

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

76-13,343

OPOCENSKY, Virginia Belle Larson, 1927-
A COMPARISON OF LIBRARY-MEDIA CENTERS
IN PUBLIC RESIDENTIAL SCHOOLS FOR
THE DEAF WITH STANDARDS FOR LIBRARY-MEDIA
CENTERS IN SCHOOLS FOR THE DEAF.

The University of Nebraska - Lincoln
Ph.D., 1975
Education, audiovisual

Xerox University Microfilms, Ann Arbor, Michigan 48106

PREVIEW

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.

A COMPARISON OF LIBRARY-MEDIA CENTERS IN PUBLIC RESIDENTIAL
SCHOOLS FOR THE DEAF WITH STANDARDS FOR LIBRARY-MEDIA
CENTERS IN SCHOOLS FOR THE DEAF

by

Virginia Larson Opocensky

A DISSERTATION

Presented to the Faculty of
The Graduate College in the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Philosophy
Department of Educational Administration

Under the Supervision of Professor W. C. Meierhenry

Lincoln, Nebraska

December, 1975

TITLE

A COMPARISON OF LIBRARY-MEDIA CENTERS IN PUBLIC RESIDENTIAL
SCHOOLS FOR THE DEAF WITH STANDARDS FOR LIBRARY-MEDIA
CENTERS IN SCHOOLS FOR THE DEAF

BY

Virginia Larson Opocensky

APPROVED

DATE

W. C. Meierhenry

December 16, 1975

Erwin Goldenstein

December 16, 1975

Millicent Savery

December 16, 1975

Robert E. Stepp

December 16, 1975

SUPERVISORY COMMITTEE

GRADUATE COLLEGE

UNIVERSITY OF NEBRASKA

ACKNOWLEDGEMENTS

Sincerest appreciation and thanks are extended to all those who left their imprint on this study and the writer through their contributions, counsel, criticism, and, sometimes, cajoling.

To Dr. Wesley C. Meierhenry, who competently guided the writer through two degrees;

To Dr. Millicent Savery, Dr. Robert E. Stepp, and Dr. Erwin Goldenstein, who served on the supervisory committee;

To Mrs. Sue Sybouts, who not only was unfailing in her assistance in the preparation of the manuscript, but also offered helpful hints and cared;

To Dr. Todd Hoover, statistical consultant, who was a patient teacher;

To Claudia and Jan, who gave of their special talents, in addition to their time, their attention and their love;

To my Bill, who lovingly gave confidence, courage, consultation and, frequently, correction;

and, finally,

To the gaggle of faithful friends who constantly nudged.

V.O.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Education for the Deaf.	1
Purpose of the Study.	6
Significance of the Study	6
Definitions of Terms.	10
Limitations of the Study.	12
Organization of the Study	12
II. REVIEW OF LITERATURE	14
The Multi-Media Concept	16
Integration of the Library and Media Center	19
Standards for Library-Media Services.	22
Federal Funding	30
The Standards for Schools for the Deaf--	
Phase I and Phase II	33
Application of the Standards.	40
Review of Related Studies	44
Summary	52
III. DESIGN OF THE STUDY.	53
The Population and Sample	53
The Instrument.	58
Analysis of the Data.	61
IV. ANALYSIS OF DATA	62
Facilities.	63
Library-Media Center Facilities.	63
Library Quarters	64
Storytelling Area.	69
Non-print Facilities	71
Viewing/Listening Area	73
Satellite Centers.	76
Additional Comments.	81
Personnel	83
Director	84
Other Professional Staff	88
Supportive Staff	98
Quantitative Standards	109
Volunteers	112
Staff Responsibilities	114

