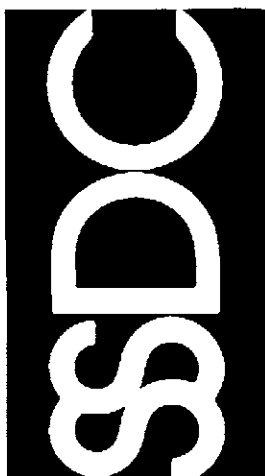


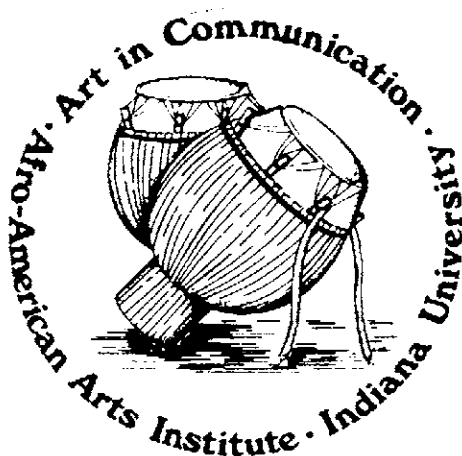
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Social Studies Development Center



Department of Vocational Education, Indiana University

**V E S**

VOCATIONAL  
EDUCATION  
SERVICES

the  
**CAREER**  
center

# InULA Quarterly

Vol. 11 No. 4 Winter, 1981

## *Have you met ... ?*

*Although many people are unaware of them, there are a lot of excellent library collections on the Bloomington campus which are not part of the I.U. Libraries system. In this issue of InULA Quarterly, we make the acquaintance of four of these too often unnoticed treasure troves.*

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*InULA Quarterly is a publication of the Indiana University Librarians Association. Articles, book reviews, and news of interest to members should be submitted to Amy Novick, Undergraduate Library, Library W131, Indiana University, Bloomington, IN 47405. Publications Committee: Leota Boesen, Mark Day, Nels Gunderson, Frances Weinstein, Amy Novick, editor.*



### **Social Studies Development Center**

Where would you refer a foreign student wanting to look at representative world history textbooks used in American classrooms, an education major looking for resource materials for preparing a lesson plan for a high school sociology class, or an instructor trying to find a game to use in her political science class to demonstrate the legislative process in action?

After showing these people which materials they would be able to find in your library, you might refer each of them to another branch library on campus. But did you know you could also send them over to an extra-system special collection housed in the Social Studies Development Center (SSDC) at 513 North Park?

The Curriculum Resource Center (CRC) at the SSDC has about 10,000 social studies textbooks and supplementary instructional materials. One of only two libraries of its kind in the United States, the CRC's collec-

tion includes simulations, games, records, tapes, filmstrips, multi-media kits, curriculum guides, and other forms of social studies education materials. The CRC exists to support the goals and objectives of the SSDC which are "to provide a continuing base for research, development, and diffusion of innovative ideas and practices in social studies."

The establishment of the CRC five years ago was an outgrowth of the realization that centralizing the numerous small collections of materials scattered throughout the SSDC would give staff members better access to all resources available. The librarian responsible for setting up the CRC was Anne Beversdorf, currently Librarian at the Agency for Instructional Television. Anne had been working at the SSDC as secretary and editorial assistant to the Coordinator for School Social Studies, C. Frederick Risinger, and had agreed to undertake the development of the new library as her work schedule permitted.

The quantity of materials that had been assembled to start the CRC was overwhelming. According to Anne, "At that time we watched nearly 800 boxes of books accumulate and threaten to collapse the half of the third floor room allotted to the library. Within a few days we decided to spread the books out over the entire room." The floor didn't collapse, and with the help of whatever part-time student workers and volunteers she was able to recruit, Anne managed to create a library out of chaos, and without benefit of a materials budget.

Like many other special libraries, the CRC has no funds budgeted for the purchase of library materials. With the exception of a Ford Foundation grant used for basic library equipment and reference sources, the collection has been built from the donations of used books from personal libraries and new materials from publishers.

The CRC has been fortunate in having received the generous support of major publishers who have found displaying their materials in our collection to be an effective source of publicity for their social studies lists.

Designed for bookstore-style browsing, the CRC collection is divided into broad, often overlapping, areas of interest — American history, political science, world history/global studies, geography, sociology/psychology, anthropology, education, and economics. A general social science section contains elementary school-level materials. There is a small collection of periodicals and reference sources.

The newest part of the collection consists of foreign language social studies materials used by teachers in other countries. SSDC Director Howard Mehlinger would like to see this area of the collection expanded into an international textbook library that could be used to support comparative studies such as the SSDC's ongoing US/Japan and US/USSR Textbook

Study Projects.

