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Bulletin of

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RHODE ISLAND STATE LIBRARY

THE RHODE ISLAND LIBRARY ASSOC.



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We Need Help!

IS THERE A TYPIST IN THE HOUSE?

We are willing to make it financially worth while. Typesetting is financially out of our league so we are looking for someone who has access to an IBM Executive typewriter to help us. WILL YOU?

The Cover

The cover is a photograph by Suzanne Cane as are the photos within.

RILA ANNUAL ELECTIONS

A ballot and listing of candidates and their qualifications have been mailed as of April 15th, 1974, to all members eligible to vote. These members are registered, active members with dues paid through spring 1974.

WHISTLING FAR AND WEE*
by Suzanne Cane

When a fourth grader told me I was lucky to be the school librarian because I got pencils that weren't already chewed, I took the comment as symbolic: nothing had been done to my library when I got it. The 3,000 books were grouped into major categories, but not classified, a small collection of pamphlets was stacked on a shelf, there was no card catalog, no audio-visual hardware or software, no tables to study at, and no room to move about.

But after two and a half years, this is how I remember it: a small international primary school in the Swiss countryside, with open classrooms in an open building, and a 6,000 volume library, open at two ends to the rest of the school and along one side to the outdoors through floor-to-ceiling windows. You could sit or lie anywhere in the library -- on the couch, the carpet or the armchair, at a large table or at an individual desk, or perhaps best of all, on one of the swivel chairs at the librarian's desk. You didn't have to read a book in the library -- you could play a game or have a chat, talk to the plants, watch the workmen building next door, or just swivel. The library was a lounge as well as a study room and a resource center.

My goal was to make the library a place that all children -- even non-readers -- would feel drawn to. There were no quiet rules and no fines for overdue books. It was usually enough for me to remind an offender personally, and a monthly announcement before the class of books more than six weeks overdue always sent them scuttling in. Because goodwill was high, loss and damage were minimal, usually reported, and almost always unintentional.

Although the turnover in a foreign community is high, I tried to know the reading level and tastes of each of my 250 kids in order to guide them individually. The more they were in the library, the better I got to know them, and they me. I hoped that if they liked me and my library that they would learn to like the IDEA of libraries.

But I know that however friendly and comfortable a library is, if the book you want is always out or on order, disdain arises uncontrollably. One day a kid asked me for a book on Hippoboscidae. We looked in the card catalog, but it wasn't listed. After he told me what they were, I suggested that he do his report generally on flies, but he was shocked and blurted out, "do you know there are over 85,000 species?" The nightmarish implications of being the ultimate source in a foreign-language country broke over me. When people wanted information not already in the library, I couldn't send them to the public library or call around for an interlibrary loan. I most likely couldn't buy something because although the several English bookstore in Zurich always had something to satisfy a browser, when you came with a specific purpose, well...you know the story. I couldn't easily order something because even if I knew what to order it would take months to come from England or America. At first knowing what to order was itself a detective job: although the school had plenty of publishers' catalogs, there were no bibliographies or professional journals, and of course, no BOOKS IN PRINT. It was on the track of BOOKS IN PRINT that I visited the Central Library.

The Central Library serves both the general public and the University of Zurich. It's a large impersonal building where the circulation desk resembles ticket windows in a train station and the reference librarian wears a white lab coat. The incomprehensible classification system was born in that institution and has never stirred therefrom. The books are shelved from bottom to top, but at least they do go from left to right. (These are not quaint European customs; a librarian confided to me that a number of their procedures are peculiar...)

I climbed a tightly spiraled iron staircase to a mezzanine where I found their English-language collection of books on library science -- a 1961 bibliography of holdings in the Elizabeth Clayton Hodgson Art Collection at the Franklin Free Library outside Milwaukee, a monograph on the philosophy of classification, and a biography of Charles Ammi Cutter. There was a 1965 WHO'S WHO IN LIBRARY SERVICE, and I used that book. I looked up a friend or two to say a congenial professional hello! Happily, I found Ulrich's International Periodicals Directory, but BOOKS IN PRINT was secreted in the administrative offices, and although I was given special permission to use it, I had to present myself during office hours, which naturally were my school hours. Mostly I did without BOOKS IN PRINT.

* from "in just spring" by e. e. cummings. 1

It became obvious that the only way for me to obtain back bibliographies and current reviews was to buy them myself, but I encountered a barrier at every step: although I wanted to subscribe to SCHOOL LIBRARY JOURNAL and write to the American Library Association, I had no way of finding their addresses, and although I wanted to buy a copy of Hodges' BOOKS FOR ELEMENTARY SCHOOL LIBRARIES, I didn't know where to order it. I wrote home frantically to a friend who looked up the addresses I needed and recommended several book jobbers. I became a customer of Baker and Taylor.

At about this point in despair, my Good Old Reliable Mom discovered that there is an International Youth Library in Munich. It's a collection of children's literature in all languages, started just after World War II by an American, Jella Lepman, to compensate for Hitler's book-banning and -burning policies. Today they prepare exhibitions which travel Europe, they review and recommend books for translation, and they maintain a lab collection for the use of students, teachers, publishers, and desperate librarians like me. It is also open to foreign children living in Munich. There I was able to pour out my problems to sympathetic ears as well as make notes on a number of professional resources, as I could not afford to buy them all. I read Arbuthnott (CHILDREN'S BOOKS TOO GOOD TO MISS) and Scherf (THE BEST OF THE BEST), and saw the Caldecott and Newbury lists. I also spent a good deal of time sitting in the stacks and reading at random.

