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# Effective Bibliographic Instruction for Deaf and Hearing-Impaired College Students

MELANIE J. NORTON

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## ABSTRACT

COLLEGE ENROLLMENT OF DEAF AND HEARING-IMPAIRED students is increasing steadily, and librarians must be prepared to meet the needs of these special students. Furthermore, with the passage of the Americans with Disabilities Act (P.L. 101-336 sec. 302), all private and public entities must make allowance for the equal enjoyment of goods, services, facilities, and accommodations by all disabled individuals. The greatest barrier to providing equal access to libraries for deaf or hearing-impaired students is communication, but staff training, specialized bibliographic instruction, written library materials, and special equipment can provide the deaf and hearing-impaired student with the same accessibility to academic library materials as that enjoyed by their hearing peers.

## INTRODUCTION

Deaf students are a small but growing population on college campuses. Recent legislation mandating equal access to the facilities and services of all public and private entities for able and disabled citizens is one of many factors in this trend. While Gallaudet University in Washington, D.C.; the National Technical Institute for the Deaf in Rochester, New York; and California State University at Northridge provide special programs to educate deaf college

students, not all deaf students will choose to attend these institutions of higher learning.

Technological advances in hearing aids have encouraged mainstreaming of deaf and hearing-impaired students in elementary and high schools. Mainstreamed students are likely to continue their education and choose colleges that they would not have considered in the past. As college enrollment continues to decline, disabled students are an untapped resource for college admissions. Whatever the reasons, college enrollment by deaf and hearing-impaired students is expected to increase, and librarians must be prepared to meet the needs of these special students.

In order to succeed in higher education, students must understand basic library procedures. Providing bibliographic instruction to deaf students poses a special challenge for librarians. Unlike their hearing peers, most deaf students arrive on college campuses with little or no knowledge of basic library resources and systems. To complicate the situation, most librarians have little or no knowledge of deafness or preparation for instructing deaf individuals.

All librarians at institutions of higher learning must be prepared to welcome and instruct deaf and hearing-impaired students in the effective use of their libraries. Programs and services should provide these students with the capabilities to proceed with their academic endeavors as independently as possible. This means effective bibliographic instruction.

## LEGISLATIVE BACKGROUND

Until the 1970s, the educational needs of deaf people were met by removing them from the "mainstream" of the regular classroom and serving them in either segregated self-contained classrooms or entirely separate residential schools for the deaf (Moores, 1987, p. 5). The Education for All Handicapped Children's Act passed in 1975 mandated mainstreaming disabled students whenever possible. Since the passage of the Education for All Handicapped Children's Act, more parents have enrolled their disabled children in public schools. The mainstream environment promotes interaction of disabled students with able peers thus encouraging a greater number of disabled students to attend colleges and universities that they once would not have considered.

The Rehabilitation Act (1973) guarantees aid for educational advancement to disabled adults. Under these laws, no college or university that receives federal funds may refuse to admit students with a hearing loss.

The Americans with Disabilities Act (ADA), signed into effect on July 26, 1990, by President Bush, will mean changes in library

services for deaf patrons. Title III of the ADA specifies that "no individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodations operated by a private entity or business" (P.L. 101-336). Libraries are included as one of these "facilities." "Equal enjoyment" means that librarians must provide effective and successful instruction in library use to people who are deaf so that they can take full advantage of the library's resources. The Education for All Handicapped Children's Act, the Rehabilitation Act, and the ADA all support the deaf individual in obtaining an education equal to that of a hearing individual at any institution of higher learning.

### LIBRARY STAFF TRAINING

Effective library service begins with librarians. Training in serving the special needs of deaf and other disabled patrons should begin in library schools where classes on serving special populations should be included in the curriculum. Overcoming attitudinal barriers is essential. Library students must understand that disabled students want to be treated like everyone else. A hearing impairment does not mean an intellectual weakness. If librarians do not feel comfortable when approached by deaf students, sensitive students will perceive the librarian's unease (Mularski, 1987, p. 478).

It is important for library administrators to support seminars that teach librarians how to work with deaf library users and provide information about other aspects of deafness. Librarians need to understand that deafness ranges from mild to severe, that some deaf people benefit from the use of a hearing aid while others do not, and that personal preferences in communication style vary and may include sign language, speaking and speechreading, and writing (see Goldmann and Mallory in this issue of *Library Trends*). For referral purposes, the librarian should also be aware of local, state, and national organizations available to people who are deaf.

To comply with the ADA, libraries are advised to have at least one librarian on staff who knows sign language. If possible, some staff members should be given time off to attend sign language classes; with the growing number of colleges and high schools offering sign language courses, it should not be much of a burden for at least one library staff member to learn sign language. This librarian could become the contact person for the disabled students on campus and could serve as a reliable source of information in the library for deaf and hearing-impaired students. If no librarian on staff can sign, a certified interpreter must be made available on demand.

Opportunities to learn and practice the manual alphabet and library related signs must be encouraged for the entire library staff to facilitate effective communication with deaf and hearing-impaired students. Finger spelling is basic to communicating with people who are deaf and hearing impaired and is relatively easy to learn.

Most colleges and universities have a special office that serves the needs of self-identified disabled students who attend college (it is illegal for the admissions application to ask if the applicant is disabled; students must volunteer this information). This office can provide a list of self-identified disabled students to the librarian in charge of services for the disabled. This list can prepare the entire library staff for the needs of incoming disabled students (Mularski, 1987, p. 481).

The National Technical Institute for the Deaf (NTID) is one of eight colleges at the Rochester Institute of Technology (RIT). RIT's Wallace Library provides services for all eight colleges on the RIT campus. One professional reference librarian is assigned to work with all disabled students on campus, including the nearly 1,200 deaf students who attend NTID. This is a unique situation. Certainly most academic librarians would not be faced with such a large number of deaf students. The presence of NTID at RIT has made it necessary for the Wallace Library staff to develop and provide effective and creative bibliographic instruction for deaf college students.

## BIBLIOGRAPHIC INSTRUCTION

Effective communication is the key to effective instruction. It is easy for librarians to become frustrated with a patron's lack of knowledge about how to use the library. It is especially frustrating when communication between the patron and the librarian breaks down.

Ideally, library instruction should begin in elementary school. The fact is that most college freshmen have no idea how to use the library catalog or simple search tools such as the *Reader's Guide to Periodical Literature*. Deaf students often have even less familiarity with the library because most of their precollege education has been consumed with learning and reinforcing everyday survival skills. Much of the early education for deaf children focuses on lipreading and communication skills (Locke, 1987, p. 5).

