

University of Rhode Island

DigitalCommons@URI

---

RILA Bulletin

Rhode Island Library Association

---

Winter 1971

## Bulletin of the Rhode Island Library Association v. 43, no. 1

RILA

Follow this and additional works at: [https://digitalcommons.uri.edu/rila\\_bulletin](https://digitalcommons.uri.edu/rila_bulletin)

---

### Recommended Citation

RILA, "Bulletin of the Rhode Island Library Association v. 43, no. 1" (1971). *RILA Bulletin*. Book 76.  
[https://digitalcommons.uri.edu/rila\\_bulletin/76](https://digitalcommons.uri.edu/rila_bulletin/76)[https://digitalcommons.uri.edu/rila\\_bulletin/76](https://digitalcommons.uri.edu/rila_bulletin/76)

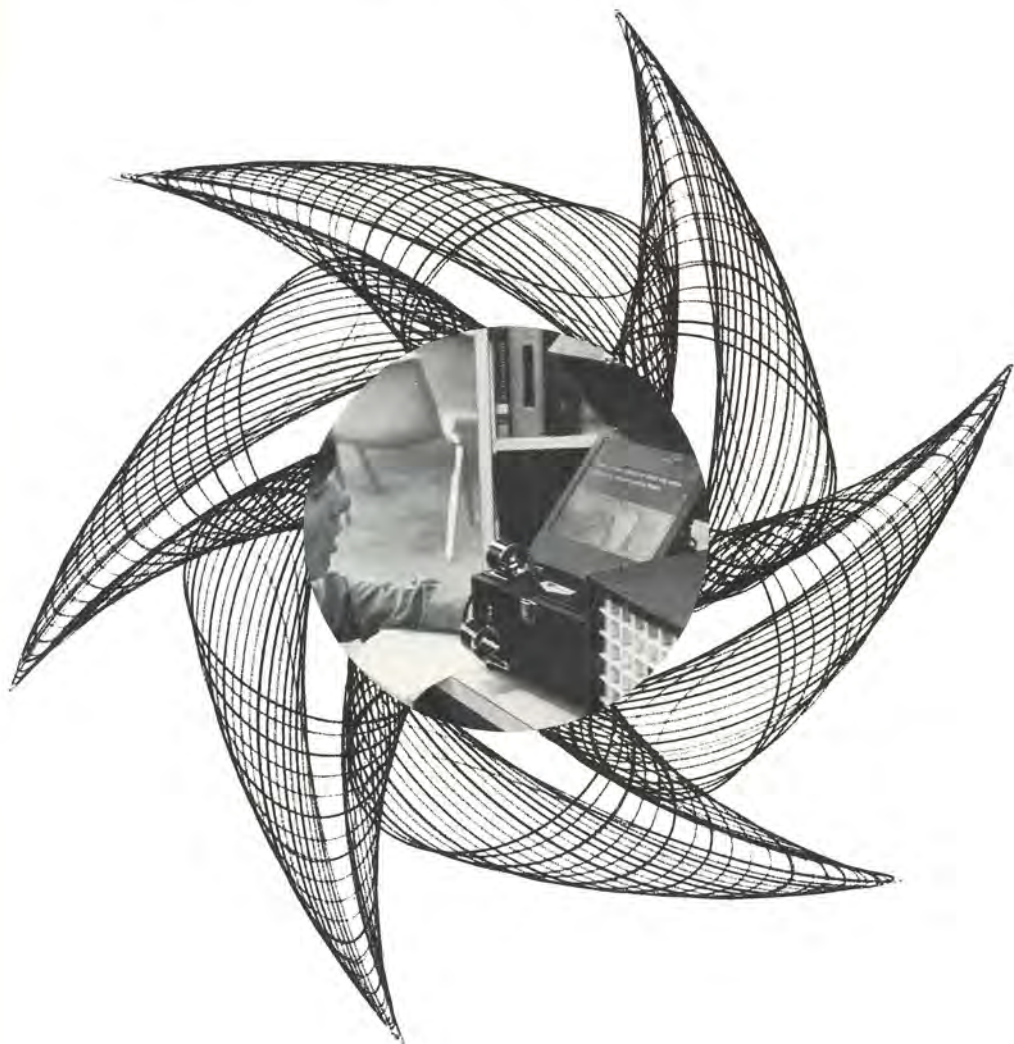
This Book is brought to you by the University of Rhode Island. It has been accepted for inclusion in RILA Bulletin by an authorized administrator of DigitalCommons@URI. For more information, please contact [digitalcommons-group@uri.edu](mailto:digitalcommons-group@uri.edu). For permission to reuse copyrighted content, contact the author directly.

BULLETIN

of

THE RHODE ISLAND

LIBRARY ASSOCIATION





**BULLETIN**  
**of**  
**THE RHODE ISLAND**  
**LIBRARY ASSOCIATION**

Vol. 43 – No. 1

Winter 1971

Published Quarterly for

The Rhode Island Library Association, 150 Empire Street, Providence, R.I. 02903

by Mowbray Company— Publishers, Providence, R.I.

Price to Non-Members— \$1.00

*photo credits: cover, pp. 16-17 students at north kingstown sr. high school; pp. 6, 11 brown photo lab; p. 26 author.*

## TABLE OF CONTENTS

EDITORIAL . . . . .	4
JOB TRAINING AT BROWN UNIVERSITY by Carol Anderheggen . . . . .	7
THE LTA by James S. Healey . . . . .	13
New Directions—	
NORTH KINGSTOWN SENIOR HIGH SCHOOL . . . . .	15
WESTERLY PUBLIC LIBRARY . . . . .	20
CURLEY COMMENTS gathered by Elin Crowley . . . . .	21
Profile— AN AMERICAN VIEW OF A	
BRITISH LIBRARY SYSTEM by Marion Madison . . . . .	27
CAREER OPPORTUNITIES . . . . .	30

*INDEX TO ADVERTISERS**Baker & Taylor Co., 31**F. J. Barnard & Co., Inc., 30**Franklin Square, 32**Heckman Bindery, Inc., 32*

## EDITORIAL

"New Directions" is the theme for this issue, and ranges from a wide-awake approach to high school library service to new programs of training library aides, including a continuation of discussion on the after-dinner speech by Arthur Curley at the Fall RILA meeting and a trip across the seas to look at an English public library as it goes through its daily routines.

