DOCUMENT RESUME

ED 141 387   IR 002 442

AUTHOR   Daniel, Evelyn H.; And Others
TITLE   Guidelines for Learning Resources in Libraries of the
                California State University and Colleges System.
                Draft.
INSTITUTION   California State Univ. and Colleges, Los Angeles.
                Office of the Chancellor.
PUB DATE   21 Jul 75
NOTE   24p.; For a related document see IR 002 443

EDRS PRICE   MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS   *Audiovisual Aids; Facility Guidelines; *Guidelines;
                *Higher Education; *Instructional Materials Centers;
                Instructional Media; Library Collections; Library
                Cooperation; Library Facilities; Library Materials;
                Library Standards; *Media Selection; Media
                Technology; University Libraries
IDENTIFIERS   California State University and College System;
                Nonprint Media

ABSTRACT
                Proposed guidelines for the selection and utilization
of nonprint material to support the curriculum of the California
State University System are outlined. These guidelines are organized
into major functions and components of library organization and
services. Six standards outlined are: (1) functions, (2) collections,
(3) staff, (4) facilities, (5) cooperative activities, and (6)
operations. A selected bibliography of media guidelines and standards
is provided. (Author/DS)

GUIDELINES FOR LEARNING RESOURCES

IN LIBRARIES OF THE

CALIFORNIA STATE UNIVERSITY AND COLLEGES SYSTEM

Draft - July 21, 1975

Learning Resources Committee

Council of Library Directors

California State University and Colleges

GUIDELINES FOR LEARNING RESOURCES IN LIBRARIES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

PREFACE

In order to support effectively and efficiently the curriculum of the California State University and College System, with the increasingly expanding potential in mediated instructional materials, it will be essential that these new nonprint materials be regarded as integral supportive resources along with the traditional printed library resources.

This policy reflects the California Legislature 73-'74 Assembly Concurrent Resolution No. 157 introduced by Assemblyman Vasconcellos, Chairman of the Joint Committee on the Master Plan for Higher Education (Jan. 10, 1974) which urges "supporting of innovative education programs" and specifically proposes "greater use of technology, particularly tapes, television, and other media which are conducive to student self-paced learning and educational flexibility."

The Carnegie Commission on Higher Education in The Fourth Revolution speaks in support of libraries becoming the center for the storage and retrieval of knowledge in whatever format (p.4) stating unequivocally that "nonprint information, illustrations and instructional software components should be maintained as part of a unified informational-instructional resource that is cataloged and stored in ways that facilitate convenient retrieval as needed by students and faculty members." (p.34)

The discipline of librarianship is based on the bibliographic organization of materials -- their evaluation and selection, their cataloging and classification, the development of appropriate circulation and delivery systems, and the effective use of the library's resources through reference and instructional services. It is therefore the library's responsibility to add nonprint materials to its collections and to integrate these materials into a single coordinated library learning resource service to the campus.

3

The Association of College and Research Libraries draft <u>Standards for College</u>
<u>Libraries</u>, 1975 revision, includes this statement, "The library's collections
shall comprise all corpuses of recorded information owned by the college for
educational, inspirational, and recreational purposes, including multi-dimensional,
aural, pictorial, and print materials." These standards, however, do not
include any recommendations on the requisite extent and configuration of nonprint
holdings.

The <u>Guidelines for Learning Resources in the Libraries of the California State</u>
<u>University and Colleges</u> that follow are a first effort to remedy this lack.
They are presented in draft form and are to be considered as a first attempt
in this area.

July 21, 1975   Learning Resources Committee

                                        Dr. Evelyn H. Daniel, Chico, Chairman
                                        Mr. Charles J. Boorkman, Long Beach
                                        Miss Mary Lou Brady, San Luis Obispo
                                        Dr. Kenneth McWilliams, Fullerton
                                        Mr. Joseph A. Schmidt, Los Angeles

INTRODUCTION

This document presents guidelines for assessing the adequacy and the quality of learning resources available to students and faculty served by the libraries in the CSUC System. In the broad sense, learning resources are defined as the material, the equipment, and other devices used in the processes of learning and education. Learning resources then includes all media (print, nonprint, and near-print such as microforms), computers and their outputs, self-instructional material, and human resources. The emphasis in this document is, more particularly, on the relationship of the library to media, and especially nonprint media. Nonprint media specifically includes, but is not limited to:

> Sound media (tape recordings, phonograph records, cassettes)
>
> Static visual media (pictures and prints, filmstrips, slides, transparencies)
>
> Moving visual and audio-visual media (film, television, video tape)
>
> Multi-media (kits, self-instructional material)
>
> Games and simulations.

