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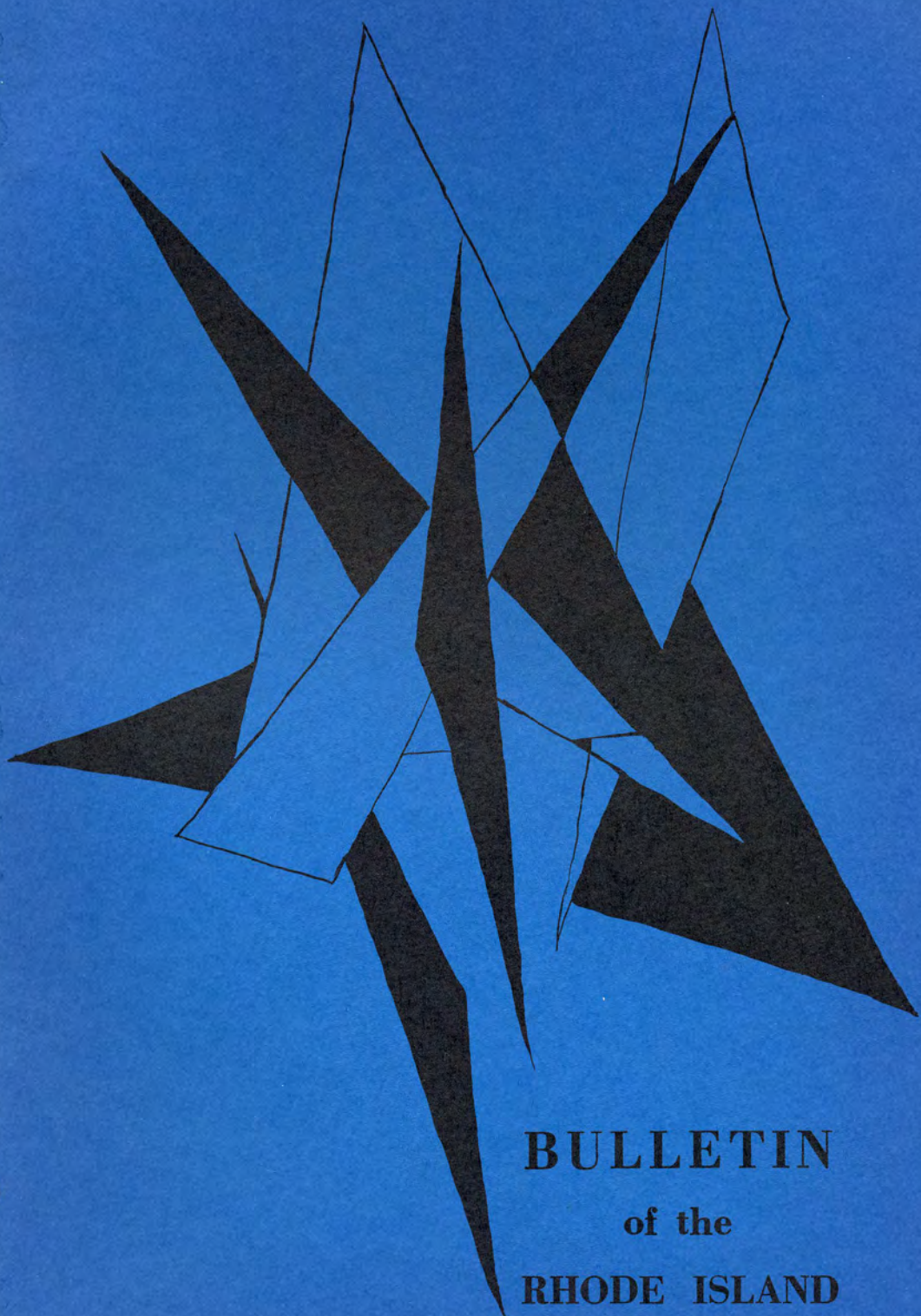
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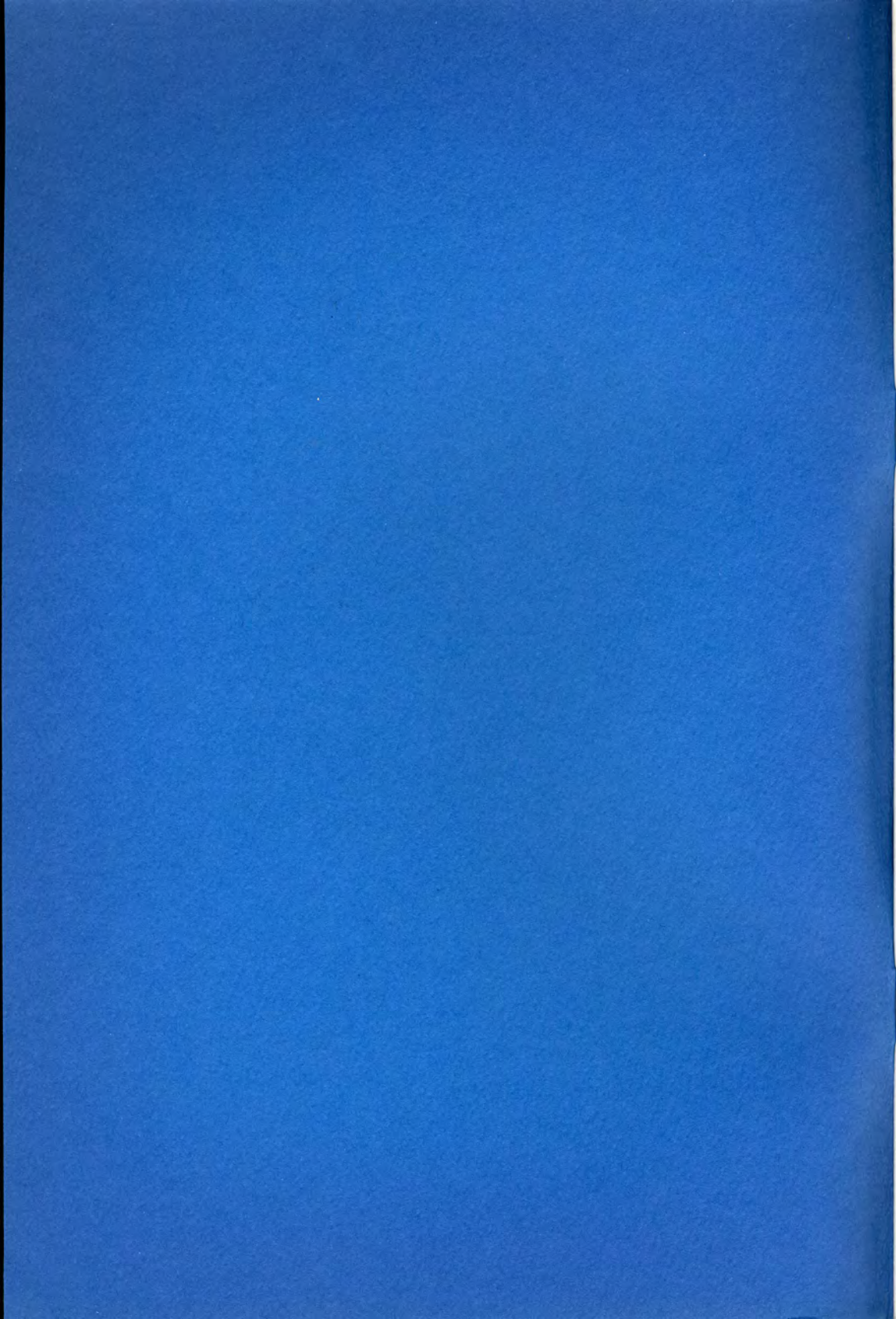
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BULLETIN
of the
RHODE ISLAND
LIBRARY ASSOCIATION