## GROUP INSTRUCTION

Before the librarian meets with a group of deaf students, he or she should contact their instructor to find out as much as possible about the class, particularly students' reading levels and prior library experience. Many deaf college students have lower reading levels than

their hearing peers. For example, at NTID the average incoming freshman reads at an eighth grade level.

The size of the group is a key factor in group instruction of deaf students. More than ten students in a group makes communication difficult. Deaf students need to see the hands of the person who is signing, whether this is the librarian or the interpreter. If there is no interpreter and the librarian does not sign, deaf students must be able to watch the librarian's lips. Therefore, the smaller the group, the easier it is for each student to see the speaker or interpreter. Each student needs a clear view of the librarian and whatever the librarian is demonstrating (Norton, 1988).

The need for visual instruction for deaf students cannot be emphasized enough. Dalton (1985) states: "An effective program for library service to the deaf and hearing impaired relies heavily on the visual sense; visual cues are important" (p. 29). With this in mind, the following practices will contribute to effective group instruction:

1. Take the students on a tour through the library building pointing out tools and services they will need to use (i.e., the circulation desk, the reference area, copy machines).
2. Prepare handouts which reinforce locations and use of these tools and services.
3. Maintain a slow pace and establish eye contact.
4. Focus the group instruction on a particular assignment or a subject of general interest. By using specific examples, library instruction will have meaning for students. Students will not listen to a librarian unless they have a vested interest in what is being taught. By gearing instruction to an assignment, students will focus on library learning as the means to an end—successful completion of their assignment (Breivik, 1975, p. 46).
5. Do not neglect the obvious. Technical terms need to be clarified. Searching techniques for monographs and serials need to be clearly explained before students can concentrate on information gathering.
6. Provide hands-on experience to reinforce the lesson. Let the students search the library catalog for books by their favorite author.
7. Question the students spontaneously during instruction to determine their level of understanding. Often both hearing and deaf students will nod their heads in acknowledgment while not understanding a word of what is being said.
8. Obtain feedback from students and their instructor whenever possible. A survey or evaluation form distributed to students after

the instruction will help determine areas of the presentation that need improvement.

9. Reinforce library skills by presenting information in several short sessions. Including too much information in one session will cause boredom and information overload.

### INDIVIDUALIZED INSTRUCTION

Informal library instruction can be just as effective as formal instruction. Meyers (1979, p. 60) points out that the impulse of most children's librarians, especially when confronted with a deaf student, is to go to the shelves and find a book or magazine for the patron. This applies not only to children's librarians but also to academic librarians. Although this method is easier and quicker for the librarian, in the long run it is much more effective to "walk" the student through the appropriate steps in locating these materials.

By showing students the library's card catalog or online catalog and demonstrating how to use it, students will learn and retain information and will often pass this information on to their deaf peers (Karuth, 1983). There is nothing new in this method of instruction. However, demonstrating is a very important method to use when working with deaf students, because deaf patrons have a more visual style of learning than the hearing population. In other words, the "show me" style of teaching is most effective.

Do not be embarrassed to ask the student to write things down. It is more embarrassing to continue without either the student or librarian knowing what the other is talking about. By the time deaf students reach college, they will understand this method of communication. Again, because reading levels of deaf college students are generally lower than those of hearing college students, the librarian's message should be written using simple vocabulary and short clear sentences.

What seem to be simple rules of communication are often overlooked by hearing people. Librarians must remember not to talk to the student's back or move their heads as they speak. The deaf student needs to see the lips of the speaker. Although it does not always come naturally to hearing people, it is important to be animated. An animated person is much more interesting to watch than someone who is emotionless (see Goldmann and Mallory in this issue of *Library Trends*).

### FACULTY INSTRUCTION

The role of faculty is often overlooked in bibliographic instruction. Despite their advanced degrees, faculty often do not understand the complex workings of the library. It is helpful to survey

the faculty to identify their needs and their expectations for student library use. "Advertise" library services for deaf students in faculty newsletters. Faculty need to be aware of the library's special services in designing successful research assignments for deaf and hearing-impaired students and also be aware that small group orientation and instruction sessions are available. If possible, negotiate goals with each instructor who requests your assistance, and guide them to realistic expectations.

### WRITTEN LIBRARY MATERIALS

The best aids in bibliographic instruction for deaf students are written materials. Deaf people are visual learners and written library materials such as a script of the tour or instruction help reinforce orientation and help students to proceed with library research independently. At Wallace Library, the librarian in charge of students with special needs has created a guide especially designed for NTID students (see Appendix A). Drawings of the locations and arrangements of the library departments are included. This guide is written in clear simple language and has even been requested by faculty for hearing classes!

Publicize the library's services extensively (Karuth, 1983). Post press releases in dorms and campus resource centers and send them to faculty and other contact people. Place classified ads in student magazines or newspapers. Encourage students to seek out the librarian for individual instruction. If there is a librarian who is primarily responsible for services to deaf students, this librarian should establish regular office hours and post these on his or her office door and around campus (see Appendix B).

### EQUIPMENT

"Computer telecommunications is rapidly reducing barriers to the modern world for many persons with a variety of disabilities" (Kimball, 1991, p. 1). Computer technology can expand communications for deaf individuals. Wallace Library provides responses to simple reference questions through electronic mail on the campus computer system. Electronic mail means less need for oral communication and has proven effective in breaking down the barriers between the able and disabled population.

In the near future, library instruction may be given through telecommunication courses. RIT now offers courses through the campus computer networks. Captioned instructional videos are another option for library instruction. At Wallace Library, the business librarian, with the help of the College of Business, created a captioned instructional videotape of the marketing resources available in the

library. This tape has provided NTID students with a level of instruction equal to that of hearing students. If library instruction is taught in a special instruction lab or classroom, then an induction loop will help those wearing a hearing aid by increasing amplification of the speakers. An induction loop is relatively inexpensive and easy to install.

"If a library has a telephone reference service it must provide effective telecommunications for people with hearing impairments" (Gunde, 1991, p. 808). Under the provisions of ADA (Title IV of P.L. 101-336), every library must have a telecommunications device for the deaf (TDD) or a relay system in place by July 1993. TDDs located at the library's reference and circulation desks will enable deaf patrons to call for reference and circulation information and to communicate at the same level as hearing people (Dalton, 1985, p. 28). All library staff should learn TDD operation and strategies for effective telecommunication with deaf patrons.

