

STANDARDS

For Library-Media Centers in Schools for the Deaf A Handbook for the Development of Library-Media Programs

Sponsored by
The American Instructors of the Deaf

U.S. Department of Health, Education and Welfare
Office of Education
Captioned Films for the Deaf
1967

INTRODUCTION

The roots of these *Standards for Programs in Library-Media Centers in Schools for the Deaf* originate in the American Library Association's 1960 *Standards for School Library Programs*¹ and in a *Status Study of Library Services in Schools for the Deaf*, which was conducted over two years, 1964–1966.

STATUS STUDY

The initial *Study on Status* was funded by the Office of Captioned Films for the Deaf, through a grant to The Convention of the American Instructors of the Deaf. A contract, "Library Services in Schools for the Deaf: Phase I," established the study project. Mrs. Patricia Cory was named Project Director.

Because of the lack of knowledge regarding library service in schools for the deaf, it was felt that much information was needed, and the first Project, or Phase I as it came to be known, was designed to assure that the needed information would be assembled, organized, expressed descriptively, and tabulated. It was also proposed that this information be compared with the 1960 *Standards for School Library Programs*. The gathering of the information and the comparisons were carried forward by the Project Director with the help of an Advisory Committee of distinguished educators of the deaf and three school library consultants who are acknowledged leaders in their profession². A report on the Status Study, with an analysis of the information in relation to *Standards for School Library Programs*, was published in 1966 by The Convention of American Instructors of the Deaf³. A summary of the "Report on Phase I" appeared in the November 1966 issue of *The American Annals of the Deaf*.

The information appearing in "Report on Phase I" was secured through on-site visits by the Project staff to 30 schools for the deaf. At each school in the sample, five major areas of school library services were observed: Program, Personnel, Collections, Quarters and Equipment, and Annual Expenditures.

The basis for choice of the interview schools was a geographic distribution of Public Residential, Private and Denominational Residential, and Public Day Schools. Representative schools were chosen by population and geographic location for each type.

The schools visited were as follows:

<u>By Type</u>		<u>By Population</u>		<u>By Geographical Location</u>	
Public Residential	17	Under 250	15	Far West	3
Private Residential	5	Over 250	<u>15</u>	Middle West	9
Public Day	<u>8</u>		30	South East	3
	30			North East	<u>15</u>
					30

The report on the status of library service in the thirty schools included a series of suggestions made as bases for possible standards for library services in schools for the deaf. These suggestions grew out of the inferences drawn from the material in the Status Study, analyzed in relation to the 1960 ALA Standards.

It was recognized, however, that actual development and adoption of standards for library services by schools for the deaf required further study and refinement as well as widespread understanding and support.

To make possible the development of such standards, the Office of Captioned Films for the Deaf made a second grant for Phase II of the library project, thus making possible an additional year's work, to complete the performance standards and present them to The Convention and to other professional associations interested in improving this aspect of the education of the deaf.

Accordingly, a second Advisory Committee was appointed for Phase II in order to involve an additional group of leading educators of the deaf with the findings of the Project, and with the magnitude of the standards of service.

CHANGES

The winds of change are blowing fast in education today. These changes are felt in special education as well as general education. They have influenced the Status Report on Phase I of this Project; they have constituted a challenge to all who have been concerned with Phase II of this Project; and they have influenced the *Standards for Library-Media Centers* proposed in this publication.

These winds have affected school library services as they have brought about revisions in curriculum with resultant new demands on libraries. The explosion of knowledge and the advances in the scientific and technical fields have also placed increased demands on libraries. The marked increase in the past few years of the use of the newer media has either added a new dimension to school library service or resulted in the establishment of parallel, but separate, audiovisual departments.

It comes as no surprise to some that libraries should encompass forms of communication other than print. In the past, ideas have been transmitted on stone tablets, papyrus, and silk scrolls as well as on the printed page. It is reasonable and logical that modern libraries should welcome the 20th-century inventions for communication: films, records, tapes, and their related forms.

Others, however, both in the field of librarianship and in the field of educational administration, have clung to the image of the silent library devoted to the hallowed (these past 5 centuries) printed book.

These differing views have contributed to confusion both in philosophy and administrative patterns. The need to develop a sound philosophy as well as logical and desirable administrative patterns is pressing indeed in the field of the education of the deaf.

