veys our subjective consideration of the factors which make up part of the concept of total significance. Perhaps we have not thought in terms of little Mary's "predisposition" when called upon to recommend a book for her, but we did consider her age, her sex, and her schooling in making the recommendation. To be sure, we have not thought consciously in terms of "media analysis" in our everyday work, yet the preliminaries to any extensive search of the literature on a research project have inevitably given weight to that. And if we have not consciously thought of "measurement of effects," one of our primary claims for support as representatives of a worthwhile social institution has been the socially desirable educational or other effect of the literature we purvey upon those to whom we supply it.

Thus, regardless of the types of libraries with which we may be associated, the science of communication outlined by Dr. Lasswell is an integral part of the fabric of our everyday work. Rudimentary as its applications to daily library practices have been so far, they offer great promise for the future. Every step ahead in the science of communication should be regarded with keen interest by librarians as a possible aid in what Jennie M. Flexner used to call "pondering the imponderables." The science of communication should gradually push back the curtain of the unknown, not only in the selection of print and other types of library materials, but also in readers advisory services and in other educational uses of print.

Careful study of all the titles mentioned by Dr. Lasswell, particularly those which he lists in footnotes 4, 5, 7, and 8, would be a good way to start. These studies offer the beginnings of a rich field for research and for development of the profession of librarianship by increasing scientifically the usefulness of libraries to their public.

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Comment by RALPH E. ELLSWORTH

Communications Study and University Librarians

Since the study of communications is new, its province is still uncharted, its terminology is still uncertain, and its methods are almost entirely borrowed. It is possible to divide communication into two approaches—physical and cultural (to borrow two terms from anthropology).

Thus, physical communication in a university library concerns itself with problems of preparing and using audio-visual aids, printing, radio, motion pictures, and other similar media. Cultural communication concerns itself with an analysis of the effects or results of the media.

**Physical Communication**

Librarians in universities have not been campus leaders in this field. The number of libraries that have incorporated the preparation and use of audio-visual aids in their organization is very small indeed. In most universities there are strong departments of visual aids, usually associated with the extension divisions, and librarians have had little to do with the work.

This situation promises to be an embarrassing one now, because out of the experiences of wartime teaching we have learned that nonprint media are often more effective than are print media. If our instructors wish to take advantage of what we have learned in recent years, they will want to use audio-visual aids when making their assignments. Their reserve lists will include books, films, slides, models, etc. If they have to divide their lists and send part of them to the library and part to departments of visual aids, the procedure will be cumbersome. Likewise, from the student's point of view the syllabus will require him to study books, films, etc., but the materials will be located in different parts of the campus and he will have much difficulty in getting the two together. From the point of view of instruction and research, therefore, it appears that the library should store and provide facilities for using all types of learning tools, print and nonprint.

From the point of view of preparation of materials, there are also unsolved problems. Several colleges and universities, as well as
commercial agencies, have prepared radio and motion picture scripts and films that are first-rate instructional and research tools. The films can usually be purchased at the source and so can the scripts of the radio programs. But one cannot buy the script of a music broadcast, and the script of a speech is not the same as the speech. It is not economical for each university library to make recordings of the university’s radio broadcasts.

Thus, it would seem that educational broadcasting stations should make and sell recordings of their important programs, and librarians should be able to purchase these just as they now purchase books. They should start buying educational films and providing facilities for using them along with ordinary library materials. Their viewing equipment should be primarily for the individual. They should also have viewing rooms for classes if they have the space. Otherwise, they should be prepared to lend the films to professors to use in classrooms equipped for the purpose.

Thus, preparation of nonprint media need not be done in the library. It can be done in the existing bureaus of visual aids and in the broadcasting studios. But it seems difficult to escape the conclusion that the resulting products must be stored and used in and from the library, which is the logical and natural place for study.

We librarians should have foreseen this difficulty years ago, but since we did not, we should hasten to correct the situation now before the war is over. Postwar students who have experienced Army teaching methods will not be patient with the situation as it now stands. This situation is presented merely as one illustration of a problem in physical communication on a university campus. A careful study of the activities of progressive schools of journalism will suggest many other similar problems.

Cultural Communication

This branch of communication concerns itself with studying the effects on the individual and on society of the use of means of communication. In its simplest aspect, it asks what is the most effective medium for teaching a specific fact, idea, or project. In its most complex aspect, it tries to find out how existing means of communication determine what people know and think and it may also try to evaluate the effect of a specific medium on specific groups or individuals. It may even examine a given community to try to find how the beliefs, attitudes, and knowledge of its members are formed by the various communication media used in the community.