"New Directions" also includes something new in the *Bulletin*. Beginning with this issue, we shall include a column called "Career Opportunities" which will list available professional and semi-professional positions in the Rhode Island area. We hope this service will grow into a vital function of the RILA and become a much-needed morale booster to our profession. As we all are painfully aware, there has been no such service in the state— let us all take advantage of it! "Rhode Island Career Opportunities in Librarianship" is aimed to benefit two groups: the librarian, or graduating library student, who is seeking a professional position in a Rhode Island library; and the employer, the library which is in need of a librarian to fill a position. Until now neither of these groups has had any way of tapping the state's resources beyond word of mouth. The need for this service is great, and often voiced by both groups. Jobs could be filled better through an increase in applications, thereby giving the library a greater chance of finding the person best suited for the job. Librarians will learn of positions available and, thereby, increase their chances of finding what they wish. The *Bulletin* has nationwide coverage and is often used by graduating library students in their job hunting. The format of the ads will be similar to those found in the classified section of the *Library Journal* or in our own

*Providence Journal-Bulletin*. For the present there will be no charge for this service. Deadline for the Spring Issue, mailed at the end of April before the Spring Conference, is March 8, 1971 (Monday). Please send your ad typed and double-spaced, including address and phone number, to the Chairman of the Publications Committee. All responses to the ads will be directly with the advertiser— the *Bulletin* cannot act as a clearinghouse, merely as a listing of opportunities. A "Wide-Open Letter" describing this service has been sent to all RILA library affiliates and other libraries in the state will receive copies of a similar letter early this summer.

The "Career Opportunities" service has begun at an opportune time as the Executive Board of RILA has accepted a motion to create a student membership fee of \$1.00 which will include a subscription to the *Bulletin* and entrance to the Spring and Fall Meetings of RILA. Here is a library's chance to reach both fresh, enthusiastic young librarians as well as mature, experienced ones.

*Derryl R. Johnson*  
*Providence Public Library*

Correction to Fall Issue:

Statistics for the Profile— Providence Public Library article were taken from *First Ninety Years* by Stuart Sherman which was based on 1957 figures. As of June 30, 1970 the library held 588,496 volumes, employed 207, and operated on an annual budget of \$1,476,000.





*l. to r. Barbara Oliver, Gloria Fayerweather, Linea King.*

## JOB-TRAINING AT BROWN UNIVERSITY

### The Career Staging Programs

by

Carol Anderheggen

*Conference. Conference. Weary. Numb. Words. Faces. Weary. Numb.  
Conference. Faces.*

*Surprise!*

*Conversation!*

Thus it was I learned of a unique library program which I think merits sharing with all librarians. The women I struck up conversation with had come from Brown University to attend their first RILA Meeting; in fact, their working introduction to libraries had occurred only last May in a program of job-training for minorities called Career Staging.

The program started as a result of the 1968 demonstrations of the University's Afro-American Society and the 1969 formation of a student group, the Equal Employment Coalition, which urged the University "to develop an aggressive affirmative action program," placing minority group members in all job categories of the University. Brown is an equal opportunity employer; however, publicity of this fact does not guarantee any institution's success in employing minority group members. Student demonstrations had made it apparent that Brown would have to intensify its efforts.

Several steps were taken at the end of 1969 to implement this new commitment. These included the appointment of a second black personnel officer, increased recruitment of faculty from the minority groups and two new job-training programs, one for secretaries and one for library assistants and clerk-typists.

As is the case for any new library program, the inevitable question becomes one of financing. These training programs have been primarily funded through the Federal government's JOBS '70 program, although some University funding has been necessary. JOBS '70 (or Jobs in Business Sector) is operated by the National Alliance of Businessmen and the U.S. Department of Labor. This Federal program is aimed at the private sector (profit and non-profit). It recognizes the fact that low-skilled and disadvantaged persons often require considerable counseling and

specialized services to enable them to meet the demands of meaningful work. Therefore, JOBS '70 has been built on the premise that the private sector must have aid in the form of subsidies in order to provide the extra effort needed to train hard-core unemployed persons. Through the use of a fixed unit cost contract with the Federal government, employers such as Brown University, International Harvester and Pitney-Bowes<sup>1</sup> (to name just a few) have been able to successfully train minority workers. JOBS '70 as outlined<sup>2</sup> will subsidize the following parts of a job-training program: orientation, on-the-job training, job-related education, special counseling, medical and dental services, supervisory and human relations training, transportation and child-care assistance. On-the-job training and special counseling must be provided for in the program; the other elements are optional. Also, all parts may be sub-contracted except on-the-job training which logically should be carried out by the contracting business or institution. These features along with the consortium clause which allows several businesses or institutions to hold the contract with the government should be attractive to libraries facing the twentieth century realities of the labor market.

Having granted the need for more minority workers on campus, the University administration created the Career Staging Program. Programs for three types of workers were developed: one for clerk-typists, one for secretaries, and a third for library assistants. The obvious next step was the recruitment of persons who would meet the Federal standards of eligibility. This was done by advertising through such community and state agencies as the Concentrated Employment Program. And, as if to demonstrate the overwhelming need for a job market for these workers, forty-five applications were processed. The final sixteen women were chosen primarily for their motivation with only secondary consideration given to their typing skills. In the case of the selection of the library assistants, pre-screening was conducted by Audrey Smith of the Brown Personnel Office, with Charles Waddington, the Assistant Director of Libraries also interviewing the applicants. Final decision on the library assistant trainees was shared by both. Following the "hire first" principle of the JOBS '70 format, all trainees became official employees of the University at the inception of the training period.