Vol. 41 - No. 2

October 1969



BULLETIN
of the
RHODE ISLAND
LIBRARY ASSOCIATION

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Published Bi-Annually for the
 Rhode Island Library Association, 150 Empire Street, Providence, R.I.
 by Mowbray Company— Publishers, Providence, R.I.

cover motif contributed by linda buffardi

PRESIDENT'S MESSAGE

Vol. 41, No. 2— the Fall issue of the Bulletin of the Rhode Island Library Association— marks a beginning and an end. This will be the first issue to feature articles on one central theme, and the last of the traditional two issues a year. In June the Executive Board voted to experiment with printing four issues annually and the January, 1970, issue will be first in the new series. There will be twice as many articles needed, so if you have a story to tell, please contact the editor of the Bulletin.

The October Bulletin deals with Technical Services. Future issues will cover other topics of interest to librarians, with the emphasis in the Spring and Fall issues centering on the Conference theme.

The Conference itself will have several innovations. For the first time an all day and evening meeting will be held, perhaps making it possible for more

people to attend. The business meeting will be in the afternoon. Films from the Rhode Island Film Cooperative will be shown throughout the day, and there will be several programs of esoteric interest, including a two-hour workshop for library technicians. From 9-4:30 P.M. the meeting will be held at Riverside Junior High School. Don't miss seeing their architecturally fascinating library. At 5 P.M. the Conference will move to the Hearthstone Motor Inn for dinner and the evening speaker— Dr. Jesse H. Shera.

I deeply appreciate all the work done by the various committees to prepare for this Fall meeting, and hope that it will be well attended.

Please note that the reservation form for dinner is included in this Bulletin. The deadline for returning reservations is October 24th.

—*Jean L. Nash*

FROM DEWEY TO LIBRARY OF CONGRESS

Some Thoughts on Reclassification

by

Sally M. Wilson

Assistant Librarian in Charge of Technical Services

Rhode Island College

After promising to write an article on reclassification for the fall bulletin, I started to think of what profound and helpful remarks I could add to the flood of material on this topic. So much has been written, that it is hard to strike a new note— in fact, the only angle that seems to be left is “I stayed with Dewey and I’m glad.”

As that is not at all the situation in our case, this article really gives me a chance to stand back, three years after the decision, and consider what the results have been for the Rhode Island College Library. Why did we switch to LC? What has the change done for us? Has LC proved out all the glowing promises made in its name?

The 17th edition of Dewey and I arrived together at RIC in July of 1965, and a good deal of that summer was taken up with considerations of how much change we would have to go through to work in the new sections— especially in psychology, an area where we were purchasing heavily. There were also fringe areas of education— physical education, for example— where we had made “local adaptations” to put some of this material in the 370s. This looked less and less valid. We had had two catalogers, but with the pressure of the increased book budget, we were attempting to add others, as well as assistants and clerks, and the problems of updating all the schedules to get continuity was hectic. So there were rumblings of dissatisfaction with the system as a starter.

