

inula

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library

services

to the handicapped

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The cover design is based on the symbol which denotes a facility accessible to an ambulatory handicapped person.

InULA Quarterly is a publication of the Indiana University Librarians Association. Articles, book reviews, and responses to the Forum should be submitted to Kathleen Purnell, RCL-TSC, Library 501 W, Indiana University, Bloomington, Indiana 47401. Publications Committee: Jo Brooks, Larry Griffin, Colleen Pauwels, Kathleen Purnell.

THE RESOURCE CENTER FOR THE BLIND

*i*n the future the blind will not have to rely on braille, or human readers, or even guide dogs. Laser beams which aid the blind in travel, a computer which "reads" printed pages aloud, and an electronic device which converts printed images into direct tactile representations are a few examples of the new technology which is being perfected for the future. Libraries will play an important role in these advances, and IU Libraries is preparing now for the advent of alternatives to vision which have already been heralded. In agreement with Indiana University's commitment to provide equal educational opportunity to all students, including the handicapped, IU Libraries is gearing up the Resource Center for the Blind as a facility to take advantage of existing technology to assist blind students, and to adopt new aids as they become available.

The beginning of the Resource Center for the Blind in 1973 was quiet and meager, resulting from the gift of an electric braille typewriter to the IU Foundation by the Bloomington Lions Club. When the typewriter was offered to the Library, the Undergraduate Library set aside a study room on its third floor to house the machine. Tape players, an open reel and a cassette player, were borrowed from the Media Center and with the typewriter they formed the nucleus of the new Resource Center. In addition, open reel tapes which were no longer needed in the Media Center were placed in the room. A few Spanish literature books in braille which had been donated to the Library were also added.

Initially user involvement with the Resource Center was quite low. The years 1973-1975 were frustrating ones because it is difficult to identify blind or visually handicapped students. The Counseling and Psychological Aid Office provided the Library with a listing of those students who had requested readers, but there was no complete listing of blind students available. Identified blind students were contacted in the fall and spring semesters to inform them of the Resource Center and to encourage them to provide input on their needs and on the usefulness of the Center. Meanwhile, the Library continued to search for improved means of increasing user involvement in the facility.

Ann Cuthbertson has supervised the Resource Center for the Blind, located on the Bloomington campus, since its beginning in 1973. She has served as the library representative on the Committee for the Physically Handicapped since its inception, and has worked closely with the Coordinator for the Handicapped. She was a Reference Librarian in the Government Publications Department from 1968 to 1971, and has served as Assistant Head of the Undergraduate Library since 1971.

The Committee on the Physically Handicapped had been formed in 1973. Representatives from the IU administration, faculty, Library, and student populations were appointed, and as a result of their efforts in May 1976 the Office of the Coordinator for the Handicapped was established. This office is charged with coordinating University efforts into a total and effective program to meet the needs of each handicapped student.

The Library took immediate advantage of the new office, consulting the Coordinator as to ways to make the Resource Center more responsive to the needs of blind students. Essential pieces of equipment for the room were identified and the Coordinator contacted interested organizations for donations. The IU-B Library Support Staff donated a compressed speech open reel tape player/recorder, the item most frequently requested by the blind students. Other organizations donated a Perkins braille and a compressed speech cassette tape player/recorder.

A representative of the Library then met with blind students and the Coordinator of the Handicapped to discuss ways in which the Resource Center could be expanded to meet the needs of blind and visually handicapped students. The most frequently expressed need was for sound-proof rooms for typing materials. Another need was for magnifying equipment for low vision students. Additional tape players were also recommended.

Section 504 of the Rehabilitation Act of 1973 became effective in the spring of 1977. HEW interpretation of Section 504 states: "No otherwise qualified handicapped individual in the United States . . . shall solely by reason of his handicap be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Implementation of the Act in no way forced a reversal of activity at IU, particularly at the Library. However, the pending enforcement of the law lent immediacy to efforts to improve educational opportunity for the handicapped, particularly for visually handicapped or blind students.