These guidelines are organized on the basis of the major functions and components of library organization and services. They are arranged into standards as follows:

> Standard 1: Functions
>
> Standard 2: Collections
>
> Standard 3: Staff
>
> Standard 4: Facilities (Space)
>
> Standard 5: Cooperative Activities
>
> Standard 6: Operations

The guidelines are an attempt to bring together and articulate the overall experience and judgments of the academic library profession as regards essential media resources, services, and facilities for a minimal library media program in the CSUC System. It is suggested that there be continual review and revision of these guidelines in order for them to remain realistic, for constructing new programs, and for incorporating modifications and changes that come after innovations have been tested.

STANDARD 1 - FUNCTIONS

The California State University and Colleges System shall provide students and faculty members on each campus with a media program of the highest caliber representing a combination of resources that includes people, materials, equipment, facilities and environment, as well as purposes and processes. The media program must make easily accessible to faculty, staff and students the resources of teaching and learning and must provide the services necessary for the support of a sound program of education.

The goals of the media program are to assist users in finding needed information on an appropriate level and in an acceptable format, selecting and using appropriate means for retrieval of information in all media formats, and obtaining media resources from sources outside the library. To achieve these goals, the library must provide an organized and readily accessible collection of print and nonprint materials necessary to meet instructional and individual needs of students and faculty. The library must also provide qualified staff able to serve the needs of students, staff and faculty and must provide adequate space and appropriate physical arrangements and construction for the full utilization of specialized equipment.

Activities of the media program can be considered in the following four functional areas: Design, Consultation, Information, and Administration. These functions penetrate all the operations of the program and provide a basis for evaluating its efficiency.

The design function involves goal articulation, objective formulation, analysis of operations, development or identification of alternatives, selection and implementation, and measurement and evaluation.

The consultation function involves work with students and faculty in the selection and evaluation of materials for collection development and for instructional use; work on design teams made up of faculty, educational technologists, and librarians in the decisions concerning whether to create custom-tailored media or to buy commercially available media; and liaison with other departments involved in media work, in particular the decisions about translating from one presentation format to another.

The information function relates to identifying user needs; devising delivery systems for materials, tools and human resources; organizing and indexing information; providing reference and bibliographic services; providing access and information available from outside agencies; and providing formal and informal instruction to users in ways of finding and using information.

The administrative function is concerned with the ways and means by which program goals and priorities are achieved. It applies to all aspects of the program and it involves staff and users in appropriate ways.

Integration of resources and services provides optimum service for students
and faculty and gives instructors the opportunity to select from among the
many resources the material best suited for meeting individual and class work.
However, not all these functions need necessarily be performed within the
library. The design function, for example, is probably most usually and
perhaps best performed by the audiovisual coordinators. The consultation
function may be shared between the library and the audiovisual department.

STANDARD 2 - COLLECTIONS

Education is more than exposure of the student to a classroom situation. The
student must be able to explore fields of knowledge which will enhance his
potential and be relevant to his needs. The means of such exploration go
beyond the classroom and laboratory setting and include self-directed study,
and the use of individual instructional resources. Therefore, libraries of
the CSUC System shall provide a core collection of materials and associated
equipment needed to insure adequate support of the media program.

Selection of materials for libraries is based on subject matter, form, treat-
ment, demand, cost, and combinations of these factors. The primary criteria
for selection should be the value of the content. However, content is affected
by format and the value of content is relative according to the needs of the
audience.

A quality collection of nonprint material must be selected with the following
points in mind:

> the scope of the current materials collection
>
> compatibility with existing hardware
>
> cost

photographic quality (if applicable)

historical value

technical quality

Nonprint media are available, in a wide variety of formats and packaging containers. The core collection of academic nonprint material for all CSUC libraries should include, or provide access to, sound media, static visual media, moving visual and audio-visual media, multi-media, and games and simulations. An extended collection of one or more types of media for certain campuses may be required. The extended collection should be developed as a consequence of the institution's range of academic needs, patterns of use, and successful experience in systematically integrating the media into the total materials collection.

