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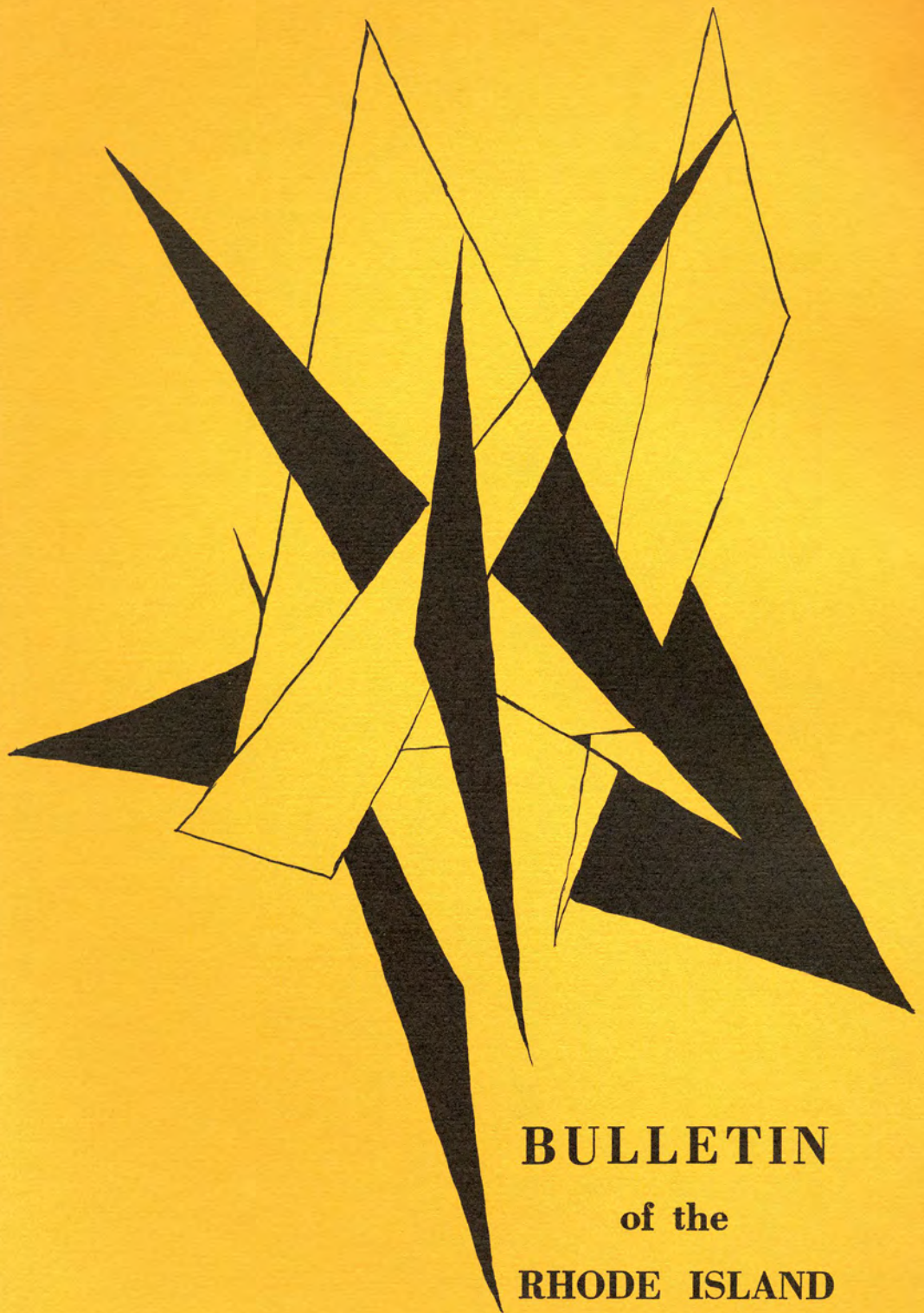
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**BULLETIN**  
of the  
**RHODE ISLAND**  
**LIBRARY ASSOCIATION**

Vol. 41 — No. 1      May 1969



**BULLETIN**  
**of the**  
**RHODE ISLAND**  
**LIBRARY ASSOCIATION**

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PRESIDENT'S MESSAGE

February brought to thirteen the number of years I have been working in Rhode Island libraries. The changes in libraries in the state in that time have been tremendous. The establishment of the Department of State Library Services, the Interrelated Library Systems, the improved library collections and service in all libraries—these have all contributed to making 1969 a year in which it is possible for more people to obtain more desired material than at any other time. Considering the competent people who are administering and coordinating these improved library services, there is no reason to believe other than that there will be more and better methods devised for getting books into the hands of the public. Data processing, consolidation of repetitive procedures, exchange deliveries between libraries, workshops for sharing knowledge—all are exciting, and will continue to produce good results. *However*, we are still serving the patron who makes the effort to come to the library; the one who knows what we have to offer, and how to go about getting it. At this time our primary

concern should be making more people aware of what the library can do for them. This is especially true of the public library, but should be the concern of the school, university, and private library, too.