After deliberation of these points of view, the Committees, while at work on the Standards, defined a library as a department, or a place set aside to contain books and other printed materials and audiovisual materials for reading, viewing and listening, for study, for reference, or recreational purposes. This definition is borne out by the new unabridged edition of the *Random House Dictionary of the English Language*. Among nine definitions of *library*, the fifth is particularly relevant to this discussion: "5. a collection of any materials for study and enjoyment, as films, musical recordings, maps, etc."⁴

Described and Captioned Media Program

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Not wishing to lose the traditional and respected name of *library*, but mindful of new terminology that has gained widespread use, the second Advisory Committee settled on the term Library-Media Center to describe the department encompassing the program, personnel, total collections of all materials, quarters and annual expenditures recommended in these standards.

CAPTIONED FILMS FOR THE DEAF

The existence in the United States Office of Education of the Captioned Films program provides schools for the deaf in the United States with a priceless source of educational materials available to no other schools for anyone anywhere. The materials from the Office of Captioned Films for the Deaf are invaluable.

The imaginative administrators of Captioned Films have conceived the assignment in far broader terms than merely captioning classroom, documentary, and recreational motion pictures important as this service is. They have commissioned the preparation of original filmstrips; and of related packets of filmstrips, records and printed booklets; and of programmed and other materials. They have commissioned the preparation of bibliographies of films and filmstrips found to be particularly useful with deaf students. The Captioned Film Office is currently making preparations for the publication of bibliographies of trade books useful with the deaf. They have established regional centers where information and assistance may be secured. They conduct annual workshops to train personnel. The actual materials, either purchased commercially or specially prepared pour into our schools offering abundant resources for the faculties with the talent and imagination to use them. Many of the related packets are designed to be used together. For example, each packet currently designed for use for auditory training contains 8 filmstrips, a long-playing record together with multiple copies of a related booklet. Who would separate them and send the booklets to one department with the record and filmstrip channeled to another? What teacher would thank an administrator for such a dichotomy?

LIBRARY-MEDIA CENTERS

In the field of the education of the deaf, therefore, it is imperative that unified administrative patterns develop so that the wealth of new materials can be integrated successfully with the riches inherited from the past, together with those which continue to flow from the presses of the mightiest publishing industry in the world.

The Project herewith proposes *Standards for Library-Media Centers in Schools for the Deaf*. Such centers would select, acquire, process, and administer all types of informational, reference, and recreational materials and provide guidance in their use by faculties and students. In addition to being responsible for the collections of all materials, the staffs of such Centers would also be responsible for program, the Center's quarters and equipment, and control and disbursement of the annual expenditures.

The Project staff, the Consultants, and the members of the two Advisory Committees were not unmindful of the demands such integrated centers make upon personnel. The implications for the types and quantity of personnel required and the professional education needed to prepare the personnel necessary for giving quality service are discussed in Chapter II on Personnel. It was the consensus that with appropriate

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combinations of professional preparation, teams of staff members could be developed to carry on the program, services, and functions described in *Standards for Library-Media Center Programs in Schools for the Deaf*.

SPECIAL CONDITIONS IN RESIDENTIAL SCHOOLS

The majority of schools for the deaf in the United States are residential schools, where students live for at least weekly periods and usually for a month or even several months at a time. Also, almost all residential schools are "campus type" schools with classroom buildings for different age levels and purposes, and dormitories situated sometimes at considerable distance from one another. These factors, which require more duplication of materials, provision of dormitory collections, and longer hours of service, were taken into consideration in each Chapter in the Standards. Quantitative standards, especially, were scrutinized and reviewed to assure adequate provision for the special needs of the residential schools.

THE ADVISORY COMMITTEES AND CONSULTANTS

It should be spread upon the record that both the Advisory Committees for Phase I and Phase II of this Project as well as the school library specialist Consultants contributed invaluable in terms of time and effort, and wealth of ideas to the development of these Standards.

The Project Director has appreciated and been deeply grateful for their faithfulness and feels that this Project would never have been successfully completed without their constructive and enthusiastic assistance.