The recommendations of faculty and students should be a prime consideration in selection. The selection process should involve an active preview and evaluation program. Examination of the material before purchase should take place wherever possible. Responsibility for the final purchasing decision should rest with a librarian or media specialist knowledgeable in the range of each type of media, the technical aspects, and other criteria peculiar to the particular media under review.

No general bibliography of academic level nonprint material exists. The Media Reviews Index, however, is a useful index to review material for educational films, filmstrips, records and tapes. Current mediagraphies are also listed. The National Information Center for Educational Media (NICEM) provides an extensive array of catalogs by format as well as by subject matter. The National Union Catalog's Film and Other Projected Material is also a valuable tool.

Most nonprint media cannot be reached without the use of a device for projecting,
amplifying, and/or reading encoded symbols. The core collection should include,
or have readily available, a reasonable quantity of the necessary equipment.
The Library Technology Reports and the Audiovisual Equipment Directory are
good guides for selecting equipment.

All campuses with curriculum collections must, of necessity, include a sub-
stantial quantity and range of elementary and secondary level nonprint media.

The draft national standards state, "It is assumed ... that every college
library should have nonprint resources in a quantity commensurate with its
print holdings and appropriate to institutional needs." They do not provide
any quantitative recommendations and it is difficult to do so, but perhaps
precisely because of this difficulty, it may be especially helpful to make
the attempt.

The following quantitative recommendations are based on: 1) various guidelines
and standards developed for public schools, junior and community colleges,
at the state and national level (See Appendix A for a selective bibliography
of these); 2) the survey of CSUC campuses showing their present collections;
3) knowledge of the availability of academic level commercial materials.
Finally, it must be stressed that the recommendations are for a basic minimum
core collection. The public school standard, Media Programs, states, "There
is no limit to potential user need and therefore no justifiable quantitative
limit to the size of the collection.' This is, at least theoretically, true.
The amounts specified here are generally for initial ventures into the
provision of nonprint collections at the academic level.

Audio Material and Equipment

There should be a minimum collection of from 8,000 to 10,000 items in whatever
format is most suitable -- records, tapes, cassettes. Extended collections
should provide at least one to two items per user. Collection should not be
restricted to music (nor should music be restricted to that required to
support the instructional music program) but should cover the range of dis-
ciplines, particularly poetry, drama and other literature, speeches, lectures,
etc.

For audio equipment, there should be at least one playback unit for each
one hundred items owned. Amounts could be reduced if there are permanently
equipped wet carrels (A "wet" carrel is a study carrel containing wiring so
that electronic equipment can be used and usually containing such equipment)
available for 6% of the FTE students and if experience shows that a majority
of ... nts have their own listening devices. (The recommendation for wet
carrels is elaborated under Standard 4 - Facilities (Space))

Projected Still Pictures and Equipment

Slide collections can easily run into astronomical figures in a very brief
period. A minimum collection of 40,000 items should be provided, either
collected into slides sets, individually cataloged, or considered as frames
on filmstrips. Collection should not be exclusively devoted to art and
architecture but should contain a variety of subjects to support all areas
of instruction.

There should be one slide or filmstrip projector for every one hundred
users. In addition, slide sorters or light tables for sorting individual
slides and individual viewers for check out purposes should be made available
in whatever quantity is necessary.

Commercially available overhead transparency sets or books of masters should
be purchased as the faculty shows interest in them. Thought might be given to
collecting the sets of transparencies used by faculty in the classroom and
produced on campus. Overhead projectors should be available for most classrooms
as well as within the library.

Projected Motion Pictures, Video Tapes, and Equipment

Access to at least 6,000 items with additional funds available for rental and
duplication are necessary. Items can be either in 16mm film or video tape
(cassette) format. 8mm film and film loops would also be included but as a
relatively small percentage of the total collection. 16mm film may be housed
in a separate area on campus within the audiovisual department where film
cleaning, splicing and general maintenance requirements can be performed.
Video tape should be available within the library although electronic dis-
tribution may be performed by the audiovisual department.

Equipment should include at least fifty permanently installed video cassette
or tape playback units in wet carrels in a central location, in addition to
one film projector for every two hundred users.

Multi-Media, Games and Simulations, Pictures and Prints

These items are more specialized in nature and should be acquired as the
educational program on each campus requires them.

Curriculum Material and Equipment

No minimum recommendation of amounts of material and equipment in the curriculum

area will be made in these guidelines. In the curriculum area, material selection seems to'have already integrated print with nonprint materials and selection takes place or less sharply bifurcated lines than for academic level materials.