## CONCLUSION

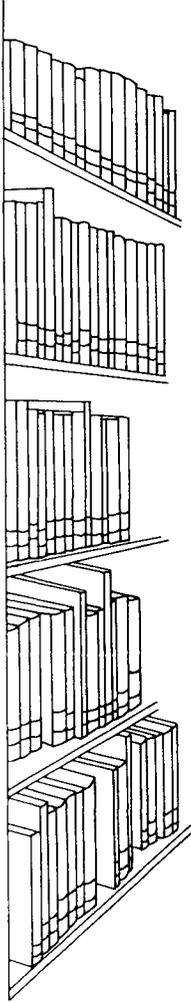
An effective bibliographic instruction program will ensure that both deaf and hearing people benefit from the library's collection. When a comprehensive program especially designed for deaf students is developed and is evaluated in terms of student learning, this instruction may prove to be one of the most cost-effective means of providing library service to deaf students on the college campus.

Without the concerted efforts of the entire library staff, however, deaf and hearing-impaired students do not have equal access to the library. This should be an important concern for the library administration. Through staff training, specialized bibliographic instruction, written library materials, and equipment to facilitate communication, the library will not be a frustrating place for the deaf college student.

## ACKNOWLEDGMENTS

The author wishes to thank Suzanne Bell, Gail Kovalik, and Barbara Polowy for their editorial comments and help.

APPENDIX A



**NTID STUDENT GUIDE TO  
WALLACE LIBRARY**

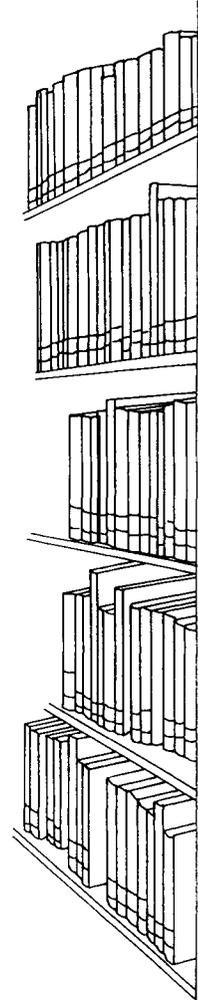
**Melanie J. Norton, Reference Librarian**

Wallace Library

Illustrations by Lisa LaLonde

Rochester Institute of Technology  
Rochester, New York

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## APPENDIX A (*Cont.*)

### ACKNOWLEDGEMENTS

Special thanks to:

Joy Wilson for typing and re-typing this guide.

Lois Goodman and Barbara Polowy and the entire reference department at Wallace Library for support and suggestions in creating this guide.

- Melanie J. Norton

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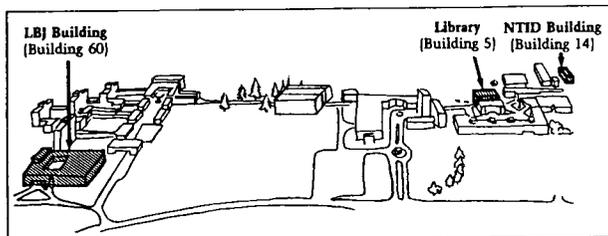
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### INTRODUCTION

#### WHERE IS THE LIBRARY?



#### WHEN IS THE LIBRARY OPEN?

The library is open at these times when classes are in session:

Monday -Friday	7:30 am - 11:00 pm
Saturday	11:00 am - 11:00 pm
Sunday	11:00 am - 11:00 pm
After Hours Room Monday—Friday	11:00 am - 1:00 pm

Hours may change during exam times and vacations. Hours will be posted in the library and on the front doors. Hours are also listed in the library's on-line catalog, called "Einstein".

#### USING THE LIBRARY

All libraries are organized in similar ways. Students who know how to use a library will learn to use Wallace Library easily.

Maybe you have not used a library very much. Maybe your school or public library was small. At first you might feel confused by our large, modern library. Most new RIT students feel the same way. Relax.

You can use the library to find information for your school work or for your own enjoyment. The library has books and magazines about sports, hobbies, current events, automobile repair, the arts, careers and more! We also have a special collection of books about deafness named the "NTID Collection". It is on the shelves labeled "NTID" on the 2nd floor.

The Media Resource Center has many films and slides you might enjoy. Many of the films are captioned.

Do you have trouble reading small print? We have magnifying glasses and even a *Visualtek* machine that enlarges print up to sixty times. The *Visualtek* machine is located in the Center for Visually Impaired. This room is on the first floor of the library. See Melanie Norton for information on special equipment and services.

## APPENDIX A (Cont.)

### WHAT ARE YOU LOOKING FOR?

#### Reference Books

Different kinds of information are found in different sources: Encyclopedias are a good source of brief descriptions. Almanacs are filled with facts and statistics. Atlases contain collections of maps. Dictionaries provide definitions of words. Directories list addresses of people and places. These kinds of books are all examples of *reference books*.

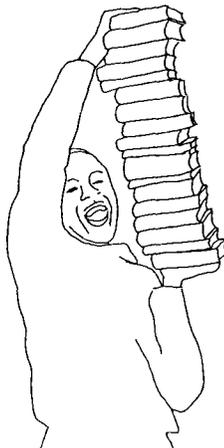
These books *cannot* be borrowed. However, they are always here when you need them. The Wallace Library reference book collection is on the first floor.

#### General Collection

Are you looking for a book about camping, or cooking, or ant colonies? Most books concentrate on one subject in-depth. Do you enjoy reading a good novel or looking at art books? All of these kinds of books are part of the library's *general collection*. The general collection is located on the 2nd,3rd and 4th floors of the library. These books *can* be borrowed from the library.

#### Periodicals/Magazines

Do you need current information? Magazines and newspapers are your best sources. Current news is published in magazine and newspaper reports before it is published in books. The library subscribes to more than 3,000 different magazines, journals and newspapers. We call them *periodicals*. Periodicals *cannot* be borrowed. However, you can make copies of pages on copy machines in the library. Periodicals are kept in many different places in the library.



## APPENDIX A (Cont.)

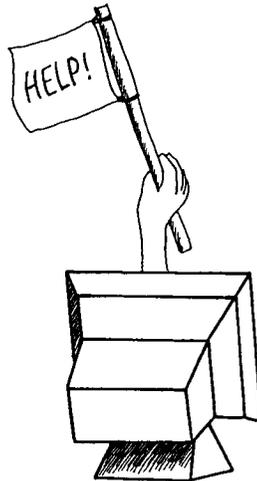
### LIBRARIANS! HELP!

Librarians are helpful people. They will show you how to use the library. They will help you with specific problems. Ask questions!

Most librarians at Wallace Library specialize in one subject area (art, science, business, etc.). One librarian, **MELANIE NORTON** specializes in helping NTID students find information in any subject area.

You can find Melanie in the library most days from 8:30 a.m. to 4:30 p.m. Her office is on the first floor. Melanie's office hours and Reference Desk hours are posted on her office door. You can ask for her at the Reference Desk, call her at her TDD number, X2569, or contact her through VAX account MJNWML.

When Melanie is not in the library, *DONT* worry. Other librarians will be happy to help you.



