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Rhode Island Library Association

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## Bulletin of the Rhode Island Library Association v. 48, no. 7

RILA

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# BULLETIN

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EDITORIAL NOTICE:

The Bulletin appears on a monthly basis. News and articles should be submitted to the editor or assistant research editor by the first week of each month. The Bulletin staff can only promise to publish the news it actually receives from the library community.

The Bulletin is a publication for public, school, academic and special libraries of Rhode Island. Published by the Rhode Island Library Association, it is open to news and discussion of interest to RILA members. Articles contained herein, however, do not necessarily reflect the ideas of the RILA membership, or the Bulletin staff, or the Bulletin advertisers. All articles about library matters are welcome, all should be signed and should not exceed ten double spaced typed pages unless the editor is consulted.

Bulletin subscription rates are \$6.00/year for agencies or individuals not holding membership in RILA. Advertising rates are available on request.

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# The Editor's Notebook

I have just heard that the RILA membership has rejected the Intellectual Freedom Committee's Resolution by a vote of 19 to 8. The Resolution (printed in the November 1975 Bulletin) had called for the RILA membership to request deletion of the "Introduction" to ALA's Intellectual Freedom Manual because it was inadequate and confusing. Debate raged over the matter at the RILA Spring Conference, in the Bulletin and Northern Libraries, and at the RILA Fall Conference. At the latter conference attendees decided the Resolution was important enough to go to the whole membership for decision by mail-in-ballot. Now the Resolution is dead, and in my opinion that is unfortunate. But it is not at all as unfortunate as what a 5.3% voting turnout of the membership implies. One, membership indifference to a matter to which RILA IFC committee members devoted over 100 hours each to well publicized study and discussion is an insult to that committee. Second, it is an insult to the Rhode Island Library Association itself. After all, what kind of professionalism have we demonstrated when 94.7% of the membership ignores one of the most important issues in the field? What do you profess, what do you believe in?

LNF

## Letters to the Editor

Dear Mr. Flanagan:

Our mutual friend Mr. Griffin suggested that I send you a couple of issues of the Hibernian Digest. I would like to compliment you on your excellent article (Richard Fitz Maurice's "The Lost Colony," November 1975) on the traleulos in Ireland which recently appeared in Library Extension Bulletin. The books that you recommended were all excellent.

Sincerely yours,  
David R. Burke  
Editor, Hibernian Digest  
Ancient Order of Hibernians in America

Dear Mr. Flanagan:

Congratulations to Ed Brier for his courage to speak out about the pitfalls of centralized cataloging services, particularly OCLC (RILA Bulletin, Nov. '75). The literature certainly needs to reflect the "con" as well as the "pro" of the subject.

As a director of a centralized service, as a former director of cataloging for a large, long-established, research collection, and as a poor country cousin who can't afford to enter the hallowed on-line OCLC I can appreciate many of the points he has scored. If we are going to have catalogs of integrity, we are always going to need experts at the local level to refine and interpret them for the user.

Very truly yours,  
Clare E. Ryan  
Director of Technical Services  
New Hampshire State Library, Concord, N. H. 03301

Dear Editor:

Have just received my October and November Bulletins and in an effort to add to everyone's trivia collection, I note that there is a reference to my "recommendation" of Alice Curtis' Little Maid books. No way, Dear Editor, I simply stated that I read them when I was a child. I certainly do not recommend them for purchase as suggested by Elizabeth Russell. How could I? They have been out of print for years and are only obtainable in second hand book stores or flea markets.

I was glad to see Miss Russell has mentioned some more titles in juvenile R. I. fiction. The subject of local fiction is fascinating because what has been written is often unknown and the complete bibliography of an area's fiction can only be fitted together through detective work or through the collective knowledge of a variety of people.

Here in the Merrimack Valley, it was thought that there was almost nothing, but through the efforts of a CETA worker, quite a bit of Lawrence-Andover fiction is gradually being uncovered--novels, short stories, chapters of novels, etc. There is probably a wealth of R. I. fiction that most librarians, myself included, know nothing about.

In response to Linda Hodgman, in your November issue who says you are lonely and wonder what people think about the new RILA Bulletin--I think it is really great. It's interesting, it's lively, it's intelligent, and I read it, which is more than I can say for most library publications. You are not "wasting your time" by being ambitious for the "Bulletin."