The collections should include not only commercially purchased material but also local tailor-made productions from the particular campus. An archival collection as well as a circulating collection of these items should be maintained.

STANDARD 3 - STAFF

Realization of the purposes of the library media program depends on the quality and extent of the personnel who are employed to implement the media program. Personal and professional competencies are basic ingredients of every media-oriented operation.

A successful media program requires a professionally competent staff with sufficient experience in working with nonprint material and equipment and/or educational coursework in the area. The program requires supervision by at least one professional library media specialist who should act as coordinator for the media program within the library. The location of this position within the library will depend somewhat on the library's table of organization but thought should be given to placing the position within the public services division.

The library media specialist oversees the total library media operation. Duties. may include insuring that functional activities relating to nonprint material are integrated with the proper departments, perhaps chairing a nonprint media committee of library staff, suggesting policies and procedures in the nonprint area to library administration, acting as liaison with subject departments and subject specialists in the nonprint area, maintaining a close relationship with the audiovisual, television, and computer departments on campus, and articulating the direction and thrust of the library media program.

Acquiring, cataloging, classifying, and processing nonprint material is best done within the regular acquisition, cataloging and technical processing departments by regular library staff who may receive special on-the-job training or other means of education to perform these functions on nonprint material.

The circulation of material and the distribution and instruction in use of equipment within the library will probably take place in a centralized spot where adequate storage space, supervision capabilities, and electrical wiring already exist or can be relatively easily effected.

The number of staff depend on the extent of the collection and the services provided. It is recommended that in addition to the media specialist coordi-nator, there be one technical services librarian (or equivalent) for every 950 nonprint items acquired, cataloged and processed by the library and one public services librarian (or equivalent) for every 10,000 service transactions performed. One audiovisual technician should be added to the staff once there are more than 100 pieces of audiovisual equipment within the library's purview, or alternatively, a suitable arrangement could be worked out with the audio-visual department for maintenance and care of library-held equipment.

file cabinets. Combinations of slides with tapes, filmstrips with tapes,
or other types of multi-media material are frequently stored in special
containers or cardboard boxes on standard library shelving.

Storage of equipment (new items, loan items, and items scheduled for repair)
require special shelving. Space must also be provided for parts and supplies.
Equipment in study rooms or in wet carrels must be secured and supervised to
prevent loss or damage.

Access to materials is usually closed because of problems of security and be-
cause of special use conditions. Temperature and humidity controls are vital.
The thermal environment affects the operation of audiovisual equipment and
the safe storage of nonprint materials. Slide and motion picture projectors
should be used in rooms with supplementary cooling and air exchange. Other-
wise, the life of projection lamps and the reliability of equipment will be
adversely affected. Recommended temperature for storing projectors is between
65 and 70° F with relative humidity of 25-40%; for film (including slides and
other transparencies) temperature should be below 80°F with humidity between
25 and 60%. Audio tape can endure a greater range of temperature (60-90°F)
and humidity (20-80%).

Use of material within the library should be in areas specially ducted and
wired for power and coaxial cable distribution. Adequate electrical outlets,
light control and sound control should be provided as needed. For lighting
10 to 30 footcandles are recommended for audiovisual presentations so a light
controlled system for individual wet carrels is necessary. If a dimming
system is used, incandescent lights are recommended. To reduce ambient noise,
suggestions are to employ carpets, acoustical tile and enclosures for projectors
and playback equipment.

It is recommended that 30% of the reader stations provided for library buildings be provided with the capability of individual listening and viewing. (As the proposed space standards call for 20% of FTE students for reader stations, this recommendation means that listening and viewing stations (i.e., wet carrels) be provided for 6% of the FTE students.)

Listening/viewing stations should be somewhat larger than reader stations. Keyes Metcalf in Planning Academic and Research Library Buildings (McGraw-Hill, 1965) states, "Seating accommodations for audiovisual purpose may call for somewhat more space than the average library 25 square feet per person; 35 to 40 square feet is suggested ..."

Listening and viewing stations should be equipped with slide and/or filmstrip projectors, turntables and/or audio tape players with some units of higher quality for music listening, others acceptable for speech listening with a synchronization pulse for slide-tape material, and video playback units in proper proportions according to the nature of the collections. Other, more specialized equipment (as film loop or super 8mm projectors, reel-to-reel players, 16mm projectors, etc.) may or may not be installed in listening/viewing stations but should be available for use as required.