It's time to take the library out of its own walls. Time for the librarian to become involved in the community's problems; to take part in planning the direction library service will take; to re-evaluate library policies; and to make certain that libraries are providing the materials *today's* public needs, in an atmosphere which is conducive to stimulating further use of the library. I'm not particularly concerned with the librarian's image. If "the little old lady with her hair in a bun" is doing a good job of selling her library to the community, or anticipating and meeting the needs of her students, she is a good librarian. After all, it's not how long your hair is, it's how big your heart is, and I know that Rhode Island librarians have plenty of heart—that they care about reaching the previously unreachable!

—Jean L. Nash

## LIBRARIECTOMY

by

Richard Moses

*Coordinator of Regional Services*

*Northern Interrelated Library System*

When you look it right in the eye there really isn't much about this calling of ours that hasn't already been inked to death in the journals or gummed to death from the podium. But this morning I was talking to a charmingly hip young librarian. The fact that it was March 17 and she didn't have a stitch of green on (that I could see) sort of says something. Now this swinger sees it like it is and says so. "Are you a troublemaker?" says I. "Well," says she, "I don't think so, but other people . . ." We kind of chimed in together there at the end.

"What you are," says I, "is an Abrasive— capital A— a person who rubs people who don't want to be rubbed and as a consequence any way is the wrong way."

I don't want to do the young lady a disservice here; as a matter of fact her existence in our midst is a bit of encouragement to us all— or it should be. But she knows, as they say, where it's at, having done a stint of work on the inside of Boston, and far from escaping into the library as so many of us have done, she wants to use the library as a tool, a lever— she wants to wield the library.

And she is so discouraged she may well leave us.

She is one of a number of new breed of young 'uns that in most professions— teaching for instance— would likely get the gate after two weeks, but who in our calling do not get fired— just ignored. Ladies and gentlemen, it is better to get fired. She is an Abrasive, a pot stirrer, a doer; probably like me she fidgets at meetings, conferences, workshops and other such gams because nothing is moving, no action, a lot of talk.

Abrasive. Now, rarely can anything be pinned on an Abrasive, like rifling the till or molesting the head of cataloging, but an Abrasive makes hier-



archies and pecking orders and bureaucracies uncomfortable not because he fights with them, but because he won't. He just won't fit into things the "right" way. He sees through things right to the quick, doesn't respect the right relevances, doesn't offer enough acknowledgment of authority. More than that, the big boss often sees in the Abrasive someone he used to know: himself. Except the Abrasive isn't about to give up (things seem to have become so much more urgent in our day). His slogan is DO SOMETHING, his timing is NOW. He sees no reason to wait, to delay, to check it out, to survey, to memo-ize. Not only that, but he has had it with the garbage and the gluck that clog his culture. In a sense, the Abrasive says, start from scratch. This outfit is so deep in muck and tired tradition I can't move. Drain the fen, dry up the bog. Let me see the ground again, then we'll build a new thing.

Bunch of Abrasive librarians in one of our larger cities got themselves together and made a manifesto, presented it to the director. They were mad and discouraged and hurting not for themselves but for the poor patron who had to put up with moralistic censorship in the name of "book selection," with snail-paced programing because nobody would make the final decision, with phony, irrelevant "service" that was fifty years out of date. Know what the director did? Set 'em to work as a committee to revise the rule book. Pshaw! What those folks wanted wasn't new rules, it was NO rules for a while, long enough so they could tune in to the nature of things, so they could hear what was happening out there so they could begin to adjust the library to the people and forget about trying to do it the other way around; when rules start making walls and closets and doors that won't open, it's high time the whole bony structure was stripped down for a close look.

I knew a minister once who got fired for being an Abrasive. A minister! Methodist at that. Congregation loved him but he made the superintendent itchy and the bishop uncomfortable— not just because he'd sometimes read from Jean Paul Sartre instead of the other Book, or because there was a time he would use a prayer he didn't believe in. No, it was mostly because they didn't know how to "handle" him, he didn't seem to fit in somehow. Out, they said. Get somebody in here who's a comfort to me.

And there goes the groovy pastor and there goes our swingin' library

lady and all their sistern and brethren leaving us right where we've always been—in the muck and the mire . . . .

Enough about that; here's another tale.

Once upon a time, there was a supermarket. You know the kind, where you go every week and wheel the basket around and the bill always comes to at least thirty something. Turns out this market was overseen by a former librarian. Yep, got tired of books and decided to make it with canned goods — sort of Melvil Dewey in reverse, you might say. Anyway, this fellow ran the market. One day a customer came up to him and said, Say Mr. Ex-Librarian, how come you don't have that new Mrs. Cow's Chocolate Cake on the stand over there? Oh, says Mr. E-L, we didn't buy that one. Didn't buy it, says the innocent (a broad), how come is that? Well, says our friend and former crony, we didn't think it was a quality item, you know? No, is the reply, I don't. I had some over to Maude's the other morning and it was great. Real sweet and tasty. That's just the point, says E-L, too much sugar in it. We feel that two cups per cake is all that is good for a body. Well—in a huff now—I think I ought to know what's good for my—ah—body, Mr. Manager, and I'll thank you not to try and tell me what's good for me and what isn't. I got some sense after all—and a family doctor too, for all of that! I think I'll just take my business across the street.