Sincerely,  
Ellen P. Spilka  
Stevens Memorial Library  
North Andover, Mass.

Dear Ms. Hodgman:

Congratulations on another fine RILA Bulletin. Each subsequent issue seems to hold more information worthy of note and/or action.

Unfortunately your Thanksgiving number arrived on 12/10/75.

Sincerely,  
Louis R. Leveillee, Coordinator  
of School Library Services, Woonsocket, R. I.

Dear Mr. Flanagan:

Enclosed is the article I promised to send. It reveals horrendous censorship by a publisher. What gets me is that libraries get charged with censorship. They are relatively guiltless. The real censors are the publishers and Dick Kostelanetz brought out how they do it in his recent book, The End of Intelligent Writing (Sheed and Ward)

I must thank you for publishing Richard Fitz Maurice's absolutely truthful article, "The Lost Colony" in the November Bulletin. The author deserves a thousand words of praise.

As I said before, Northern Ireland needs an affirmative action program in jobs and housing, similar to what we have for blacks and women here in America.

Many best wishes and please keep up the good work.

A Chara,  
Gerald T. Griffin  
Josten Representative  
Portland, Maine

# Poetry For Children

Cynthia Guthrie  
Children's Librarian,  
The Providence Athenaeum



The poetry books in our collection spent a great deal of time on the shelf. Few of the children coming to the library showed any interest in poetry, no matter how attractively books were displayed. This surprised me, since most of the children who use our library are from well-educated families. Then several mothers mentioned to me that their children had little exposure to poetry in school. Could we do something at the library? I was intrigued with the idea, and began looking for appealing ways to include poetry in storyhours and other library programs. Very little is written on the use of poetry in library programs, and I soon realized that I would have to find my own ways of presenting poetry. I began trying different approaches to poetry with various age groups. Some approaches were very successful, while others fell flat. As I sorted the programs which excited the children from those which bored them, I found a significant pattern emerging. Those presentations worked which involved participation on the part of the children. When the children merely listened, they became restless. Through trial and error, I found a number of ways in which children could participate in poems.

A flannel board is effective in depicting poetry to preschoolers. With "I Know an Old Lady who Swallowed a Fly",<sup>1</sup> I used felt to make animals and the outline of an old lady with an enormous stomach. After reciting the poem for the children, I placed the lady on the flannel board and handed out the felt animals. As I repeated the poem, each child put his or her animal in the old lady's stomach when they heard the appropriate line. They enjoyed this, and insisted on doing it three times. For a storyhour which featured trolls, I wrote a short verse about trolls:

There once was a terrible troll  
Who ate his soup from a bowl  
He slept in a dirty old hole  
Which he shared with his pet, a mole  
One day he and his mole  
Wandered outside for a stroll  
To look for a long skinny pole  
To stir the soup in the bowl  
But all they found was some coal  
So they clumped on back to their hole

I wrote out the first part of each line on strips of paper about an inch wide. I backed these strips with scraps of felt, so that they would stick to the flannel board. Then I found or made a picture of each word



<sup>1</sup>. Rose Bonne and Alan Mills. *I Know an Old Lady who Swallowed a Fly*, New York: Rand McNally, 1961.



in the poem that rhymed with "oll" (with the exception of "stroll"). I arranged the words and the pictures so that the whole made a little word-and-picture story. The children and I read the poem together: I read the words and they "read" the pictures. They removed the pictures and placed them in different positions, thus making another poem, a more nonsensical one. Two of the five year olds thought of additional words which rhymed with "oll" and I made up lines for the poem using their

suggestions.

Chanting has also proved an effective way of involving young children in a poem. Preschoolers enjoy chanting simple Mother Goose rhymes. Slightly older children can participate in complicated variations of chanting. In using some of Carl Sandburg's poems with five to eight year olds, we incorporated a three-part chant. First, three sea poems were read: "Sea-Wash",<sup>2</sup> "Sandpipers"<sup>3</sup>, and "Sketch"<sup>4</sup>. The children were then divided into three groups. One group repeated the last line of "Sea-Wash"<sup>5</sup>: "The sea-wash repeats, repeats." One group made sandpiper noises: "chirp, chirp, chirp, chirp, chirp, chirp..." One group made the noise of the sea-wash: "swish-swash, swish-swash, swish-swash". Each group chanted softly, and the poems were read again, against the background of the chanting. The result was quite oceanic.

