libraries have always provided.

The remainder of this section presents several general anticipated trends for public libraries with implications for media use, with each anticipated trend followed by relevant references.

Anticipated Trends and References

*Increased support of a systematic and behavioral approach in dealing with community information problems. Overly simplified, this approach recognizes the need to carefully express program objectives—long- and short-term goals to be reached, changed conditions or behaviors to be effected in target groups—and to determine criteria to be used and data to be gathered to measure their attainment. "Cost/benefit" (the relationship of dollar inputs to social benefits) is considered the recommended criterion of program effectiveness. With this approach, once objectives are established, alternative means (programs) to achieve them must be determined. Implementation calls for interim monitoring, evaluation, and continuous revision. In any such systematic approach to decisions affecting library service, planners must determine the most effective trade-offs and alternatives regarding the use of media.

Atkinson, Hugh C. "Extension of New Services and the Role of Technology." Library Trends 23 (Oct 74):305-317.

A critical look at the promise and reality of several "newer media" of interest to libraries, cable television, cassette television, and computer services.

Bonser, Charles F., and J. R. Wentworth. A Study of Adult Information Needs in Indiana. Indianapolis: Indiana State Library, 1970. 130 pp. ERIC ED 044 133.

Concludes that the public library is only incidentally
relevant to adult population needs and recommends
targeting and supporting with funds specific library
services having high priority.

Brown, James W. "A Personal Viewpoint.: American Libraries
1 (Jan 70):44.

Bundy, Mary Lee. "Urban Information and Public Libraries:
A Design for Service." Library Journal 97 (15 Jan 72):161-169.

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York: McGraw-Hill, 1973. 112 pp.

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Garrison, Guy, ed. Total Community Library Service. Chicago:
American Library Association, 1973. 138 pp.

Johnson, Scottie McIntyre, Linda Schexnaydre, and Mary S. Woods.
Planning Audiovisual Services in Public Libraries. Austin:
Texas State Library, Department of Library Development, 1975.
276 pp. ERIC ED 110 005.

    A manual designed to serve as a basis for a library
    personnel workshop series. Provides assistance in
    evaluating, selecting, and utilizing audiovisual
    materials and equipment. Emphasizes need for and
    ways to accomplish essential planning for film,
    video, audio, and projected still media services.
    Includes a helpful bibliography.

*Increased knowledge of the contributions of each type of media in
informing, increasing the skills of, or developing attitudes of library
users, and use of that knowledge to provide appropriate media resources
to help achieve client goals.

28

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Media Design." AV Communication Review 23 (Sum 75):139-170.

    Examines issues surrounding the questions: (1) Do
    interactions exist between intellectual abilities
    of learners and the different ways instructional
    media may be designed and produced; and (2) Can the
    findings from this search be translated into pres-
    criptions for the actual development of instructional
    problems? Contains an extensive bibliography of
    research studies bearing on these problems.

Campeau, Peggy L. "Selective Review of the Results of
Research on the Use of Audiovisual Media to Teach Adults."
AV Communication Review 22 (1974):5-40.

Di Vesta, Francis J. "Trait-Treatment Interactions, Cognitive
Processes, and Research on Communication Media." AV Communication
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*Increased appreciation by librarians of their need to possess and use
skills required to meet library clients on their own ground. Client charac-
teristics regarding reading ability, background, experience, interests, and
"learning style" will affect the development, choice, and use of new media
or combinations of media to meet individual needs.

Bates, Marcia J. "Review of Literature Relating to the
Identification of User Groups and Their Needs." In Preliminary
Investigation of Present and Potential Library and Information
Service Needs, by Charles P. Bourne, et al. Washington, D.C.:
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Information Science, 1973. 110 pp. ERIC ED 073 786.

    A study of information needs of various population
    groups, with implications for post-1975 library
    services. Includes specific "new media" for this
    purpose.

29

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61 (Sep 67):953.

    Argues that libraries should be much more than
    depositories of information and that they should
    perform more as generative forces and connective
    centers for their clientele.

Croneberger, Robert, Jr., and Carolyn Luck. "Defining
Information and Referral Service." <u>Library Journal</u>
100 (Nov 75):1984-1987.

    A rationale for the increased need for and attention
    to library information and referral, intending to
    link individuals with community or other services
    needed to solve problems.

Debons, Anthony. "An Educational Program for the Information
Counselor." Offset. Pittsburgh: University of Pittsburgh,
Interdisciplinary Department of Information Science, 1975.
15 pp.

    An account of the graduate program of the University
    of Pittsburgh to prepare individuals to assume a new
    role--that of "information counselor"--serving to
    interface between the information source and the
    ultimate user of information.