The International Youth Library was a great help in my initial efforts to build up my book collection, but Munich is five hours from Zurich, and even after visiting them I felt very much on my own. When I wanted to write a materials selection policy I had no model to follow. Again, I wrote to a friend who asked a friend, and I got a copy of a selection policy from a New England school system and the invaluable pamphlet "Selecting Materials for School Libraries," prepared by the American Association of School Librarians. It includes both guidelines for selection, from which I wrote my policy, and a long list of selection sources for print and non-print materials.

When I set up a vertical file I had to devise my own list of subject headings without checking to see what other libraries had done. I used the Dewey divisions as a guide, first making up a master list of subject headings and then fitting my material into it. As the vertical file grew, of course, so did the list of subject headings. Everywhere I went I kept a rapacious eye open for material: I picked up a pamphlet on hydrofoils when I rode one in Denmark, I brought back a road map of Bulgaria and a city plan of Genoa, I clipped an article on lemmings from a Swiss air magazine. I read the SCHOOL LIBRARY JOURNAL Checklist religiously and spent a deal of petty cash on postage. Even sending away for things presented small problems: I couldn't enclose a self-addressed stamped envelope because Swiss stamps do not work in America. At first I would explain this dilemma and send a check for 25 cents, but later my G. O. R. Mom sent me a roll of U. S. air mail stamps. Once I tried ordering some pamphlets from the Government Printing Office which was so provincial that they didn't know what to do with a check drawn on a foreign bank. They sent it back and lost my business.

Luckily, just as I was beginning a collection of tapes and records I came to America for a week's holiday, and I spent those seven days in and out of libraries in New York, Connecticut, and Boston, making comprehensive notes on their record cataloging systems. These visits were a great confidence-booster to me, as I came away with as many systems as libraries visited. One library had obviously started their collection a number of years before with only a few divisions, probably "Songs," "Orchestral," and "Spoken," differentiated by color. By the time of my visit they were using chartreuse, aqua, and fuchsia, as well as day-glo, and subdivisions were indicated by squares, circles, hexagons, parallelograms and trapezoids. Another library used initials, but while they may have started with "O" for "Orchestral" and "S" for "spoken," when they added "Opera," "Songs," "Symphonies," and "Stories," they ended by writing nearly the whole word to distinguish one from the other. Moreover, neither of these methods provided for obvious and systematic shelving: once you had the call number of a record you wanted, you still needed help to find it on the shelf. I visited two libraries that used a numbering system of ten divisions, one in Roman numerals (I-X) and the other in arabic numerals of one digit (0-9). While this principle is obviously quite sound, the divisions were not comprehensive or expandable. As I stood contemplating this dilemma, I found myself looking deeply into the smiling face of Melville Dewey. Well, he and I had a good thing going on books and pamphlets, and I realized this wasn't the time to break off with him. So I reworked the 780's (music) with the school music teacher to make them more appropriate for recordings, and I prefaced each number with "RD" for records or "CS" for cassettes. Certainly it was least confusing to have all library materials classified in the same manner: I only had to get the kids to learn one system.

Teaching was another stumbling block. Library skills were a bore when I had them in elementary school, they were a bore when I had them in graduate school, and they were a bore when I taught them. But they are tremendously useful, a vehicle for getting where you want to go. In the end, they





make life easier, but tell that to a 12-year old. Mostly I taught kids individually when they came in with a question because people learn better when information is useful to them, ^{than} when it is presented in a vacuum. But each class did come to me once a week for a rather casual library period. With the younger children I spent the time reading stories or playing records, after which they each checked out a book. The older ones spent their period choosing books for recreational reading and talking to me about ones they had just read. During the fall term of each year I have lessons to the older ones: fourth and fifth graders I taught how to use reference books and the Dewey system, and sixth and seventh graders learned the complications of the card catalog. In an effort to make these lessons interesting, I devised short exercises, the most popular of which were the "treasure hunts." Each child got a different clue which said, for example, "You want to find a book by Holsaert on dinosaurs." After looking up the number in the card catalog, the child found the book on the shelf and was rewarded by a slip of paper in the back which said, for example: "Once a man swallowed a 3-pound piece of metal, 26 keys, 3 sets of rosary beads, 16 religious medals, a bracelet, a necklace, 3 pairs of tweezers, 4 nail clippers, 39 nail files, 3 metal chains, and 88 coins," or: "The largest hamburger in the world was made from 173 pounds of meat, 5 gallons of tomato sauce, and a gallon of mustard. The buns were 12- $\frac{1}{2}$ feet in circumference." These tidbits came from the GUINNESS BOOK OF RECORDS, and the kids had a great time comparing their facts and making me swear they were true.

Many of my pupils belonged to another English-language library in Zurich, one run by volunteers from the American Women's Club and housed in one of the English churches. It was only open twice a week and was too small for me to rely on for frequent interlibrary loans, but we did arrange a system of periodic mutual borrowing. About every two months I passed around a paper on which teachers listed the topics their classes were about to study, and with this information I ransacked the collection of the Children's Library and also brought them materials from our own library.

During the summer, the Children's Library borrowed books from me. I was obliged to recall all books and close the school library during the summers because many families would leave Switzerland unexpectedly, but this meant that the children's access to books was considerably reduced. Each spring I drew up lists of suggested summer reading and made sure that all the books listed were available at the Children's Library, either in their own collection or on loan from me.