## APPENDIX A (Cont.)

### LIBRARY SURVIVAL VOCABULARY

These definitions should help you!

**Bound Periodical** /baund/ /pir-e-á-di-kal/ - Magazines sewn into a book cover and shelved like a book.

**Call Number** /kol/ /'nam-bar/ - All the books in the library are shelved in order by call number. The call number is a code that tells you where to find a book. A call number is like the address of the book in the library. Call numbers are assigned by subject.

**CD ROM** /see-dee-rom/ (Compact disc - Read only memory)—A computerized index to locate magazine and newspaper articles.

**Entry** /én-tre/ - Information about a single book or magazine article. Each entry is part of a list in a catalog or index.

**Hold** /hold/ - To "put a hold on a book" means to request a book that someone else has borrowed. Make your request at the Circulation Desk. A library worker will contact you when the book is returned. The book will be held under your name at the Circulation Desk for one week.

**Index** /in-deks/ - A list of subjects, names, or other items, usually in alphabetical order. A periodical index lists periodical articles by subject.

**Interlibrary Loan** /in-tar-'li-bre-re/ /lor/ - A special borrowing plan to get magazine articles or books from other libraries. For more information ask at the Reference Desk.

**Microfiche** /'mi-kro-fesh/ - A card made of film with information printed on it. The print is so small you need a special machine to enlarge it.

**Microfilm** /'mi-kro-film/ - A roll of film with information printed on it. A machine is needed to read the film. Many old issues of magazines and newspapers are kept on microfilm or microfiche.

**Periodical** /pi-re-á-di-kal/ - The library term for a magazine, journal, or newspaper that is published again and again - for example daily, weekly or monthly.

**Reference Books** /'re-fa-ran(t)s/ /buks/ - Books that provide factual information, definitions, statistics, addresses, summaries and/or general encyclopedias, dictionaries, atlases, almanacs, and directories.

**Renew** /ré-nu/ - To extend the due date of a book you have checked out. Bring the book to the Circulation Desk or call the Circulation Desk at 475-2962 (TDD).

**Volume Numbers and Issues** /'vol-yum/ /'num-'ber/ / and/ /i-shuz/ (for periodicals) - The volume number is a number given to a group of magazines that are published during a certain time period. Each magazine in a volume is called an issue.

## APPENDIX A (Cont.)

### BORROWING LIBRARY MATERIALS

#### WHICH LIBRARY MATERIALS CAN YOU BORROW?

Most of the books in the library can be borrowed. Some books must be used only in the library. For example, the books in the Reference Collection, on the 1st floor, can only be used in the library. Magazines and professional journals also stay in the library at all times. However, you can make copies on library copy machines. Almost all of the books on the 2nd, 3rd and 4th floors can be borrowed. You should look on the 2nd, 3rd and 4th floors for books to read outside the library.

#### HOW DO YOU BORROW A BOOK?

You need your validated student ID card to borrow a book. First you must register with the library. To register you must fill out a form with your name, address and major. Registration is fast and easy. Ask someone at the Circulation Desk to help you. After you have registered you can use your ID card as a library card.

#### HOW LONG CAN YOU KEEP BOOKS?

Most books are loaned to you for three weeks. Check inside the cover for the due date of any book you borrow. If you need books longer, you may bring them back and borrow them again. Tell the person at the Circulation Desk that you want to *renew* your books.

You may also *renew* books by phone. Call the Circulation Desk at 475-2962 (TDD). Have your ID card and book in front of you when you call.

The library also has current popular books. We call them "14 day books." You may borrow these books for two weeks.

#### WHAT HAPPENS WHEN A BOOK IS LOST, DAMAGED OR LATE?

"My dog ate my book!"

"My book got wet in the rain!"

"When I left the dorm, I know I had my book! Now it has disappeared!"

"Oh no! My library book was due last week!"

Many library books are damaged or lost every year. The people in the library understand that these things happen. When a library book is lost or damaged, you must pay to have it repaired or replaced.

The library charges 10 cents per day for the first 28 days a book is overdue. After 28 days the fine goes up to 50 cents a day for the next 28 days. After that, the book is "billed" with extra fines including the cost of the book.

The library charges 25 cents per day for overdue books from the 14 day book collection.

When you have a problem with a lost, damaged or overdue book, talk to a person at the Circulation Desk.

## APPENDIX A (Cont.)

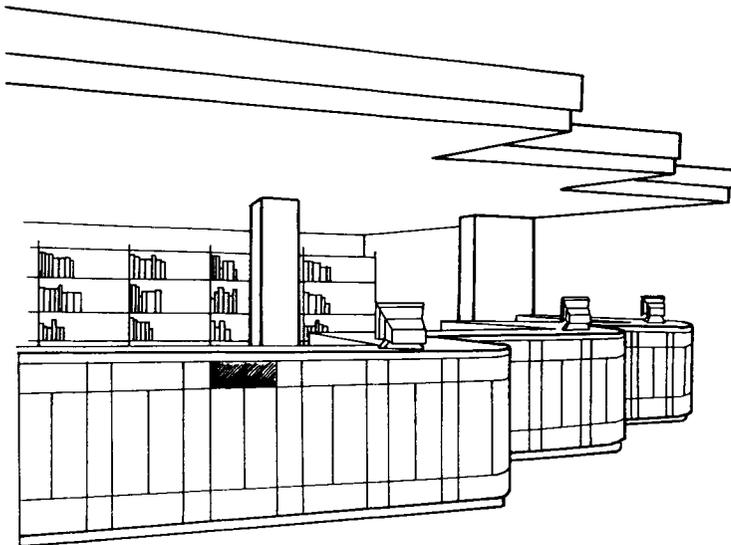
### YOU KNOW THE LIBRARY HAS THE BOOK YOU NEED BUT YOU CAN'T FIND IT ON THE SHELF. WHAT SHOULD YOU DO?

Maybe the book is not where it belongs. Maybe you are looking in the wrong place. Ask for help at the Reference Desk.

Sometimes, another person has the book you need. The people at the Circulation Desk can save the book so you are the next person allowed to borrow it. This service is called "putting a *hold* on a book." Ask about it at the Circulation Desk. When the book returns to the library, someone from the Circulation Desk will send you a message.

### WHAT IF THE LIBRARY DOES NOT OWN THE BOOK YOU NEED?

Sometimes you need a special book or magazine article that our library does not own. We may be able to borrow it from another library. This service, called *Interlibrary Loan* takes one or two weeks. Ask at the Reference Desk for more information.



The Circulation Desk is on the left as you enter the library.