Then came the wave of change. Looking back on it, wave seems the perfect word to describe it. First, a ripple— the director of the library went to a meeting in New York at Thanksgiving time, where

Maurice Tauber urged the change to LC. Much discussion followed this. The catalogers were slightly appalled. We had no experience with LC; we had about 50,000 books to reclassify; the problem seemed too great. The next wave was the appearance of many articles in the professional literature urging the change. And at home, a greater slowdown of processing books, with increasing purchases. Informal canvassing of faculty members indicated much enthusiasm for the LC classification. Meetings with other colleges of near our size encouraged the change. Some were already using LC with little trouble and much enthusiasm. We went back and looked again at our processes. We had been using LC cards and subject headings for some years— would it be such a large step to use the LC call number on the card rather than the Dewey number? It looked more and more possible. The next influence was the prospect of future opportunities for cooperative cataloging. To join in these at a future date, we had to be using LC. And the book purchases were accelerating; how to get them on the shelves? The final word from our fellow librarians was, "It's no use to sit on the edge and think about it— gather up your courage and jump in." In May, 1966, we did.

The "water" was awfully cold at first, but we slowly worked our way through it and came to enjoy the new classification. From the point of view of new books, the much-talked-about economies in processing were slow to materialize. They did not start to show up for at least a year. But they have materialized. The books from the 1967 and 1968 Title II grants would have still been sitting in boxes under our old Dewey processing systems; instead they are on the shelves.

Problems at the Card Division of LC during the past year, as they changed from manual to automated order filling, have caused trouble for us; but they seem to be working out now.

And what about reclassification? This is a slower story. We ran a six-month program, staffed by a cataloger, two clerks and the equivalent of two full-time student book processors. They reclassified close to 10,000 books in that time. The understanding at the start was that they were merely reclassifying— not recataloging— and that weeding of

older titles was done ahead of reclassification where necessary. The important thing with this was to keep the steps moving, so that neither the cards nor the books would be held in the reclassification area more than forty-eight hours. The hardest work turned out to be the cleaning up of the Dewey numbers on the books, and the relabeling of them. Those old markings were put on to stay, and they were put in so many places! The snags were those books that obviously needed recataloging, which slowed them down.

At the end of the six months, the reclassification program came to a halt because of one of the sad facts of library life— the staff was needed in other places. The real trouble with reclassification is that it is the sort of thing that can be put off. The books are on the shelf, the cards are in the catalog— people can find them. The students have shown themselves to be remarkably flexible. Professors longingly speak of getting all the Spanish literature, or math books, together— but they have been considerate, too. And a special mention should be made of the excellent help that our reference librarians have given in leading patrons through the complexities of two classifications.

At present, reclassification goes forward continually, but at a slow pace. All books for bindery or mending are first reclassified. All problems of incorrect cataloging, etc., are reclassified, as are replacements and added copies. And various areas are tackled as time and staff permit.

Reclassification is a slow job, and a painstaking one. It is certainly the negative side of the switch to LC, but it can also accomplish good in reviewing the collection— the physical condition of the volumes— the need to replace and fill in gaps. The change to LC was worth this work.



TWO DIGITS AND FOUR NUMBERS!

by

Joseph N. Buffardi

Head of Reader Services

Rhode Island College

Changing classification systems is not the least of any cataloger's troubles. But to say that a library patron is spared the ripples of progressive librarianship would certainly be a myth. Listen to a recent dialogue that took place in Anytown, USA Free Library:

PATRON: Excuse me, sir, are you a librarian?

LIBRARIAN: Yes, sir. May I help you?

PATRON: Yes, I hope so. I seem to be a little confused. I have this call number which I copied from your catalog, but, I must say, it doesn't look like any of the call numbers I'm used to seeing here. As I recall, your call numbers used to have three digits followed by a decimal point with still more digits.

LIBRARIAN: That is correct, sir. You see this library, like many libraries, is in the process of changing classification systems from Dewey Decimal, which was the three digit, decimal point system you mentioned, to another system called Library of Congress. What you have written there is simply a Library of Congress classification number.

PATRON: I see. Well, tell me. What did you do with all the Dewey Decimal numbers?

LIBRARIAN: Oh, sir, we have erased those from the books in order to avoid confusion with the new system.

PATRON: *Erased them!* But I had all the numbers memorized on my favorite books. How will I ever be able to find them now?

LIBRARIAN: That's no problem, sir. We'll just go to the catalog and get the newly assigned call numbers, provided your desired titles have been reclassified. You see, only one-third of our collection has been reclassified at this time.

PATRON: But once I have all the call numbers, how will I be able to distinguish one classification number from the other?

LIBRARIAN: Very simple. The Dewey Decimal number has three digits followed by a decimal point and sometimes still more numbers. The Library of Congress number generally consists of one or two letters followed by four numbers. Occasionally less than four numbers appear.

PATRON: Let's see. Dewey Decimal, three digits followed by a decimal point, and Library of Congress, one or two letters followed by four digits and sometimes less than four. Thank you for your assistance.

LIBRARIAN: You're welcome.