Patricia Blair Cory
Project Director
May, 1967
New York, New York

FOOTNOTES

- (1) STANDARDS FOR SCHOOL LIBRARY PROGRAMS. American Library Association. Chicago. 1960.
- (2) For names of Committee members and Consultants see Appendix A.
- (3) Cory, Patricia Blair, REPORT ON PHASE I SCHOOL LIBRARY PROGRAMS IN SCHOOLS FOR THE DEAF. The Convention of American Instructors of the Deaf. 1966.
- (4) THE RANDOM HOUSE DICTIONARY OF THE ENGLISH LANGUAGE. Random House, New York. 1967. p.826

CHAPTER III

COLLECTIONS: PRINTED AND AUDIOVISUAL

This chapter is concerned with both quantitative and qualitative aspects of printed and audiovisual collections in the Library-Media Centers of schools for the deaf.

QUANTITY OF PRINTED COLLECTIONS FOR STUDENTS

BOOKS

The 1960 National Standards¹ regarding size of collections are out-dated and are now being revised. Also, those Standards were prepared for day schools for hearing children and are not adequate for special educational situations.

As noted in the Status Report, the size of the book collections for students in the majority of libraries in the 30 schools in the sample fall below the size range recommended. By projection, it is surmised that the library book collections in most schools for the deaf fall below quantitative standards. A first target should be to bring all library book collections up to present quantitative standards as quickly as possible. The Standards Committee emphasized the urgency and importance of rapid implementation of the quantitative standards, not at the lower range but at the upper range, in all schools for the deaf.

The Standards Committee for Library-Media Centers in schools for the deaf recommends the following range for library book collections:

In schools having 250 students and over: 10,000–15,000 books minimum
In schools having under 250 students: 6,000–10,000 books minimum

Ideally, even the smallest school needs a basic collection of 6,000 to 10,000 books to assure variety of choice, to meet educational needs, to meet the requirements posed by broad age span as well as to provide for range of interests.

PAPERBACKS

The Committee noted that paperbacks could make an important contribution to both the quality and quantity of the book collections. Some titles are available in paperbacks but not in hardcover. Also, if necessary, more duplicate copies of paperback titles could be purchased than would be feasible for the same title if it were hardback.

PERIODICALS, NEWSPAPERS AND PAMPHLETS

1. Periodicals

At least the following number of titles in the student's periodical collection:

Schools having grades K–6	25–30
Schools having grades K–8	30–50
Junior High School	40–70
Senior High School	80–120

2. Newspapers

At least 3–6 newspapers.

3. Pamphlets

An extensive number of pamphlets.

QUALITY OF PRINTED COLLECTIONS FOR STUDENTS

Quality can be assured in part by maintaining a regular annual budget for purchase of a sufficient number of new titles. Collections must be kept constantly up-to-date through acquisition of fresh material. Out-of-date materials should be discarded. Contemporary publications of quality and usefulness should be replaced when worn out.

Approved guides for the selection of materials in basic collections and recognized journals, reviewing contemporary publications are helpful². However, because of the special communication and reading problems of the deaf, selection and evaluation of materials for deaf students take on added dimensions. The Committee on Standards recommends the preparation of special lists of recommended books and other printed materials for schools for the deaf and the provision of other appropriate materials and assistance on a regularly available basis for these schools.

QUANTITY OF PRINTED COLLECTIONS FOR PROFESSIONAL STAFF AND STUDENT TEACHERS

BOOKS

The number of titles in professional libraries should be based upon the total of all professional titles actually in print in our special field, plus a reasonable number of titles in other areas of special education and in general education. Whether a teacher training center is affiliated with the school should make no difference except for the number of duplicate copies of certain titles that would be needed. Teachers, as well as trainees, deserve the best possible professional library. The recommended minimum budget for professional materials provides for the acquisition of a relatively small number of books a year for the professional collection in all schools and for the acquisition of duplicate copies in schools having teacher training programs.

PERIODICALS AND PAMPHLETS

1. Periodicals

At least the following minimum number of titles in the following categories:

Education of the Deaf	10
Print and Audiovisual Media.....	15
General Education	20

2. Pamphlets

An extensive file of pamphlets and reprints on professional topics.

QUANTITY OF AUDIOVISUAL COLLECTIONS

MOTION PICTURES

Realistically, the number of 16mm educational motion pictures available for use by deaf students will depend largely on the number of captioned films available. Since they are being produced in relatively generous supply, schools for the deaf are in a very advantageous position and should have educational 16mm motion pictures in adequate quantity. These captioned educational motion pictures are supplied to schools for the deaf and are on deposit in schools on a long loan basis, which in effect is a permanent basis. The educational 16mm film collection for use with students at present contains 200 titles, and new titles are being added at the rate of about two a week.