Props also make poems more accessible to children. There are two kinds of props: those that the adults working with the children pass around, and those that the children actually use. Color poems were enhanced by a series of fingerpaintings, collages, and arrangements of colored paper which I prepared to show various shadings of color. The children passed these around and commented on them. Props such as puppets or small dolls are sometimes useful. Before reading Carl Sandburg's poem, "Personality"<sup>6</sup>, I gave the children an ink pad and some sheets of paper. Each child made his or her thumb print. The children compared their thumbprints and concluded that each was different. We looked at the prints under magnifying glasses and talked about the patterns. One of our most successful props was devised by a volunteer mother at our library, Mrs. Helen Allen. To present Lewis Carroll's "Jabberwocky"<sup>7</sup> to children ages five to eight, she made a series of cards. Each card had one of Carroll's "made-up" words on the front (in a bright color) and a number on the back. The numbers represented the order of the words in the poem. The children lined up in numerical order, and we talked about their words, pronouncing them, trying them out in our mouths. Then the "Jabberwocky"<sup>8</sup>



2. Carl Sandburg. "Sea-Wash," from *Early Moon*, New York: Harcourt Brace, 1930. p. 75.

3. *ibid*, p. 74.

4. *ibid*, p. 72.

5. *op. cit.* p. 75.

6. Carl Sandburg, "Personality," from *Complete Poems* (first edition), New York: Harcourt Brace, 1950. p. 18.

7. Charles Lutwidge Dodgson. "Jabberwocky," from *Through the Looking Glass*, New York: Harper, 1902, p. 19-20.

8. *ibid*.

was read aloud to the children. As each child heard his or her word, he sat down. When the children were seated, the poem was read again. The third time the poem was read, the children stood when they heard their words. The idea of creating words was quite appealing to some of the children. Some children made up words and explained what they meant. Most children took their Jabberwocky words home with them.

Another effective way of introducing a poem is to demonstrate the various artistic ways in which a poem can be interpreted. On the day that I presented "I Know an Old Lady who Swallowed a Fly"<sup>9</sup> on the flannel board, I also showed the film of "I Know an Old Lady who Swallowed a Fly"<sup>10</sup> which featured animated cartoon characters and music by Burl Ives. With famous poems, it is frequently possible to find illustrations by more than one artist. Occasionally it is possible to find music written for a poem. Children are often fascinated by the idea that a poem can be represented in a variety of artistic modes. Showing them some of these modes encourages them to express their own response to a poem through art or creative dramatics.

Perhaps the most obvious way to invite participation is to encourage children to write their own poetry. This must be done with great care, however, so that the children do not feel judged or graded. I found two ways to maintain a relaxed atmosphere while writing poetry. A poem may be written as a group. With a small group of eight to ten year olds, I began a poem, "There once was a young man named Ed." I wrote the line at the top of a piece of paper, read the line aloud, and folded the top of the paper over. Each child in the group wrote a line rhyming with Ed, folded the page over, and passed the paper along. Since no one knew any of the lines but the first, a very silly poem about Ed resulted. A variation on this theme which I have not yet had a chance to try, could be effected by giving the group an end rhyme and a stack of file cards. Each child could write his or her line on a file card, the cards could be collected, and the group could arrange the cards into a poem.

It is also possible to encourage individual writing in a non-competitive way. For a program on nonsense poetry, we prepared a series of first lines for limericks. Each first line was written in brightly colored magic marker on a large sheet of newsprint. The lines included references to local schools, nearby towns, and to the library. After the children had heard a series of limericks, they were pleased to try the ones which we had started. One girl spurned our first line and made up a limerick all her own. When everyone was finished writing, we collected the limericks and read them aloud, retaining the anonymity of the writers. Although the limericks did not all scan perfectly, they were quite imaginative, and all were within the basic limerick form.



9. *Op. Cit. Bonne and Mills.*

10. *National Film Board of Canada. 6 min.  
16 millimeter.*





The approaches to poetry which I have briefly outlined work because they lessen some of the formality and distance which children have unfortunately learned to associate both with poetry and with the library. In each of my presentations, I have tried to introduce the poetry amid other activities and stories, and I have always tried to be cognizant of John Dryden's comments on poetry: "Delight is the chief, if not the only end of poetry: instruction can be admitted but in the second place, for poetry only instructs as it delights."<sup>11</sup> Can there be a better measure of success than a delighted child?