(Ten minutes later)

PATRON: Excuse me again. I hate to bother you, but this must be a Library of Congress number. It has a letter in front of it. However, when I went to the stacks, the book was not there. Do you suppose somebody has it out?

LIBRARIAN: I see what your problem is. I'm sorry, I should have explained this to you. What you have here is not a Library of Congress classification number. Rather, it is a Dewey number with the letter 'R' placed above it, meaning that the book is a reference book. It can be found in that

section of the reference collection which has not yet been reclassified. You see, the 'R' is placed not in front of the number, but above the number. By the same token, we put the letter 'J' above the call numbers of those titles we shelve in our juvenile collection.

PATRON: Fine. I think I have it now. Dewey Decimal, three digits followed by a decimal point; Library of Congress, one or two letters followed by four digits; and reference books have the letter 'R' above the number and juvenile, the letter 'J'.

LIBRARIAN: That's correct, sir.

PATRON: Thank you again for your help.

LIBRARIAN: You're welcome.

(Ten minutes later)

PATRON: Sir, I'm afraid I'm going to have to ask for your help again. I'm sure I have a Library of Congress call number this time. It has a capital letter followed by two digits and a small letter.

LIBRARIAN: I'm sorry to disappoint you again, sir, but what you have there is a request for a fiction book. You see, that number is not further divided to a second line of digits and numbers as were your previous call numbers. Instead, that number is simply, as you stated, a capital letter along with two digits and then a small letter.

PATRON: Hmm . . . This is getting to be harder than I thought. Now let's see. Dewey, three digits and a decimal; Library of Congress, one or two letters followed by four digits; reference books and juvenile books have an 'R' and 'J' respectively; and fiction titles have a capital letter followed by two digits followed by a small letter. I hope this is the last time I have to bother you.

LIBRARIAN: No bother. Glad to be of help.

(Fifteen minutes later)

PATRON: Sir?

LIBRARIAN: Yes?

PATRON: I know this is getting ridiculous but I've searched everywhere and cannot find this book.

LIBRARIAN: Let's see that. Hmm . . . Sir?

PATRON: Yes!

LIBRARIAN: Would you believe that's a government documents classification number?



MICROFILM COOPERATIVE

by

Paul F. Crane

Director

Champlin Memorial Library

Centralization of services, procedures and materials is rapidly becoming a necessity rather than a convenience in library service. The sophistication of the library's public demands access to information and material impossible for the average library to supply due to staff and housing limitation, even if budget did not have to be considered.

We have, through our regional system, launched our libraries onto a path approaching the complexities of today. We have been "reaching out" and "becoming involved." We have been slowly regaining the vital position of the library in the community, somewhat more common fifty or seventy-five years ago. Basically, however, to support our new goals as well as our traditional *raison d'etre*, we must provide access to the ever-increasing mass of literature that comprises the record of man's history and endeavors.

And, because of the increased pace of man's activity and his phenomenal ability to communicate, we need contemporary records and source materials. This is the reason for this article and the suggestions it carries.

Periodical literature increasingly assumes greater importance in research. This is true not only of college students, but of high schoolers and our inquisitive general public as well. As we have gone to great lengths to convince the community that the library is "where it's at," they rightly expect us to provide them access to a wide range of such material.

Space being to the librarian no less precious than to NASA, the most practical method of providing this material is through microfilm (or other micro-form). There is a great economy of space, with little

physical care needed. It is modern, convenient and easily portable. Furthermore, it is easily replaceable. We presume because of the existence of master films, easily stored and easily duplicated, that the O.P. problem will be greatly minimized, if not eliminated.

Even with all the space saving and convenience aspects granted, most libraries still find that they probably would still not be able to shelve sufficient amounts to satisfy all their patrons' needs. Add to this the most definite assumption that virtually none has a budget that would allow the necessary purchases, and we see another area where a definite cooperative venture would help.

It has been clearly demonstrated that a cooperative library venture in Rhode Island can be quite successful. Although problems still exist and growing pains are evident, the Rhode Island Library Film Cooperative is viable. At this juncture, I feel, it is safe to assume that this program has overcome most obstacles to success and will steadily progress.

I am suggesting that we study the feasibility of a similar cooperative measure in the microfilm field. There are, I realize, a great many problems inherent in the idea, more even than in the film cooperative. However, I think that in time they can be surmounted. As integral a part of the library scene as the motion picture has become, it certainly is not more germane to our purposes than the written record.

If we could assemble, in one place, a comprehensive collection of 19th and 20th century magazines and newspapers on microfilm, Rhode Island libraries would be able to increase their effectiveness immensely. Complete index holdings could be housed at regional libraries; local libraries could request index service over the telephone and apprise their patrons. Also, the latter, over a period of years, could assemble a basic index collection of their own.

A major problem would be finding a place to house such a collection. Very few of us have much extra space. Possibly the Department of State Library Services could help along these lines, although they could well be in the same space bind as the rest of us. Renting space is a possibility, but the expense involved may make this option unfeasible. In the beginning it could possibly make more sense to house the collec-

tion in several locations.

As the main feature of any such cooperative endeavor of this nature must be access, locations for storage would have to be carefully considered. Unless the librarian and his patron have quick and easy access to this material, a microfilm library would not function helpfully. For convenient distribution, it should be located centrally. In this way, regional distribution services now in existence could be utilized without too much extension of their schedules. When material is not needed on a rush basis, the U. S. mail provides easy and inexpensive transportation.