Little later in comes another customer, nice looking guy, glasses, vest, pipe and all. Says he, thought I'd like to try that new diet drink just came out. Got some? No, says Mr. E-L, we didn't like the taste of it here. Really? says the vest, I heard it was pretty good. I'm sorry you didn't like it, but I guess I'll take some along anyway—just try it out for myself. No, you didn't get me, says the boss, we didn't order any, we don't have any. Like I say: We don't like it here. WHAT THE HELL? says the vest, YOU don't like it, so you won't sell it? Just because you think it's a bad sip, you don't stock it? Hard to believe, man. Hell, I'll see you—it's across the street for me.

Then another guy comes in about two for bread. The bread's all gone. Says the Ex-Lib, we just haven't got any more of that kind; only order twenty loaves a day and when that's gone . . . Yeah, says the two-o'clocker, but you run out every day like this. Couldn't you sort of order enough so every-

body gets a loaf. Well, there's the budget, says Our Boy, we have other things to buy and order, too, you know. But, says the latecomer, you can send back all the bread you don't sell— why not take a chance and get more even though you have some left. W-e-e-l-l-l, he says, twiddling his 3x5 (never could break the habit), we have limited space and anyway that is not the best bread for you that's available. Look now, why not try a loaf of this nice dark pumpernickel. We got about fifty loaves of that. I DON'T WANT PUMPERNICKEL hollers the former customer to the former librarian from the curb where he is waiting to cross the street. One last try from Buster Brown: How's about if I put you on a list— reserve a loaf for you as soon as it comes in? (           !) No good, eh?

So what happens? Well, you know, pretty soon only the squares and the galoots who don't mind being censored at come in and then— lo and behold— our Ex-Librarian discovers that folks are looking at his store like it was a— a— fer cryin' out loud— A LIBRARY! And now he knows: it ain't that people don't see his place of operations, they just see right through it and they can hear it talkin' to 'em; sort of oozing in their ear: Trust me little man and I'll tell you what's good for you and for your diet. And people say: Listen buster, ain't nobody tells me what's for me and what ain't. I got eyes, ears and a brain and I expect I'll use 'em. I like to make my own ideas— and even if I can't I like to read what's bein' read so's I can talk about it and anyway it's none of your g. d. business what I want to read or why I want to read it. What are you some sort of tinhorn god or something, tryin' to tell people what's "good" and what ain't? One of these days, buddy boy, some smart young snapper is going to read the constitution— or something— a little closer and SUE YOU FOR MALPRACTICE.

A real librarian and a make-believe storekeeper. Unrelated? Maybe. But both of them point up the fact— not the theory, mind you— but the fact that our great American Library (Public Library in particular because it has only its own standards to live up to, not those of a parent company or school) is already, in the words of Anthony Campbell, Special Assistant to the Mayor of Washington, D.C., "irrelevant." The library just doesn't matter. Any more than the Ethical Society, The National Philatelists or the Begonia Growers of North America matter to the direction of things in the

20th Century— even though it is a way of life and/or hobby to many.

If you want to see why, go to any library conference, work on any library committee, and find out. Like going to church: so many icons, shibboleths and sacrosancts around. A religion of some sort is in progress. And where oh where could you find so many people sitting for so long listening so patiently to so much utter cosmic trivia, get so stultified and still go back for more.

Even the methods of setting up and running the meetings are incredibly out of date, hence so magnificently boring. A pathetic effort is sometimes made to keep up: a visual aid consists of projecting a transparent celluloid sheet on which are typed three short words— words which the speaker then reads out— in a bored voice.

In an age like this, there is no excuse for boredom and no abiding it when it occurs. Boredom is the largest, most insidious symptom of poverty. Check in at any inner city ghetto (or any suburban ghetto, for that matter) and watch boredom at work. Boredom, boredom, boring, boring, bored! Everybody is bored! Everybody is “Waiting for Godot”— is, as Walter Dziura of Hingham Public Library says, crying for SOMETHING TO HAPPEN. (And his overused toy-, puzzle-, guitar-, tape recorder-, telescope-, microscope-, recording- lending services, his Old Movie series, his free-coffee-all-the-time, his books and posters for sale in the lobby, his smoking room for adults only, his foreign periodical collection, etc. etc. prove it.)

Boredom is a bad scene. I would hope that no one who reads this could even stand to be bored for longer than ten consecutive minutes. There are so many Things to do. Like looking out a window, rowing a boat, even reading a book. (Never go to a library meeting without a good book— and always sit in the back row.)

And you know what? The library is boring. It is dull, it is drab, it is lifeless: it is moribund, some say. The paucity of imagination exhibited by the American Public Library seems to have infinite depth and variation. Look, for example, at the yearly National Library Week pathos. Incredible!