## APPENDIX A (Cont.)

### THE REFERENCE DESK

#### THE REFERENCE DESK IS A PLACE TO ASK FOR HELP

Need information? Ask your question at the Reference Desk. Here are some examples of the things people ask at the Reference Desk:

"Can you help me find some information for my report on "Rock Climbing?"

"Does the library have a *Life Magazine* from 1945?"

"How many calories are in a grapefruit?"

"Who played in the World Series in 1978?"

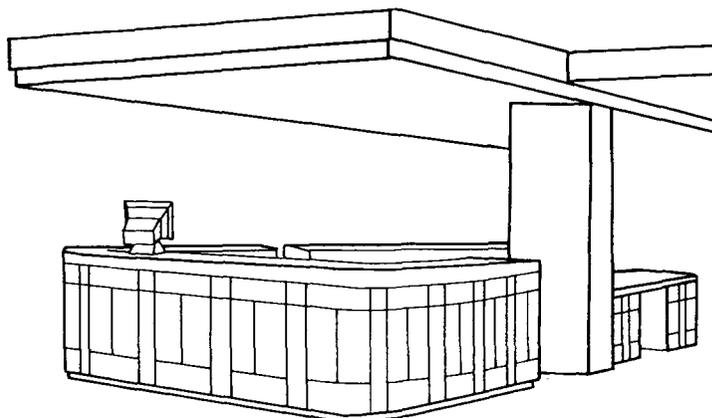
"How do I use the CD ROM?"

"Can you help me find a picture of King Kong?"

"Where is the Microfilm?"

"Do you have the address of The Flat Earth Society?"

These are the kinds of questions we answer every day. Only some of the librarians understand sign language but all librarians are ready to help you.



The Reference Desk is on your right as you enter the library.

*Save Yourself Some Time -- Ask a Question!*

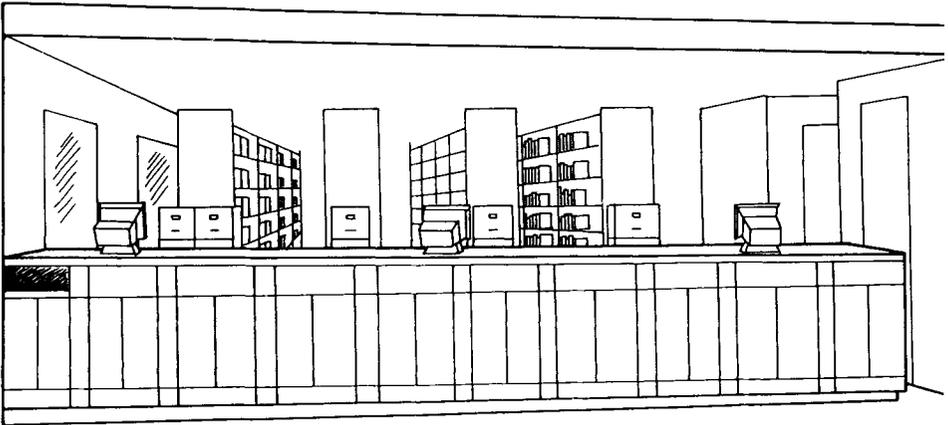
## APPENDIX A (Cont.)

### THE RESERVE DESK

Sometimes teachers set aside (*reserve*) special books or articles so all the people in a class can take turns reading them. You must go to the Reserve Desk to borrow these materials. You must have a valid ID card to borrow materials at the Reserve Desk. Other books and magazines are kept at the Reserve Desk because they are very popular. For example, current magazines like *Time* and *Newsweek*.

There are special time limits on reserve materials. *Make sure* you find out when your reserve book or magazine must be returned. Fines are \$1.00 *per hour!*

The After Hours Rooms, located on the first floor of the library by the Reserve Desk, are open during regular library hours and from 11:00 pm to 1:00 am, Monday through Friday. The Reserve Desk is also open from 11:00 pm to 1:00 am.



(The Reserve Desk is located off the After Hours Study Room—see map on page 13).

## APPENDIX A (Cont.)

### BOOKS--HOW TO FIND THEM

#### CALL NUMBER REVIEW

All our books and magazines are listed in the computers. Our computer's name is "Einstein." There are directions on every screen to help you. If you have any problems using the computer, ask for help at the Reference Desk.

You use Einstein to find out what books the library has. You must use the call numbers to find the books on the shelf. The call number is part of the information given in each catalog entry.

#### ON-LINE CATALOG ENTRY

AUTHOR	Evans, Christopher.
TITLE	The Making of the Micro: A History of the Computer.
PUBLISHER	New York: Van Nostrand Reinhold, c1981.
DESCRIPT	115, [3] p. : ill.
NOTES	Includes index. "Some of this material has been published in abridged form in The mighty micro, Victor Gollancz Ltd., 1979." Bibliography: p. [3]
SUBJECT	Computers -- History.

	LOCATION	CALL NO.	STATUS
1 >	STACKS	QA76.17.E92 1981	AVAILABLE

You could say that the call number is the address of the book in the library. The call number tells you where to find the book. Call numbers are assigned by subject. All the books in the library are shelved in order by call number.

How did this book by Evans get its call number? All QA books are about math. QA 70's include books about computers. E92 is a code for the author's last name.

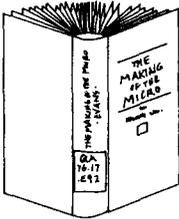
## APPENDIX A (Cont.)

### LIBRARY OF CONGRESS CODE LETTERS

Here is a basic list of letters assigned to subjects. These letters are the beginnings of a call number.

- A General Works
- B Philosophy
- BF Psychology
- BL-BX Religion
- C,D,E,F History
- G Geography, Anthropology, Recreation
- H Social Sciences
- J Political Science
- KF Law of the United States
- L Education
- M Music
- N Fine Arts
- P Language and Literature
- Q Science, Math
- R Medicine
- S Agriculture
- T Technology
- U Military Science
- V Naval Science
- Z Bibliography, Library Science

### FINDING THE BOOK



Let's break this call number into three parts:

QA	76.17	.E92
Part 1	Part 2	Part 3

The Call Number is a code that describes location and subject.

## APPENDIX A (Cont.)

### Step 1

Look at the first part of the call number.

QA 76.17 .E92

First, find the shelves where the QA books are. This is easy because the books are arranged in alphabetical order by call number A-Z.

To find QA books you must go to the 3rd floor.

Markers at the end of each row of book shelves will also help you find your call number.

After you find the right letter area you are ready for Step 2.

### Step 2

Look at the second part of the call number.