Galvin, Thomas J. "The Education of the NEW Reference
Librarian." <u>Library Journal</u> 100 (15 Apr 75):727-730.

Hershfield, Allan. "Information Counselors: A New
Profession?" In <u>Humanization of Knowledge in the Social
Sciences Symposium</u>, pp. 29-34. Syracuse, New York:
Syracuse University, School of Library Science, 1972.

    Opens up the issue of the need for professional
    information specialists capable of serving
    diagnostic and educational functions connected
    with client use of information.

* <u>Increased use of adult independent study activities</u>. The lines
will blur even more between in-school education and continuing informal
education. More frequently than ever, individuals will turn to or away
from education--as they wish and as circumstances require. Quite likely,
there will be increasing acceptance of "universities without walls" and
external degree programs as approved avenues to personal improvement
and/or degrees and diplomas. Such activities will require new services
from public libraries involving print and nonprint media.

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Bethany, Marilyn. "Independent Study Programs: Not Just
Another Great Idea." <u>Forecast</u> (1975):42-44.

> Work of learner's advisors and other personnel in
> experimental programs of the Office of Library Inde-
> pendent Study Projects (College Entrance Examination
> Board.)

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Non-Traditional Education</u>. Homewood, Illinois: ETC Publications,
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> A report of the Dallas (Texas) Public Library independent
> study project for adults, an outgrowth of experimental
> efforts of the College Entrance Examination Board.

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Unlimited</u>: Multimedia, Library-Based Continuing Education."
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Follettie, Joseph F. "Home and School as Longer-Term
Alternative Sites for Interactive Instruction." Los Alamitos,
California: Southwest Regional Laboratory for Educational
Research and Development, 1972. 11 pp. ERIC ED 108 666.

> Positive and negative implications of the eventuality
> that American homes will be equipped to provide
> interactive instruction before 2000 A.D.

31

Houle, Cyril O. The Public Library's Role in Non-Traditional Study. New York: Columbia University, New York School of Library Service, 1974. 119 pp. ERIC ED 098 993.

> The key problem of the public library as an educational institution is that many librarians and most citizens do not realize that it is a center of learning. Librarians can and should work to alter this picture.

Knowles, Malcolm S. "Adult Education." In New Media and Education: Their Impact on Society, edited by Peter H. Rossi and Bruce J. Biddle, pp. 301-322. Chicago: Aldine Publishing Company, 1967.

Richards, Berry, and Joseph H. Oakey. Information Systems for Non-Traditional Study: The State of the Art. 1974. 33 pp. ERIC ED 093 281.

> Opinions regarding the likelihood of libraries becoming continuing formal education institutions, often offering degrees. Points out the likely blocks to such development and suggests ways to avoid them.

* Increased recognition that communications and information technologies are far from being fully exploited. Predictions about communications developments emphasize that much more is to come. As an example, entire communities can be linked through telephone or cable TV lines. This already has been done in modest ways, but it is likely it will occur more intensively and in more locations in the future. It is predicted (Baran, 1971) that such development will encourage entrepreneurial support of a host of electronically-related information services involving public library media use, such as: (1) specialized or general electronic newspapers, (2) media-supported adult education correspondence study (interactive or non-interactive), (3) computer-aided independent tutoring, (4) transmitted-for-a-fee entertainment (plays, films, etc.), (5) community information services (facts, dates, hours, contents of forthcoming events, locations of data-related services, weather data, road conditions, and many others), (6) access to library resources through electronic browsing, dial-in audio or tape banks, or keyboard conversations with "librarian computers," (7) video screen or "hard copy" paper printouts of library data at client discretion, and (8) "frame grabbing" (a procedure offering clients opportunities to store single pictures--as from a TV program--for later reviewing).

The approaches toward using nonprint media in public libraries—
and the media themselves—are changing and developing. This paper
has touched lightly on some of the major activities and trends.
For further information, the interested reader is encouraged to pursue
readings from the references and to contact appropriate organizations
and periodicals from the following lists.

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Services to the Home 1970-1990</u>. Menlo Park, California:
Institute for the Future, 1971. 131 pp.

> Describes the potential market demand and service
> parameter estimates for 30 potential new information
> services to the home for the time period 1970-1990.
> Focus is primarily upon possible uses of broadband
> cable TV systems.

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of Cable TV</u>. Syracuse, New York: Syracuse University, Center
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> Proposes that libraries become major community
> information resource centers, possibly supported,
> in part, by fees charged for their services.

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> Projections of the future of interactive TV based on
> historical analogy and extrapolations of existing trends.