Clerical help would be needed to man the telephone, prepare material for distribution, check film condition and also to keep records. They would also make copies of articles when that is desirable. This staff's duties would be entirely clerical, as a committee of librarians would make decisions as to acquisition and policy.

Now the main problem! Finances. As we all know too well, almost every endeavor revolves around budgetary considerations. To get such a project launched, we would have to investigate the possibility of a grant. Possibly, if the well has not dried up completely, state and federal money might be available to foster such cooperative measures. The various foundations interested in promoting projects in educational and related fields could also be approached. There are several Rhode Island foundations that could be contacted.

Further, the libraries that would participate in this library would maintain subscriptions to periodicals on microfilm, according to their financial means. Accumulated runs could also be deposited, freeing space in the library that owns them, as well as making them available to others. In this way, a backlog will be built up and current and future holdings assured. As most libraries keep physical copies of periodicals during the years of heaviest use, the microfilm editions would be available to smaller libraries with less extensive holdings.

I really believe that such a library would be of great benefit to every library and library patron in the state. I have not tried to write an extensive or comprehensive treatise on the subject. I am well aware

that there are other problems and assets that would have to be studied. This basically is what I would like to see— a committee, possibly under the aegis of the Rhode Island Library Association, to study the matter and determine its feasibility. I know that such a collection would help help me to serve my patrons better.

ASSAULT ON THE SENSES

by

Wilfred E. Berube

Audiovisual Director

Pawtucket Schools

Audio-visuals can and do motivate! No other medium has the power to involve and excite; to stretch the imagination and literally turn a youngster on. That's a strong statement, but how many of us have stopped long enough to realize that today's light shows and rock music are nothing but imaginative, vibrant uses of audio-visuals. With a minimal amount of thought and effort we can capture that excitement and involvement almost at will.

First, let's quickly review what we mean by *audio-visual*. Obviously we mean technical equipment; all types of projectors and record players and tape recorders and television equipment and screens, etc. But that's only half the battle. Without something to show or play, the equipment is doomed to a career of dust collection.

The philosophy behind the publication of the new *Standards for School Media Programs* published jointly by the National Education Association and the American Library Association is really the key to a fundamental understanding of *audio-visual*. At the risk of oversimplification, this philosophy means that media— in all forms— are to be accessible to students and teachers when needed. The old idea that audio-visual materials are “aids” or “supplementary” to education has been laid to rest forever. The new concept is that the learner and teacher must have complete access to all forms of media, both print and nonprint, without discrimination. The emphasis is on the selection of whatever medium or combination of media will do the job most effectively.

Audio-visual materials and other forms of media must be integrated into an educational system designed to achieve a particular objective.

For example, let's assume an objective of stimulating interest in American poets and short story writers. What would the effect be if we could offer, on a circulating basis, cassette players with materials that brought alive *The Legend of Sleepy Hollow*, *The Pit and the Pendulum*, *Walden*, *The Adventures of Huckleberry Finn*, works by Walt Whitman, O. Henry, Stephen Vincent Benet, poetry by Longfellow, Whittier, James Russell Lowell, Emerson and many more. And, what would be the effect if this great literature was read by distinguished literary and theater artists— for example, Robert Ryan, Julie Harris, playwright Arthur Miller, and the Swan Theatre Players. A program like this utilizing the Spoken Arts Cassette Libraries and any of a number of cassette players must necessarily help students develop an appreciation of literature, perfect listening skills, understand and anticipate dramatic flow, gear their own imaginative resources to the reading experience, and build and increase enthusiasm for reading in general. Audio-visual materials can truly accomplish a specific educational objective.

In the area of music, The Lives of the Composers cassettes offer the life stories and music of Bach, Beethoven, Chopin, Strauss, Tchaikovsky and others. Here we can begin to appreciate the versatility of the cassette. Hi-fidelity stereo reproduction to large groups or individuals is as easy as playing a story for a four-year-old.

Still another example is, of course, the story hour. Here 16mm. motion pictures, sound filmstrips and again, cassette tapes can work wonders.

Another example might be in the area of art appreciation. What would be the results from a program where a student could withdraw a sound film loop on a particular artist or a particular period, and watch individually in a study carrell, pausing and reviewing at his own rate?

Further applications are limited only by the scope of your imagination. In today's TV-oriented world, audio-visuals can involve, excite and motivate as no other medium can.

THE PORTABLE CATALOG

by

Sally F. Evans

Coordinator of Technical Services

Pawtucket Public Library

Many people have stated that with the increased interest in the book catalog the library profession is moving rapidly ahead into the past. I would hope that those making this statement are not assuming that the happenings of the past are all bad, or unworthy of re-evaluation. The picture of the earliest librarians sitting at their copy desks diligently making entries into their book catalog leaves one with the thought of backbreaking work and tremendous inefficiency. However, the easy use of this volume brings out the reason for all of the tedious work. To have a list of the library's complete holdings available at your desk, or even in your department, makes a great deal of sense. Why, then, did librarians drop the book catalog in favor of the now familiar card catalog?