This is not to suggest that other 16mm motion pictures from other sources should not be used. Motion pictures should be rented, borrowed, or purchased from other sources as needed. Funds should be available to cover rental and/or purchase costs as recommended in Chapter V on Recommended Annual Expenditures.

The number of 8mm motion pictures which should be available in a school for the deaf cannot be stipulated at this time. DAVI standards take note of the rapidity with which changes are taking place in the 8mm medium and, regarding equipment, advised that, "Such significant changes are occurring in the 8mm medium which do not at present justify quantitative guidelines."³

These same significant changes reveal themselves in the numbers and forms of 8mm motion pictures currently available. Some are prototypes produced for experimental programs and are not in commercial production; some are in regular 8mm; and some are in super 8mm. Some 8mm film must be threaded while others are in cartridge form. Some difficulty in projecting super 8mm exists as projector companies are still tooling up, and certain needed new projectors are not yet on the market commercially.

It is desirable for schools for the deaf to inform themselves of new developments in the 8mm medium, to experiment with the use of 8mm film, with the production of 8mm film, and with the exchange of such 8mm materials among the schools.

However, at this time quantitative guidelines on the number of 8mm motion pictures that should be in an individual school cannot be formulated.

FILMSTRIPS

One of the most flexible and useful classroom materials is the filmstrip. In well-produced filmstrips, subjects are presented clearly, vividly and in sequence. Printed commentary on filmstrips for children is usually brief, to the point, and in relatively simple sentences. In addition to these advantages which are particularly important for the deaf, the pace or the speed of viewing and reading is controlled by the teacher, and a class can linger on an individual picture (frame) as long as is necessary or desirable.

Experience has proven the extraordinary value of the use of filmstrips with the deaf, both for guided group use in the classroom and individual use for reference. A basic collection of filmstrips should have at least two filmstrips per student. Small schools can profitably use more filmstrips than indicated in this minimal recommendation.

Filmstrips	3 new titles per student to be added annually
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OTHER VISUAL MATERIALS

The DAVI pamphlet makes this statement about other types of audiovisual materials:

“Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible, to develop quantitative guidelines for all types of audiovisual materials. Even though quantitative guidelines are not recommended at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available for the instructor’s use. Each item must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audiovisual materials with no one item dominating the program.”

It is recommended that schools for the deaf provide additional audiovisual materials, such as those listed herein, as needed in the curriculum and also for non-academic use by students:

- 2 x 2 slides
- 3 ¼ x 4 slides
- Transparencies and transparency masters
- Study prints
- Maps
- Globes
- Dioramas
- Tapes and disc recordings
- Realia
- Art objects

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AUDIO MATERIALS

Due to the special function which sound materials perform in schools for the deaf, quantitative standards for audio materials cannot be formulated. Traditionally these materials have been used primarily for auditory training and have been administered in supervisory units other than libraries or Library-Media Centers. In some schools for the deaf, audio materials are currently being transferred to the LMC departments. *As experience is gained, the matter of quantitative guidelines for audio materials should be reviewed.*

GENERAL RECOMMENDATION

The 16mm and 8mm motion picture collections and similar visual educational media as well as audio materials should be in the same administrative-supervisory unit as the book collections and other printed materials, thus establishing integrated collections of materials.

All staff members responsible for the selection and utilization of any media should be thoroughly familiar with all the collections (print and audiovisual) so that they will be able to assist faculty and students to take full advantage of the cross media approach to the use of materials. It is the consensus of the Committee on Standards that such service can best be achieved through integrated Library-Media Centers, unified collections, organized and indexed (cataloged) together, and with a unified staff. This arrangement constitutes the most functional, convenient, and economic organizational pattern, and provides for optimum service to students and teachers in the provision and use of materials.

FOOTNOTES

1. The ALA quantitative standards for books in 1960: In schools for the hearing having 200–999 students... 6,000–10,000 books.
2. A list of recommended selection aids is presented in: SELECTING MATERIALS FOR SCHOOL LIBRARIES: GUIDELINES AND SELECTION SOURCE TO INSURE QUALITY COLLECTIONS. American Association of School Librarians, Chicago. 1965.
3. QUANTITATIVE STANDARDS FOR AUDIOVISUAL PERSONNEL, EQUIPMENT AND MATERIALS. DAVI. NEA. 1965. Washington, D.C.