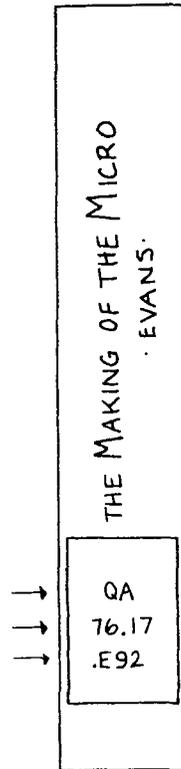
QA 76.17 .E92

You will find that all QA books are organized in number order. Follow the numbers from 1 to 76.17.

### Step 3

Look at the third part of the call number.

QA 76.17 .E92



Yes! There is a third part to the call number: .E92. This is a code for the author's last name. When there are many books with similar call numbers, this third part will help you find the exact book you want.

APPENDIX A (*Cont.*)

## WHAT IF THE CALL NUMBER HAS EXTRA LETTERS?

Those "extra letters" on the book label, mean the book is in a separate collection. The "extra letters" are called *locators* and are usually abbreviated words.

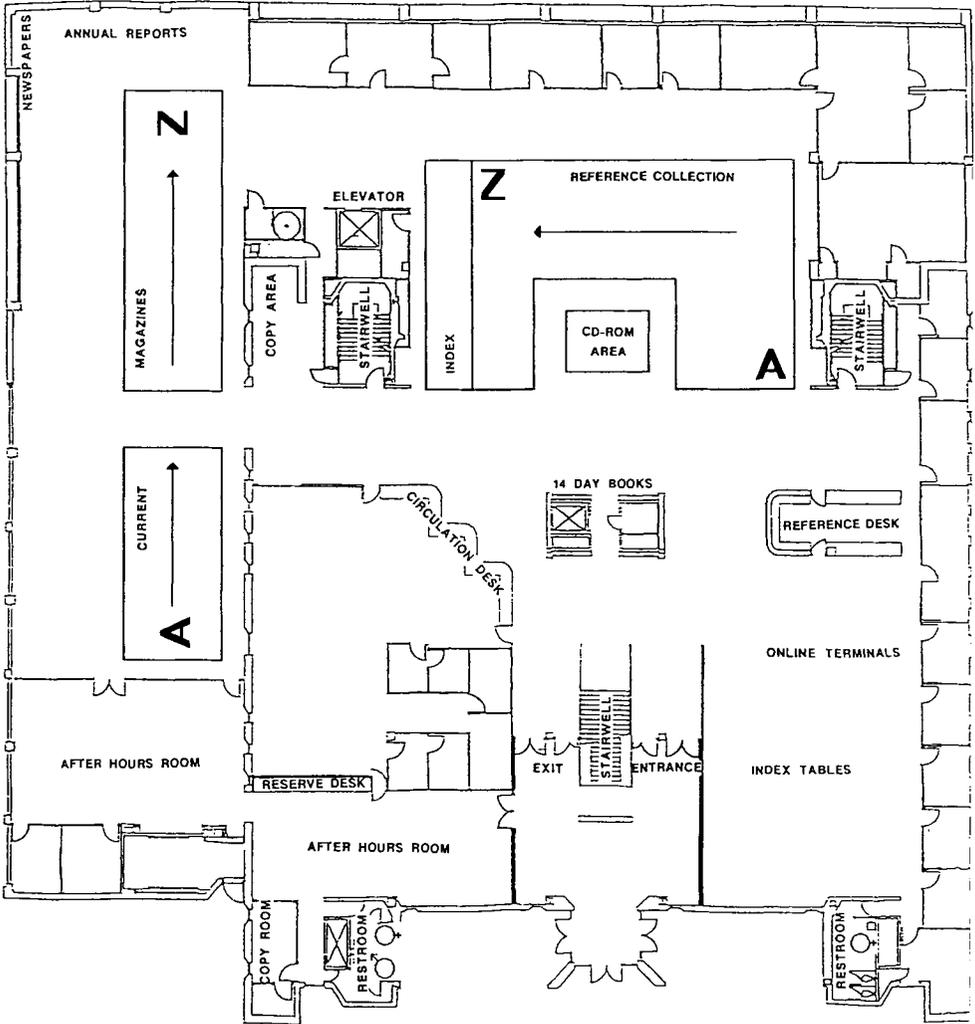
Locator	Meaning	Location
RES D	Ask at Reserve Desk.	1st Floor
REF	Reference Area. May not be borrowed.	1st Floor
OVER (or HUGE)	Oversize books. (Large books)	2nd Floor
NTID	Collection on Deafness.	2nd Floor
THES	An RIT Thesis. May not be borrowed.	3rd Floor (Archives)
RIT	RIT Archives material. May not be borrowed.	3rd Floor (Archives)
RARE	Rare book. May not be borrowed.	3rd Floor (Archives)
CARY	Melbert B. Carey, Jr. Collection on Printing History. May not be borrowed.	2nd Floor
PER.	Bound magazines (also called <i>periodicals</i> ). Look for them by call number.	2nd Floor
Stacks non-circulating	Books, magazines, journals, reference books that may not be borrowed.	1st, 2nd, 3rd & 4th Floors

You can ask for help at the Reference Desk if you have a problem with locators.

APPENDIX A (Cont.)

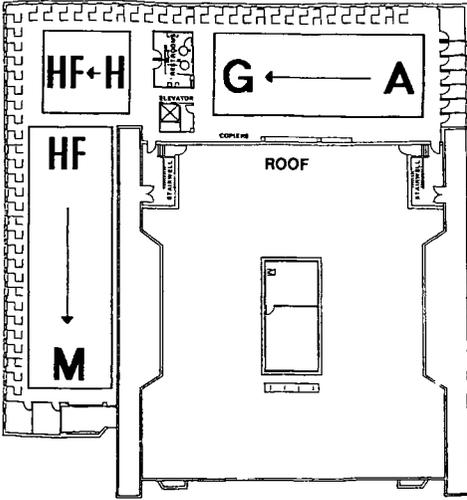
# WALLACE LIBRARY

Rochester Institute of Technology

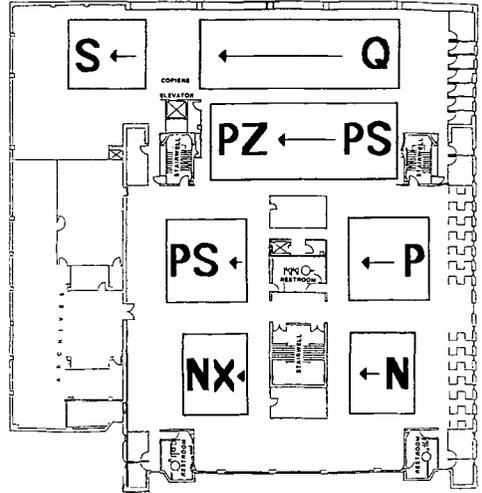


1st Floor

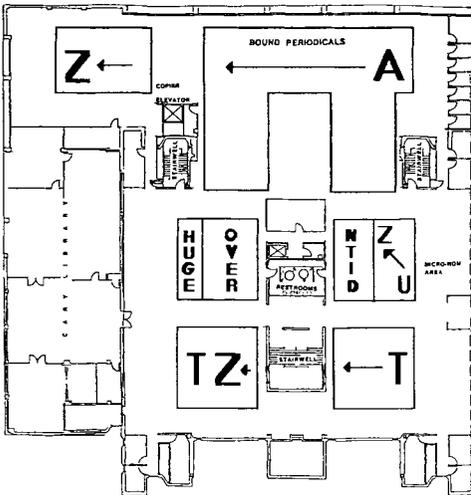
APPENDIX A (Cont.)