The answer is simple. With the increase in printing and publishing, the number of books in any but the smallest libraries made the revision and updating of a book catalog too cumbersome a task. Thus its convenient use was outweighed by its tremendous inefficiency.

For years it was assumed that the card catalog was our only answer to book retrieval in the library. Research projects were carried out to find a more convenient method of locating books, but the card catalog remained. However, developments in the library field made us take another look at the usefulness of the outdated book catalog. The increase in the size of many libraries made it impractical to have only one card catalog in a central spot. There had to be catalogs for specialized departments (Science, Medicine, Fine Arts, Juvenile collections, etc.). These could not, however, be used independently because a relating subject might be in a different department, and therefore lost to the

reader unless he also consulted the central catalog. The placing of a complete catalog in each department would have solved the problem, but the time, space, and money for such projects was not available.

As libraries grew, patron needs grew with them. Even large libraries found it difficult to meet all of the needs of all its patrons without help. Libraries began to organize into regions or districts to facilitate cooperative service to patrons. The need to know the holdings of each library in a region became increasingly important as these systems grew. The job of sending out this information on a request basis is time consuming and slow. Yet the time and cost of compiling a union card catalog for each library in a region is prohibitive.

Along with these other major problems, the sheer volume of cards required for the increased holdings in individual libraries has become overwhelming.

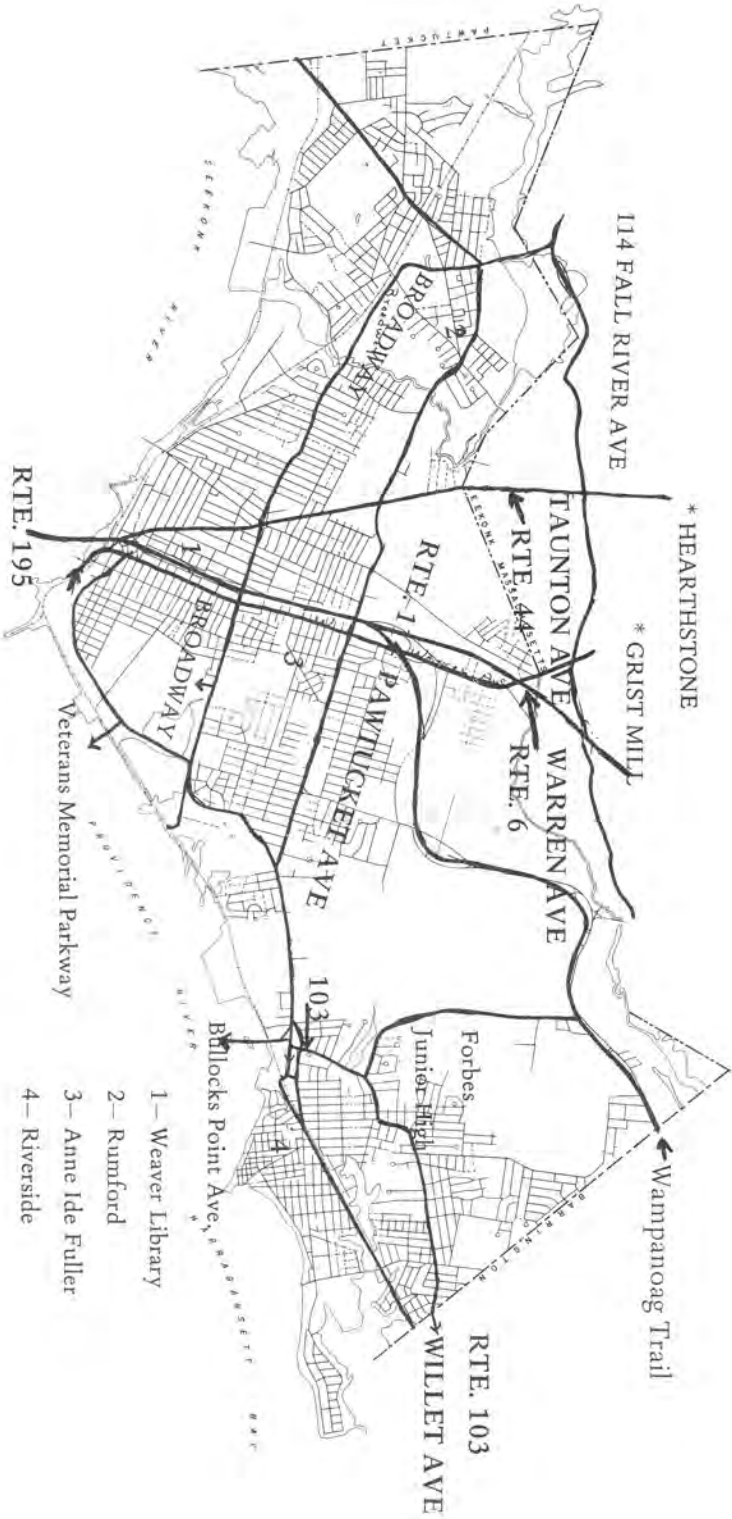
It was at this point that thoughts of being able to have a book catalog of a library's entire holdings in each department, on each librarian's desk, in every regional library, or anywhere it was needed, began to dawn in the librarian's mind. The use of such an item would be tremendous, but would the problems be too great to produce such a work? Would the inefficiency of production again outweigh its usefulness? This was the big consideration.