Some sections of the collection have been cataloged using the Dewey classification system. Because of inadequate staffing, however, much of the collection is uncataloged. A card catalog consisting only of main entry listings provides limited access to materials. Colored cloth tape placed on materials indicates to which section of the collection they have been assigned.

While the primary purpose of the CRC is to serve staff members of the SSDC, we welcome use by students, instructors, and other interested persons. The CRC is used on a regular basis by many social studies students and Indiana teachers. We are visited each year by hundreds of educators and administrators from other states and foreign countries.

Staffed by a half-time librarian and the Coordinator for School Social Studies' full-time assistant, the CRC is open Monday through Friday from 8-5. You can call us at 337-3584.

*Linda Kelty is half-time Librarian at the Social Studies Development Center.*

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Department of Vocational Education, Indiana University

**V E S**

VOCATIONAL  
EDUCATION  
SERVICES

The Vocational Education Services (VES) is a project funded by the Indiana State Board of Vocational and Technical Education (SBVTE) which develops products for

and disseminates information to vocational education administrators, educators, and students. Consisting of two formerly separate projects, the Vocational Education Information Services (VEIS) and the Indiana Curriculum Materials Center (ICMC), VES offers a publication service and houses a special library of vocational education materials. While VES is noted for its qualitative publications, including a quarterly newsletter, curriculum materials, brochures, and the *Information Series* which reviews the vocational research and

exemplary projects conducted in Indiana, the library of the Vocational Education Services is steadily becoming a major resource center for vocational education research and curriculum materials.

VEIS began in 1972 as a small project to publish a newsletter informing vocational educators about exemplary projects in Indiana. As the information needs of its clientele grew, the project gradually expanded to include a publication service in 1976 and, finally, an information service in 1977. Data base searching, bibliographic instruction, and compilation of bibliographies are a few of the many public services which were instituted. In addition, an efficient technical services system had to be developed in order to gain control over the documents which had been accumulating for five years.

Realizing that traditional document handling and retrieval methods could not meet the needs of a rapidly growing special collection and its patrons' request, the VEIS Information Specialist, JoAnn Brooks, devised an indexing scheme that allowed quick, but in-depth cataloging of the vocational literature, and then she set up an internal computerized bibliographic data base. Using the FAMULUS program, this data base permits searching on up to ten fields. The indexing format is expandable and contactable, depending upon the type of document being processed. Since VES houses the SBVTE exemplary project collection, consisting of proposals, final reports, and products, ten fields are used to index these documents:

AUTH BROOKS, JOANN; STEEN  
HAUSEN, NANCY  
INNU IN780109 FINAL  
TITL IMPLEMENTATION OF THE EX  
PANDED INDIANA VOCATIONAL  
EDUCATION INFORMATION

SERVICES.  
AGCY INDIANA UNIVERSITY, BLOOM  
INGTON.  
DESC INFORMATION DISSEMINATION,  
INFORMATION SERVICES, VOCA  
TIONAL TEACHERS, INFORMA  
TION RETRIEVAL, PUBLICATIONS  
IDEN INDIANA, VEIS, VOCATIONAL  
EDUCATION INFORMATION SER  
VICES  
YEAR FY78, OCTOBER 1, 1978 to  
SEPTEMBER 30, 1979  
GRNT 267-78-III-124  
MONY \*LP III, 131, 132, 134, \*L 35110,  
\*SF 83200, \*T 118310  
POPL 134, 135, 136, 137, 119, 121, 234,  
235, 236, 237, 219, 221

The INNU accession numbers and project grant numbers (GRNT) serve as important bibliographic control devices, whereas budget figures (MONY) and target populations (POPL) provide essential information to researchers interested in conducting similar studies.

VEIS' ERIC documents are indexed as they appear in RIE:

AUTH KANE, ROSLYN D.  
INNU ED164978 (FICHE)  
TITL PREPARING WOMEN TO TEACH  
NON-TRADITIONAL VOCATIONAL  
EDUCATION.  
INFORMATION SERIES NO. 137.  
AGCY NATIONAL INSTITUTE OF EDUCA  
TION, (DHEW), WASHINGTON,  
D.C.  
DESC FEMALES, RETRAINING,  
TEACHER EDUCATION, TRADE  
AND INDUSTRIAL EDUCATION,  
VOCATIONAL EDUCATION  
TEACHERS  
IDEN NONTRADITIONAL OCCUPA  
TIONS  
YEAR 1978

In order to indicate a microfiche copy of a work, 'FICHE' is added in the INNU field.