A brief word on the training of the clerk-typists: these four women were trained by Mrs. Taylor, a woman with considerable experience in library typing procedures, who supervises the typing pool responsible for all card typing for the

catalogs of the University libraries. The women were trained personally by Mrs. Taylor over a period of three months. Three of the women, Patsy Ashby, Lilly Hollaway and Sue Diaz are permanently employed in the typing pool; the fourth, Mrs. Bernice Page, now works on the key-punch equipment processing book orders and invoices for the Order Department. Of these trainees it was remarked by Mrs. Taylor that their open minds and desire to come more than half-way had made teaching a pleasure for her. Motivation easily counts for half the battle.

Naturally the aspect of the Career Staging Program which interested me was the training of the six library assistants. Our profession seems currently engaged in yet another identity crisis, this time involving the use of the library technician. As more libraries train this type of worker, it will become apparent whether the professional's time is freed of clerical tasks. According to Mr. Waddington, this did occur in placing one of the library trainees in a permanent position.

Library controversies aside, the formulation of the library training program was the responsibility of the Assistant Director. Professional staff members, who had been selected for their interest in the program and their ability to train, prepared preliminary outlines listing techniques and descriptions of routines to be taught. Since on-the-job training is only part of the format of Career Staging, considerable flexibility of scheduling and teaching was built into the program by the librarians. This proved valuable in later stages especially as the women moved among the departments of the Rockefeller Library.

The training for the library assistants was divided into three segments: six weeks learning basic library clerical routines, twelve weeks on rotation in three departments of the Rockefeller Library and a final six weeks in a position of permanent placement, if possible. Within the first two segments, the women worked in pairs during on-the-job training. This enabled the training to be personal and individualized. Initially, four hours per day per trainee was budgeted for the job-training. This was later increased to between five and six hours per day. The remainder of the time was allowed for counseling and other supportive services, as provided for in the JOBS '70 contract which the University held with the Federal government.

The training for basic clerical routines was conducted in three smaller units of the Brown Library system: Special Collections, the Pembroke Library and the Biological Sciences Library. Mrs. Hathaway in Special Collections explained that she assigned one trainee to public services for three weeks and one to technical

services for three weeks. Then she switched them for the final three weeks of the segment. Total routines covered, as outlined by Mrs. Hathaway, were circulation, paging, filing, jacketing and labeling certain items, xeroxing, accessioning, typing orders, searching, telephone procedures and book plating. And for some of the trainees this was their first exposure to libraries in any but the most superficial way! There is no doubt in the minds of any of the persons I interviewed that the supportive services, such as orientation and the counseling sessions, aided in the adjustments both staff and trainees were called upon to make. (Early counseling was conducted through the Personnel Office by Audrey Smith; the last four months of the program the trainees met with Mr. Waddington in "sessions of frank communication.")

The middle segment of the Career Staging program allowed for the women's rotation to the Order Department, the Catalog Department and the Circulation Department of the Rockefeller Library. Still traveling in pairs the trainees spent four weeks in each department learning (in greater depth) routines which had been covered in the first segment. The program's flexibility manifested itself at this point since training in any one department had to adapt to the trainee's increased understanding and experience as she rotated. Clerical routines, such as working with catalog work slips in the Catalog Department, separating and filing multiple order forms in the Order Department and paging and charging material at the Circulation Desk were now introduced. Although rotation periods in job-training can produce strain due to constant change, the trainees, in Charles Waddington's words, "manifested remarkable cheerfulness, frankness and ability to absorb stress." Its value lies in giving an employee the opportunity to sense the organic structure of a library's operations. In addition, exposure to different departments helps trainees discover what kind of library work appeals to them.

Having arrived at the final six week segment, most of the trainees were located in a permanent position— where such were available and agreed upon by the library administration and the trainee. One trainee, Cheryl J. Duarte, is now a staff member of Special Collections where she is responsible for processing the more than four hundred serials of the collections. Her work involves ordering, checking-in, claiming, searching and preparing materials for the bindery. She is also currently spending one day a week binding books at the Brown Bindery. Upstairs in the same building, the John Hay Library, Barbara Oliver works as a staff member in the University Archives where she answers the phone, pages materials, maintains certain circulation statistics

and completes special projects assigned to her by the Archivist. Two of the women are working in the Order Department of the Rockefeller Library. Mrs. Page handles the key-punch operations of ordering and billing. Originally training in the typing pool, she moved into the Order Department and has found it more to her liking. Linea King, working part-time, handles the completed multiple order forms. Her work requires filing the carbons and preparing the order for mailing and sometimes includes typing and posting invoices. Gloria Fayerweather, working in the Serials Department of the Rockefeller, checks in the mail and posts invoices to the correct funds. She also claims and handles duplicate copies. Upstairs, in the Social Studies Reading Room, Cora Thompson is a general assistant performing the clerical tasks associated with the reserve book process. She also assists students with the micro-film machines, pages materials and handles the mail. On Waterman Avenue at the Biological Sciences Library, Gail Le Corbiniere works at the Circulation Desk and also handles reserve books, new books processing for the new books shelf and other library routines such as typing, searching and filing. Only Gail revealed that she had had any library interest or experience before the training program began; nonetheless, the women all absorbed quickly the routines peculiar to libraries.