11. John Dryden. *An Essay of Dramatic Poesy* (third edition, revised), Oxford: Clarendon Press, 1926.

Ed note: for other interesting suggestions as to how to teach poetry to children, see Kenneth Koch's Wishes, Lies, and Dreams: Teaching Children to Write Poetry, Random, 1970 - LEH

## Adults Can't Read Either

The Christian Science Monitor, October 30, 1975

Johnny's parents can't read either.

New findings that one out of five American adults lacks enough basic skills to count change, read a newspaper, or write a job application means that U. S. education needs major "rethinking," according to a senior federal official.

U. S. education Commissioner Terrel H. Bell calls the findings "rather startling." "At one time, if a person could read or write, he could function in our society," he said. "But we now conclude that is not so."

The findings come from a \$1 million, four-year study of 10,000 people conducted for the Office of Education. They show that over half of American adults barely have the skills needed to function in the United States in the 1970's.

The survey shows that almost 34.7 million adult Americans are incompetent in such consumer tasks as reading a grocery ad, writing a grocery list, computing the unit price of a grocery item, and determining the best stores to shop in. Another 39 million just "get by" in coping with consumer basics.



Also, 30 percent of American adults (35 million) cannot read a flight schedule or bus schedule. Thirteen percent cannot address an envelope. And 58 percent (68.5 million) cannot understand a paragraph describing rights under arrest.

Dr. Bell acknowledged that the study confirms cries by many students for more "relevancy" in dealing with adult life. "We have moved into a decade in which the need for capability is being superseded by 'copeability'," he added.

The report stated, "as long as 'literacy' is conceived to be nothing more than the ability to read and write one's name, or to score at some low grade level on a standardized test developed for children, then the U. S. probably does not have a significant problem." Said Dr. Bell, "We now know that we prepare people for further education but not to meet the demands of living."

Several states, in response to earlier signs that high school curricula should offer more than college preparatory courses, now require students to pass "competency" tests in real life roles before they can graduate.

Freshmen in high schools in Oregon, for instance, are now taking courses in personal development, social responsibility, and career development rather than college-directed training. Mississippi, Texas, and Alabama also are converting to the new training.

"Teachers will require significant retraining in order to function effectively in providing basic education for adult life," the report said.

"The gap is widening between what adults know and what is demanded of them. The picture is more dismal than had been believed previously.

## MLA Midwinter Conference

February 5, 1976 - Sheraton Boston  
Theme - Library of Congress

### THE LIBRARY OF CONGRESS: WHAT'S IN IT FOR US?

. . . is the theme of the 1976 MLA Mid-Winter conference, to be held Thursday, February 5th at the Sheraton Boston. Included in the day's events will be an opportunity for everyone to become more familiar with the problems of copyright and computers, services to children, and the blind and physically handicapped, as well as the resources of the ethnic and language divisions. The issue to be raised by the National Conference on Libraries relative to the role of the Library of Congress as the national library will also be explored.

Where is LC going and is it leading us there? Reserve Thursday, February 5, 1976, on your calendar today.

The Massachusetts Library Association Annual Meeting will be held on Monday and Tuesday May 10-11, 1976, at Sea Crest, North Falmouth. For more information contact Ann M. Smith, Winchester Public Library (617-729-3770), Chairperson of the MLA Program Committee.

# Paraprofessionals: Training the Other Half

Matthias Newell

Government Publications Office  
University of Rhode Island Library

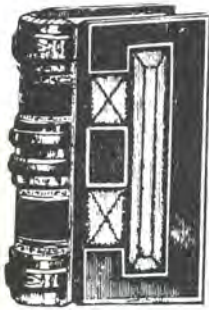
The person most visible to library users is often the paraprofessional -- the supervisor of circulation, the stack supervisor, the card catalog revisor, the bibliographic verifier. Paraprofessionals, the backbone of the support staff, generally comprise fifty percent or more of the total staffing of libraries. In the idealized library setup, the optimum ratio of two support staff members for every professional librarian is an unchallenged credo. Libraries, consequently, cannot do a top-notch job without an active concern in the continuing education of paraprofessionals. This article is a report on the recent surveys of paraprofessionals and administrators conducted by the Rhode Island Library Association with some tentative suggestions for the implementation of the Association's stated goal of continuing education for paraprofessionals.