Today we can give a qualified answer to the doubts of the librarian. With the advent of data processing and improvements in printing, the book catalog can be a reality for those who need it. Its initial production, of course, is time consuming and can be costly, depending on the format and the process used for production. The two main formats are alphabetic, arranged by author, title, or subject, and the classified catalog arranged by class number, usually requiring some type of index for complete usefulness.

The most common and inexpensive method of compiling these works is quite simple. The shelf list is transferred to some form of inexpensive input mechanism—either punch card or paper tape (used at the Library of Congress for the MARC 2 project). This is arranged in the format desired by the librarian and fed into the computer which prints

out the catalog as the librarian has instructed. This can then be printed in various ways by many commercial printers, or printed on an offset in your own library, or reproduced in any way desired by the librarian. If your budget permits, this initial listing should be placed on magnetic tape for safe storage, fast retrieval, and convenient updating of the catalog. This outline is, of course, a great simplification of the entire process. The actual steps should be discussed with a computer systems analyst. They are available from any of the data processing companies and many consulting firms which specialize in this type of operation. There may even be a systems analyst attached to your city government or university staff. If you are associated with a public or university library it would be worth while to check on it. More technical information can be found in the many library journals, specifically in *Library Resources and Technical Services*, the journal of the American Library Association's Resources and Technical Services Division. Many university, public, and special libraries already have a book catalog and many more are currently in the process of developing one.

The point to hold in mind is that a book catalog can be developed without complete chaos. It takes planning and a lot of work, but the usefulness of the end product should certainly be worth the effort.



WINING, DINING, AND GETTING LOST

In East Providence

by

Richard J. Waters

Director

East Providence Libraries

East Providence is a state of mind as well as a geographical and political entity. So don't get upset when someone directs you to Riverside or Rumford or Kent Heights. Nobody lives in East Providence, and this fantasy is aided and abetted by the United States Post Office. The main post office is classed as a substation of Providence and both Rumford and Riverside have their own post offices and zip codes. So when you break for lunch, you'll be eating in Riverside, Kent Heights, Rumford or Massachusetts. This adds to travel and navigation in East Providence. Sometimes it's easier to go through Massachusetts to get from one part of the city to another.

A big help in getting lost in East Providence is the fact that all major roads in the city are state highways or interstate routes. For ease of navigation, route numbers with their street designations are as follows.

Route 103	Willet Avenue
Route 114	Pawtucket Avenue
Route 114	Wampanoag Trail
Route 114A	Fall River Avenue
Route 44	Taunton Avenue
Interstate 195	East Side Expressway
Route 6	Warren Avenue

Now on to lunch.

In the hour and a half, or longer, that you will have for lunch there are a number of places to eat in and around East Providence. These range from one-arm lunchrooms to the very posh. I've listed a

number of choices with a price range from under a dollar to whatever you care to spend. As you are in Riverside we'll start there. For a quick snack you can try Alma's on Willett Avenue—turn left from Forbes Street. For something more lasting, there's Giovanni's at 374 Bullocks Point Avenue. They feature Italian-American cooking and serve cocktails. It's in the medium price range, \$1.50 and up. To reach Giovanni's turn right on Willett Avenue, turn left on Pawtucket Avenue and head for Crescent Park.

To go a little farther afield, take a right on Pawtucket Avenue, go to Warren Avenue (Route 6), take another right and head for Seekonk. A few minutes drive will bring you to a cluster of eateries. For a change of diet, you can visit Lum's and have a hot dog steamed in beer, smothered in sauerkraut and washed down with a choice of beer from twenty-eight different countries. Lum's has been given a nod of approval by two children's librarians and a cataloger. For those who want a little more atmosphere, a little beyond Lum's are Eileen Darling's and a Holiday Inn. Prices at these three again range from under a dollar to how many martinis you have.

Coming back into the inner city, again turn right on Pawtucket Avenue, turn left this time on to Warren Avenue. As you make the turn there is a Dunkin' Donuts on your left. Proceeding down Warren Avenue there are a number of places to eat. Listed numerically they are: China Palace at 322, Mom's Coffee Shop at 321, Blue Dinette at 310, Golfer's A.C. at 308, and Young China Restaurant at 250. I have only tried the Golfer's A.C. It's unique.

For those of you who want to take a little more time and dine leisurely, there are four choices, all highly recommended. Dinty Moore's on Taunton Avenue has a wide choice of menu items. Jean Nash is partial to their chicken croquettes. And Gus turns out a wide variety of excellent desserts. Dieters might want to try their pineapple salad bowl. Also on Taunton Avenue is Steven's Blue Danube. The Blue Danube is almost hidden by a well known car dealer, so you will have to watch closely for it. This restaurant is operated by a Hungarian refugee family and features their national cooking. The Blue Danube

has been given two stars and a bookmark by a children's librarian. These two places are in the moderate price range. Two excellent restaurants are Asquino's and the Old Grist Mill.