(Continued on pg.9)

RILA NEWS BRIEFS

THE RHODE ISLAND LIBRARY ASSOCIATION----"ANNUAL CONFERENCE"

Place: Rhode Island Junior College in Warwick, R. I.
Date: Thursday 23 May 1974

AGENDA

1:00 Registration
1:30-3:00 RILA Business Meeting
3:00-4:00 Speaker: Frank Kurt Cylke "Services offered by the Library of Congress for the Blind and Physically handicapped"
3:00-4:00 Speaker: Charles C. D'Arezzo "Innovations in Education"
4:15-5:15 Speaker: Judith Mitchell "Beyond Space and Time"
4:15-5:15 Speaker: Kay Cassill "Writing and Book Reviewing: an Author's Point of View"
5:15-6:30 Cocktail Hour... and fifteen minutes
6:30 - Dinner
Dinner Speaker: Patricia Glass Schuman "Social Responsibilities and Publishing"

For reservations to the RILA Spring Conference write or call:

Ms. Susan Moretti
Cranston Public Library
1825 Broad Street
Cranston, R. I. 02915
Phone: 781-9580

Registration fee, including dinner: \$6.00
Registration fee only (no dinner): \$2.00
Registration should be made no later than May 15th to assure dinner reservations.

R.I. JUNIOR COLLEGE LIBRARY OPEN HOUSE

During the Annual Conference, the Head Librarian of the R.I. J. C. Library, Ms. Jane Allaire, invites all conference attendees to visit the library, which will be open till 5 p. m.

NOTICE FROM RILA GUIDELINES

On the day of the Spring Conference, 23 May 1974, the Guidelines Committee will hold a question and answer period dealing with the public library guidelines. This will be held in the student lounge of the Rhode Island Junior College from 10 a. m. to noon.

LAW LIBRARIANS CITE ANDREWS

Elliott E. Andrews, state librarian since 1962, has been awarded a certificate of "competence in law librarianship" by the American Association of Law Libraries.

Erwin C. Surrency, association president and law school librarian at Temple University in Philadelphia, sent the signed award to Mr. Andrews after its approval by a committee on certification.

Mr. Andrews is a former Journal-Bulletin news librarian.

The Providence Journal Dec. 18, 1973 p. 35

DAY TRIP TO ALA CONFERENCE

If enough interest is shown, RILA will charter a bus to the ALA conference on Tuesday, July 9. The bus will leave Providence early on Tuesday morning and return late the same day. The fare for the roundtrip excursion will be \$8.75.

For reservations call Isabel Wallace, Cranston's Auburn Branch Librarian, at 781-6116 before May 30.

SPEAKERS SCHEDULED FOR THE RILA SPRING CONFERENCE

Kay Cassill is a writer, book reviewer and artist. She is currently reviewing books for the "Providence Journal Bulletin" and the magazine "Crafts Horizon". She has published poetry, non-fiction and fiction in numerous periodicals such as "Cosmopolitan", "Saturday Review" and "Viva". Ms. Cassill has also written radio and TV scripts and has been a researcher in literature and art for the Ford Foundation.

She will discuss: "Writing and Book Reviewing; an Author's Point of View".

Frank Kurt Cylke is the Chief of the Division for the Blind and Physically Handicapped at the Library of Congress. He was previously Executive Secretary of the Federal Library Committee and has served in a variety of research and administrative positions in both special and public libraries, including the Providence Public Library where he was Assistant Librarian.

Mr. Cylke will speak on the "Services Offered by the Library of Congress for the Blind and Physically Handicapped."

Charles C. D'Arezzo is the Director of Innovative Learning Systems and Assistant Professor of Vocational Technical Education at Rhode Island Junior College. He had published various articles on the use of computers in instruction and is serving on several national committees dealing with technology in education.

Mr. D'Arezzo will address himself to "Innovations in Education." He will discuss the uses of the computer when it is integrated with the contemporary classroom media and some of the effects this has on libraries.

Judith Mitchell is Assistant Professor of English at Rhode Island College where she specializes in children's literature. She has designed and taught a program for inner-city teachers on techniques and types of literature for hard core non-readers.

Ms. Mitchell's talk, "Beyond Space and Time", will deal with myth and fantasy in children's literature.

Patricia Glass Schuman is editor of Library/Education Book Program for Bowker Publisher. She was previously Associate Editor of "School Library Journal" and Assistant Professor and Acquisitions Librarian at New York City Community College. She is presently serving on the ALA Council and has been coordinator of ALA's Round Table on Social Responsibilities. Ms. Schuman is the author of Materials for Occupational Education: an Annotated Source Guide and has written numerous articles in the library press.

Her topic of discussion, "Social Responsibilities and Publishing," will focus on the librarians' influence on publishing.

TO THE MEMBERS OF RILA:

In April 1972, the RILA Scholarship Committee, then chaired by Hanna Agonis, selected me recipient of your award of that year. Having recently completed my course work at the University of Rhode Island Graduate Library School, I take this opportunity to thank all the members of the Association, and particularly Mrs. Agonis and the individuals of her committee, for the interest and financial aid when it was most needed. I have no doubt that the award was the deciding factor in the University's acceptance of my application. And, with a family to feed while going to school, the RILA check made the difference.

I hope that my active participation in RILA and librarianship in our state can in some measure repay your fine support.