You are arguing. You are saying, no, it's not a boring place, it is an exciting place. All right. For whom is it exciting? For you? Good, but that really doesn't count now, does it? For the three to five percent of this

country's people who find their way to it (and manage a parking place)? Maybe. (But, you know, if you're really hooked on reading, you'll even rummage through the town dump after a printed page.) But for the cab driver, the waitress, the elevator guy, the receptionist, let's face it, the average child-bound housewife or the everyday executive— The library? Wha-? You kidding? BORING!

And why not, in a culture which equates intelligence, books, reading—even glasses!— with something vaguely undesirable and suspect. (How, for instance, do they tell you a TV or movie character is a crazy “egghead?” Show him reading a book through horn-rimmed specs, and of course the belensed egghead is never— could never be— the hero. He is usually a stand-up backgrounder, a Nasty or the misguided culprit/embezzler/fiend in the case.)

Listen. You want to work in an irrelevant profession, drawing sustenance from intellectually incestuous ALA conflabs? Yecch!

All right, it seems to me we must instantly accept a few premises: 1) We as professionals and we as a profession are short-sighted anachronisms slugging along hoping something will happen to bring the flocks to our door. 2) Nothing *Nothing* NOTHING is sacred in our profession. Everything can be changed and most things should be. 3) To paraphrase A. J. Muste's “There is no way to peace, peace is the way,” there is no way to change, change is the way. And finally 4) The time to start is last week. Once we have accepted these premises and begun to act on them with uninhibited imagination, there is hope. Unless we move now, our functions will continue gradually to be taken over by other agencies and we will discover one day that we are vestigial organs, waiting, as usual, for someone to come along and pull our string. Waiting for something to happen. Only this time something might happen: a librariectomy.

“A LIBRARIAN! SAY, THAT REMINDS ME . . .”

by

Joseph Buffardi

*Reference Librarian*

*Rhode Island College*

“What is it you said you do for a living?”

“Who, me? I’m a librarian.”

“A librarian! Hey! Say, you know I’ve been hoping to run into a person like you for a long time. You see, I don’t get to a library too often and I’ve got this very old painting in my attic. It’s one of those things that you get kind of sentimental about after awhile, and you wonder how much it’s worth. This painting, you see, was purchased by my great grandfather back in 1873. It’s a real treasure. I mean we’d hate to part with it and everything, but at the right price we’d probably let it go. Do you have time—let me give you a little description of the thing. As I recall, it’s a landscape type scene with some trees in the foreground and patches of white clouds in the sky. And, Oh! Yes! It is signed in the lower right-hand corner with one letter, ‘T.’ Do you think you can find out how much it’s worth?”

“Well sir, the first thing I have to know . . .”

“Oh! Let me tell you, before I forget! My grandmother left me some old coins. She brought them back from South America. She said the man who sold them to her said that they’re remnants of a civilization dug up centuries ago. Do you think your library has anything on them?”

“Again, sir, the first thing I need to . . .”

“Say, you know my oldest daughter has been having trouble with her math homework. I think it must be that new math they’re teaching the kids today. To be honest with you, it’s been throwing me off, also, and I use to be crazy about math when I was a kid. Do you think you could get me a book that might make it a little easier?”

“Sir! Please! I am still thinking about the first ques—”

“Oh! Please forgive me! I shouldn’t have interrupted you. It’s just

that I rarely run into a librarian and I've been wanting to find out about these— say, I'll bet you can find a place that sells that new invention that everybody's talking about. You know, the one that lets you learn while you sleep. I've been looking all over for that darn thing and I haven't been able to find it anywhere. I understand it works like a tape recorder. You know what I mean, it's one of those things you turn on before you go to sleep at night, and the next morning you should know all the information that's on that tape. Pretty slick, huh? Boy, that will come in handy for that course I was telling you about. How soon do you think you can find out where they are sold? I'd like to get one as soon as possible. Say, I hope I'm not putting you through too much trouble. I wouldn't want to impose upon . . . by the way, what do you librarians do, anyhow, when you don't have any questions to look up?"

"Sir! I . . ."

"Oh! There's George! Excuse me a minute, I want you to meet a good friend of mine. Say, George! George, come here for a minute. George, this is a new friend of mine, and guess what, he's a librarian!"

"A librarian! Say, that's wonderful! You know that reminds me. My wife has been looking for this exotic recipe from the South Pacific for years and if you could . . ."



*Providence College Library*

## THE PROVIDENCE COLLEGE LIBRARY

by

Joseph H. Doherty

*Director*

In January of this year the new library of Providence College opened, to the delight of students and faculty. Many years of planning resulted in a building that is the architectural gem of the campus; a real cause for rejoicing as the college approaches its fiftieth anniversary.

In 1919, the college's first year, the library was located on the first floor of Harkins Hall in the area now occupied by the telephone or reception office. The library soon outgrew its space, a characteristic of libraries, it seems, and in 1928 it was moved to larger quarters on the third floor of Harkins Hall. As student enrollment and the book collection increased, so did the need for more space. In 1948, when the science building was completed, the library expanded into the former chemistry laboratory. A separate science library was then established in the science building to relieve some of the overcrowding in the main library.

By 1957, it was obvious that the only solution to the space problem was to build a new library that would allow for years of growth, provide adequate seating for readers and make good library service possible. Thousands of books are still in storage in various buildings on the campus.

