

Todd Library Update

Spring 1983

Number Four

“...thoroughly departmental”

(This issue of Todd Library Update includes the second in a series of articles dealing with various departments within the Library. The Curriculum Library is the subject of this second departmental profile.—Editor)

Down the main staircase to the ground floor of Todd Library, with a sharp turn to the right, and through double doors one finds the Curriculum Library. This area devoted entirely to holdings intended for the classroom is often unexplored by those students whose courses of study prepare them for careers other than teaching.

The area was originally called the Curriculum Laboratory when it was organized in 1962. Its prime interest was to gather and make available a workable collection of curriculum materials to assist the students enrolled in the teacher education program of the then Middle Tennessee State College. It was felt that the curriculum laboratory would be the answer to the great demand being made upon teachers to know and to know how to use the wide variety of

teaching materials and aids. Consequently, the Library staff and the Education Department planned and worked together to develop the area in order to strengthen the student teaching program.

Curriculum and instructional materials which make up the collection were, and are still, acquired from many sources. Courses of study, resource units, and teaching suggestions are, for the most part, publications of local and state school systems, education associations, and/or colleges of education. These are catalogued by a system which groups “kinds” of materials together. This division is by age or grade level, or subject matter, or a combination of both. In addition, among the holdings are a limited supply of pictures and charts, samples of encyclopedias, examples of free materials, magazines suitable for the classroom, a small collection of audio-visuals, and kits of learning/teaching materials.

A public card file (catalog) is maintained for the location of specific pieces. These cards, which must be created in the Library, set forth the

author or point of origin, title, and grade level for which the material is intended.

Normally, teaching faculty bring education classes into the Curriculum Library for group orientations, and subsequently, individual student-users are assisted in researching and locating those items which will facilitate the preparation of units of study or lesson plans for classroom use.

In addition to curriculum holdings, the Curriculum Library has a collection of state-adopted textbooks for grades 1-12. These are recommended by the Tennessee State Department of Education and serve primarily as examples of what the student teacher will find and use in the classroom. Each year a portion of this collection is updated—replaced by more recent copyrights of already existing titles, or new titles altogether. In a 5-year period, the entire collection will have been replaced and the cycle begins anew.

The remaining portion (or approximately half the area) of the Curriculum Library consists of the collection used by Library Service in the training of librarians. These are arranged by the Dewey-decimal system and are located by the use of a second public card file (catalog).

Except for a small portion of the holdings which are designated as **Reference**, all materials are circulated. During Fiscal Year 1981-82, 6,232 pieces of Library Service materials were borrowed, and 4,595 pieces of Curriculum Library holdings were circulated. Nearly 900 pieces of curriculum material were added to the collection at a cost of \$3,500. (DM) □

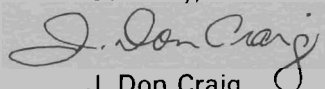


Dear Faculty and Administrators:

In the Fall 1981 issue of this newsletter, I described the new Faculty Library Carrel Area that had been developed for faculty engaged in research and publication. Since then, this area has been effectively used by several faculty members and has proven to be valuable to them in their work. During the Fall 1982 semester, the policies and procedures governing the allocation and use of the carrels were studied and revised. The major change made was the transfer of the carrel assignment from the deans to the Faculty Research Committee. Each department chairman and dean has been given a copy of the revised policies and procedures, and I would like to encourage those who may be interested in using a carrel to read them. Applications for these carrels are also available in the Library Office and in the Graduate Dean's Office.

Some of you may have noticed the recent exhibit in the Library for Women's History Week. This display was organized by Jill Hague (English), Mary Bricker-Jenkins (Sociology), and Ida Read (Library). The Library staff is always glad to cooperate with faculty members on displays and exhibits that publicize and encourage the use of the Library's collection.

Cordially,



J. Don Craig
University Librarian

Mrs. MacLean to Retire



Mrs. Dorothy E. MacLean will retire on June 30, 1983, when she will complete seven years of service to Todd Library as librarian of the Curriculum Library/Laboratory. A graduate of Middle Tennessee State University (B.S., 1953; M.A., 1971), Mrs. MacLean joined the library staff on June 3, 1973, and was appointed to her present position in the fall of 1976.

As librarian of the Curriculum Library, Mrs. MacLean has made an outstanding contribution to the development and to the use of the library's extensive collection of curriculum resources. She will be long-remembered for her knowledge of this collection and her willingness to help others use the collection. Her contributions to Todd Library and its program of service to University students and faculty are much appreciated.