If an SBVTE project appears in ERIC, the ED number is added to the bibliographic record for cross-referencing:

AUTH CARVER, DAVID; AND OTHERS  
INNU IN760059 FINAL ED167698  
TITL CAREERS RESOURCE PROJECT  
UTILIZING A MOBILE DESIGN.  
AGCY INDIANA VOCATIONAL TECHNICAL COLLEGE, EVANSVILLE.  
DESC CAREER EXPLORATION, CONSULTATION PROGRAMS, EDUCATIONAL RESOURCES, INFORMATION DISSEMINATION, MOBILE EDUCATIONAL SERVICES, OCCUPATIONAL INFORMATION, INSERVICE EDUCATION, ELEMENTARY SECONDARY EDUCATION  
YEAR FY76, JULY 1, 1976 to JUNE 30, 1977  
GRNT 5-76T-D, 7-76T-102B, 6-76T-B, 114-76-B  
MONY \*LP B,D, \*SF 20000, \*T 20000  
POPL 117,134,119,113

Fugitive documents, such as annual and five-year state plans for vocational education and reports published by other state boards of education receive minimal indexing:

AUTH GABLEMAN, JOHN L.  
INNU IN000042  
TITL CAREERS FOR YOUTH SURVEY, GEORGIA, 1971-76. SURVEY OF EMPLOYMENT OPPORTUNITIES, CAREER LADDERS AND TRAINING REQUIREMENTS FOR BASIC JOBS IN THE VOCATIONAL JOB CLUSTER, 1971-76.  
AGCY GEORGIA INSTITUTE OF TECHNOLOGY, ATLANTA. INDUSTRIAL

MANAGEMENT CENTER.  
DESC OCCUPATIONAL SURVEYS, EMPLOYMENT OPPORTUNITIES, CAREER LADDERS, JOB TRAINING, OCCUPATIONAL CLUSTERS  
IDEN GEORGIA  
YEAR 1972

Reference materials are assigned a unique accession number which reflects document type, and are then indexed in the same manner as are fugitive documents:

INNU ZD000008  
TITL VOCATIONAL INDUSTRIAL CLUBS OF AMERICA. NATIONAL DIRECTORY.  
AGCY VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, FALLS CHURCH, VIRGINIA.  
DESC DIRECTORIES, YOUTH CLUBS, NATIONAL ORGANIZATIONS, TRADE AND INDUSTRIAL EDUCATION  
IDEN VICA, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA.  
YEAR 1975

With this computerized system, it is possible to generate a variety of indexes. Catalogs of the entire data base may be printed, thereby providing a current shelflist. In addition, indexes may be printed by field, which provides call number, author, title, agency, and subject access to the collection. These printed indexes are especially helpful when online searching is not possible due to system malfunctions or heavy usage.

The FAMULUS program allows interactive input of bibliographic records and interactive searching. Various edit and print commands are also available. Through the use of a controlled subject vo-

cabulary, *The Thesaurus of Eric Descriptors*, and established cataloging rules, this data base has met the needs for quick document processing and efficient information retrieval.

Armed with a workable document processing system, the Vocational Education Services faces its next challenge of classifying the 1200 items housed in the Indiana Curriculum Materials Center. ICMC, formerly located in Terre Haute, began in 1970 as a resource center to provide materials for vocational practitioners. The collection was moved to Bloomington in October 1980 after the SBVTE realized that a central location for research and curriculum materials would better suit the needs of students, researchers, and teachers.

This collection contains print and non-print media, including games, kits, films, sound recordings, slide and tape presenta-

tions, and special needs materials. Even though complete indexing remains to be done, all items listed in printed catalogs of ICMC media and print materials have been input into a separate data base. After all the bibliographic records have been entered, this data base will eventually be merged with the original VEIS data base. Currently, one may search the call number, title, and abstract fields of the ICMC records. Due to the flexibility of the indexing system, the processing of these diverse media should pose few problems.

As VES develops its collection and expands its services, it will continue its Janus-faced strategy; looking backward to the traditional methods of library document handling while looking ahead to future developments in information storage and retrieval.

*Leota Boesen is Librarian for Vocational Education Services and Interlibrary Services.*

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# the **CAREER** center

The I.U. Career Center, located just across the street from the Main Library parking lot, offers students a number of career-related services, including the Career Resource Library. The importance of the Resource Library is that it supplements the career-advisory aspects of The Career Center's counseling and diagnostic services. In addition to the Resource Li-

brary, The Career Center offers a balanced diet of individual career counseling, career-related courses for credit, career externships and workshops on various career themes, all of which have very specific roles to play in the overall mission of The Career Center. The Resource Library's role is one of "career exploration," in that it provides the means with which students can explore

the career(s) of interest to them. The special relationship the Resource Library has with the other services offered by The Career Center becomes obvious with the description of the Library's function and organization.