Under the leadership of Father Hogan, the college librarian, and Father Robert J. Slavin, then president, the years of study and planning began, which culminated in our new library. Father Slavin died before any positive move was made concerning the new library. Father Vincent C. Dore began the project when he selected Philip McNiff as library consultant. The building was designed by Kenneth DeMay of Sasaki, Dawson and DeMay of Watertown, Massachusetts, with interior design by Bill Bagnall Associates of New York and Boston. There are one hundred and ten thousand square feet of space, seating of various types for one thousand two hundred patrons and shelf space for five hundred thousand volumes. Space in the basement now



used for classrooms will be available for library purposes as the need develops.

The collection now stands at one hundred and ten thousand volumes. Our aim is to develop a fine general collection which will support the teaching programs of the college as well as represent the best available in all disciplines. The library is especially strong in material on St. Thomas Aquinas, the most illustrious member of the Dominican Order, and also works pertaining to the history and activity of the Dominicans through the centuries. Other special collections are: the John E. Fogarty papers left to the college by our late congressman; the Louis Budenz collection of books, periodicals and pamphlets expounding the official Communist party line; documents on Rhode Island constitutional history donated by Professor Patrick T. Conley; and the William R. Bonniwell, O.P., collection, which is the best and most valuable collection of Dominican liturgy in the entire world.

In 1967 the decision to convert to the Library of Congress classification was made. At present about twenty percent of the collection is in L.C. At this rate it will take five years for the complete reclassification. The shelf-list of books in the L.C. classification is put on tape by the college Computer Center, with complete printouts three times a year, kept up-to-date by monthly supplements. These lists, arranged by author, title and subject, are sent to the departments in their areas of interest. When the reclassification is completed, the entire collection will be available in printout.

The collection is predominantly of conventional printed material—books, periodicals (we subscribe to about 1,200) and pamphlets. Our collection of microforms is small, but growing, and we hope to experiment with advanced audio-visual equipment in carrels equipped for dial-access to consoles in the Audio-Visual Department.

The Providence College Library was recently designated as a partial depository for government documents.

“Life begins at fifty” expresses our sentiments about our new library.

## THE NEW SCHOOL MEDIA STANDARDS

by

Ruth W. Cerjanec

*Consultant*

*Media*

*Media Services*

The most important happening in the school library world this year is the redefining of the philosophy of the school library. The "media center," as it is now called, is recognized officially as the center for all types of instructional materials, print and non-print, and for the necessary equipment and services.

Although patterns of organization will vary from community to community now and for some years to come, there is growing evidence of the desire of school librarians and audiovisual personnel to join in cooperative activity so that the children and teachers may be better served. Already the Rhode Island School Library Association and the Rhode Island Association for Audiovisual Education have shown their willingness to accept the new philosophy by holding a joint meeting this spring.

The history of the movement toward new standards dates from a meeting in Washington in November, 1966, when representatives of the American Association of School Librarians and of the Department of Audiovisual Instruction of the National Education Association held a joint meeting. More was involved than updating former statements of standards and incorporating new developments in educational technology. The entire philosophy of the unified media program had to be fully discussed and endorsed by a group representing twenty-nine professional and civic associations.

Reactions were obtained from school administrators, audiovisual specialists, school librarians and other professionals at national conventions, state conferences, NDEA institutes and elsewhere. Copies of the various drafts were sent for comment to over 300 individuals in the media field, to members specializing in the professional education of teachers and media

specialists. Over 10,000 individuals finally had an opportunity to comment on the standards. The resulting draft was approved late in 1968 and the publication *Standards for School Media Programs* went on sale in March, 1969.

Briefly stated, the media program provides:

Consultant service to improve learning, instruction, and the use of media resources and facilities

Instruction to improve learning by use of printed and audiovisual resources

Information on new educational developments

New materials created and produced to suit special needs of students and teachers

Materials for class instruction and individual investigation and exploration

Efficient working areas for students, faculty, and media staff

Equipment to convey materials to the student and teacher

It is recommended that the media center have one full-time media specialist for every 250 students, and that each media specialist be assisted by a media aide and as many technicians as are necessary. For schools of 250 students or over, the collection should consist of 10,000 volumes or 20 volumes per student, whichever is greater; there should be from 50 to 175 magazine titles, depending on the type of school; from 3 to 10 newspaper titles; 1,500 filmstrips or 3 prints per pupil; 1,000 art prints; 2,000 transparencies and other materials as needed. Not less than six percent of the national average per pupil operational cost should be spent per year per student.

Standards for the facilities of the media center are carefully spelled out according to the instructional needs of the school. In addition to the single media center, there may be resource centers structured according to subject, grade level, or other school organizational patterns.

Copies of *Standards for School Media Programs* may be purchased from the American Library Association or from the National Education Association at a cost of two dollars.