CHAPTER	PAGE
Program and Services.	119
Availability of Services	119
Individual Service to Students, Staff and Student Teachers.	120
Group Work with Patrons.	122
Public Relations	126
Collections	127
Professional Collection.	127
Student Collection--Print.	136
Student Collection--Non-print.	147
Selection of Materials	163
Expenditures.	179
Professional Materials	183
Print Materials.	189
Non-print Materials.	193
Budget and Budgetary Procedures.	205
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	209
Summary	209
Conclusions	210
Facilities	210
Personnel.	212
Programs and Services.	212
Collections.	213
Expenditures	216
Summary.	217
Recommendations	218
Facilities	218
Personnel.	218
Programs and Services.	219
Collections.	219
Expenditures	219
BIBLIOGRAPHY	221
APPENDIX A - Correspondence.	228
APPENDIX B - Return Postal Card.	230
APPENDIX C - Questionnaire Review Committee.	232
APPENDIX D - Follow-up Letter.	234
APPENDIX E - Questionnaire	236

LIST OF TABLES

TABLE		PAGE
I.	Code Number, Student Population, Number of Persons on Staffs, and Programs Offered in Selected Schools	55
II.	Number of Residential Schools by State and Organizational Patterns.	57
III.	Percentage of Responses to Statements Concerning Library Quarters in LMC.	65
IV.	Number of Schools Meeting or Exceeding Recommendation for Number of Square Feet in Main Reading Room LMC . . .	67
V.	Number of Schools Responding to Statements Concerning Storytelling Area in LMC	70
VI.	Percentage of Responses to Statements Concerning Non-print Facilities in LMC.	72
VII.	Number of Schools Responding to Statements Concerning Viewing/Listening Area in LMC.	75
VIII.	Number of Schools Responding to Statements Concerning Satellite I.	79
IX.	Number of Schools Responding to Statements Concerning Satellite II	80
X.	Number of Schools Responding to Statements Concerning Satellite III.	82
XI.	Directors of LMC's Preparation--Training--Service. . . .	86
XII.	Librarians in LMC's--Preparation--Training--Service. . .	90
XIII.	Media Specialists in LMC's Preparation--Training--Service.	93
XIV.	Teachers in LMC's Preparation--Training--Service	96
XV.	Graphic/Photographic Artists in LMC's Preparation--Training--Service.	99
XVI.	Secretaries in LMC's Preparation--Training--Service. . .	102

TABLE	PAGE
XVII. Aides/Clerks in LMC's Preparation--Training--Service . .	105
XVIII. Technicians in LMC's Preparation--Training--Service. . .	107
XIX. Library-Media Center Staffs Meeting or Exceeding Quantitative Standards	111
XX. Library-Media Center Staffs Failing to Meet Quantitative Standards	113
XXI. Percentage of Responses to Statements Concerning Staff Assignments in LMC	116
XXII. Numbers of Hours LMC Is Open for Service	121
XXIII. Percentage of Responses to Statements Concerning Individual Service to Patrons in LMC	123
XXIV. Percentage of Responses to Statements Concerning Group Work with Patrons in LMC	124
XXV. Percentage of Responses to Statements Concerning Public Relations--LMC with Others.	128
XXVI. Number of Books in Professional Collection	131
XXVII. Percentage of Responses Concerning the Adequacy of the Professional Collection--Books	132
XXVIII. Number of Periodicals/Journals in Professional Collection	134
XXIX. Percentage of Responses Concerning the Adequacy of the Professional Collection--Periodicals/Journals, Vertical File/Pamphlets.	135
XXX. Number of Hardbound Books in Student Collection.	138
XXXI. Percentage of Responses Concerning the Adequacy of Books in the Student Collection.	140
XXXII. Number of Paperbound Books in Student Collection	142
XXXIII. Number of Periodicals and Newspapers in Student Collection	144
XXXIV. Percentage of Responses Concerning the Adequacy of Periodicals, Newspapers, Vertical Files/Pamphlets in Student Collection.	146