In March 1977 representatives from the Undergraduate Library and the Coordinator for the Handicapped visited the IU-PUI Blake Street facility for the blind. After a tour of the facility a meeting was held with the Student Activities Office to discuss funding sources for the expansion of IU's Resource Center for the Blind. The Indiana State Vocational Rehabilitation Service was identified as the best potential funding source. That office was contacted and it was learned that it would advise on requested equipment and would provide eighty per cent of the funding if IU would provide twenty per cent.

A grant proposal presently pending before the Indiana Rehabilitation Service calls for expansion and improvement of IU's Resource Center for the Blind. Items requested include: magnifying equipment for low vision patrons, calculators which have an audio response (talking calculators), an electric typewriter with a primary (large type) ball, additional tape players, and sound-proof modules. The cost of the expansion is estimated at approximately \$25,000, making IU's share about \$5,000. Most of this money has been donated by the University community in response to a fund drive led by Rob Wright, a freshman at Indiana University. Mr. Wright had been in an accident which caused him to lose his sight for a short time. Because of this he had a special interest in the Resource Center and with the aid of his fraternity, Beta Theta Pi, he is conducting a fund raising drive for the Resource Center. At the present time over \$4,000 has been raised for the Center.

The target date for the expansion to be completed is fall 1978. The new facility will provide a centrally located place where equipment will be available for the use of IU students and Indiana citizens. It is anticipated that the improvements will attract a significant number of blind students to Indiana University, where they are guaranteed an equal opportunity for higher education.

James L. Mullins is an Associate Librarian and Technical Services Librarian, Indiana University, School of Law Library, Bloomington. Jim has just completed his qualifying exams for the Doctor of Philosophy degree in Library Administration and is presently preparing his proposal for his dissertation concerned with law library administration.

THE REHABILITATION ACT OF 1973

during the last twenty years individual human rights have become increasingly more important to Americans. Beginning with racial equality and continuing with such issues as women's liberation, gay liberation, native American rights and various other causes, it became time for the rights of the handicapped to come to the fore. A significant group of Americans had been denied their rights to an education, an occupation and the ability to lead a normal life unrestricted by barriers created by prejudice and ignorance.

History of Handicapped Legislation

Congress initially became interested in the needs of the handicapped when wounded soldiers returned from World War I in need of rehabilitation. The Vocational Rehabilitation Act (42 Stat. 158), also referred to as the Smith-Fess Act of 1920, provided for a program that would create training, counseling, and placement services for the handicapped service person. Although the initial act was amended during subsequent years, the act remained basically unchanged for the next fifty-three years.

The Smith-Fess Act provided for the handicapped service person but it did not aid the many people who were not in that category. Only with the passage of the Architectural Barrier Act of 1968 (82 Stat. 718; 42 U.S.C. 4151 et. seq.) was an attempt made to aid all handicapped people.

The provisions of the Architectural Barrier Act required that buildings financed in whole or in part by federal money must be accessible to the handicapped. Although this was a significant step ahead and assured that no new buildings would be built without consideration for the handicapped, it did nothing to correct existing architectural barriers.

It soon became apparent that the Architectural Barrier Act did not go far enough in securing the freedom for the handicapped that had been intended. The Congress in 1973 took action to remedy this situation.

Rehabilitation Act of 1973 (P.L. 93-112; 87 Stat. 355)

It was decided in Congress that a totally new act would have to be implemented to replace the Smith-Fess Act. The introduction of H.R. 8070 and its companion bill in the Senate, S. 1875, resulted in the final compromise with H.R. 8070 being accepted by both houses but with major redrafting drawn from the Senate bill. The bill was passed September 18, 1973, and was signed into law September 26, 1973.

Although the entire act made provisions for the rehabilitation of the handicapped, it was one short section, Section 504, that was the heart of the legislation.