There is a growing number of students of social communication in universities. University librarians who wish to do so might well make this field the center of their research and might teach courses in some branch of the discipline. If they do so, they will find their campus a very satisfactory communications laboratory. A few specific projects around which they might organize research programs are as follows:

1. Select specific courses and study the effectiveness of various communications media for accomplishing the objectives of the course
2. Make careful studies of the learning habits and practices of individuals throughout their undergraduate years. Find out to what extent individuals acquire their basic and specific attitudes as a result of class instruction or of other noncurricular influences
3. Try to trace the influence of the propaganda materials that come into all libraries from organized interests
4. Study the availability of the various means of communication in terms of individuals and groups. How does residence in dormitories and fraternities affect availability?
5. Study the influence of student groups (religious, political, social, and scholastic) on the use members of the group make of learning tools.

These five problems serve to illustrate the approach university librarians can take if they wish to apply the study of communications to the activities of the library.

The study of communications offers to the university librarian, who is trying to find a field of activity that is related to his daily work and that is intellectually satisfying, a province that is both challenging and fruitful. It is, of course, not the only province worthwhile of study, but it is a good one for the librarian who does not wish to confine his thinking exclusively to the mechanics of his craft.

If the university librarian wishes to study communication on the campus, he will find a natural bond of interest with the professor of

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communications who is using society as his laboratory. The librarian who does some useful research in this field might well contribute to the intellectual life of his campus.

Lasswell's statement makes it very clear that university librarians do not now have the kind of source material a student of communications works with. Even more discouraging is the fact that unless the librarian understands the library needs of the social historian, he will not be able to organize a collecting program that will insure the presence of the relevant materials for future researchers.

The librarian who is associated with a university that does not have scholars actively engaged in the study of communications will have a difficult time stirring up interest in collecting for communications research. One who is associated with active scholars in the field will be more fortunate.

Area study, as the concept is now evolving, may be the curricular outlet for communications study in universities that are not now interested in cultivating the subject directly. Although area study thus far has concerned itself with large geographic units, it can just as well adjust its focus from that of the telescope to that of the microscope. In time it will inevitably do so. Insofar as it does, the librarian will find understanding colleagues to help organize a collecting program and a research program that will bring the relevant documents into the library.

The librarian who tries alone to organize a collecting program on the basis of Lasswell's concept of communication will feel like the man (as Waples once said) who tries to walk through a crowd all headed in the opposite direction. If his objective is the right one, he should be willing to go even though the going is hard. Lasswell has, indeed, paid librarians a great compliment when he holds out to them the possibility of developing a positive program which may not be appreciated today but which will be taken for granted tomorrow.

Lasswell is admittedly talking about only one part of a library book collecting program, but in this particular sphere he has offered a concept that seems clear cut and understandable and he has even told us how to go about organizing it. The next move would seem to be up to us.

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Comment by ELIZABETH BOND

New Materials for Library Collections

New mediums of communication have brought us new forms of material. Our collections will of necessity include not only books and pamphlets but records and transcriptions and films. History is no longer a dead thing to be studied from books alone. Armies go into battle equipped, not only with the latest inventions in ordnance and air support, but with motion picture cameras and recording apparatus. We can hear on-the-spot accounts of the liberation of Paris, of the turning over of the Philippines from General MacArthur to President Osmeña, of the siege of Iwo Jima. These are preserved in transcribed form. Doubtless, also, we shall be able to hear accounts of the entrance of our armies into Berlin and Tokyo.

Should not libraries collect these transcriptions?

Many libraries now have record collections, particularly in the field of music. Should not these records be expanded to include records for the teaching of languages, recordings of great literature such as the Maurice Evans Shakespeare records, and recordings of historical events? And should not the music record collections include a few Frank Sinatra's and such popular items as "Mairzy Doats" and "Accentuate the Positive"? If the things to which people are exposed are important, as Dr. Lasswell says, then these items, often passed over, should receive attention. Why be jubilant over the acquisition of a collection of popular sheet music of the nineteenth century and forget to preserve the popular songs of the present?

Libraries must increase their holdings of films, not only microfilms, but motion picture films. Films, like transcriptions and records, are joining the ranks of historical source materials. History would be more vivid if we could see and hear Cornwallis surrendering...