TABLE	PAGE
XXXV. Number of Films (16mm and 8mm)	149
XXXVI. Percentage of Responses Concerning the Adequacy of Films (16mm and 8mm)	150
XXXVII. Number of Filmstrips	153
XXXVIII. Percentage of Responses Concerning the Adequacy of Filmstrips and Videotapes.	155
XXXIX. Number of Videotapes	156
XL. Percentage of Responses Concerning the Adequacy of Other Non-Print Materials--Projected Materials.	158
XLI. Percentage of Responses Concerning the Adequacy of Other Non-Print Materials--Audio Materials	161
XLII. Percentage of Responses Concerning the Adequacy of Other Non-Print Materials.	162
XLIII. Number of Items of Production Equipment in LMC and Classroom Areas.	166
XLIV. Percentage of Responses Concerning the Adequacy of Production Equipment in LMC.	167
XLV. Number of Items of Photographic Equipment in LMC and Classroom Areas.	169
XLVI. Percentage of Responses Concerning the Adequacy of Photographic Equipment in LMC and Classroom Areas.	171
XLVII. Number of Items of Projection Equipment in LMC and Classroom Areas.	173
XLVIII. Percentage of Responses Concerning the Adequacy of Projection Equipment in LMC and Classroom Areas.	175
XLIX. Number of Items of Audio Equipment in LMC and Classroom Areas.	180
L. Percentage of Responses Concerning the Adequacy of Audio Equipment in LMC and Classroom Areas	182
LI. Small School Expenditures for Professional Materials	186

TABLE	PAGE
LII. Intermediate School Expenditures for Professional Materials.	188
LIII. Large School Expenditures for Professional Materials . . .	190
LIV. Small School Expenditures for Print Materials.	192
LV. Intermediate School Expenditures for Print Materials . . .	194
LVI. Large School Expenditures for Print Materials.	196
LVII. Small School Expenditures for Non-print Materials.	198
LVIII. Intermediate School Expenditures for Non-print Materials.	200
LIX. Large School Expenditures for Non-print Materials.	202
LX. Per Capita Expenditures for Professional Materials, Print and Non-Print Materials--Small Schools	203
LXI. Per Capita Expenditures for Professional Materials, Print and Non-Print Materials--Intermediate Schools. . . .	204
LXII. Per Capita Expenditures for Professional Materials, Print and Non-Print Materials--Large Schools	205
LXIII. Percentage of Responses Concerning the Adequacy of LMC Budget/Budgetary Procedure	208

CHAPTER I

INTRODUCTION

The education of any one person who deviates from the "norm" has always presented a problem to conscientious educators and concerned citizens. The education of the aurally impaired--the deaf--is no exception. Ever since the first American public school for the deaf was established at Hartford, Connecticut in 1817,¹ theories, philosophies, and points of view have grown, proliferated, been tested and discarded with such questions as the following remaining: How do we best prepare this minority group for a productive and contributing life? How good are the facilities which are available to educate these exceptional students? This study will investigate one aspect of the facilities, specifically, the Library-Media Centers in schools for the deaf.

EDUCATION FOR THE DEAF

It has been estimated that there are more than one million hard of hearing individuals less than eighteen years of age in the United States.² Some of these individuals are multiply handicapped;

¹American Annals of the Deaf, CXIII (November, 1968), frontispiece.

²Frederick S. Berg and Samuel G. Fletcher, The Hard of Hearing Child (New York: Grune and Stratton, Inc., 1970), p. 10.

many others do not differ in physical appearance from their hearing peers. However, nearly all of this group are severely disadvantaged in educational achievement.

The history of the treatment and the education of the deaf is not within the scope of this research, except as it relates to the changing attitude toward language and speech acquisition and thereby the education of the aurally impaired. Hans Furth succinctly stated in Thinking without Language:

Deaf persons have in the past been likened to dumb animals and relegated to the category of the demented. They were considered legally and humanly incompetent. This attitude was based on the assumption that speech [emphasis added] is the distinguishing mark of the rational as compared to the irrational animal. What has been primarily responsible for our changed attitude toward the deaf? It was chiefly the discovery that speech could be taught to at least some of the deaf. This empirical fact demonstrated conclusively that deafness is not necessarily connected with lack of intelligence.³

Diminished language acquisition and its importance is mentioned by Frederick Berg:

The hard of hearing child is difficult to isolate from other children by his behavior, and he is also difficult to identify by his scholastic performance. By the time he arrives at the seventh to ninth grade, the typical hard of hearing child has a one- to two-year deficit in educational achievement. Other than the fact that this deficit centers around language, the achievement pattern is again highly erratic.⁴

³ Hans G. Furth, Thinking without Language (Glencoe: The Free Press, 1966), p. 202.