4th Floor



3rd Floor



2nd Floor

## APPENDIX A (Cont.)

### MAGAZINES, JOURNALS, AND NEWSPAPERS

#### HOW DO YOU FIND A PERIODICAL ARTICLE ABOUT A SPECIFIC SUBJECT?

The easy way to find articles in magazines, journals and newspapers is to use an index. Each index is a guide to many periodicals. Articles are listed in the index by subject. The subjects are in alphabetical order.

There are paper indexes on tables on the first floor of the library.

Occasionally indexes use other styles of organization. Each index has directions in the front explaining how to use it. The indexes you need are on study tables on the first floor of the library.

Need help? Bring the index to the Reference Desk.

There are also special computer indexes called CD ROM (compact discs - read only memory). The library has different indexes on CD ROM. CD ROMs have directions on every screen to help you. If you don't understand something, ask a reference librarian.

Using the CD ROM is fun, easy, and allows you to search more than one subject at a time.

Both paper indexes and CD ROMs can be used to locate periodical articles. Try both to see which you prefer.

If you have any questions about using either the paper indexes or the CD ROMs, ask for help at the Reference Desk.

#### HOW DO YOU KNOW WHICH INDEX TO USE?

When you want information on a popular subject found in common magazines use *The Reader's Guide to Periodical Literature*. This index lists articles from more than 200 magazines of general interest. For example, look in this index to find articles in magazines like *Time*, *National Geographic* and *Popular Mechanics*. The *Reader's Guide to Periodical Literature* is also on CD ROM.

Sometimes you need information on a more technical subject. Articles can be found in specialized magazines and journals. Special indexes help you find these kinds of articles.

These are some indexes for more specific subjects:

*General Science Index*  
*Humanities Index*  
*Business Periodicals Index*  
*Art Index*

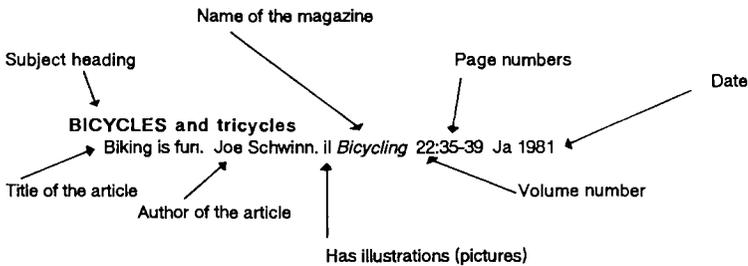
*Social Sciences Index*  
*Index to Legal Periodicals*  
*Applied Science and Technology Index*

## APPENDIX A (Cont.)

### YOU FOUND YOUR SUBJECT IN AN INDEX. WHAT DO YOU DO NEXT?

You will find one or more magazine articles listed under your subject heading. Choose the articles you want and write down or print out all the information you find for each one. Some printed indexes use abbreviations for titles, dates and other information. You can find lists of abbreviations in the front of most printed indexes. If you need help ask at the Reference Desk.

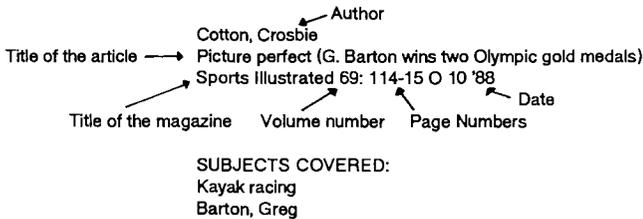
Here is one example from a printed index:



*Reader's Guides* are bound into large books for past years. The most current *Reader's Guides* are available in monthly issues.

*Reader's Guide* is also available on CD ROM.

Here is one example from the CD ROM index:



## APPENDIX A (Cont.)

### YOU KNOW WHAT PERIODICAL YOU NEED. HOW DO YOU FIND IT?

The library keeps periodicals three different ways:

**New Magazines** - Most new magazines, journals and newspapers are on the first floor on the *Current Periodicals Shelves*. Current periodicals means magazines, and newspapers that are less than a year old. The current periodicals are arranged on the shelves in alphabetical order by their titles.

**Older Periodicals (Microfilm)** - Some older periodicals are on *microfilm*. The microfilms are in black cabinets on the second floor. You can read them on microfilm reader machines. You can make copies from microfilm for 10 cents per page. You can make copies yourself on special microfilm printers or bring the film to the Copy Center at the Circulation Desk and someone will make copies for you. But it will cost more money if someone else makes copies for you.

**Older Periodicals (Bound)** - Some older periodicals are *bound*. Bound means they are gathered together with a hard cover so they look like a book. These bound periodicals have call numbers by subject and are located on the second floor.

### COPY MACHINES

You cannot take magazines and periodicals out of the library. You must either read them in the library or make copies of the pages you need.

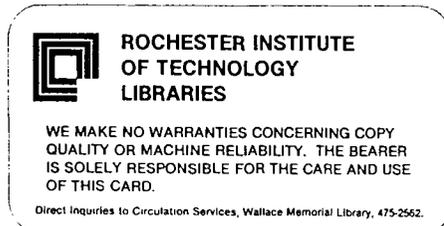
There are copy machines located on all the floors of the library to make copies of current and bound periodicals.

You can also make copies of articles on microfilm. There are microfilm copy machines located on the second floor where you can make copies yourself. Or you can have someone make copies for you. It will cost you more money for someone else to make copies for you.

### VENDACARDS (Copy Card)

To make copies of either microfilm or papers you may want to purchase a *Vendacard*. Vendacards are special cards that will allow you to make copies without using coins. It is easy to use a Vendacard. You can buy a Vendacard at the machine near the Circulation Desk.

If you need help or don't understand how to use a Vendacard, ask at the Circulation Desk. Someone there will be happy to help you.