## A COMMUNITY LIBRARY: The North Kingstown Free Library

by

Edna Lager

*Librarian*

One hundred and fifty-eight years ago, according to the brown and faded pages of a little leather-bound book in the North Kingstown Free Library, Wickford had its first library. Known as the Wickford Library Society, with a small reading room in the Masonic Hall, it was established by a small group of shareholders who, upon payment of a dollar a share and "subject to an annual installment of twelve and a half cents payable at the annual meeting of the Society," were entitled to borrow books. Many of the names of the first shareholders are familiar ones in Rhode Island such as Tillinghast, Davis, Congdon, Chadsey, Hammond, Reynolds and Peirce.

The slower pace of those days is evidenced by a vote taken at one meeting of the Society which convened "at early candlelight" that "borrowers who lived as far away as the distance of two miles from the library are not to be fined if they are not able to return their books within three weeks."

The list of the first books purchased by the Society is a fascinating one, including such titles as the *Dictionary of Polite Literature*, *Fenelon on Education of Daughters* and *Moore's Fables for Ladies*. Later, the record shows a vote taken directing no fiction be purchased.

In 1829 the Wickford Library Society auctioned off its property, paid off the shareholders and closed both its financial and literary books. Records show that a free library later was maintained by St. Paul's Church in the Old Guild Hall. In 1899 its books were transferred to the North Kingstown Free Library, which had been erected in 1898, thanks to a gift by Mr. C. Allen Chadsey. Later bequests from Mr. William D. Davis and his daughter, Elizabeth D. Miller, helped the library stock its shelves with books.

Continuous library service has been provided to the community since 1898 but the advent of World War II and the establishment of the Quonset Naval Air Station and the CBC at Davisville had a great impact on the town

and brought hardship to its library, operating on a tiny income. In 1954 the North Kingstown League of Women Voters became concerned about the library's plight and made a survey of it, using American Library Association standards in their evaluation. At the financial town meeting of 1955, they presented the facts and recommended a larger town appropriation. The resulting increase which the taxpayers voted in 1955 marked a turning point in the library's fortunes.

With increased funds, a period of reorganization commenced. Repairs were made to the building which had been weakened by decay and hurricane damage. A massive weeding of worn and obsolete volumes was instituted and the collection of 15,535 volumes was reduced to 6,484. Among the items discarded was an 1881 edition of the *Britannica* which had no reference to automobiles, airplanes and radios and informed its readers that uranium was a worthless metal.

The remaining books were completely cataloged and volunteers from the third grade gave hours of time to provide first-aid treatment to worn and torn books. Homemakers, high school students, and Navy wives typed, lettered books and shelved them, sorted magazines and filed cards. Gifts came from many sources. It was truly a community effort.

A phenomenal increase in library use occurred after the reorganization commenced and in 1962 a sorely needed addition was made to the building which doubled its existing space.

The North Kingstown Library has a more unique setting than most other libraries in Rhode Island. Situated in the heart of historic Wickford, its rear picture window frames a memorable view of Wickford Harbor. Today, the winter ice having melted, the water is calm and sparkling in the sun, a few boats are quietly at anchor and the sky is a lovely blue. Not always is it like this; each day it presents a different aspect and so it is with the scene within. Each day is new and different and brings its quota of diverse activities and duties, its disappointments, its humor, its crises, its rewards and satisfactions.

In the many-faceted field of librarianship the role of the public librarian in the small community library is one of the most challenging. The popular public image is that of a person who sits behind a desk and stamps and

checks books, and the popular belief is that being a librarian is not very demanding.

As we all know, in truth a librarian of a small public library must be and do many things; a veritable jack-of-all-trades. She must have a great liking for and interest in the people she serves. She must work well with her Trustees and her staff, with town officials, with the schools and their libraries and with the general public, young and old alike. She must select books and other material which will provide education, information, research sources, cultural enrichment and recreation to the individual. She must be able to organize materials for ease of access and convenience of use through cataloging, classification and shelf arrangement. She must arrange lending procedures which are efficient and not cumbersome. She must give guidance to her patrons in the use of the library and its materials. Through publicity, displays, reading lists, story hours and library programs she must stimulate use of the library. Information service must be provided, not only to those who come into the library but also to those who telephone. Interlibrary loan material must be borrowed when the library cannot fill the patron's request. Budgets and financial reports are vital and necessary.

These things are covered in the curriculum of the library school but there are other duties performed by the public librarian that are not. For example, the care of a furnace that is most perverse when the weather is the most frightful, the mopping of a floor when a driving rain storm has penetrated some unprotected spot, the bathing of a small knee skinned in a fall on the walk just outside the library, shepherding large and friendly (?) dogs from the premises after enthusiastic children have admitted them, convincing noisy Jr. High-ers that the library is not the place for social gatherings, at least not in the reading room, coping with the unpleasant truth that two groups had been granted use of the library auditorium for the same hour on the same evening, and learning not to be too susceptible to the smooth "pitch" of a book salesman with his wares.

In spite of all the problems there are so many rewards and satisfactions that we are continually refreshed and inspired. We are rewarded by the smile on the face of a child when he finds the book he's been anxious to read, the thanks of a high school student when you can find her interesting material

for a term paper, the adult patron who returns a book and says, "I enjoyed it so much. It gave me a lift," the satisfaction of the Trustees when they are informed that the library budget, up over last year's, was accepted without change by the Town Council. And, finally, we are rewarded when we realize we must be doing something right because the increased demands for library service is causing a need for more space and plans are underway again to increase the size of our library.