Sec. 504: No otherwise qualified handicapped individual in the United States, as defined in section 7(6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.¹

A handicapped individual as defined in section 7(6) was any individual who (A) has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment and (B) can reasonably be expected to benefit in terms of employability from vocational services provided pursuant to titles I and III of this Act.²

In 1974 the Rehabilitation Act Amendments (P.L. 93-516; 88 Stat. 1716) were passed with section 111(a) amending the definition of 'handicapped individual.' The definition became, "any person who (A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such an impairment, (C) is regarded as having such an impairment."³

In an Executive Order issued April 28, 1976, (41 F.R. 17871) President Ford directed the Secretary of Health, Education, and Welfare to coordinate the implementation of Section 504 of the Rehabilitation Act of 1973 with amendments passed in 1974. The Secretary was directed to establish standards and guidelines by which the various federal agencies and departments were to allocate federal funds to qualified recipients and to evaluate the recipients' compliance with Section 504. In Section 3 of the Executive Order the appropriate department or agency of the federal government after determining non-compliance with Section 504 was directed to develop and to issue sanctions against the recipient in non-compliance.

H.E.W. Rules and Regulations

On June 3, 1977, the rules and regulations promulgated by the Department of Health, Education, and Welfare, General Administration, were issued to implement Title 45, Subtitle A, Part 84 -- "Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from Federal financial assistance."⁴

Of these rules and regulations Subpart E -- Postsecondary Education -- has been the one of most concern to college and university librarians.⁵ In its provisions it states quite broadly that "qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in admission or recruitment to which this subpart applies."⁶ There may not be quotas on the number of handicapped persons admitted; no test may be administered that would discriminate against the handicapped, unless such test has been validated as being a predictor for success of the individual in the vocation or discipline.⁷

It is in subpart 84.43, treatment of students, general, that the library has been implied:

(a) No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing . . . or other postsecondary education program or activity to which this subpart applies.⁸

This subpart although not mentioning libraries specifically does imply through 'research' that libraries are indeed to be considered and must be made accessible to the handicapped.

Subpart 84.22, Existing Facilities, is the provision that has been of most concern to college and university administrators. In 84.22(a) program accessibility has been defined. The recipient must operate each activity or program, so when viewed in its entirety, it is accessible to handicapped persons.⁹

It does not require that every facility of the institution must be accessible to the handicapped, it only requires that should a facility be inaccessible there should be an alternative which would allow access for the handicapped. This could either be through relocation of the class, assignment of aides, or home visits.¹⁰ Of course, if these alternatives do not work the facility should be redesigned or a new facility built.¹¹

The time period specified in Subpart 84.22(d) requires the recipient to comply by making the 'program accessible' within sixty days, except where structural changes are necessary, then three years are allowed. A transition plan must be submitted within six months from effective date (December 3, 1977).¹² This transition plan must: identify physical obstacles in the recipient's facilities, describe the methods that will be used to modify facilities; include a detailed schedule for the implementation of necessary modifications; and indicate the person responsible for implementation of the plan.¹³

Impact on and Response of Indiana University

New buildings built on the Indiana University campuses since the passage of the Architectural Barrier Act of 1968 have been in accordance with the provisions of that Act. The Main Library building on the Bloomington campus as well as the Musical Arts Center and other buildings constructed since 1968 have been built with consideration for the handicapped. But the older buildings especially on the Bloomington campus do present barriers to the handicapped, barriers which will not be easy to remedy.

Buildings such as Lindley Hall, Owen Hall and Maxwell Hall all present significant problems. Their massive front steps, lack of interior elevators and scant restroom facilities will take imagination and money to correct.

The response of Indiana University to the needs of the handicapped has been illustrated by its initial evaluation of accessibility of all facilities during the spring of 1976. The survey was conducted before the H.F.W. had issued the final rules and regulations. This survey allowed the university administration to evaluate needed changes and begin modifications before they were mandated.

During the past five years the university has spent approximately \$100,000 and has budgeted for this biennium about \$25,000.¹⁴ According to Dr. Frances D. Rhome, University Affirmative Action Officer, it has been estimated that it will require close to one million dollars to make all necessary modifications.¹⁵

Dr. Rhome has been the liaison between the university and the Department of Health, Education, and Welfare. She is also responsible for the compilation of the comprehensive assessment as provided in Subpart 84 22(e). The report, which was to be completed by December 3, has not yet been finished. It is expected that it will be done by December 15. This report will outline the necessary modifications that must be made to bring Indiana University in line with the H.F.W. regulations. The report will be a public document and once completed and accepted by the university administration will be available for general review.