Space should also be provided for small and large group listening and viewing within the library. Preview rooms for consideration of nonprint items for purchase should be located either within the library or adjacent to it with conventient access.

Use of listening/viewing stations and access to nonprint materials should be available for the same hours as the main library.

Equipment for listening and viewing and the space for the use of it must also be provided in the technical services department. Stack areas for storage of not-yet-processed nonprint material must be made available. It is recommended that equipment for most frequently purchased types of material be permanently located in the technical processing area and that arrangements for long-term loan of other types of equipment be made. This equipment is probably best installed in areas with a larger work space than that afforded by a study carrel. It must also be within a light and temperature controlled area.

It is further recommended that two wet carrels -- one equipped with slide projector and audio tape playback unit with synch pulse, and the other equipped with a video cassette playback unit -- be placed adjacent to the general reference area for individualized use by students for orientation to the library and its collections, for assistance in using various indexes and other reference tools, for use of the card catalog, and for education in bibliographic and search procedures for research papers. These nonprint material sets should be readily available, perhaps on an open access basis.

STANDARD 5 - COOPERATIVE ACTIVITIES

Cooperative acquisition and use of media within the CSUC System and through intersegmental cooperation with all educational agencies in the state must be recognized as important. Mechanisms to incorporate these activities into the on-going programs must be worked out.

Attention should be directed to planning for: systems of cooperative acquisition, automated cataloging of nonprint materials, union lists of media,

interlibrary loans, film and videotape consortia, duplication of locally pro-
duced material for the CSUC system libraries, and other devices for cooperation
involving nonprint material.

The extended university program deserves much richer media support than it
has received to date.

STANDARD 6 - OPERATIONS

Operations of the library media program will follow the normal chain of
command within each library, and shall be under the general supervision of a
media specialist skilled and knowledgeable in the use of nonprint material,
able to provide advice and counsel to users, and possessing knowledge of the
mechanical operation of the various types of equipment and an appreciation
of the possibilities of nonprint materials in an academic educational program.

Operations shall encompass the acquisition and selection of materials, their
cataloging, classification and processing, their circulation and distribution,
liaison with the instructional design staff on campus, public relations,
budgeting requirements, and the collection of management information.

There must be library and faculty coordinated selection and acquisition of all
media including books, periodicals, slides, recordings, audio tapes, video
tapes, and all other types of nonprint material to fulfill the requirements
of the curriculum in each of the colleges and universities. Selection of
material across the total range of resources available is necessary in order
to maximize collections in each discipline area. Acquisition also must be

19

centralized to the extent that there is efficient use of bibliographic and mediagraphic trade channels, dealers, and orderly purchase procedures.

The organization of these mediated instructional materials, of necessity, must follow the recognized classifications and systems of organization in order to integrate methods of access to all materials regardless of format. All nonprint material should be cataloged and classified using the same system as that used for print material. Card sets should be filed in the public catalog, so that the research scholar, the teaching faculty, the student may be able to pursue their subjects through a single integrated cataloging/indexing system into all available forms in which information on their subjects has been presented. If the major use point for nonprint material is some distance away from the public catalog, a duplicate media catalog should be provided there also.

Following the organization of materials by subject, a unified circulation system for the student and the faculty, along with the requisite instructional and reference services will provide full learning resource service to the university and will expend fiscal resources most effectively. Nonprint material should be circulated to students and faculty. The circulation period will generally be shorter than that for books. Procedures must be established for discharging this material with provision for cursory inventorying of sets of material and for examining for damage. Distribution of equipment for use outside the library with nonprint materials will generally be accomplished through the audiovisual department rather than through the library.

Liaison with the instructional design staff will be necessary to assist in

pre-production make-or-buy decisions, to locate appropriate materials for use

in local productions, and to set up procedures for obtaining copies of locally

produced material for inclusion in the library's collections.

Public relations activities providing information about the media program in

the library and elsewhere on campus will be necessary to develop awareness

and support for this new service.

The Carnegie Commission for Higher Education in The Fourth Revolution (McGraw-

Hill, 1972), in discussing the new demands on libraries when dealing with non-

print material, says,

> Obviously, libraries that assume these additional functions will
> also face additional costs. Some of these new costs may be off-
> set by consolidating in the library budget those funds that are
> spent by an institution on existing isolated and independent
> units which store and distribute learning materials and equip-
> ment. Other costs may be incurred, however, as the demand for
> nonprint materials and new services increases, and these costs
> must be met with new funds.