Mrs. MacLean has served on numerous committees of the Library Faculty and the MTSU Librarians Organization. During 1979-80 she was president of the latter group. She holds membership in the Southeastern Library Association, the Tennessee Library Association and its affiliate, the Mid-State Library Association. She is also active in the MTSU Dames Club, Delta Kappa Gamma, CFAW, and the American Association of University Women. Mrs. MacLean is currently serving as vice-president and membership chairman of the local AAUW. (JDM) □

Library Services for the Handicapped

Since the Education for All Handicapped Children Act of 1975 (PL 94-142) was passed, a significant number of students with special needs are attending colleges and universities. This law guarantees a free and appropriate education through the age of twenty-one for handicapped persons. In *The Assessment of the College Experience of Severely Handicapped Individuals*, published in 1960 by the Hillis Miller Health Center, University of Florida, Darrell J. Mase and Charles F. Williams stated that the higher the educational level achieved by a disabled person, the better adjustment to society he made in terms of emotional stability, job readiness, and successful independent living. Academically capable students who have a physical handicap should be encouraged to make the most of their opportunity for education.

Actually, several laws have made higher education possible for the handicapped. Public Law 90-480, the Architecture Barriers Act of 1968, required that any building constructed or leased whole or in part with federal funds must be made accessible to and usable by the physically handicapped. The American Standards Institute, now known as the American National Standards Institute

(ANSI), developed accessibility standards that were used by government agencies in designing, constructing, and altering buildings. These ANSI standard (A117.1-1980) were extensively revised and expanded in 1980 and include general design principles, indoor accessibility. Next, passage of the Rehabilitation Act of 1973 made a far stronger statement for the civil rights of the handicapped and mandated an end to discrimination in programs, activities, or employment.

During the seventies all states passed laws concerning architectural barriers to the handicapped. Two White House conferences, the 1977 White House Conference on Handicapped Individuals and the 1979 White House Conference on Library Information Services, focused on various issues affecting the handicapped. A number of resolutions from both conferences called for continued efforts toward eliminating constraints and barriers in all activities, including postsecondary education.

As a result, the handicapped student has become part of a growing minority on campuses throughout the United States. Since the library is an integral part of any program of study, academic libraries

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Why Charge for Library Services?

Norman D. Stevens, University of Connecticut

Charges for library services are becoming quite commonplace. The reasons for these charges are complex. They involve the beginning stages of rethinking the ways in which library services are budgeted and priced. This article discusses some of the factors in making the charge or not-to-charge decisions.

Why should I have to pay for this? Aren't library services free? Faced with that difficult question asked by an irate user, the library administrator is likely, at best, to offer a half-hearted explanation of why a charge is attached to a particular service. He or she is not likely to offer some cogent and rational explanation based on a consistent policy. Until fairly recently, academic libraries generally operated on the principle that access to their collections and services was offered without charge to their own faculty and students, and often others as well. The academic library was supported almost entirely from funds supplied by the institution. These funds were expected to meet all of the library's expenses without any charge to its users. In many institutions, faculty were not even likely to be held financially responsible for library materials that were lost while charged out to them. It was unusual for the academic library to charge fees for the use of its collections and services.

Charges have now become more commonplace. Librarians, academic administrators, faculty, and other library users, are becoming more conscious of the extent to which this is happening. Why are charges necessary? What are the reasons for such charges?

The issues involved are complex. They involve the beginning stages of rethinking the way in which library services are budgeted and priced. While not all apply in a single library or for a single service, where charges have been imposed they have been imposed for a mixture of reasons.

Library Factors

Library collections represent a large capital investment that won't last forever. The additional use that an item receives in interlibrary loan or by a visitor not directly affiliated with the academic institution affects its life. Some kind of amortization must exist to pay for the material and keep it accessible and available.

An imbalance may exist in the level of use of services, especially, for example, interlibrary loan. In the past, the theory was that a kind of net reciprocity existed in interlibrary loan that balanced out costs and benefits across institutions. In fact, some institutions have always supplied more and benefited less; now it is more difficult for them to justify extra-institutional expenditures.

Steadily increasing costs of operation, especially for personnel, coupled with budgetary limitations mean certain services, such as online data base searching, can be provided only if a charge is made to the user.

The need to charge for such services as photocopying, where the library's costs are in direct relationship to the level of use, to ration the use of those services and/or recover the actual out-of-pocket costs.

Such services as typewriters for public use, which are a convenience to the user but not an essential element of library services, have identifiable ongoing costs, such as maintenance and repair.

Heavy demands for service by users not directly connected with the institution may, unless limited or supported by direct charges, seriously hamper the library's ability to meet the demands of its own faculty and students.

Institutional Factors

A general institutional attitude stresses cost centers and cost recovery as a way of life.

The library may now increasingly be charged by other units of the institution for services that were once provided without direct charge.