The Center's Resource Library is typical of such libraries in its actual offerings, but differs from others of its kind in the scope and organization of the resources. The resources provided by the Library (as in the typical resource library) include a "free materials" section (for career-related handouts), an audiovisual section, a section on career education and training, an expansive set of career files, a set of business files, a periodical file of career-related articles and, finally, a general section for occupational information. Within the broader heading of "occupational information," the student using the Resource Library will also find sections for career-planning techniques (interviewing, resume-writing, etc.), career reference (encyclopedias on careers), careers for women, careers in business, health careers, overseas employment, government careers, and careers for the unskilled, as well as a general collection of books on specific career areas.

A comparatively small card catalog is the centerpiece of the Library, both physically and organizationally, and serves to direct students to the above resources. The card catalog can be used to determine which resources are available and in what location they can be found, using a combination of a color-coded scheme of highly-visible signs and an alpha-numerical identification system for each resource item. This combined system was devised specifically to accommodate and emphasize the many different resources found in this Resource Library, but could easily be adapted to fit other similar small-scale libraries. In addition, a "How-to" chart on use of the Li-

brary points students/patrons to materials thought to be most useful in exploring careers.

The Library's resources are available both for staff-assisted and individually-structured use. Open for use weekdays from 8 a.m. to 5 p.m. (and Wednesdays to 9 p.m.), there is ample room for quiet study in comfortable surroundings, with large study tables and a seating capacity for at least twenty patrons. There is a logic suggested for individual use of the Resource Library, whereby popular career-planning techniques (such as the "Self-Directed Search," Holland's "Personality Themes," and other "interests and values" tests) help the student evaluate the Library's career information. For example, a student can begin with the section on career references, where the well-known *Occupational Outlook Handbook* (U.S. Dept. of Labor) is found, and use a number of encyclopedic references that demonstrate how a student can match career interests, values, and skills with basic job characteristics. From this, the general collection provides the in-depth information about possible careers, the schooling/training sections explain the educational requirements and options (what programs? where?) for the careers, and the audiovisual materials (film-strips and videotaped interviews) help the student become familiar with the day-to-day aspects of different careers.

The uniqueness of this Career Resource Library is found in the means by which the resources are made available to the patrons. Staffed by one full-time librarian and three part-time assistants (graduate students in the I.U. Student Personnel/Counseling program), emphasis is placed on paraprofessional counseling of students/patrons in order to diagnose their needs and the means for assisting them in their exploration of careers. The continuity

of The Career Center's services is thus maintained by this approach of tying career decision-making and counseling with

career exploration through paraprofessional-assisted use of the Resource Library.

*Barry E. Beavers is Librarian at the Career Center Resource Library.*

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The Learning Resources Center, located in the Black Culture Center on the Bloomington Campus, provides library and media services to the Indiana University and Bloomington communities. The Resource Center is not an official University branch library but rather operates through the Afro-American Arts Institute, a research and performing arts facility associated with the Afro-American Studies Department and under the auspices of the Office of the Dean for Afro-American Affairs. Its holdings emphasize various aspects of the black cultural experience, and it is used by students, faculty, and staff for research, recreational reading, and study. The facilities also serve as a meeting room for the Afro-American Tutorial Program and other campus and community groups.

During 1976-77, the Learning Resources Center holdings were moved from the first to the third floor of the Black Culture Center in order to accommodate an expansion of services. New books are added each month based upon the recommendations of instructors and students. A new card catalog was developed in 1977 to accommodate future acquisitions and to improve access to library materials.

The book collection now contains just over 1,100 volumes as well as more than one hundred videotapes in black and white, one-half inch, reel to reel, format and more than three hundred audio cassettes. Catalog listings for the video and audio collections, which range in subject from political figures to fine arts, are available upon request. All of the audio-visual items can be viewed or listened to individually or by classes in the Black Culture Center.

The Arno Press and New York Times series, "The American Negro: His History and Literature," is a part of the Resource Center collection. The Center also continues to maintain and expand a biographical file on outstanding black Americans, an information file on topics related to Afro-American Studies, and a test file of past examinations given in various Afro-American Studies courses. References and reserve materials are available to students as well as tape players and slide projectors. The Learning Resources Center subscribed to approximately thirty black oriented

newspapers, magazines, and journals as well as catalogs and brochures from predominantly black colleges and universities.