Gratefully,

Robert S. Burford

THE INTELLECTUAL FREEDOM COMMITTEE AND ITS WORKSHOP

This year, with the help of two days of training sponsored by ALA in Chicago and the encouragement of the President of RILA, the Intellectual Freedom Committee (IFC) has taken an active role in RILA affairs.

The Committee's first effort was to be controversial in itself. Opinion varied as to the suitability of the display, and eventually it was removed. The Committee led a vigorous protest. Following the Conference and discussions with members of the Committee, the new RILA president, Paul Bazin, came to a meeting of the IFC to assure the Committee that it had his confidence and the confidence of the Executive Board.

Feeling that its role in the Association had been stabilized, the Committee took on new members, nearly doubling in size, and began planning the Workshop on Intellectual Freedom which was held on March 21.

The IFC hopes to continue as an active element in RILA. It is currently evaluating the Workshop to determine areas to be covered in future sessions, perhaps at the next Fall Conference. It also hopes to be able to present an IFC Handbook to the Association. The Handbook would officially define IFC's role and set up procedures for dealing with library censorship disputes at the Association level.

A cross section of very involved and aware school and public librarians and teachers from all over Rhode Island assisted in developing an intense discussion at the School library workshop. Although most of the discussion centered upon the censorship of objectionable materials and methods of combatting this problem, the participants developed this area further by approaching the problems of political writings, honesty or dishonesty in the writing of certain materials, and distortions in American publications.

The extent of the problem of censorship is fully realized after each person had related his experience when faced with a particularly troublesome situation. The workshop made it evident that in each town and city there is a different approach to understanding and responding to the censorship problem. This is dictated and invariable coordinated to subscribe to that particular environment. The solution to censorship relies on the existing and future relationships of the school librarian with his peer group, superiors and the public.

The purpose of the trustee section was to get input as well as output. Judge John Mutter, the moderator, felt that, since this was a new undertaking on this scale, real discussion would achieve more than speeches.

His plan was rewarded with a survey of the views of those in positions of ultimate answerability for their libraries. The trustees, directors, and coordinators who attended--a group of individually responsible and deliberate people--did hold many views, varying mainly in the emotional aspects of each to the issues raised.

The group agreed generally that those currently setting policy for libraries can and do determine the kind and quality of materials purchased. Differences arose not in the awareness of the libraries' communities but in the libraries' responses to the "move vocal elements" of those communities. Responses ranged from avoiding confrontation to open forum discussion.

Because of the varied approach to problems, the Supreme Court's vague decisions for "community" standards added a special element of confusion. It became obvious that basic policy common to all the state's libraries would facilitate handling complaints and that further committee work is needed to insure that written selection policies become more definitive.

Much like the above two workshops the public libraries workshop also included relating of particular censorship attempts, methods of defining and combating censorship. It was a change to hear the full story, to get a complete picture of legal entanglements, to learn of the birth of a totally new book selection policy and the difficulties of all. Reaction was low key but diverse in content.

The Role Play:

The drama ostensibly went on inside but outside the glass door a young man of some nine years stood with mouth agape as the central issue unfolded. He did not know that the people inside were going to influence whether he would ever sit inside another building to see what the drama really was.

There were two sides in the drama, two minds, and a continuous of thought between the group present. We knew that the reviews of the film were excellent and would please the selection committee or the acquisition librarian. We knew, too, that Mr. Robbins' objections were familiar. The just position of the two should shock the majority of librarians from an "it-can't-happen-here" outlook. After Mr. Robbins had gone off to get the police or other responsible decent group to help him the energetic response was gratifying and exciting. Hopefully the enthusiasm generated and the questions raised will spark discussion, consideration and viable solutions in the library community.

The Dinner Speaker:

Bradford Swan, theater Arts Critic and long a vocal advocate of intellectual freedom, represented himself and the media in the Workshop's after dinner speech. Mixing personal reminiscences with an informal layman's appraisal of pornography and obscenity in the light of the recent Supreme Court decision, he both entertained and warned the librarians present on the danger of "local standards". Questions were sparse until the formality of table order was destroyed and it was, indeed, a most fitting end to a workshop on censorship.

'CHANGE'

New England Technical Services Librarians and New England College Librarians will hold on May 3 and 4, 1974 at the University of Massachusetts Library, Amherst Massachusetts a conference on the Aspects of the Library, the Library Profession.

For further information, contact Mrs. Pat Graves, University Library, University of Massachusetts, Amherst, Massachusetts 01002.

MONTHLY BOOK REVIEW MEETING

On May 20 the Monthly Book Review Meeting will be devoted to the subject of women. The meeting will be held at the Appleby branch of the Lincoln Library, where a new collection of media by, for, and about women is currently being developed.

CHILDREN'S LIBRARIANS TO MEET IN NEWPORT, R. I.

The New England Round Table of Children's Librarians will be holding its Fifth Annual Spring Festival at the Sheraton Islander Inn in Newport, R.I. on Friday May 3rd. The program will center on publishing and how non-librarians get books to children. The morning session will include a panel discussion made up of Margaret K. McElderry (Atheneum), Janet Loranger (Weekly Reader) and Jane Botham (Bradbury). The afternoon speaker will be Charlotte Zolotow (Harper). Anyone interested in attending should contact: Miss Bonnie O'Brien, Worcester Public Library, Worcester, Mass.