⁴ Berg and Fletcher, op. cit., pp. 4-5.

Intelligence tests have been adapted and appropriately modified to account for the effect of deafness on language development. Over fifty independent studies have conclusively demonstrated that with the use of proper intelligence tests, deaf and hard of hearing people have essentially the same distribution of intelligence as the general population.⁵ Eugene Mindel and McKay Vernon reported on investigations of the intelligence of the deaf and hard of hearing from 1930 to 1967.

In the most extensive current survey of educational achievement which included ninety-three percent of the deaf students sixteen years or older in the United States, only five percent of the students achieved at a tenth grade level or better. Most of this five percent were hard-of-hearing or adventitiously deafened. Sixty percent were at grade level 5.3 or below, and thirty percent were functionally illiterate.⁶

Deafness does not necessarily imply impaired intellectual ability or development; rather, it is the lack of the opportunity to learn language through hearing that inhibits educational achievement. Language and speech are not necessarily equatable. Educators must adapt and adjust with this in mind. Robert Stepp suggested,

The secret weapon in the education of the acoustically handicapped is the student himself He should be allowed to succeed or fail on the basis of his mental capacity and not because of his hearing deficiency.⁷

⁵ Eugene D. Mindel and McKay Vernon, They Grow in Silence (Silver Springs, Maryland: National Association of the Deaf, 1971), p. 87.

⁶ Ibid., p. 94.

⁷ Robert E. Stepp, "Utilization of Educational Media in the Education of the Acoustically Handicapped Student," The Hard of Hearing Child, eds. Frederick S. Berg and Samuel G. Fletcher (New York: Grune and Stratton, Inc., 1970), p. 246.

Bernard Bragg, one of the founders of the National Theater of the Deaf and deaf himself, stated in conversation, "Are deaf children so different? . . . we have confidence, and the belief that we are achieving our full potentials. We are not a six-cylinder car running on five cylinders, but a five-cylinder car running on all five."

Because he lacks the aural modality, the deaf learner must rely on his other senses to a greater extent. Vision, which plays such an important part in learning for hearing people, takes on even more importance for the deaf. Harley Wooden stated:

Visual perception is often one of the most important factors in the hierarchy of experience leading from sensation to conceptualization, especially for the deaf child. Thus it is particularly important for him to learn to recognize whatever is in his presence and how to make interpretations of it in keeping with his age.⁸

Educators of the deaf, then, perhaps more than others in the field of education, must seek means of providing multi-sensory learning experiences for their students. Teachers of hearing impaired students have always relied heavily on visual illustrations for reinforcement of experiences, and within the past decade such teachers have come to equate multi-sensory with multi-media. "The new multi-media offers broader horizons, some exciting developments, and the possibility of bringing the whole world into the classroom," stated one teacher.⁹

⁸Harley Z. Wooden, "An Audiovisual Approach to Language Instruction of Children with Severe Hearing Impairments, Audiovisual Instruction XI (November, 1966), p. 740.

⁹Burl Bolesta, "Multimedia in the Preschool," Volta Review, LXXII (March, 1970), p. 175.

This was substantiated by another educator:

Research results conclusively show that multi-media instructional techniques (by instructor or self) facilitate learning since the use of multi-media materials results in multi-sensory learning. Multi-sensory learning causes greater learning activity which psychologists have found not only enhances immediate learning but later recall.¹⁰

Multi-media are no longer considered frills for educating the deaf. Evidence and observation have pointed out conclusively that learning for deaf students is enhanced by the use of a variety of materials other than the teacher and the textbook. Materials which were once termed as "aids" are becoming increasingly indispensable. Stepp supports the multi-media approach for the education of this generation:

Educational media are no longer "aids" to teaching; nor are they materials employed exclusively by teachers in their presentations. Educational media are now, or should be, an integral part of all learning tasks. The second point is that educational media are the communication modes of the younger generation. They feel as comfortable with a camera as we, the older generation do with a pen. The computer will be as commonplace to them as the typewriter is to us. This awareness on the part of the learning mentor of new frontiers of educational technology opens many avenues of creative expression for students and expands the instructional strategies of the teacher. Educational media, in many forms, offer the educator, for the first time in history, the opportunity to prescribe and individualize instruction to the unique needs of each child.¹¹

¹⁰ Richard W. Hostrop, Education Inside the Library-Media Center, (New York: The Shoe String Press, Inc., 1973), p. 48.