*l. to r. Gail LeCorbiniere, Miss Mulligan, Nat Davis.*

The stated goal of the program, to provide employment for members of minority groups, has been achieved; however, the program has revealed other merits. The library now has experience in the training and employment of the technician. The trainees are in the unique position of having trained in all clerical aspects of library work. Problems arising tended to become minor since no staff members were forced to participate directly in the program. The library administration hopes to see more such trainees as funds and positions become available. It is also hoped that members of other minority groups and men will eventually be able to benefit from later Career Staging Programs.

Two of the women are now enrolled in the University of Rhode Island's Library Techniques program, with Brown paying their tuition. In addition, two libraries in the state have shown interest in the program and trainees who have completed their training. In a moment of reflection, Charles Waddington suggested the possibility of a state-wide cooperative effort in which a large library might conduct the program with other libraries in the state providing the jobs which the "hire first" principle dictates. No one library can possibly absorb the employees which an ambitious program could train. But only an ambitious program can begin to fill the needs of both the librarian and the unemployed.

In Mr. Waddington's words, the program's success, as measured by participation and placement, was due to the "excellent selection of trainees and complete frankness characterizing all communication efforts." Its further success is indicated by the admonition from one of the trainees to "write it well, it's been a good program."

*NOTES:*

1. *National Industrial Conference Board. Managing Programs to Employ the Disadvantaged. Studies in Personnel Policy, No. 219. New York: National Industrial Conference Board, 1970.*
2. *United States Department of Labor/National Alliance of Businessmen, JOBS '70. Washington: Government Printing Office, 1969.*

## THE LTA— New Dimension in Personnel

by

James S. Healey

*University of Rhode Island*

The Library Technical Assistant Program has been gaining currency as one of the important new ideas in the library field. The rationale underlying the LTA idea is that too many librarians are too often involved in carrying out duties that are more non-professional than professional. A similar rationale is being addressed to a like problem in the health professions.

The need exists for more para-professional people in order to relieve doctors, dentists and nurses from work that can be accomplished by others, thus freeing the professional to spend more time on those who truly need his services. It is not medically necessary to have an M.D. taking temperatures, pulses, and blood pressure readings. A trained person can do them as easily and as effectively. (Untrained mothers have long been able to take temperature and pulse to determine the state of a child's health.) The nursing profession has come to recognize the colossal waste of trained talent that occurs when an R.N., with a bachelor's degree, is called upon to give enemas and sleeping pills. To stop the waste, the Licensed Practical Nurse program has been gaining acceptance. Even the dental profession is coming to realize that a well-trained non-professional can easily do what is termed "recoverable" work (to indicate that a non-professional can fill, but not pull, a tooth.)

So, too, in librarianship. There is nothing professional in running a circulation system. There is an equal amount of professionalism involved in processing books. With a sufficient training in the technical aspects of librarianship, para-professionals could remove many burdens from the shoulders of the professional, thus allowing the professional to be more so. It is this line of thinking that has convinced many in librarianship that the para-professional can fill an important gap in our personnel plans. Educationally, the LTA would need at least a high school education, with several additional courses in library technical matters. Preferably, the optimum would be the person who would take a course in library technical activities in a junior or community college setting, thus bringing together advanced education and technical training leading to an AA degree.



There has been, as with any new idea in librarianship, a number of criticisms of the para-professional in librarianship. Chief among these has been the fearful cry that budget minded town and school officials, in the hope of slashing their budgets, would tend to hire the para-professional, rather than the professional. One obvious reply to this is that if we as professionals have been unable to impress such decision-makers with our professionalism, perhaps we should be replaced with non-professionals.

Another objection deals with the training of the LTA's. Some feel that the para-professional would feel himself to be ready for any problem and thus attempt to do more than he was trained or qualified to do. This is undeniably true; yet it need not be a barrier to the whole program. For with education, he would learn, repeatedly, what his limits were, and when he would need to turn to the professional on the job. In other words, one objective of such a training program would be to teach the LTA to know when he doesn't know.

Rhode Island presently has a para-professional training program. It is known as the Library Techniques Certification Program, and it is offered throughout the state by the Division of University Extension of the University of Rhode Island. Criticism has been levelled at the program because 1) it does not adequately train para-professionals, and 2) it tends to make the person who receives a Certificate of Completion feel that he is a professional. There is some truth in both statements. But the Division of University Extension is presently looking at the program from an educational standpoint, a professional standpoint, and from the view of what those who finish the courses can offer to the libraries of New England. A report on the present program is being prepared by the author. This report will hope to raise some fundamental questions concerning educational objectives, course content, possible new courses, the program's role in the University Extension Division, and what possibilities that an expanded LTA program might offer to the disadvantaged and those looking for "New Careers."

In conclusion, there seems to be little need to continue the debate over the idea of whether or not there should be para-professionals in the library profession. In its policy statement on personnel, adopted by the Association in the Summer of 1970, ALA in effect said that there was a place for these people. Our main tasks are to decide what the best educational preparation for them will be, and where they can best be put to use to serve our clientele in all types of libraries.

## New Directions—

### NORTH KINGSTOWN SENIOR HIGH SCHOOL

by

Barbara Topper & Barbara Seavey

Sprawled on the carpet reading, tucked in corners listening to the Dublin Players' rendition of *Hamlet* on a cassette player, standing in the periodical corner browsing through the newest magazines, huddled in groups discussing their latest English projects, watching a filmloop on wrestling, reading an article on abortion laws from *Life* on microfilm— all these things and many more happen simultaneously in the new Media Center at the North Kingstown Senior High School. Throughout the school day, students pass in and out of the Media Center when they are seeking information. As soon as they finish their inquiry, they are free to return to their class or study hall. "Flexibility" and "open access" are the cornerstones of our delightful new home.

The Media Center is housed in the new open loft building at the high school. There are no permanent or ceiling-high walls to detract from the feeling of openness. As it is situated in the center of the building, it is truly named, and with time and effort, it will become indeed the center for learning on the campus. There are four openings into the Media Center, through which traffic freely flows, and, though there will soon be night gates, there are no doors.