LIBRARY PUBLICITY
From Book Review to Brochures to Ballots

Ann Marie Dickson

North Kingstown is in the process of building a new library. Voters approved a \$1,3 million bond issue at the November, 1972 election. Library completion date may be Fall, 1975. Mrs. Edna Lager, Librarian of the North Kingstown Free Library, was interviewed in January and asked to discuss the role publicity has played to gain voter interest and approval.

Ten years ago "not terribly much in the way of publicity" was done. Book reviews (basically plot accounts) were released weekly to the local Standard Times. The Friends of the Library sent a yearly letter to members citing yearly achievements. Mrs. Lager's annual report to the Town Council was included in the Annual Report given to those who attended the Town Financial Meeting. In her monthly reports to the Board of Trustees she continually stressed the fact that the community was growing and that the library was becoming inadequate. The town population from 1960 to 1970 rose from 18,977 to 29,793.

In 1967 the adjacent property to the library came up for sale and the Board felt it was an ideal site to accommodate future expansion. The purchase was made. Little publicity accompanied this purchase as the Town Administration offered little resistance to the proposal.

The Board at that time consisted of 3 men and 2 women. Due to business and personal commitments of the men, frequently only 2 women went to the Board meetings. Mrs. Lager stated that "the major problem with not having a good attendance at the Trustees' meetings was that the library's space problems were becoming acute and a solution was vitally needed. Moreover, it was felt that a larger Board would be necessary as the details of a possible expansion would require more Trustee activity." Necessary was a change in the Town Charter which stipulates the number of Board members. Except for general news coverage, little publicity was undertaken concerning the request to change the Board number from five to seven people. Mrs. Lager was greatly surprised when the November, 1970 referendum passed, but was closer than expected with a vote of 2423-1425. It was then that she began to realize the need for publicity, the need for information dissemination to attract public notice and interest.

By the late 60's the Board had discovered, based upon architectural, library consultant and government reports, that the newly acquired property was not feasible for a library. Proximity to Wickford Harbor presented innumerable problems.

The Trustees put to the Town Council a resolution to sell the property. This needed voter approval at the May, 1972 Town Financial Meeting. Then Council President Kettell "moved the withdrawal of this resolution. The Town Council's position on this matter is this: The Library Board is proposing over a million dollars to build a new library. Before that determination is made it seems unwise on our part to dispose of this building and acquire a property for a building that may never be built."

He continued, "... the Town Council is opposed to selling this building at the time, feeling that it would be just as salable in the future." A request was made from the floor for the librarian to speak. The moderator called on the Chairperson of the Board of Trustees who spoke in favor of the resolution were voiced. On a voice vote, the motion for withdrawal of the resolution was approved. Mrs. Lager stated that "several people told us later that many voters were confused. They thought they were being asked to authorize the sale of the present library building. Again, a lack of publicity or voter education?"

Subsequently the Town Building Inspector condemned the building on the land and in 1973 it was torn down!

By 1970, the population of N. Kingstown was close to 30,000. The library housed 17,000 volumes in 5,000 sq. ft. of space. ALA standards proposed 60,000 volumes in 18,000 sq. ft. of space as a minimum for a community the size of N. Kingstown. Although not allowed to sell the adjacent property and thus use the revenues to support a new land purchase, the Trustees pursued new building construction.

This time publicity was deemed crucial. Publicity started during the summer of 1972. At stake was a \$1.3 million bond Referendum. The librarian, Mrs. Lager, spoke on local radio WKFD. The Standard Times ran articles and editorially supported the bond issue. The Providence Journal ran an article. A Board member spoke at a local "Meet the Candidates Night". Two open houses were held at the library where a "fair" turnout occurred on one night. Trustees spoke at meetings of the organizations to which they belonged. The thrust of the effort was felt to be the saturation of the town, 4-6 weeks prior to the election, with a brochure setting down exactly why a library was needed. A public relations firm, partially as a public service, prepared what was considered to be a highly professionally prepared brochure. Distribution of the brochure was town wide. The bond issue was approved by a vote of 3131 to 2309.

A model of the new library is on display at the library, along with schematic diagrams. Two open houses were held during which townspeople could question Board members about the new library. A total of 12 people came. Most were interested in the building exterior design rather than the interior. This is, no doubt, due to citizen reflections on a recently completed police station which has enough "unique" features to stir controversy for months. A few people left notes for Trustees. Some have added their thoughts to a Suggestion Sheet which has been sent to the Architect. Verbally, townspeople have expressed approval of the design. Three have written unfavorable letters to the Standard Times; two concerned the exterior architecture. They felt a colonial exterior is appropriate for the Historic Wickford location.

Now that the Trustees have approved plans and ordered working drawings the following had happened:

In December, 1973 the N. Kingstown Taxpayers Association sent to the Trustees a letter asking a number of questions concerning the financing of the new library, its sewage system, future costs for staff and electricity, whether fill would be needed on the site, etc. The Association requested that the answers to these questions be released to the Standard Times and the January 17, 1974 issue carried the statements.

The Standard Times, January 31, 1974, ran an advertisement for the Ad Hoc Committee for a Better Library. The advertisement asked readers to respond to a ballot by indication whether they approved of the architectural style of the new library and whether they approved of annual costs of at least \$242,000. In an accompanying article a spokesman for the group indicated that if sufficient replies were received they expected to push the matter with the Trustees and possibly the Town Council.

At a Special Financial Town Meeting on March 12, 1974, voters were asked to approve the following petition: "that a sum of \$25,000 from the existing unappropriated surplus be appropriated only for new designs of the North Kingstown Free Library to be submitted for public review"... Prior to the Meeting, the Standard Times, March 7, 1974, carried in the Letters to the Editor statements by the Library Board Chairman, the Library Consultant and a local resident James Healey, DLS.