## A LIBRARY SCHOOL'S SIGHTS

by

James S. Healey

*Assistant Professor*

*URI Graduate Library School*

Any accurate answer to the question "What is the purpose of the Graduate Library School of the University of Rhode Island?" would have to indicate that the School's purpose is multifaceted. Obviously the first consideration is the preparation of able, efficient, strongly motivated librarians. A second is serving the need for continuing education for librarians in the field. Still another is to provide fertile ground in which new ideas can be nurtured and where research leading to constructive professional change can take place.

Foremost among the goals of the School is that of providing quality library education for all of its students, of giving them instruction as valuable, as modern, as comprehensive, and as accurate as that of every other good library school. One important result of this program is the building of substantial strengths into Rhode Island's libraries. Since the majority of the student body are Rhode Islanders who will remain in Rhode Island, the GLS is playing a major role in the development of quality library service to all Rhode Island residents.

The curriculum at GLS is designed to achieve the above aim. Since the School is young, it is able to try new and exciting ideas. While many of the courses are traditional, new theories, ideas, and approaches are being used in the courses. This joining of the traditional and the new prepares graduates not only to make positive contributions on a day-to-day basis but also to be aware of the new trends that will affect their service in the years to come.

For those librarians who have come to realize that their education was not finished when they received their degree, the School offers an opportunity to review their ideas and a chance to keep their professional tools honed to a fine edge. There has never been a time in the profession when new ideas



have been more exciting. And at no time in the history of the profession has there been a greater need for working librarians to add to their skills. The School offers an opportunity to bring "new" ideas and "old" librarians together.

The third goal, that of being an intellectual stimulus to the profession in Rhode Island and New England, will be better realized when the School moves to its new quarters on the Kingston campus. While many students have investigated a wide variety of topics, their work was made far more difficult because of their separation from the main stream of university activity. On campus, and only on campus, can the students make use of the ample resources— both animate and inanimate— that the University offers. The closeness to a large library will have a major impact on student research. And just as important as the library is the vast range of human expertise that is active on the campus.

On campus is a major computer installation, offering an opportunity to research various retrieval projects. On the campus are learned men and women from myriad disciplines on whom the Library School faculty can call for assistance and cross-fertilization of knowledge. No longer can the public librarian think only of adult services and reference and book selection. Today, he must look to the fields of public administration, urban planning, sociology, gerontology, and a host of other areas in order to solve the problems created by our changing society. The school librarian's role has changed as school libraries have become media centers, and children are taught by computers fifty miles distant. School librarians will need to look to advances in education and psychology and at the impact of multi-media on classroom teaching.

There will be those who would look to us for a more "practical" education, education which they consider more realistic in terms of everyday needs. To be blunt, this is not the kind of education that the Graduate Library School considers graduate education. We are working to educate humanistically trained men and women in the theories and ideals of a profession whose eyes have far too long been on the past or, at most, on the present. This may have served those of us educated in the past. But for the new professionals, "looking at the future through a rear view mirror" will be

of no help. It is far more important for a graduate student to know what Licklider and Shera are saying than what the librarians of ancient Syria believed.

We see our work and the work of practicing librarians as a continuing thread. We endeavor to prepare thinking, well-trained professionals. Once they enter the field, it is the task of the field to show them the many details that take up so much of a librarian's time.

These professionals come to their jobs with ideas of their own and a strong sense of commitment to librarianship. It is their right to be allowed the freedom to try and fail or to try and succeed. If they are shut off from experience, if their commitment is "turned off," this will be a disservice to all concerned—the student, the GLS, the field and, most important of all, the patron. How little any of us would grow intellectually and professionally if experience were denied us.

Only one road lies open to make the Graduate Library School a center for communication and understanding. Once we move to campus and set our house in order there, we will be turning to "old pros." We will ask you to join with us in improving our program and your understanding of our approach to graduate library education. We do not sit in an ivory tower unaware of your difficulties and problems. To achieve unity between education and practice, we must all sit down and work together. If we do not, the future offers greater gaps between promise and performance. If we do gather together, there is real promise of better trained professionals and better served patrons.



*A young critic is enraptured by Looking Glass Theatre presentation.*

## LOOKING GLASS THEATRE IN THE LIBRARY

As seen

As Seen by Those Concerned

From Looking Glass— *Elaine Ostroff, Executive Director*

It began in 1966 as an experiment to combine theatre for children with the spontaneous activity of children's own dramatic play. It was not only to be a watching, but a sharing and a doing. And literature was the source for all the dramatizations. Tom Sawyer was the first character to meet the children— over a thousand children painted fences, traded treasures and improvised around the Mississippi River. The Monkey's Paw, Tituba, African, Japanese and Turkish folktales and the Noodlehead tales have been presented in the program now entering its fourth year, and involving 2,000 children.