¹¹ Stepp, "Utilization of Educational Media . . .," op. cit., p. 246.

A discussion of the multi-media approach to education is presented in Chapter II, as are philosophies concerning the integration of the library and the media center. Also pertinent as background to the study and discussed are the areas of standards development, federal funding as it relates to the growth of the library-media concept, and the standards devised specifically for schools for the deaf. Lastly, other studies which relate to the topic and those which have compared existing programs with published standards are reviewed and reported.

PURPOSE OF THE STUDY

The purpose of this study is to determine the extent to which the Library-Media Centers in public residential schools for the deaf in the United States exceed, meet, or fail to meet the Standards for Library-Media Centers in Schools for the Deaf published in 1967.

SIGNIFICANCE OF THE STUDY

Where do the public residential schools for the deaf stand today in the development of Library-Media Centers? How many patrons are being influenced by these facilities? The standards were published in 1967, and as yet have not been updated. Have these standards proven to be effective? Trends in education point toward the increased importance of media and the delivery systems of support. Are the schools for the deaf prepared for such a development with the necessary facilities, hardware, software and personnel?

The sixty-three public residential schools for the deaf in the United States are responsible for the education of nearly 20,000 hearing impaired students, most of whom live on campus. In addition to the students, the Library-Media Centers in these schools serve nearly 5,000 other persons on the educational staffs. Many of these schools also serve as training centers for student interns who will become educators of the deaf. A total of one hundred sixty-six library-media personnel man these Library-Media Centers (October 1, 1973 report).¹²

It was determined by a status study in 1966 that standards were needed as guidelines for the development of libraries in the schools. These standards were published in 1967. In 1968, Frank Withrow and John Gough wrote that "these [standards] must be periodically updated and extensive developmental production must be undertaken to provide handicapped learners with the special materials which they need."¹³ In spite of such suggestions, the standards have not been updated and virtually nothing has been done in the way of formal evaluation of the impact of the standards on the role of the Library-Media Centers, their programs, personnel, collections, quarters and expenditures. Malcolm Norwood, Chief of Captioned Films and

¹² American Annals of the Deaf: Directory of Programs and Services, CXIX (April, 1974), p. 159.

¹³ Frank B. Withrow, Jr. and John A. Gough, "Instructional Technology for the Handicapped," To Improve Learning, ed. Sidney G. Tickton (New York: R. R. Bowker Company, 1971), p. 677.

Telecommunications Branch, Bureau of Education for the Handicapped, stated, ". . . there is a dearth of information . . ." regarding Library-Media Centers in schools for the deaf." He added, "I am hopeful such standards will be further established and refined through the new Learning Resources Network that recently came into existence."¹⁴

The ever-increasing availability of the materials of learning create ever-increasing needs for Library-Media Centers which are well equipped with hardware, software, personnel and facilities for dispersing these materials to teachers and learners. In a paper presented before the Tenth Annual Symposium on Research and Utilization of Educational Media for Teaching the Deaf, W. C. Meierhenry identified a number of developments that he sees as trend indicators for media and media delivery systems.

1. Education as a human right for all individuals:
 . . . educational opportunities for the handicapped which have been established through the courts as well as through responses of the National Congress and State Legislatures and local boards of education.
2. Lifelong education:
 . . . one of the main activities of all human beings will be to engage in some kind of learning activity throughout their lifetime.
3. Continuing education:
 . . . it is simply no longer possible to teach a professional everything he needs to know in order to practice
4. Self-directed learner:
 . . . to assist persons to become self-starters

¹⁴Malcolm J. Norwood, Personal letter to the writer, November 26, 1974.

and thus to be more responsible for both the content as well as the means of education.