By the time this item on the agenda was reached, only about \$20,000 was left in surplus. After much discussion, an amendment to appropriate \$20,000 instead of \$35,000 failed. Lengthy statements by a member of the Board of Trustees, a registered architect, and by the Chairman of the Committee for a Better Library were made. On a voice vote, the petition did not pass. What effect the reduction in necessary funds had is not known.

In 1960-61 the library budget was \$11,100. Although the 1973-1974 budget of \$205,698 reflected \$128,375 for debt service on bonds issued 2/14/73 for construction, the thrust of the new library on the town budget will not be reflected until 1975-76 when the necessary budget increases for operational expenses, additional staff and books will start to appear.

In the past, the library budget has, almost without exception, never been questioned by the townspeople at the Town Financial Meetings. Whereas Department heads or the Town Council members have had to endure rigorous and prolonged questioning, the Library Trustees have been spared. It will be interesting to note what effect this external publicity will have on library budgets and construction.

R. I. SRRT AFFILIATE

R. I. SRRT Affiliate met February 20th with 20 librarians. The Affiliate hopes to provide a forum for discussion of library responsibilities in relation to problems of social change. Four task Forces were established. Discussion and two motions were made regarding the Intellectual Freedom Committee and the 1973 RILA Fall Conference - one expressing SRRT's support of the Committee and the other requesting publication of a vote of confidence by the RILA Executive Board. The March 19th meeting continued discussion of the above task forces and other matters. For information about SRRT contact Sherrie Friedman at 255-2361.

URI SERIAL LIST

The University of Rhode Island library's serial list will soon be available on a limited basis to libraries in Rhode Island. In order to accomplish this, the computer-produced copy is being photo-reduced and printed in a 8 x 11 format. The serial list is an alphabetical listing of serials owned by the various URI libraries. It indicated which library has the serial, where it is located within that library, and which volumes or parts of serials are owned. Copies of the list will be distributed to URI departments and to Rhode Island Academic consortium members. Others who are interested in receiving copies may contact Mimi Keefe at the URI Reference Department. Copies should be available for general distribution next year.

OPEN LETTER TO RILA BULLETIN:

Let's Reach Each Other

Sidney Wright, head of the Outreach Committee, and your Public Relations chairperson, were talking about the possibility of a get-together some time this Spring - perhaps in April - and I offered to write a brief announcement of it. I was wondering how to state it when one of my patrons lent me a magazine, Occult, and glancing through it, I found the following Astrological Prophetic Star Message:

"VIRGO"

(Aug. 23 - Sept. 22)

February - Hopes are high and get higher every day. You are in communication with many people. . . . You will be able to answer any questions asked. . . . the time is ripe for good luck. "

March - Excitement is in the air. . . . you can receive good news and live on this for a while. "

April - . . . you have a marvelous chance of new people to meet. You must keep physically fit and forget about such things as age. . . . "

Well - my birthday is not until next September, so I won't think about age, but about getting together with old friends and meeting new ones.

What I'm suggesting is: Let's have an informal gathering of librarians from all over the state, so we can get to know each other, as some of us did at Jamestown. The first time was the Outreach workshop two years ago, which was when I first really got to know any of you. Then last year we had a pleasant get-together (again at the Bay Voyage Inn), and again, we met and became friends with some library people we had never met before.

Sydney and I think this is important. At RILA conventions and business meetings, one is either too busy to talk with strangers, or can just spend a few leisure moments with his (or her) own group. But at the kind of informal get-together we hope to have, we can talk with anyone about anything, ask and answer questions, and develop a real inter-library (or do I mean interlibrarian!) relationship. *

The February star message says I can answer any questions, and will receive good news - so if you have either queries or comments on this subject, call me: 397-7930, Tuesday through Friday.

Your Public Relations Chairperson
Sarah W. D. Henderson

*The date will be Thursday, April 25th and will be at the Bay Voyage Inn (sound familiar?) in Jamestown. A buffet dinner will probably be served around 6:30 p. m.

Positions

Openings:

Librarian, Part-time, college graduate with library courses of comparable experiences. Submit resume to Mrs. Catherine Paine, Secretary of North Scituate Public Library, North Scituate, R. I. 02857 (647-5992).

High School Librarian commencing September 1974. Qualifications to include a Masters Degree in Library Science; experience in Library, media center or in teaching; ability to expand library programs; ability to supervise students. Salary \$8,1000 to \$13,425. Contact: Mr. Harlan R. Phillips, Principal, Ponaganset High School, RFD #2, North Scituate, R. I. 02857

Personals:

Librarian, MLS, M Ed, Biological Sciences. Desires one day and/or nights, public or school, certified, experienced. Dickson 844-8804.

BA in philosophy; interested in going on to MLS; speak fluent French Italian, read Spanish, German, interested particularly in special university or public library. Norman Desmarais, 19 Notradame Street, Central Falls R. I. 02863.

SAVING MONEY ON NEW BOOKS

By Curt Bohling, Director, Pawtucket Public Library

We are all, now more than ever, obliged to save every penny we can to stay in business. One thing I have done for years is to purchase quality paperbacks and have them prebound rather than buying publishers' hardbacks bound editions. Now that more titles are being published simultaneously in hardbound and paperbound editions (using the same sheets for the paper edition), this approach is more practical than it was in the past.