The Center is divided by five-foot shelving into areas, each of which houses all print materials that serve its discipline. For example, the 100's through the 300's, the Social Sciences, have those reference books which relate to its subject shelved at the beginning of this area. Two eight-seat study carrels are also in this area, both of which are "wet" (electrified) with six electrical outlets on each. Audio-visuals relating to the Social Sciences, therefore, can be viewed in this area where there is ready access to supportive print materials. There are also Language Arts, Science, Art and Music, Literature, Biography and History areas. Periodicals are housed in the larger History area, and one of the microfilm readers will be permanently positioned there as soon as the interior wiring is completed. The fiction and story collection face into the middle of the Media Center where the Media Specialists can





easily offer reading guidance to anyone, student or faculty, who desires such service. Paperback spinners are to be found by each area, filled with paperbacks that serve as an extension of the hardback book collection. Student donations help keep these popular spinners at least partially filled!

There are two offices in the Media Center. One serves as a book ordering and processing area, and the other houses all AV software and hardware. Due to great foresight in planning, there is no shortage of hardware for students and faculty to use in and around the Center. The Center presently owns 70 sound filmstrips on a wide variety of subjects to serve the school's interests and needs. There are an additional 450 filmstrips available, again representing all subjects taught on campus. There is a strong record collection in literature and social studies, as well as a growing music collection. 70 filmloops are available for use in science, physical education, art and high-level math. Microfilm is also available for the most widely used magazines. There are also many faculty and student produced tapes, films and slides, some of which are good enough to be retained and catalogued for all school use. Finally, those audio-visuals that would be useful at the Senior High, but that are housed elsewhere in the North Kingstown School system, can be located in the Media Center catalog and borrowed by any student or faculty member desiring to use them.

One of the services available in this new Center is the preparation of a bibliography to answer either a faculty or student request. These bibliographies are checked and up-dated regularly, and are distributed to any teacher who might find them useful, even though they were originally requested by another source. Since the opening of school in September, 25 bibliographies have been prepared and distributed. This service has helped the librarians more clearly identify real book and AV needs yet to be met by the Center. It has also made more extensive use of the entire collection, and has aided in inter-relating disciplines. For example, a bibliography on Civil Rights would include books from the 100's, 300's, 800's, 900's, 92's as well as fiction and audio-visual materials, and, therefore, would be distributed to faculty members teaching a variety of subjects throughout the campus.

Reserve shelves are established on rolling carts so that they can be taken to class for use during the period, and then returned to the Center for all-school use during the remainder of the school day. These books may also be checked out overnight.

Lessons are given in effective use of the Media Center on demand, but never "out-of-context." For example, if an English teacher is going to assign a term paper

on American authors, the librarian takes those reference books that relate to American authors and their works to class, gives a brief lesson on each reference tool and its special features. A review is then given on the use of the two card catalogs, an author-title and a subject catalog, and, if modern authors are to be studied, an additional lesson on the *Reader's Guide* is scheduled. The reinforcement of these lessons is readily accomplished as the students begin their search for critical and biographical materials on their chosen author. By instructing in the classroom, the Media Center remains open and fully operable during the entire school day.

Students are welcome to produce their own tapes with the aid of the media staff when it is requested. Taping can be done in the Media Center, the school "dark room," or anywhere on campus. Rarely does a period pass when a group of students aren't orating or enacting a scene from a favorite play. A Sound-o-matic cassette recorder also allows them to synchronize a slide-tape presentation for class use. An ectographic kit with an Instamatic camera is available for the production of slides, and a big-mount press is used by members of the Photography Club to mount their finished products. The pictures accompanying this article were taken by one of these students, and some of them will be mounted and displayed in the Center.

The Media Center is staffed by a Media Specialist, a Librarian and a full-time clerk, and it opens at seven in the morning and closes at three in the afternoon. But it would be impossible for this three-man staff to maintain a high level of service and activity without the enthusiastic support of 20 student library aides and an additional 35 students who serve exclusively in audio-visuals. The charge desk is manned completely by students who handle charging, slipping, shelving, the writing of those ever-present over-dues, shelf-straightening and shelf-reading. When needed, these aides also assist in the final stages of book and paperback processing.

The audio-visual aides are responsible for charging both soft and hardware in and out, and instructing students and faculty alike in the use of hardware. They assist in tape banking the existing record and sound filmstrip collection, in repairing and splicing filmstrips and films, and in acting as technical advisors to students taping a discussion or dramatization. Two young men who have had outside training in electronics are in charge of care and maintenance of the hardware itself, and rarely does a breakdown occur that they cannot remedy. In addition, these young men tested every piece of new equipment to be used in the new building, noting substitutions and corrections to be made, as well as aiding in the cataloguing of all new hard-

ware. In truth, without the enthusiastic and intelligent help of the students who serve in the Media Center, much of our flexibility and out capacity to meet almost any demand would be lost. It is a common occurrence for a faculty member to need help threading a 16mm projector or in showing a sound filmstrip—rarely does the Center fail to provide a student who can handle this problem competently.

The Media Center is the hub of the school, and this is possible only because of an excellent administration, teachers anxious to try something new, and students who will work hard to encourage this new concept of “their Media Center.”

## WESTERLY PUBLIC LIBRARY

*by*

Carolyn Hearn

At Westerly, service is being expanded to reach more directly the elderly, Italian-Americans, schools, and business. The Park View Apartments, a housing development for senior citizens, is being planned to include space for rotating book collections provided by the library. Service is also being provided to local nursing homes; guided by descriptions of the patients' backgrounds provided by the head nurse, book collections are selected and book talks given.

Advised by members of Westerly's Italian-American community, the library is increasing its holdings of Italian books, newspapers and periodicals.