<u>Libraries in America's Future</u>. Library Journal Anniversary,
1876-1976. New York: R. R. Bowker Co., 1976. $12.50 (hard
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> The Future America; Library Art, Circa 1975; Library
> Futures; Library Materials; The Library Building;
> Government and Our Libraries; Major Issues That Lie
> Ahead; Follies and Landmarks of a Century.

33

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Telecommunication: A Planning Study. Columbus, Ohio:
Battelle Memorial Institute, 1975. 130 pp. ERIC ED 105 876.

> Survey report of goals, present status, and anticipated
> future of education broadcasting, based on literature
> reviews, visits to broadcasting facilities, and interviews
> with 60 station managers.

* Increased attention to the development of media management
skills and insights required of professional librarians.

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> Predictions regarding future applications of
> telecommunications, computers, micrographics,
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> Reports, activities and plans of CSIE's project which
> aims to promote the development and exchange of a
> number of classroom-tested instructional modules
> for use in teaching classroom-based and in-service
> training programs in the field of library and infor-
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> Stresses need for library education of the future to
> emphasize preparation of specialists competent in
> management, communication, information science counseling,
> instructional program development, media production and
> use, research, subject knowledge, systems analysis and
> design and technology.

34

"The Future: Libraries, Librarians, and Users." Library Trends
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Maguire, C. and M. Trask. "Impact of Nonprint Materials on
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Stone, Elizabeth W. Continuing Library and Information Science
Education. Washington, D.C.: Superintendent of Documents, U. S.
Government Printing Office, 1974. 435 pp.

> Includes recommendations of findings with respect to the
> National Commission on Library and Information Science call
> for "a nationwide program of continuing education for
> personnel in the library and information science field."
> Spells out specifics of a proposed Continuing Library
> Education Network and Exchange (CLENE) through which its
> recommendations could be achieved.

* Finally, a growing understanding of the crucial role of media--
and especially of the newer media--in helping to mold a workable world
society. Concerning this possibility, Rochell (1974, pp. 2-3) said:

> It is unsettling...to accept the fact that in this country
> man's capacity for destruction has outstripped his capacity
> for learning. It is equally disturbing to see and to be
> unable to act upon the fact that there is an ever-widening
> gap between the haves and the have nots. Services are
> available and citizens go without; knowledge doubles in
> less than a decade as science, industry, education, and
> government repeat their own research and all too often their
> own mistakes, in which someone has more accurately called
> a "galaxy of garbage." One obviously assumes that
> available technology should serve to harness the explosion
> and remove the deprivation.

The far-reaching effects of enlightened applications of new media
in the realm of world problems leads Foote (1967, p. 379) to question:

> Is it too much to conclude that the newer media potentially
> connects the individual learner with any available knowledge
> in the world of past or present? In this sense, the goal of
> education--with ultimate development of the individual--is
> joined with the ultimate goal of communication--the unification
> of human society.

35

Foote, Nelson N. "The New Media and Our Total Society."
In New Media and Education: Their Impact on Society, edited
by Peter H. Rossi and Bruce J. Biddle, pp. 349-379.
Chicago: Aldine Publishing Company, 1967.

Rochell, Carlton C. Information Explosion/Deprivation
Implications for New Towns. Syracuse: Syracuse University,
Center for the Study of Information and Education, 1974.
25 pp. ERIC ED 093 279.

    Observations concerning the present status of
    information services proposed, or actually in use,
    for new towns. Concludes that the picture is quite
    dismal and that there is a general lack of communi-
    cation between new town developers and the library
    personnel who will nearly always be expected to
    provide the services.

ADDITIONAL SOURCES

Library/New Media-Related Organizations

American Federation of Film Societies (AFFS), 333 Avenue of the Americas,
New York, NY 10014.

American Film Institute (AFI), John F. Kennedy Center for the Performing
Arts, Washington, D.C. 20566.

> An independent, nonprofit organization supported, initially,
> by the National Endowment of the Arts. Seeks to "preserve the
> heritage and advance the art of film and television." Maintains
> a Center for Advanced Film Studies; monitors information about
> film study and film production courses offered throughout the
> United States.

American Library Association (ALA), 50 East Huron Street, Chicago, Illinois,
60611.

> A major organizational force of U. S. library personnel. Its
> nonprint, audiovisual interests are to be noted in the media
> activities of several influential ALA sub-groups, of which the
> following are representative: American Association of School
> Librarians; Children's Services Division; Information Science
> and Automation Division; Public Library Association; Resources
> and Technical Services Division; Young Adult Services Division;
> Audiovisual Committee.