For the past few weeks I have saved spring and summer announcement catalogues and have scanned them for titles appearing in both hard and paper editions. It is significant that university presses used to be virtually the only publishers who did this, but now it is catching on in the regular trade houses. I selected 10 titles I would buy and compared the price, after probable discount, between the publishers' hardbound editions, and the paper editions plus the cost of prebinding. This is not a "scientifically controlled sample" or anything of that nature. Nor do I intend to guarantee that you will save the same amount on a group of books you might select. I do believe, however, that this is a good way to consistently save money.

Nine of the ten are current titles. One, Dark Laughter, would be a replacement of a classic. The subject fields are diverse. Potential best sellers are almost never released in both hard and paper editions simultaneously. The Gulag Archipelago, however, is a notable exception and is included.

Of the books I have chosen, money is saved on every title, in some cases a startling percentage. Overall saving is 44%. Disadvantages are that many titles are not available in both editions and the binder will take four weeks. If a local binder were to act as a paperback jobber on any title available, the time lag would be cut.

Discounts from the university presses were figured at 10%, Grove at 25% (so stated in their catalogue), and the other trade houses at 30%. In the following list, the hardbound price is given first and the paperbound second.

Anderson, Sherwood, Dark Laughter, Liveright, \$6.96 / 2.45
Beckett, Samuel, First Love and Other Stories, Grove, \$6.95 / 1.95
Gillett, Charles, Making Tracks, Dutton, \$9.95 / 4.95
Greenfield, Robert, S. T. P., A Journey Through America With the Rolling Stones, Dutton, \$8.95 / 3.95
Paulson, Ronald, Hogarth, His Life, Art, and Times, Yale, \$20.00/8.95
Saum, Lewis O., The Fur Trader and the Indian, University of Washington, \$12.95 / 3.95
Solzhenitszy, Aleksandr, I., The Gulag Archipelago 1918-1956, Harper \$12.50 / 1.95
Steiner, Claude, ed., Radical psychiatry, Grove, \$8.95 / 2.95
Wauchope, Robert, They Found Buried Cities, University of Chicago, \$12.00 / 4.50
White, Jack, The Consumer Complaint Directory, McKay \$7.95 / 2.95

Total price for the hardbound editions, after discount, is \$82.96: Paperbound editions, after discount, is \$30.76. Binding is about \$1.60 per item, making the price of paper editions plus prebinding \$46.67, a saving of 44%. If you do home-binding or circulate the material unbound, the saving is greater.

MEDIA WORKSHOP: A COLOSSAL SUCCESS

The media workshop sponsored by the RILA and the RAVEA in Newport in early February was a huge success. Oversubscribed by some fifty participants. They attended eight workshops covering General Maintenance, Proper and Improper Use of Media, Media on a Shoestring, What R. I. offers to Teachers, Selection Aids for both Print and Non Print Material, Getting it all together in the Media Center, and cataloguing, Classification, and Shelving of A. V. Materials.

Ms. Mary Helen Mahar, Program manager of School Media Resources Washington, D. C. brought with her a new movie on the Media Centers in various places in the U. S. She also enlightened the audience on Title funds soon to be released.

Senator Clairborne Pell attended the Sat. Luncheon of the RILA and brought encouragement to all by his support of federal monies for libraries.

On one of my first visits to this library one of the volunteers greeted me with the words, "Oh! Here's the librarian!" I was just looking over my shoulder to see whom she meant when I realized that I had been talked about, that she had heard of me, that I was an authority! This was a pretty heady responsibility, especially as I had been looking to them for advice, and while flattering my ego, it increased my feeling of isolation.

This isolation intensified every problem and complicated every project. When I didn't know whether to classify Picasso in French painting or Spanish, the Art Museum Library explained to me that he was born in Spain but painted in France, and that one looks him up under "P". When I started the card catalog, I discovered that in spite of having used thousands of catalog cards and having taken a course in cataloging, I didn't know what information to put where. There was no question of ordering preprocessed cards because I was using a catalog which was 5x7 instead of 3x4 inches. So I made a brave guess at the arrangement, which later I verified was fairly correct, and enlisted the help of volunteer parents to type and file cards. There were always three or four extremely reliable and capable helpers, without whom I could never have built up the library so quickly. I taught one enthusiastic volunteer cataloging, and she put in so much time and worked so well that she essentially became my partner in technical processes. Conferring with her was a great relief to my professional isolation.

The cards were typed in colors indicating the category to which the book belonged--picture books, junior fiction, senior fiction or non-fiction. It was a color-coordinated library: the spine labels and book cards were also in the appropriate color. The system was becoming unwieldy when I tried to differentiate such categories as biography, short stories, reference, and teachers' books, and when I began acquiring records and tapes I felt myself being sucked into the whirlpool of fuchsia and day-glo, dots and stripes. I was sure there was a better way, but I didn't know it, so I blundered along, acting confident and relying on my training.