Vendacard (Copy Card)

## APPENDIX A (Cont.)

### OTHER LIBRARY SOURCES

#### GENERAL

**NTID English Learning Center (ELC)** - Building 60, Room 2255, TDD 475-6615

The ELC is open to all NTID students. The ELC has a good collection of leisure reading materials. Novels, mysteries, romances, classics and non-fiction books about sports and other subjects are here. Books at all reading levels can be found. The Rochester morning newspaper and some popular magazines are in the ELC. Need an encyclopedia, dictionary or atlas? A small collection of basic reference books are in the ELC.

**General Education Learning Center (GELC)** - Building 50 (Peterson Hall), Room 1149, TDD 475-6539

The GELC is a resource center for NTID students who need help with classwork. (especially College of Liberal Arts classes.) Both professional and student tutors work in the GELC to help you. The GELC has a collection of videotapes, and current and old magazines. The GELC also has books that you can borrow. You can also find the daily newspaper at the GELC.

**NTID Career Resource and Testing Center (CRTC)** - Building 60, Room 1620, TDD 475-6234

The CRTC has written material and even a computer-based system (SIGI) that can help you plan your educational and career goals. The CRTC has books, videotapes and articles that explore various careers. The CRTC also has college catalogs, financial aid information and testing services. People who work in the CRTC will be happy to help you use the resources there.

**NTID Employment Information Center (EIC)** - Building 55 (Hettie L. Shumway Dining Commons), Room 1027, TDD 475-6426.

The EIC has resources that can show you how to find a co-op or permanent job. The EIC has information on companies and current job openings. The EIC also has travel information and descriptions of services for the deaf in all fifty states. People who work in the EIC will be happy to help you use the resources there.

**Staff Resource Center (SRC)** - Building 60 (Lyndon B. Johnson), Room 2490, V/TDD 475-6823.

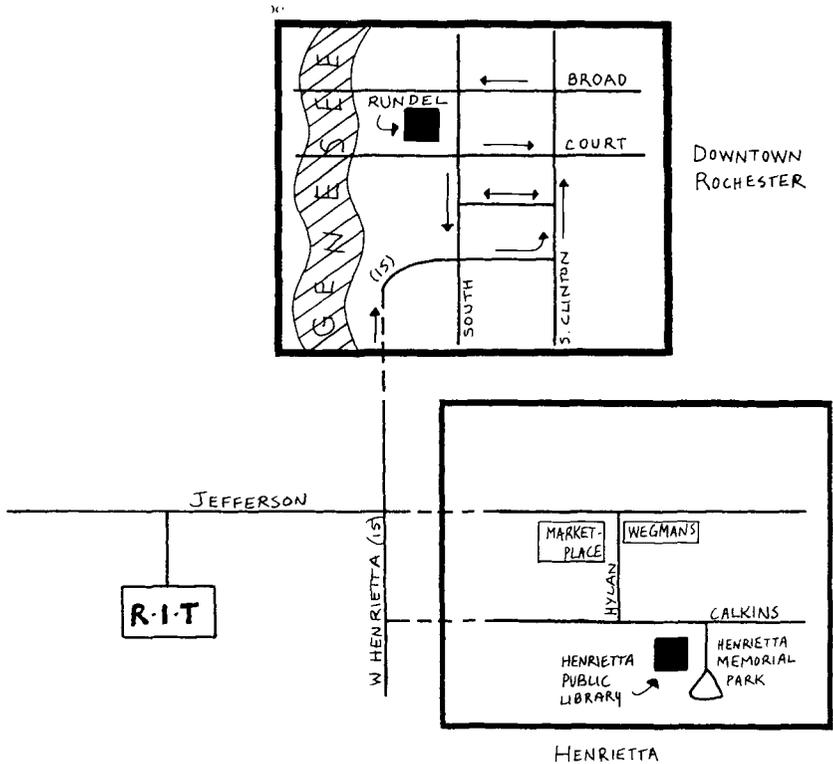
The Staff Resource Center (SRC) is for NTID faculty and staff. It is not for student use. However, if the SRC has material you need, you may request it to be brought to Wallace Library. Please talk to Melanie Norton about using materials from the SRC.

APPENDIX A (Cont.)

PUBLIC

**Rundel Library** - 115 South Avenue, Downtown Rochester, Voice 428-7300, TDD 454-5087.  
 This is the main public library of Rochester. You need your RIT ID card and another piece of identification that proves your local address (such as a phone bill) to get a library card.  
 Hours: Monday and Thursday 8:30 a.m. - 9:00 p.m. - Tues., Wed., and Fri. 8:30 a.m. - 6:00 p.m./Saturday 8:30 a.m. - 5:00 p.m.

**Henrietta Public Library** - 455 Calkins Road, TDD 334-3401.  
 This is the closest public library to RIT. It has a fine collection of books and magazines. It is a very comfortable place to work or relax with a book. The librarians are very helpful. You can also call this number for information on books at Rundel Library. Rundel Library will send specific books to the Henrietta Public Library by request. This saves you a trip downtown.  
 Hours: Monday 1:00 p.m. - 9:00 p.m./Tuesday, Wednesday, Thursday 9:00 a.m. - 9:00 p.m./Friday 1:00 p.m. - 5:00 p.m./ Saturday 10:00 a.m. - 5:00 p.m./Sunday 1:00 p.m. - 5:00 p.m.  
 Closed weekends during the summer.



## APPENDIX A (Cont.)

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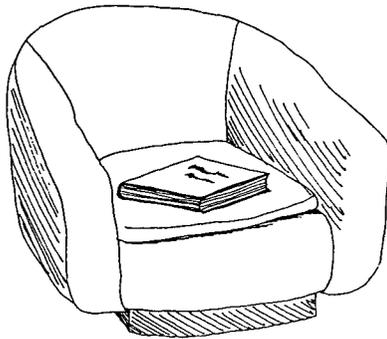
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# APPENDIX B



**NTID STUDENTS AND DISABLED STUDENTS  
SPRING QUARTER, 1992**

**For Help at Wallace Library Contact:**

**MELANIE NORTON**

**Extension: 2569 (voice & TDD)    VAX: MJNWML    1ST Floor: Wallace Library, Bldg. 05**

<u>Office Hours</u>		<u>Reference Desk</u>
Monday.....	9:00 a.m. - 10:00 a.m.	11:30 a.m. - 12:30 p.m.
Tuesday.....	9:00 a.m. - 10:00 a.m.	
Wednesday.....	9:00 a.m. - 10:00 a.m.	12:30 p.m. - 2:30 p.m.
Thursday (evenings) at the Reference Desk		5:30 p.m. - 9:00 p.m.
Friday.....	9:00 a.m. - 10:00 a.m.	

Melanie is usually in the library 8:30 a.m. to 4:30 p. m. Monday, Tuesday, Wednesday and Friday. Thursdays 1:00—9:00



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