Cooperation with local schools has increased, with the help of Westerly's assistant superintendent of schools, a library orientation program is required of all new teachers. The library has assembled for loan to schools museum collections of shells, minerals, and colonial American artifacts.

Inter-library loans of trade periodicals to industries is another newly-provided service.

## CURLEY COMMENTS

gathered by Elin Crowley

*from Mrs. Janice F. Thomas, Librarian, Scituate Junior-Senior High School:*

If I correctly remember, it was Mr. Curley's contention that as librarians we reject the concept of social responsibility and involvement.

Initially, I was surprised that his opinion was not challenged by more of his audience. Can we conclude that 1) we are guilty as charged and therefore have no defense; or 2) we could care; or 3) that we feel that the man has a point, but the ramifications of the problem are so great that one hesitates to start a deep discussion in the question-answer period following an after-dinner speaker; or 4) being a profession dominated by females accustomed to being in a secondary social position we "take" any and all comments with no rejoinder or protest (most of the questioners were male); or 5) in our present social milieu we all fear expression of our personal viewpoints because we are thus so vulnerable to censure by our fellows.

It is very likely that within the audience, the full range of these factors was represented.

Perhaps it is apropos to state that while we are all librarians, we have a wide range of backgrounds and some of us lack the ideal broad, liberal range of knowledge which is the foundation upon which social responsibility is based. This is not fully defensible, for a person need not be formally educated, but only a *thinking* person to develop this sense of social responsibility.

As a group we no doubt range from left to right on the scale of politics, social status, etc., and our feelings about our function as librarians are shaped by these many factors.

We must also consider that social responsibility is a variant according to the function of our libraries. Most of us in public or school libraries feel we should reflect "the community" and/or the school according to the expressed needs of our clientele, and always with an eye to equal time for both sides of any stated issue.

Since we cannot usually be all things to all people, we pick and choose, according to our particular inclinations as individuals *first* and librarians *second*. Perhaps this is our fault: we should be librarians *first* and individuals *second*.



*from a telephone interview with Mrs. Virginia Connors, Librarian, Anne Ide Fuller Library, East Providence:*

Mrs. Connors questioned the relevance to an RILA audience of Mr. Curley's emphasis on ALA matters. She felt that what he had to say was more appropriate for a group more closely involved with ALA. Rhode Island libraries, she believes, are aware of the need for social responsibility and have done much to attempt to meet it. However, in some cases, the attempts that were made were later criticized for not being the right approach. This criticism made some librarians unsure of what methods to use and thus hesitant to try for greater outreach.

*from James Healey, URI:*

I eagerly agree to respond to Arthur Curley's remarks for a variety of reasons. Some of those reasons are personal, some professional. But as I write I feel somewhat like Daniel Moynihan must have when he used the words "benign neglect." For disagreeing with many of the points Arthur made will be something like being against God and motherhood. And yet, I contend that Arthur may well have been guilty of the sin, as Eliot puts it, ". . . of doing the right thing for the wrong reasons."

For Arthur, whom I have known for many years, seems to have joined an increasingly vocal minority in our profession that seems to want to do everything by a voice vote. I obviously refer to the SRRT that appears to believe that it can wipe out injustice, discrimination and bigotry by waving a magic wand, chanting a few slogans and speaking in a voice "that demands to be heard." Unfortunately, things are not quite that simple. After his talk, I took issue with Arthur not for what he did say, but for what he didn't say. My disagreement with our speaker can be divided into three topics, and on the hope of making sense, I will approach each individually.

The American Library Association

Good ole ALA— if we didn't have them to blame for all of our troubles, who would be left for us to kick around? Stating that ALA has been unresponsive to change, that it is part of the establishment and that it is the cause of the library problem is a little like saying that Lyndon Johnson in 1968 was not as popular as he was in 1964. ALA is all of those things and more— but unfortunately, in many

ways ALA reflects its membership, and its membership's desires. For ALA exhibits one of the few formal laws in all of the Social Sciences— the Iron Law of Oligarchy. This law posits that every organization— political, religious, social— tends to end up with a small coterie of people running it. This small group ends up running the organization because the membership hasn't involved itself more deeply in organizational affairs. In other words, the membership lets the power go out of their hands. This is what has happened to ALA.

Now, of course, the people— the membership— must regain the power and take a more active interest in their professional organization. But significant change, lasting and real change, will only come through a reversal of the trend that lost the power to begin with. Change will not be accomplished by yelling slogans and carrying signs. Thus, we don't need one more voice telling us that ALA is unresponsive; we know that. What we need is a concrete program that will get the power back more firmly into the membership's hands. We need people who will be willing to use the political power that is available to make the organization more responsive. Telling us there is a problem is easy; offering constructive solutions is not.

#### ALA as a Changer of the Social Fabric

As part of his unhappiness with ALA, our speaker attacked the organization's stand, or lack there of, on Vietnam, Civil Rights and a few other areas. As a practicing Irishman, I was a little unhappy that he did not point out that ALA did not take a stand, nor even discuss, equal rights for the Catholics of Northern Ireland. (Perhaps SRRT will rectify this glaring omission by asking Bernadette Devlin to speak to them.)

The attitude of our very liberal members is that if you're not part of the solution, you're part of the problem. How nice to have things so conveniently compartmentalized. These members think that a vote of the organization will do away with injustices. But this unfortunately is not so. These people, when the organization does not agree with them even after a vote of the group, or chooses not to take a vote, they step back and say the organization is in favor of war, racism, and against intellectual freedom. (Mr. Curley was unhappy about ALA block of more forceful leadership in the field of intellectual freedom. He seemed to feel that every librarian should be able to run to Big Mama (ALA) and have her take care of him until he could go out and do battle once again.) Our members want the rights and privileges of being professionals without being willing to pay the price that professionalism may cost. As HST said, "If you don't like the heat, get out of the kitchen." Our

speaker could have done us a greater service by defining what intellectual freedom means, rather than castigating the organization for its lack of "Big Brotherism." Somehow, in his talk, our speaker kept referring to what the organization should do— but not what we as individuals in our individual libraries should do. And that leads me to my final point . . .