Unfortunately my training had a great gap. Almost half the students and a good three-quarters of the teachers were British, while I was familiar almost solely with American resources. The British librarian at the International Youth Library Recommended an English book jobber, Woodfield and Stanley, who gave me prompt personalized service. Although English book jobbers are not allowed to give discounts, book prices are so much lower there that I always dealt with them first and only ordered what they could not supply from Baker and Taylor. Also at the International Youth Library I saw for the first time copies of English library and book reviewing journals. I read some issues of the JUNIOR BOOKSHELF and subscribed to Margery Fisher's GROWING POINT. For cumulative British bibliographies I used National Book League publications (SCHOOL LIBRARY BOOKS, BRITISH CHILDREN'S BOOKS, BIOGRAPHIES AND AUTOBIOGRAPHIES.) But certain reference books -- an unabridged dictionary, an almanac, a large atlas -- posed the unsolvable problem of nation bias, and there was no question in such a small library of buying more than one. A book entitled WORLD ATLAS with half its bulk devoted to the United States and with England, Scotland and Ireland all crammed together on one page is embarrassing.

The unique situation of my kids posed special problems. They were almost all displaced from their native countries, usually temporarily, but two or three years in the life of a ten-year-old is a large chunk. Even the Americans were so far out of the mainstream of American life that when a seventh-grade teacher once opened a discussion about prejudice with the question, "What is the state of the American Negro today?" he was answered (by an American), "Well, I'm not sure, but -- South Carolina?" Certain books, like the "now" novels which assume a familiarity with the American urban scene, often left these kids bewildered.

I felt it was important to have some books for each child that reflected a familiar setting, but I was coping with about 25 nationalities and some ten different language groups. A number of children who came to us with very little English needed books with simple words but more mature content and than picture books use. There are some books for older children learning English, thanks to a growing concern in England and the U. S. for their foreign-language residents, but the supply is too short. I briefly considered starting foreign language collections, but besides the kids' impossible range of age and reading ability, I couldn't imagine how to go about selecting books in Japanese and Swedish. Money and space were a final damper on that idea, so I compromised with a set of bilingual dictionaries and foreign language collections in French and German, the two languages taught in the school.

After I had been at the school about a year we moved from the rented two floors of an office building where the library was a small dingy room in the corridor to a bright beautiful school building of our own. The move was easier than I anticipated: I suspended the rather vague limit rules and encouraged kids to check out many books from the old library but discouraged them from returning any until we were in the new library. I labelled each bookshelf with the call numbers before removing the books. Then I made a floor plan of the new library on graph paper and cut out shapes to scale representing each piece of furniture in order to establish the arrangement before the books got back onto the shelves. Happily I had volunteers, both kids and adults, helping me pack and unpack.

The book collection had expanded so rapidly that it had spilled into the corridor of the old building and I had no shelf space left. I began looking around for a library supply house but could get no leads from the phone book or from Swiss friends. The Central Library had their furniture custom-built, and no one at the Children's Library knew where their shelves came from. I visited dozens of office supply firms, but found nothing satisfactory. Finally, the headmaster, whose mania is saving catalogs, came up with one from what I'm sure must be the only library supply house in Switzerland. It was located in a city clear across the country -- an hour's drive away -- so after a few frustrating telephone misunderstandings in German, I decided to visit their showroom.

Their furniture was beautiful, sturdy, and well-made, if a bit expensive. It was mostly designed and built in the Netherlands, which while very swank, meant a six-month delay in delivery. But having no choice, I resigned myself to the delay and delighted in my shopping spree. Besides new shelves I ordered a record-storage unit in which the plastic record jacket is fitted into a brightly colored hanger and suspended from a rod fixed beneath a shelf. Thumbing through the records was like thumbing through a rack of dresses. Some small items, such as cassette storage boxes and Princeton files, were either not available or actually cheaper for me to order from Gaylord.

Sometimes during my years working abroad I felt exuberantly grateful for my connections in this country and other times I cursed my provinciality. Ironically, it was both my isolation from America and my very American training that caused me so many frustrations, but ironically, it was partly these frustrations that made me love my work so much. I never had to wonder what my next project would be or convince myself that something I embarked on was really worthwhile or appreciated. Continually having a challenge successfully overcoming barriers -- the PROCESS of achieving rather than the fact of achievement -- made this dream-job for me.

Suzanne Cane took her M.L.S. from Simmons in 1970. She worked in the Medford Public Library outside Boston for a year before going to the Intercommunity School in Zurich, Switzerland for two and a half years. She is living in Providence (tel. 331-6608) and is seeking a library position working with children or young adults.



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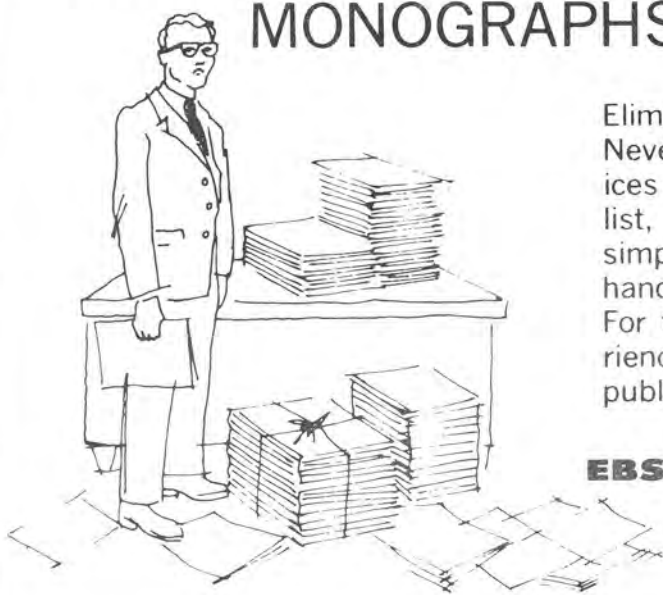
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