Indiana University's education program is now eighty per cent accessible to the handicapped. It is seventy per cent accessible for employee positions but such major buildings as Bryan and Law are not accessible. Dr. Rhome did state that no qualified handicapped person has been denied employment because of physical barriers.

Besides building modifications it has been necessary to make curb cuts to allow for movement of wheelchairs about the campus. The university has made steady progress in this area. A guide is being compiled and should be ready within the next few months which will indicate the best routes for persons in wheelchairs and will mark bad intersections, rough spots, curb cuts, etc. It is

hoped that this will facilitate movement about the campus for the handicapped.

The university must also make provisions for the blind and deaf students and employees. It will be necessary to provide readers in the library for the blind as well as facilities to house tape recorders and typewriters. Signs which can act as guides for the use of the library and sign language interpreters in the classroom will be needed for the deaf.

It will also be necessary to make provisions for the mentally handicapped. This includes those persons handicapped by dyslexia, alcoholism and drug addiction. It is less clear what steps must be taken to assure non-discrimination in these situations since, with the exception of dyslexia, it is almost impossible to discern the handicap.

Conclusion

It does not take much of an imagination before a person reading the regulations becomes aware that a significant amount of money will be needed to

implement the modifications necessary. No financial support was given by Congress to aid the recipients in meeting these demands. It must come from the college or university's operating budget. If a state government has been made significantly aware of the requirement it could make a special allocation to help state institutions meet the requirements.

Unfortunately, Indiana University has not been allocated funds by the state. Indiana University has done well with available funds to make minor modifications but the major remodeling requirements must wait.

It must be a commitment on the part of Indiana University's faculty, staff, and students to reach the goals as stated in Section 504 of the Rehabilitation Act of 1973 as quickly and as effectively as possible. With the attainment of these goals a significant group of Americans will be guaranteed their right to an education and an occupation.

Footnotes

1. *Rehabilitation Act of 1973, P.L. 93-112; 87 Stat. 355. Section 504.*
2. *Ibid. Section 7[6].*
3. *Rehabilitation Act Amendments of 1974, P.L. 93-516; 88 Stat. 1617. Section 111[a].*
4. *Federal Register, vol. 42, no. 86. May 4, 1977. pp. 22676-22701.*
5. *Ibid., pp. 22683-22684.*
6. *Ibid., p. 22683.*
7. *Ibid.*
8. *Ibid., p. 22684.*
9. *Ibid., p. 22681.*
10. *Ibid.*
11. *Ibid.*
12. *Ibid.*
13. *Ibid.*
14. *Campus report. Bloomington: Indiana University. vol. 2, no. 3. pp. 25, 32.*
15. *Dr. Frances D. Rhome, telephone interview. December 12, 1977.*

Research & Creative Activity in Progress

James L. Mullins, Associate Librarian in the Law Library, recently completed research on the viability of using OCLC as a source of cataloging data for law libraries. The results of his study are to be published in an upcoming issue of the *Law Library Journal*. Jim has completed the comprehensive exams for the Ph.D. and is preparing the proposal for his dissertation which is titled, "An Historical and Statistical Analysis of Selected Law Libraries during the Years 1930-1970." The purpose of the study will be to determine if there is a relationship between growth rate and administrative structure.

Betty Hanson, Assistant Librarian in the Serials Dept., is working with E. Barbara Meyer in the Dept. of Genetics and Development at the University of Illinois in developing a sourcebook for elementary school teachers and librarians on wildlife conservation in the United States. The first part of the sourcebook will consist of a directory of private animal welfare organizations working in the field of wildlife conservation in this country. The criteria for inclusion are that the group be of signal importance in the field and/or that it publish education materials suitable for elementary school classrooms or libraries. The second part of the sourcebook consists of an annotated bibliography of recommended children's books on wildlife, the criteria being that they be accurate, well-written nonfiction and that they exhibit a humane orientation toward animals.