To reach Asquino's, take a left on Warren Avenue, turn right at the first traffic light on to Broadway, and head for Rumford. The restaurant is about two miles from this point. Don't be fooled by its outer appearance. Asquino's has a posh interior and menu, with prices to match. Medium to expensive. And service is on the slow side. To get to the Old Grist Mill you can follow the safe route by turning right on Pawtucket Avenue and taking a right at the intersection of Pawtucket and Taunton Avenues (Routes 114 and 44). Follow Taunton Avenue to the first traffic light and turn right on Fall River Avenue (Route 114A). The restaurant is about a quarter mile from the intersection. The Old Grist Mill has everything—charm, good food and beverages, good service and, if you obtain a window seat, a delightful view over the gardens and mill pond. In addition to dining, you can visit their gift shop and bakery as well as their dress shop. The Grist Mill is not for those on a budget.

For the Wayout group—you can go to a happening at Senator Kearney's. Take Route 195 to Providence and exit on to South Main Street and try to find a parking space close to Roitman's. Senator Kearney's is almost next door. For the over-forty group, don't forget your bifocals and a small flashlight—you'll need them to read the menu. The Senator's has atmosphere and unusual sights. The *specialite de la maison* is a sandwich (good size) and a stein of beer for a dollar thirty-nine. I think they have other items but I didn't have my bifocals and we ran out of matches trying to read the menu with one eye and guessing who was what with the other. The food was good. You won't be uptight after a visit to the Senator's.

For the housewives, you can combine lunch and shopping. There is a small shopping center going left on Willett Avenue for Forbes. There are two shopping centers at the junction of Pawtucket Avenue and Taunton Avenue and one on Pawtucket Avenue near the Pawtucket line.

I almost forgot! The Hearthstone Inn is on Taunton Avenue a few minute's drive after you cross into Seekonk. There are a number of other places to eat so you don't have to stick to the trails I've listed. For those with pioneer spirit, fifteen to twenty minutes' drive east, west, north or south on Routes 195 or 95 will take you to various places in Rhode Island or Taxachusetts.

Now that I have everybody thoroughly confused, I bid you welcome to East Providence and wish you *bon appetit!*



DR. JESSE H. SHERA

Dr. Jesse H. Shera, the main speaker at our fall meeting, is one of our profession's most noted men. His contributions through teaching, writing and participation in professional organizations have advanced the thinking of librarians around the country.

Dr. Shera's work as the Dean of the Library Science School at Western Reserve University, and as the Director of the Center for Documentation and Communications Research has enabled the library profession to make great strides in the area of Technical Services. He has not, however, lost sight of the human approach which is essential for good library service. The edited reprint of his Mary C. Richardson Lecture appearing in the September 1, 1969, edition of the *Library Journal* is an excellent example of his philosophy of humanitarian progress.

It is for these reasons that we feel particularly fortunate to have Dr. Shera as our main speaker of this meeting.

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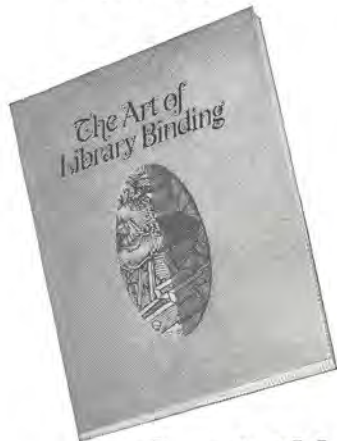
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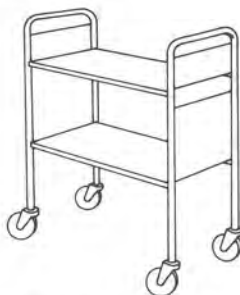
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TENTATIVE SCHEDULE OF EVENTS
FALL MEETING – OCTOBER 30, 1969

Riverside Junior High School
Forbes Street
East Providence, Rhode Island

- | | |
|---------------|--|
| 9:00 - 10:00 | Registration and Coffee Hour |
| 10:00 - 11:00 | Film Showing |
| 10:00 - 11:00 | Paperback book display and discussion |
| 11:00 - 12:00 | Film and Teaching through the use of films and tapes |
| 11:00 - 12:00 | Publicity— <i>Panel of newspaper and radio personnel</i> |
| 12:00 - 2:00 | Lunch (see “Wining, Dining and Getting Lost in East Providence”) |
| 2:00 - 2:30 | Business Meeting |
| 2:30 - 4:30 | Films |
| 2:30 - 4:30 | Library Technicians Workshop— <i>Mr. Richard Moses</i> |
| 2:30 - 4:30 | How to obtain Federal Funds |
| 5:00 - 6:00 | Cocktail Hour— <i>Hearthstone Motor Inn</i> |
| 6:00 - 7:30 | Dinner |
| 7:30 - 8:30 | Speaker— <i>Dr. Jesse H. Shera</i> |
| 8:30 | Reception for Dr. Shera |

DINNER—

Hearthstone Motor Inn
 Route 44
 Taunton Avenue
 Seekonk, Massachusetts

MENU—

Fresh fruit cup
 Fried boneless chicken, with Poulette Sauce
 Ice cream cake roll with Pineapple mint sauce

PRICE—

\$4.30 per person

Return reservation to: Mrs. Doris Hornby
 Providence Public Library
 150 Empire Street
 Providence, Rhode Island

Or call: 521-7722 (Mrs. Hornby)

Deadline for reservations is October 24, 1969.

NAME _____

ADDRESS _____

Number of reservations @ \$4.30 per person Amount Enclosed \$ _____

The deadline for articles for the
JANUARY ISSUE
is November 28, 1969.