Incorporated into the Resources Center are materials from the Black Music Center, originally part of the Music Library's collection. These materials provide essentially biographical information on black musicians, composers, and vocalists from all musical genres. In many cases, discographies and composition lists are available. Research done with this special collection resulted in a five hundred page work, *The Black Composer Speaks*, published by Scarecrow Press in 1978.

A body of materials centering on black sports figures, professional and non-professional, and on the general economic and social problems and opportunities for

blacks in athletics will be added to the collection in the near future. These materials will support a new course offering in the Department of Afro-American Studies.

At present, the Resources Center staff includes two work-study students and a professional librarian who also carries a number of other administrative duties within the Afro-American Arts Institute. The Black Culture Center is open from 9:00 a.m. until 6:00 p.m. on Monday through Thursday and 9:00 a.m. until 5:00 p.m. on Friday. Visitors are welcome. The Learning Resources Center takes an active role in planning and executing educational, cultural, and social programs generated by or of interest to students, faculty, and staff. Its collection will continue to expand to reflect the changing needs and interests of its patrons.

*Leslie D. Simpson is Executive Director & Librarian, Afro-American Arts Institute.*

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## BOOK REVIEW

*Grant Money and How to Get It: A Handbook For Librarians*, by Richard W. Boss. New York: R.R. Bowker Company, 1980.

"The pressures of an administrative position do not allow much time for proposal writing. It is therefore necessary to assemble the information for use of others." We "others" who, by implication, have plenty of free time, are told that the vast majority of grant proposals are rejected. In his introductory chapter, Mr. Boss promises to tell us why they fail and how to avoid the pitfalls.

Chapter two begins to get to the heart of the topic, outlining the three main types of funding sources: foundations, government agencies, and corporations. In proceeding

to detail each type of source, Mr. Boss becomes hopelessly bogged down in figures. "Less than 200 of the largest foundations holding 65 percent of the assets give 14 percent (30,434) of the grants (216,385) but, in aggregate, 51 percent of the dollars." Non-stop numbers and unexplained tables plague this section. One wonders where such detail fits into a book whose stated purpose is to "... describe the process of grantsmanship ...". Is the author's intention to pad a slim volume? The chapter ends (finally) with a question and answer section, imparting a text book tone and

seemingly talking down to the reader.

Fortunately, perseverance is rewarded, for this book improves decidedly. After the opening chapters, the grant seeker is led logically through the process of requesting funding. The tone of solicitation becomes one of guidance and reassurance. Even the question and answer sections provide helpful reviews to each chapter and no longer offend. Each section addresses one aspect of the process and is clearly organized. It is here that Mr. Boss' seeming obsession for detail pays off. The librarian is provided with a wealth of information including how to identify granting agencies, how to effectively state the library's goals

and objectives, what agencies look for in a proposal, how to organize library resources, how to physically arrange and present the proposal, legality, and even how to administer the funds once they are received.

Appendices covering sources of information on grants, the names of foundations interested in libraries, federal granting sources, a glossary, bibliography, and a detailed index round out this work.

It is most unfortunate that *Grant Money and How to Get It* gets off to such a slow start. In the final analysis it proves itself to be a comprehensive, well written, and helpful guide into and through the world of grant winning.

*Amy E. Novick is Reference and Bibliographic Instruction Librarian, Undergraduate Library.*

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## NEWS

A very informative program was presented for Bloomington InULA members in December. Carolyn Snyder, Assistant Director for Public Services, and Betty Jo Irvine, head of the Fine Arts Library, discussed the annual report. Unfortunately our publication schedule did not permit us to publish a summary in time to serve as a guide for librarians preparing this year's annual report. We hope to include their suggestions in a later issue, timed to give assistance in preparing next year's reports.

Plans are being made for a continuing education program in the spring. We hope to initiate our new "hospitality network" at that time, so that members from outside Bloomington can stay overnight with local members.

National Library Week 1981 will be observed April 5-11. Once again, InULA's National Library Week Committee is interested in collecting books, periodicals, records, sheet music, etc. for the annual book sale to be held on April 9 & 10. If you have anything you would like to donate contact Rick Sayre, UGL, 337-9857.

Plants will be sold this year as well. Cuttings and starts should be begun early. If you have any to donate, contact Gail Oltmanns, UGL, 337-9857, or Betty Jarboe, Reference Dept., 337-8028.

Profits from the Book & Plant sale have funded two student scholarships and continuing education programs for librarians. Last year's successful sale also provided funds for a donation toward the purchase of the Kurzweil Reading Machine for the Resource Center for the Visually Impaired.