The program design keeps changing as the actor-teachers of Looking Glass change. This year was an experiment to structure the involvement within the story line. We plan next year to head back to more active involvement of the children. It's in the thinking stage now. The key question always— how to involve the children, not superficially, but with depth and energy. And always the other question— is the play the focus or the children? And how can both have significance? We'll keep working on it. And enjoying it, thanks to the beautiful openness of the libraries to want these experiments as part of their scene.

The programs are substantially supported by the Rhode Island State Council on the Arts, with the local libraries paying 25% – 30% of the cost. Looking Glass Theatre, a member of the Federated Arts Fund, is a non-profit educational drama organization.

## LOOKING GLASS THEATRE— 2

**From Providence—** *Nancy Ciummo, Children's Librarian*  
*Smith Hill Branch*

Seated on the floor, the children watch expectantly and uncertainly. The actors move about setting their stage. They begin. The children's eyes are on the performers, their bodies reach forward into the playing space, they nudge and rock, laugh and worry, speak out to the actors, shouting advice, support, and warnings in time of danger. One boy, afraid of Chicken Little, backs to the wall and says, "I don't like that one," as she struts before him. The children are involved and communicating and enjoying this group experience.

**From East Providence—** *Elizabeth E. Davies, Children's Librarian*  
*Weaver Memorial Library*

The children listened excitedly to each of the stories, and everyone volunteered when invited to "take a ride with the dragon." The green plastic cloth turned into a fire-breathing creature in their eyes, and for a moment, they rode with a real dragon.

**From Peace Dale—** *Dawn P. Nye, Librarian*

The Looking Glass Theatre has been performing at the Peace Dale Library for the past three years. The children who have attended have had little experience with live theatre; it is always interesting to watch their faces when they come for the first time; they have shown a look of skepticism and then become most attentive as the action of the play unfolds. Even though they have not always understood some of the subtle messages, as in *Yes, Why Not, My Pleasure*, the plays delight them. They always have asked as they leave, "When will Looking Glass Theatre be back again?"



*Audience Participation . . . The Fisherman and His Wife.*

From Providence— *Nancy Curley, Children's Librarian*  
*Washington Park Branch*

On a memorable Friday afternoon in December, the members of the Looking Glass Theatre came to the Washington Park Branch Library to perform their special brand of magic, and the children reacted with their special brand of enthusiasm. The communication between the youngsters who were sitting on the floor and the performers who ran through the audience from all angles, showed no generation gap. Henny-penny, Turkey-lurkey, Cocky-locky and their impending disaster, Fisherman and his wife with their dreams, and a lovable dragon came to life for one special hour and left their enchantment.

From Lincoln— *Ann K. Bedrosian, Librarian*  
*Sayles Free Public Library*

Experts have defined a good book as one which provides its readers with a positive and wholesome experience of some kind, whether it is emotional empathy, excitement and suspense, vicarious adventure, information, healthy laughter, or just plain pleasure. But above all, "it must come alive." Like a good book, Looking Glass Theatre has provided the little people at the Sayles Free Public Library with all these experiences, and like a good book, this unique theatre and dramatic play experience for children "turns them on."

Popular demand in this case is not a loud voice raised in influential circles. It is an expression on the faces of the children who have been enjoying L.G.T. at Sayles Library.

And one who knows how to read that expression is the librarian, who said she plans to schedule another performance, or as many as possible, in response to the demand for "more" which the youngsters' eyes convey.

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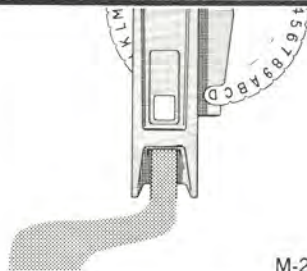
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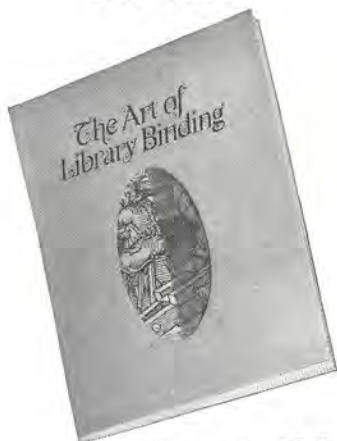


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*Harkins Auditorium*

PROVIDENCE COLLEGE

## PROGRAM

May 6, 1969

- 9:30 Coffee – Registration
- 10:00 Business Meeting
- 10:30 “The Library and the Culturally Deprived”  
– *Geraldine Hall, Assistant Coordinator of Children’s Services in charge of In-Service Training, Free Library of Philadelphia*
- 11:30 Film – “Reaching Out” (Services to the exceptional child)
- 12:30 Luncheon  
– *At Saint Augustine’s Auditorium  
635 Mt. Pleasant Avenue*
- 1:45 “The Regional Idea at Work”
- “New England Realism— Its Present and Future”  
– *Chapman Stockford, Executive Director,  
New England Governor’s Conference*
- “In Libraries of a Massachusetts Region”  
– *William Kunkel, Director, Eastern  
Massachusetts Regional Library System*
- “For Rhode Island’s Libraries”  
– *Dolores McKeough, Coordinator,  
Western Interrelated Library System*
- 3:30 Open House – Providence College Library