5. Learner involvement:
 . . . increasing involvement by the learner in the production of media.
6. Different definition of what is educational:
 . . . recognition is being given to the fact that the best experiences may be in a community setting or in a natural laboratory rather than an institutional setting.
7. More humanistic approach to education:
 . . . a number of forces will encourage even more humane approaches to education in the future than has been true in the past.
8. Decision-making process:
 . . . decisions will be made closer to where the learning takes place and will involve appropriate inputs from all the communities that are involved in the educational process.¹⁵

These are cogent forces propelling the Library-Media Center into the forefront of educational process. Meierhenry continued by stating, "There will be need for a wide range of media styles and formats in order to reach the same objectives. Students will be given the opportunity of choosing from among many alternatives in order to reach the same objective."¹⁶

Therefore, the study is significant because:

1. Large numbers of educationally disadvantaged students and

¹⁵ Wesley Meierhenry, "Development in Educational Media: The Past Decade and for the Future," American Annals of the Deaf, CXIX (October, 1974), pp. 469-470.

¹⁶ Ibid., p. 470.

their educators are influenced through the facilities being examined;

2. The published standards have not been evaluated on a nationwide basis since their publication; and

3. The role of the Library-Media Center is likely to be even more important in the future.

DEFINITIONS OF TERMS

Public residential schools for the deaf. Schools for the deaf which are funded for the most part by state or federal monies and where most of the students live on the school premises.

Deaf. For the purposes of this study, the term deaf will include:

Hard-of-hearing. A person who has a hearing loss but can use residual hearing to understand speech (with a hearing aid if necessary). This person may use oral receptive and expressive language as the primary means of communication.¹⁷

Deaf. A person who has a severe hearing loss and who cannot hear or understand speech even with a hearing aid. This person may use some means of manual receptive and expressive language as the primary means of communication.¹⁸

¹⁷ American Annals of the Deaf: Directory of Programs and Services, CXIX (April, 1974), p. 71.

¹⁸ Ibid.

Synonymous terms include: aurally impaired, acoustically handicapped, hearing handicapped, and hearing impaired.

Library-Media Center. The department or 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; and encompassing the program, personnel, total collections of all materials, quarters and annual expenditures recommended in the standards.¹⁹

Software. The educational stimuli or messages, such as a televised lecture, a teacher-prepared audiotape, or a programmed textbook, which provide the content of instruction to the student.²⁰

Hardware. The technological equipment or machinery, such as television cameras and monitors, tape recorders and computers, which serve as media for instructional purposes but which of themselves have no specific content.²¹

Patron. One who uses the services of a Library-Media Center; that is, students, teachers, staff, parents, and anyone else using the facilities.

¹⁹Patricia Blair Cory, 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 (Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education), p. 3.

²⁰Carter V. Good (ed.). Dictionary of Education (New York McGraw-Hill Book Company, 1973), p. 543.

²¹Ibid., p. 276.

LIMITATIONS OF THE STUDY

1. The study will survey only the public residential schools for the deaf listed in the April, 1974, publication of American Annals of the Deaf, Directory of Programs and Services, pages 165-175.
2. There is no intention that the results of this study reflect schools other than those surveyed.
3. Responses to the study will reflect the status of the Library-Media Centers in the schools during the 1974-1975 school year.
4. The questionnaire for this study will be based solely on the Standards for Library-Media Centers in Schools for the Deaf published in 1969, assuming that these standards were considered appropriate at time of publication.
5. This study is intended to be reflective and not judgmental of programs as they now exist.

ORGANIZATION OF THE STUDY

The remainder of this study will be organized as follows:

Chapter II will be a review of the related literature and selected studies which have compared library-media programs with published standards.

Chapter III will report the research procedure, including a description of the questionnaire and the schools to which it was mailed.

Chapter IV will present and analyze the data.

Chapter V will present a summary of the study and the resulting conclusions and recommendations.

PREVIEW