Association for Educational Communications and Technology (AECT),
1201 16th Street, N.W., Washington, D.C. 20036.

> A professional organization concerned chiefly with school and
> university utilization of instructional media and technology to
> achieve improved learning. Supports an extensive publications
> program, some items of which are of use to public library
> audiovisual personnel. The special interest group to which
> library audiovisual members usually subscribe is its Information
> Systems Division (ISD).

Cable Television Information Center, 2100 M Street, N.W., Washington,
D. C. 20037.

> Allied with the Urban Institute; assists individuals and
> organizations in developing policies and plans for public
> interest cable television systems.

Center for the Study of Information and Education (CSIE), 130 Huntington
Hall, Syracuse University, Syracuse, New York 13210.

An independent, federally-supported survey and research
agency concentrating on interrelations and needs of library
science, information science, communications, and educational
technology.

Center for Understanding Media (CUM), 75 Horatio Street, New York,
New York 10014.

Conducts research and publishes and produces materials related
to uses of educational media, particularly by young people;
promotes serious film study and film literacy activities.

Consortium of University Film Centers (CUFC), c/o William D. Philipson,
Director of A-V Library Services, University of Minnesota, Minneapolis,
Minnesota 55414.

A cooperative organization of nearly 50 institutions of higher
learning maintaining educational film rental libraries.

Continuing Library Education Network and Exchange (CLENE), c/o Dr. Elizabeth
Stone, Chairman, 620 Michigan Avenue, N.E., Washington, D.C. 20064.

A facility which encourages and coordinates continuing education
opportunities and resources for library and information
specialists throughout the United States.

Corporation for Public Broadcasting (CPB), 888 16th Street, N.W.,
Washington, D.C. 20006.

Funded by the federal government and private sources; cooperates
with a system of approximately 250 public television stations
comprising the Public Broadcasting Service (PBS).

Educational Film Library Association (EFLA), 17 West 60th Street,
New York, New York 10023.

Founded in 1943; a recognized leader among organizations devoted
to promoting wider use of new media resources in public information
and education programs. Concentrates on 16mm, 8mm, and filmstrip
fields; sponsors the prestigious annual American Film Festival,
whose winning productions it circulates widely to public libraries
throughout the country. Publishes: Sightlines; EFLA Film Eval-
uation Guide; film evaluation cards; numerous filmographies and
bibliographies; program guides to the American Film Festival;
others.

38

Educational Products Information Exchange (EPIE), 463 West Street, New York, New York 10014.

> A nonprofit organization that assesses and reports on educational media and media hardware.

ERIC Clearinghouse on Information Resources, Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, California 94305.

> One of the sixteen ERIC Clearinghouses supported by the National Institute of Education; specializes in assessing and abstracting non-copyrighted materials relating to information and library science, communications, telecommunications, and educational technology.

Film Library Information Council (FLIC), Box 348, Radio City Station, New York, New York 10019.

> A nonprofit professional group in the film library field; emphasizes uses of 16mm and 8mm films in public library programs.

Great Plains National Instructional Television Library (GPNITL), University of Nebraska, Box 80669, Lincoln, Nebraska 68501.

> A major rental and sale source of complete tele-courses for higher education, adult education, and other levels of study.

Library Independent Study and Guidance Projects, College Entrance Examination Board (CEEB), 888 Seventh Avenue, New York, New York, 10019.

> Coordinates public library participation in providing counseling and educational services to adults who seek to earn credits and college degrees through independent study (often in libraries).

Library/Media Technical Assistants, Training Programs for, American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

> Responsible for encouraging acceptance and use of the "Criteria for Programs to Prepare Library Media Technical Assistants."

National Association of Education Broadcasters (NAEB), 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

> Nonprofit association of individuals engaged in educational television, radio, and audio activities.

National Audiovisual Center, Washington, D.C. 20409.

> Established in 1969 as a unit of the National Archives and
> Records Service, General Services Administration, to provide
> federal agencies and the general public with a central infor-
> mation, loan, sales, and rental service for audiovisual
> materials produced by and for executive agencies. Its catalog
> lists and describes more than 5,000 items.

National Cable Television Association, 918 16th Street, N.W.,
Washington, D.C. 20006.

National Center for Audio Tapes (NCAT), Stadium Building, University
of Colorado, Boulder, Colorado 80302.

> Nonprofit source of noncopyrighted audio tapes (at cost)
> originating in educational radio, convention and conference
> programs, and other sources. Subjects range throughout
> all curriculum areas and levels--pre-school through college
> and adult.

National Commission on Libraries and Information Science (NCLIS),
1717 K Street, N.W., Washington, D.C. 20036.