Library services may be used to support other income-generating activities within the institution whether that be the students in a fee-based continuing education program or a fee-based consulting service provided to industrial clients.

Grant funds can be used to pay for collections acquired in direct support of a research project, online data base searching, and the procurement of photocopies either from the library's own collections or through interlibrary loan.

External Factors

Charges may be imposed by other libraries and nonprofit library organizations for services that were formerly available free or for a nominal cost.

The emergence of the information industry demonstrates that there is a profit to be made in producing and disseminating information.

Those are some of the diverse elements that enter into establishing charges and determining the level of those charges. Administrators in the individual academic library and institution need to examine those factors and develop a rational and consistent policy towards charges for services. Budgets should be set, and appropriate charges imposed in support of institutional goals and objectives. A continuation of present practices, which seems to involve setting charges on an ad hoc, case-by-case basis, will not benefit either the library or its users.

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National Library Week and Todd Library: April 17-23

The week of April 17-23 will be the twenty-sixth celebration of National Library Week since it was initiated in 1958 by the National Book Committee and the American Library Association. Since its conception, National Library Week has promoted the public awareness of the importance of reading and of being well-informed for both the individual and society. Reading has been the theme for many National Library Week campaign slogans: "Read - the fifth freedom" in 1963, "Be all you can be - read" in 1968, and "Get ahead - read" in 1973.

More recent slogans have emphasized library services, "Use your library" in 1977, "Info to go...at the library" in 1978, "America's Greatest Bargain...the library" in 1980, and "A word to the wise...Library" in 1982. This year's National Library Week theme picks up the Rocky Balboa Philadelphia slogan, "Go for it!" and adds "Use your library." The National Library Week theme urges people to use the library resources to forge ahead in school or careers, improve a talent, or succeed in any of a thousand and one

challenges.

Sharing the National Library Week celebration, and in step with its theme, Todd Library plans to honor its staff members and student assistants who have accepted the unique challenge of academic library service. Staff members who have been at MTSU longer than five years, but less than ten, and student assistants who have been here three years or longer will be recognized at a reception on Tuesday, April 19.

To challenge and interest the minds of our readers, there will be a **Trivia Question** of the day. The first person who succeeds in answering the question will receive a prize.

The National Library Week Committee (Margaret Anderson, Sue Burkheart, Molly Holland, Momolu Massaquoi and Virginia Vesper) also plan to use posters, banners, and bookmarks to identify the library as the place to "go for it." Book displays will reinforce this theme of National Library Week and of the new READ poster starring Yoda, the Star Wars sage, who counsels, "Read...and the Force is with you." (VV) □

Handicapped Services *cont.*

have had to adapt their facilities to accommodate these special students. In many cases libraries now offer many non-traditional services which are necessary if disabled students are to achieve their fullest potential. Special equipment must be made available to enable students to carry out class assignments. Included are large print typewriters; electric typewriters; Optacons; the Kurzweil Reading Machine; talking calculator; a Cyberbraille (print and braille at the same time); tape duplicator; speech composer; Thermoform (braille duplicator); teletypewriter (TTY); Braille writer; magnifier; tape recorders/players; and a Visualtek (or CCTV for enlargement).

In an effort to make Todd Library more accessible to handicapped students, several alterations have been made. The library was built in the fifties and sixties when less thought was given to ease of access than is now given. Use of the front entrance is impossible for some students; therefore, handicapped students are given access through the rear entrance. Although a ramp existed there, recently an outside elevator has been installed. Also a canopy has been added over the back door to provide shelter when the student must ring for admittance at nights and on weekends. Other minor building modifications have been necessary as well.

A reading room is provided for the use of blind students and their readers. Although the special equipment for the blind was first placed in the library, it is now located in Keathley University Center where larger facilities were made available. The office for the visually impaired also orders any special materials needed either in Braille or on tape from the Tennessee Regional Library for the blind and physically handicapped.

In addition to providing direct services to handicapped students, Todd Library has a number of books and pamphlets dealing with services and resources and the teaching of students with disabilities. (MA) □



Todd Library staff with five to ten years experience will be honored. Pictured left to right are Jo Joyce (1973); Sue Burkheart (1974); In MacBeth (1975); Dorothy MacLean (1976).



Todd Library student assistants with three or more years service: Lee Ann Hardcastle (1980); Brad Carrington (1980); Susan Hawkins (1980); Cynthia Alexander (1980); Gretchen Bayless (1979); Marsha Gibbs (1979).

Not in picture: Kathy Appling (1979); Mike King (1979); Paul Law (1979); Carol Moore (1980); Neal Pistole (1979); Holly Proctor (1979).

Todd Library Update is issued from time to time for the Middle Tennessee State University community.

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