#### The Library as a Social Institution

Great God— how many times have we heard that phrase. A good portion of the talk that night was given over to an impassioned plea for better service to the Black American, and greater involvement of the Black American in the processes of American life. God knows that any American of any reasonable mind knows that this is necessary. But why tell us the same thing again, and again. And why does he have to limit his remarks to only a minority group. So much of what he said could stand as well for a great majority of Americans. The people who must be reached are not only the black poor, but the white poor and the white lower class as well. If librarians want to take an active role in changing the social fabric of American society, they will only do so by improving the intellectual and social climate of all groups. We have already seen what our service to the middle class has gotten us. For too long, we have served only one segment of society, and left the rest alone. What we need is not to further fragment our society, we need to find ways to bind it together. What we don't need is more SRRT rhetoric about the "Bureaucracy" or the "Establishment." That will help no one. What we do need is an increased realization that the library can help to change by getting more of its community into the library. We must look at our community as a group of groups, that is true, but when will we begin to understand that groups are made up of individuals? When will we begin to recognize that we are capable of doing good by trying to bring people together and not by driving them further apart? Perhaps it is too much to expect that we will be able to solve all of our problems by reading a book, but can't we at least try? For this is the library's strength. If racism and hatred are to be removed from the world, it will only be accomplished by education. We have to enlist the white poor and the white working man in the fight against these evils. But before he will join the fight, he has to be shown why racism and hatred and evil mythology is wrong and harmful to him as well.

It is easy to make speeches and cry against the unkind fates. Every college sophomore does that. But to help us find a way to fight these angry things in our

existence— to think out ways that will have positive and lasting effect— that is not easy. But it is only through this hard tediously slow way that change will be brought about. We know how inept we are— show us how to be better. Yes, Arthur, we know how bad things are. And if you speak to us again, come with ideas and programs. We've had enough of doomsday words. We have the belief that change can be made and that man can be improved. When you have an idea that will help us— the white, black, red, yellow— to move together into the Brotherhood of Man— come back. God knows— we hope that will be soon!



*Marion Madison in England.*

## Profile—

### AN AMERICAN VIEW OF A BRITISH LIBRARY SYSTEM

by

Marion Madison

*Providence Public Library*

The Providence Public Library and the Gateshead Public Library of Gateshead, England undertook an exchange program this year in which two PPL staffers went to Gateshead and two girls from Gateshead came to Providence. I was fortunate to be one of the two people who spent six weeks in England on this learning vacation. There is such a kaleidoscope of impressions I have of England and English libraries that it's difficult to know where to begin or where to stop. I thought, though, that I could write about some of the differences in library service which we encountered such as the home delivery service, the book charging method, and the county library system, and, then just mention a few small things we noticed.

#### *Home Delivery Service*

The van service to shut-ins is one of the most valuable services the Gateshead Public Library performs. Every two weeks from six to twelve books are packed into cardboard boxes and delivered throughout the city to readers, old and young, who are housebound.

This service originates from two branch libraries located at opposite ends of the town. Books from the two branches are used as well as books sent from the central library and other branches. Books are packed into boxes which are numbered consecutively to correspond with each stop on the predetermined route. The boxes are arranged in order in a small delivery van. One librarian or clerk travels with the driver to fetch and carry the boxes. As many of the readers are bedridden or severe invalids, the librarian on the route rarely sees them. Instead, their doors are left unlocked and the returning books are left on the floor or a nearby table. Usually a nurse or friend has boxed up the books before the van is due so that the exchange is made very quickly. It takes a good two and a half hours to complete the route of forty or fifty stops.

Delivery is made to all types of people in all types of neighborhoods from new high rise apartments to workers' cottages built during the Industrial Revolution.

Anyone may join the service by calling the central library and requesting that their name be placed on the list. Every type of book is available to the service and readers may request a favorite author, subject, or genre.

I do not believe a charging system is used; probably the book cards are removed from the books and kept at the two branch libraries. Generally, the same number of books given are returned. The librarian on the van told me there are a few who take advantage of the service, but the library tends to overlook it. Few library services in any country are appreciated as much as this one is.

### *Book Charging*

Just as an estimate I would say less than half the public libraries in England use photocharging. The library at Gateshead does not; instead, it uses a clerical operation involving pockets and tokens.

When a reader applies for membership in the library, he is issued four small pockets for nonfiction books and two cardboard tokens for fiction books. When checking out a nonfiction book, the reader surrenders the pocket on which is written his name and address, and the book card is placed in it. The pocket and book card are then filed by Dewey number under the appropriate due date. The token for fiction books is about the size of a credit card and it, too, is surrendered when the reader takes out a book. Upon return of the book the token is returned to the patron. No effort is made to keep records of fiction charge-outs other than to stamp the return date in the book.

For the size of the library, the system works well. Since many, many people in England read nothing but fiction, a mere exchange of token for book speeds up the operation a great deal. At peak periods four clerks can effectively handle charge-outs and returns. With the present size and circulation a photo-charge system would not be economically feasible or even necessary. Libraries larger than Gateshead are now converting to photocharging although some have had disastrous experiences with it.

### *County Library System*

The county as a political unit is important in England. It is the next highest administrative unit above the town council and the primary unit for those people living in the country. The importance of the county, I think, is due to the small size of the towns and villages and to their close proximity to one another which makes the county system both economical and necessary. Library service is one of

the responsibilities assumed by the county council.