Robert Goehlert, Assistant Librarian and Subject Specialist for Political Science & Economics, has recently published a *Guide to Indexing and Abstracting Selected Journals in the Social Sciences* (Council of Planning Librarians Exchange Bibliography, 1316, 1977). To be published in the winter 1978 issue of *DEA News*, a newsletter of the Division of Educational Affairs of the American Political Science Association, is his *Index Guide to U.S. Government Periodicals in the Social Sciences*. RQ will be publishing his article on "The Scope of Indexing Services in Political and Social Science" in the spring 1978 issue. The American Political Science Association's Instructional Monograph Series will be publishing his *Directory of Librarians and Information Specialists in Political Science*. The February issue of *Special Libraries* will include his article on "Periodical Use of Economists and Political Scientists." Bob also has a number of articles under review including: "The Effect of Loan Policies on Circulation Recalls" (*College and Research Libraries*), "Book Availability and Delivery Service" (*Journal of Academic Librarianship*), "Information, Freedom, and the Ethics of Communication" (*Library Quarterly*), "Lev Shestov's Concept of Freedom" (*Soviet Survey*), and *Legislative Tracing and Congressional Research* (Praeger publishers). Bob is currently working on a Ph.D. dissertation on "The Concept of Individuality in the Works of John Stuart Mill."

Larry Griffin

Literature, Obscenity, and Law

Lewis, Felice Flanery. Literature, Obscenity, and Law. Southern Illinois University Press, 1976. 297 pp.

The year 1890 in the United States marked both the beginning of a sexual revolution in published fiction and the beginning of a sustained effort to censor literature considered obscene through legal action. This new work attempts a broad, retrospective and comparative study of literary works subjected to obscenity litigation in the United States; trends in sexual content, language and morals as reflected in that literature; and judicial opinions and their literary implications on fiction. Previous works have not focused on the types of literature attacked, how that literature reflected changing social standards in areas normally associated with obscenity, or trends in criteria used by judges in reaching their decisions.

The chapters are arranged in a chronological sequence divided by the major trends or decisions of each period up to 1974 and the Burger Court. While Dean Lewis is concerned with an analysis of judicial opinions, the study is not directed only at legal scholars but can easily be followed by anyone interested in civil rights and publishing.

Obscenity is not mentioned in the Constitution and no exception of obscenity is made in guaranteeing freedom of speech and of the press in the Bill of Rights. Today the right of people to read is usually taken for granted. This review demonstrates that we are still not without peril as the ever-changing, indiscriminate and irrational nature of judicial opinions in literary obscenity cases continues.

Literature, Obscenity, and Law clearly identifies and examines the development and coexistence of two phenomena — a mature literature and the objection to it by certain segments of society.

Barbara J. Henn is Accounting/Acquisitions Librarian for Regional Campus Libraries Technical Services Center, Bloomington. She has worked at the Center since 1968.

FORUM

The Publications Committee received two responses to the forum question concerning the annual National Library Week book sale sponsored by InULA.

Congratulations to the Publications Committee for the fine Fall issue of the *InULA Quarterly*! This new feature, the Forum, should prove to be an interesting section of the publication.

Concerning the National Library Week book sale, the first question raised in the Fall issue, I was deeply concerned about the misinformation included. The book sale can be held in the library as always; Dean Jackson has encouraged InULA to continue this tradition so long as the membership is willing to help with it.

I believe there are many loyal members of InULA who will give the help needed to sort and price the books, set up the book tables, sell the books, and clean up the 24-hour study rooms at the conclusion of the sale. Last year I was impressed with the number of librarians from every department and branch who helped with the sale and made it a very successful fund-raising event. Since an adequate storage area has been secured, I look forward to an equally worthwhile NLW book and plant sale this year!

Lois Lehman

There seems to be misinformation concerning the annual book sale according to the earlier Forum column. The main problem has been storage so InULA is planning to rent space this year. Dean Jackson has encouraged the continuance of holding the sale in the library and to have participation of both professional and support staff. I feel it is a worthwhile project that we should continue as long as there is sufficient interest and enough volunteers.

Eva Kiewitt

Would you be interested in expressing your opinions about new books in the Quarterly? You are invited to submit a review of a current book of professional interest to the Publications Committee, c/o Kathleen Purnell, RCL-TSC, Library 501W, Indiana University, Bloomington, Indiana 47401.