There is a growing interest in continuing education in libraries on the national and state levels. This interest is underscored by the final report to the National Commission on Libraries and Information Science by the Graduate Department of Library Science of the Catholic University of America, which calls for the creation of a national network on continuing education to be called CLENE (Continuing Library Education Network and Exchange).<sup>1</sup> On the state level, the Rhode Island Library Association, as already mentioned, has just completed three surveys concerning continuing education. The groups surveyed were the professional librarians, the administrators, and the paraprofessionals. The results of the survey of professional librarians were reported in the August issue of *RILA Bulletin*.<sup>2</sup>

Before proceeding further, it will be useful to define the terms as set forth in the title of this article. "Paraprofessional" is defined as a Library Technical Assistant or one who works under the supervision of a professional librarian and assists in acquiring, organizing, processing, and providing access to library materials. The minimum requirement for a paraprofessional is a high school diploma or the equivalent. "Training" refers to continuing education, and continuing education is defined as opportunities for learning after whatever form of basic training is assumed to have been completed. One of the problems in dealing with the continuing education of paraprofessionals is not really knowing when the basic training -- formal or informal -- has been completed since there is not general agreement on what constitutes the basic training.<sup>3</sup> Hence the difficulty is compounded when one adds the concept of continuing education.

In 1974, the Rhode Island Library Association set as one of its long-range goals the continuing education of its membership. Some members of the subcommittee on continuing education of the Committee on Implementation of the Long-Range

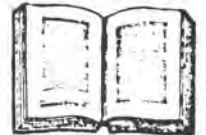




Goals decided to extend this activity by surveying the paraprofessionals of public and academic libraries of the state as to their interests in further education. No one was sure how many paraprofessionals, according to the subcommittee's definition, were employed in the state. Consequently thirty questionnaires were sent to each of the interrelated library systems and to the Department of State Library Services to be distributed according to the definition previously stated. Each college in

the state was contacted and asked how many staff members fitted the definition of paraprofessional. As a result, 314 questionnaires were distributed to the public and academic libraries. The questionnaires were distributed in September 1975 and the bulk of the returns were received by mid-October 1975. The results were hand-tabulated and are reported in 14 attached tables. At the same time, another group from the subcommittee on continuing education sent out a survey to library administrators in the state to assess their perception of continuing education needs for professionals and support staff. Support staff is not explicitly defined in the survey but the impression is that it included paraprofessionals and clericals. A summary of the results of this survey of administrators is also appended.

A comparison between the surveys of paraprofessionals and administrators shows substantial agreement on the use of courses for credit as a vehicle for continuing education. Forty of 79 paraprofessionals made courses for credit their first choice and 15 of 34 administrators found courses for credit most useful. It is notable that only a few administrators (9 of 34) were able to indicate the type of program most frequently attended by support staff. The most striking data from the survey of administrators is the fact that only 5 of 34 stated having a specific plan for staff development. The vast majority (27 of 34) had no plans and only 3 of the 27 planned to institute a program for staff development. Yet 33 of 34 felt that there is a definite need for continuing education of staff. Beyond these comparisons, the survey of administrators is less useful in regard to paraprofessionals since no distinction between paraprofessionals and clericals is made in the following areas under study.



A literature search concerning paraprofessionals resulted principally in descriptions of curricula rather than in the concept of continuing education. The problem, as already stated, is the lack of precision as to the contents of the basic education needed for the paraprofessional. The Rhode Island Library Association survey of paraprofessionals shows that the majority (68 of 79) of respondents worked as paraprofessionals on a long-term basis. These respondents indicated overwhelmingly that their first interest in continuing education related to topics that deal with service to the public (55 of 79). The nationwide survey conducted in 1973 by the Continuing Library and Information Science Education Project for the National Commission on Libraries and Information Science noted that 19 of 31 state library associations were providing continuing education opportunities for paraprofessionals, while 12 of 31 also had programs for library technicians.<sup>4</sup> This national survey defined paraprofessional as someone having a bachelor's degree and a library technician as someone having at least two years of college or post-secondary school training.<sup>5</sup> The Rhode Island Library Association survey of paraprofessionals revealed that 23 of 79 respondents would fit the definition of the national survey and 52 of 79 would fit the definition of library technician.