The particular system we visited was the Durham County Library System composed of one central headquarters and forty-nine branch libraries located in towns throughout the county. The library system also has 104 other service points such as part-time branches, five mobile branch libraries, and seven travelling libraries. In addition, it also serves hospitals, hostels, penal institutions, and some college libraries within the county. The very large towns such as Gateshead (population 100,000) and Sunderland (250,000), although within the geographical boundaries of the county, do not participate in the library system but have established their own independent systems.

The county library headquarters is composed of the administrative offices, a centralized cataloging department, a bindery, and the delivery and book mobile service. There is no library *per se* at the headquarters (except for a central reference library)—the stock is continually circulating among the branches.

The headquarters and the system itself are constantly busy and very dynamic. The county system provides a much higher quality of service than would have been possible had each town set up its own independent library.

#### *Miscellaneous*

Just a few parting shots: book selection at the Gateshead library is the sole province of the chief librarian. Each week he selects from *The Bookseller*, the English equivalent to *Publishers Weekly*. He may entertain suggestions from staff members, but the final choice is entirely up to him. There is some criticism of this method, particularly from the branch librarians who feel that they, more than the chief librarian, know the needs and wants of their readers.

Most libraries have no subject headings or title cards— they make do (and do well) with an author card and a classed catalog.

All librarians must belong to the Library Association in order to remain qualified— only two universities administer their own qualifying examination, all other library schools must use the Association's test.

Most librarians belong to a union, usually the National Association of Local Government Officers or NALGO which includes all types of city employees.

In spite of the differences, I found library service similar to the United States—the frustrations, the shortage of funds, the lack of space, the weird and wonderful readers, and the concern for the library profession seem to be world-wide common denominators.



## CAREER OPPORTUNITIES

*Maternity puts us in need of a substitute Children's Librarian for 2 – 3 months, beginning February. MALS preferred, but will accept graduate student or someone with relevant experience. Minimum \$600 per month; 35-hour week; Saturdays but no evenings. Could become permanent before end of 1971 for qualified degree librarian. Write or call Newport Public Library, Newport, R.I. 02840; tel: (401) 847-8756.*

\* \* \* \* \*

*Professional librarian with 8 years experience, very interested in relocating in the Southeastern Massachusetts - Rhode Island area. Most interested in work with children; extensive experience storytelling to all ages, with book talk and other enrichment programs within the library, in addition to immediate book service to children. Active member of American Library Association. Jeraline N. Nerney, 14009 Parkdale Ave. S.W., Cleveland, Ohio 44111.*

*Compliments of*

F. J. Barnard & Co., Inc.  
101 Mystic Avenue  
Medford, Massachusetts



*Library and School Bookbinders "Since 1821"*

# BAKER & TAYLOR OFFERS YOU MORE TO SERVE YOU BETTER

- 5,000,000 books in 4 regional warehouses.
- 120,000 titles (soon to be 200,000).
- Fastest, most complete first shipment service.
- University Press books—largest inventory.
- Liberal discounts based on library requirements.
- Cataloging and processing, only 60¢ additional per book—Over 50,000 titles for grades K-12.
- Selection guides for elementary and secondary school titles available on request.

## NEW SERVICES FROM BAKER & TAYLOR

**New Books Preview Bulletin**, a new publication, brings librarians professionally prepared previews of outstanding new adult and children's books, and the opportunity to order them at least a month before publication.

**BATAB** (Baker & Taylor's Automated Buying) is a newly-developed computerized book ordering system for libraries, enabling librarians to automate any or all of a library's book ordering operations.

**Baker & Taylor's University & College Library New-Book Service.** A comprehensive, computer-based standing order service expressly designed to meet the new book needs of academic libraries.

## THE BAKER & TAYLOR CO. Oldest and Largest Book Wholesaler in the U.S.

Eastern Division  
Somerville, N.J. 08876  
50 Kirby Avenue

Midwest & Southern Div.  
Mokenca, Ill. 60954

Western Division  
Reno, Nev. 89502  
380 Edison Way

Interstate Library Service Co.  
(A subsidiary)  
Oklahoma City, Okla. 73118  
4600 North Cooper

### NEW BOOKS INSPECTION CENTERS:

Los Angeles, Calif. 90036, 5820 Wilshire Blvd.  
Houston, Tex. 77019, 1701 West Gray Street  
Boston, Mass. (vicinity), 372 Main Street, Watertown, Mass. 02172



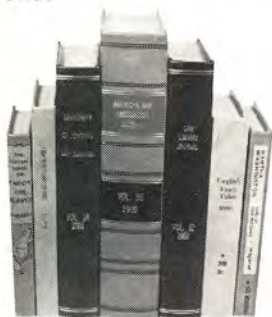


## WE HAVE A CURE FOR OLD AGE.

It takes just 28 days to give your worn publications a new lease on life. One volume or a hundred. Old books. New books.

Your Heckman bindery-trained consultant will talk over your book preservation needs with you. In person. He will also pick up your order. And deliver it—in 28 days. Our own delivery vans and regional warehouses help insure this regular "special handling" service.

For all your binding needs—a cure for old age, or a preventive care program, write or phone:



**THE HECKMAN BINDERY, INC.**  
NORTH MANCHESTER, IND.  
PHONE: (219) 982-2107



"BOUND TO PLEASE"™

— EXPRESS YOUR OPINION —

Contribute an Article or Comment  
to YOUR Bulletin



... FROM THE  
Franklin Square-  
Mayfair  
Subscription  
Agency

—the FULL-SERVICE AGENCY—

Just call our Rhode Island

Regional Manager,

Mr. ROLAND OTTO

(toll-free) 800-631-4254

for

single source ordering . . .

all titles, both foreign and domestic

HOME OFFICE:

545 Cedar Lane

Teaneck, New Jersey 07666