It is, therefore, not recommended that the library's current book and opera-

tional budget be extended to meet these new demands but rather than a new

line item be established to fund the recommended core collection, to establish

the staff positions, and to purchase the necessary related equipment. Those

libraries that have already or nearly reached the minimums recommended by

these guidelines should be in a better position to purchase wisely in this

new area so that these libraries might receive an amount equal to their

initial investment for further development of nonprint materials and services.

Funding should probably be developed on a year-by-year basis for the next

three to five years until local experience increases and national patterns

emerge. To this end, the collection and analysis of management data about nonprint material -- standard costs, processing times, faculty and student uses, types of reference questions and instructional procedures, staff training requirements, etc. -- is essential. Once a basis for decision-making exists, consideration should be given to integrating the funding requirements for nonprint materials and services with the existing library budget for printed materials and services.

ADDENDUM ON LEARNING ASSISTANCE CENTERS

The guidelines above have concentrated on nonprint materials. Mention should also be made of another development involving these materials as part of a systematic approach to instruction. Learning Assistance Centers are a relatively new development for the educational scene. These Centers provide alternative methods for assisting students to become competent in basic skills and also alternative methods of learning academic subject matter. They frequently involve such techniques as Personalized Self Instruction (PSI), Auto-Tutorial (AT), Interactive Tutorial (IT), Computer-Assisted Instruction (CAI), and Computer-Managed Instruction (CMI). As currently conceived, they stand at midpoint between the teacher-centered classroom instruction and the complete freedom of selection of materials provided by the library. Sometimes these Centers are located within the library; sometimes not. The organizational and functional relationship of these Centers to the Library. ne is more careful definition and exploration.

SELECTED BIBLIOGRAPHY OF MEDIA GUIDELINES/STANDARDS MATERIAL

Bixler, P.H. Proposed Library Standards and Growth Patterns for Maryland Public
    Higher Education Institutions. Baltimore: Maryland Council for Higher Education,
    1970.

Budget Formulas and Standards Manual. California State University and Colleges.
    Los Angeles; Chancellor's Office, 1974.

Criteria for Modern School Media Programs. Baltimore: Maryland State Dept. of
    Education, 1971.

"Draft: Guidelines for Branch Libraries in Colleges and Universities," College and
    Research Library News 35 (Dec.1974) 281-283.

"Draft: Standards for College Libraries, 1975 Revision," Prepared by the ACRL Ad
    Hoc Committee to Revise the 1959 Standards. College and Research Library News
    35 (Dec 1975 284-286, 299-305.

Fulton, W.R. Evaluative Checklist: An Instrument for Self-Evaluating an Educational
    Media Program in Colleges and Universities. Washington, D.C.: Association for
    Educational Communications and Technology, 1970.

Guidelines for a Nonprint Materials Core in a Learning Resources Program. Sacramento:
    California Community Colleges, 1973.

"Guidelines for Junior College Learning Resource Centers Developed in Illinois,"
    Illinois Libraries 55 (Feb 1973) 65-72.

"Guidelines for Two-Year College Learning Resource Programs," College and Research
    Library News, 33 (Dec 1972) 305-315.

Hendricks, Donald D., "Standards of College Libraries," Texas Library Journal 48
    (May 1972) 74-76.

Higher Education Facilities Planning and Management Manuals. Manual 4: Academic
    Support Facilities. Boulder, Colo.: Western Interstate Commission for Higher
    Education, 1971.

An Instrument for the Qualitative Evaluation of Media Programs in California.
    Sacramento: Calif. Stae Dept. of Education, 1972.

Library Association. College of Technology and Further Education Sub-section. College
    Libraries: Recommended Standards for Library Programs in Colleges of Technology
    and Other Establishments for Further Education. London, 1965.

Library Statistics of Colleges and Universities. Analytical Repot (Part C).
    Washington, D.C." National Center for Educational Statistics, Fall 1971.

Media Programs: District and School. Prepared by the American Association of School
    Librarians,   ALA and the Association for Educational Communications and
    Technology. Chicago and Washington, D.C.: 1975.

Minimum Quantitative Standards for Washington Community Colleges' Learning Resources
    Programs. Prepared by Washington State Community College Libraries and Media
    Specialists. 1970.