> An independent agency operating within the executive branch
> of the federal government charged with developing and
> recommending plans to provide adequate library and information
> services to the United States. Seeks especially to improve
> library and information networks throughout the country.

National Information Center for Educational Media (NICEM), University
of Southern California, University Park, Los Angeles, California 90007.

> Compiler and publisher of numerous classified catalogs of
> such nonprint media as films, transparencies, slides, film-
> strips, audio tapes, and video tapes. They also publish
> a quarterly newsletter.

Oral History Association, Box 20, Butler Library, Columbia University,
New York, New York 10027.

> Encourages recording and use of oral history materials.

Public Broadcasting Service (PBS), 485 L'Enfant Plaza S.W., Washington,
D.C. 20024.

> A private, nonprofit corporation that serves the country's
> noncommercial television broadcasting stations.

Public Television Library of the Public Broadcasting Service, 485 L'Enfant Plaza, S.W., Washington, D.C. 20024.

Public-Cable, Inc., 1201 16th Street, N.W. Washington, D.C. 22036.

   A consortium of persons and organizations to encourage maximum
   public participation in cable-TV affairs and operations.

Television Information Office, 745 Fifth Avenue, New York, New York 10022.

   Provides a bridge between commercial television broadcasters
   and networks and their viewers; produces teacher guides for selected
   television programs of educational worth.

Library/New Media-Related Periodicals

Access; Challenge for Change Publication (formerly Challenge for Change
Newsletter). National Film Board of Canada, P. Box Box 6100, Montreal, 101,
Quebec, Canada.

   News and reports of social change activities partially supported
   by the Canadian government; emphasizes uses of media to achieve
   objectives.

Advanced Technology/Libraries. Knowledge Industry Publications,
Tiffany Towers, P. O. Box 429, White Plains, New York 10602.

   Newsletter dealing with copyright, library automation,
   legislation, and latest practices and resources in library
   new media field.

Booklist. American Library Association, 50 E. Huron Street, Chicago,
Illinois 60611.

Cable Libraries. C. S. Tepfer Publishing Co., 607 Main Street,
Ridgefield, Connecticut 06877.

   Current news and reports on the field of video, particularly
   cablevision; new programs; legislative and regulatory develop-
   ments; progress reports.

Cable Lines. Cable Communications Resource Center, 1900 L Street, N.W.,
Washington, D.C. 20036.

   Monthly, with membership. Up-to-date information about
   cable TV developments in the United States.

CPB Report. (Weekly Newsletter) Corporation for Public Broadcasting, 888 16th Street, N.W., Washington, D.C. 20006.

    CPB news and television information.

CVRP Patch Panel. San Francisco Public Library, Civic Center, San Francisco, California 94102. Bimonthly.

    Newsletter of the California Video Resource Project, which
    is headquartered in the San Francisco Public Library. Provides
    current data regarding library TV activities in Northern
    California and elsewhere.

Film Library Quarterly. Film Library Information Council, 17 W. 60th Street, New York, New York, 10023.

    Reviews films and books, provides news and articles relating to
    multimedia utilization in libraries.

Film News. Film News Company, 250 W. 57th Street, Suite 2202, New York, New York 10019. Published 5/yr.

    Film reviews; film programs; literature surveys, with
    considerable emphasis upon library media utilization.

Great Plains National ITV Library Newsletter. University of Nebraska, Box 80669, Lincoln, Nebraska 68501. Monthly; free.

    Articles on instructional television activities and its own
    TV cassette programs.

Landers Film Reviews. Landers Associates, Box 69760, Los Angeles, California 90069. 9/year. Looseleaf.

    Contains in-depth film reviews.

Library Journal. R. R. Bowker, Co. 1180 Avenue of the Americas, New York, New York 10036. Twice monthly Sept.-June; monthly July and August.

Library/Media Report. ERIC Clearinghouse on Information Resources, Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, California 94305. Irregular news periodical, usually published four times per year; free upon request.

Media Mix Newsletter. 221 W. Madison, Chicago, Illinois 60606. 8/yr.

Previews: Nonprint Software and Hardware News and Reviews. R. R. Bowker Co., 1180 Avenue of the Americas, New York, New York 10020.

Public Telecommunications Review. National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

   Reviews, scholarly articles, news of the television field
   for professional personnel.

Sightlines. Educational Film Library Association, Inc., 17 W. 60th Street, New York, New York 10023. 4/yr.

   Articles on media in a variety of formats, with emphasis
   upon 16mm film; contains reviews.

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Prepared under Grant No. NIE C 74 0027.

43