The Rhode Island Library Association survey of administrators reported that only 112 of 423 support staff were engaged in formal programs of continuing education while 97 of 218 professionals participated in continuing education programs beyond the MLS. The following comments taken from the survey of paraprofessionals eloquently present the case for the Association's stress on continuing education as a long-range goal for both professional and paraprofessional.



I think this is a great idea!

I would, of course, like to see some recognition, both financial and otherwise of the paraprofessional. I would like to see a greater willingness on the part of supervisors to train paraprofessionals in all aspects of their work--enabling them to get a broader picture of the work of which the paraprofessional is a part.

The LT courses do develop an awareness of what other segments of library service are working to achieve and do enhance the enjoyment of the work performed... all these courses should be required for development of attitude and awareness which contribute to the wholesome wholeness of a library staff enabling them to work better together.

(I) would like to see a little more fairness in the treatment of the paraprofessional staff in the following areas: 1) adjusted pay scales according to acquired skills and length of service; 2) credit given for above acquired skills and length of service.

The general impressions of the Rhode Island Library Association survey of paraprofessionals are:

1. Service to the public is the most important area for continuing education.
2. The most popular topic for continuing education is basic reference tools.
3. In the area of library materials, the topic of first choice was ordering and processing.
4. In the area of personal interest, the topic of first choice was supervisor/employee relations.
5. Interest is great for regular courses for credit -- a real plug for Library Technical Assistant training.
6. Providence is the preferred site for continuing education.
7. Morning is the preferred time with evening a close second.
8. There exists a good possibility that compensatory time will be given for continuing education.
9. There is a very high level of willingness to use one's own time for continuing education.
10. It is encouraging that a large number of libraries will pay for courses taken by paraprofessionals.
11. The vast majority of respondents have worked more than one year as paraprofessionals.
12. College training predominates among the respondents.
13. There is a large number of respondents who have never taken any professional library courses.
14. There is overwhelming agreement that the survey's definition fits the present work of the respondents.

What are the implications of this survey of paraprofessionals for the Rhode Island Library Association? First, it is obvious that the state association and national bodies are going in the same direction, as evidenced by the CLENE proposal and the state association's long-range goals. The national survey indicated that the top five unmet needs are "Updating," "Management," "Human relations," "Automation," and "Non-print media."<sup>6</sup> The state survey agrees by asking for updating first in basic reference tools.

Second, the state survey results indicate that the Association will need to work with the Graduate Library School and the Extension Division of the University of Rhode Island to provide the regular courses for credit asked for by the majority. To reach this majority, these courses, no matter who sponsors them, will have to be held in Providence.

Third, any plans for continuing education must take into account the fact that the majority of paraprofessionals in the state already have had some college-level training.

Fourth, some effort should be made to devise a classification ladder for paraprofessionals, since this is a life career parallel to that of professionals. Continuing education that is in no way connected with job advancement will result in frustration rather than improved service, as some of the comments above illustrate.

Fifth, paraprofessionals are not in favor of in-house programs which are often related to introduction to new jobs. Only 13 of 79 respondents preferred on-the-job training.

Sixth, the need to update should not be confused with having paraprofessionals take Library Technical Assistants courses. And it must be remembered that basic education and continuing education are not one and the same thing.

Seventh, there is need for libraries in the state to make clear definitions of the duties of paraprofessionals, professionals, and clericals. Continuing education without such clear definitions would increase morale problems.

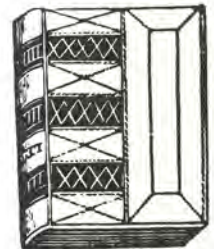
Eighth, the Association needs to consider the organization of a section or division for paraprofessionals. This would have a voice and stimulate efforts at continuing education for this neglected but valuable segment of library manpower.

In summary, the paraprofessionals of Rhode Island have indicated their interest in continuing education with emphasis on service to the public. Most paraprofessionals are long-term workers who see regular courses for credit as desirable. These paraprofessionals are willing to use their own time for a continuing education program. The fact that a nationwide survey indicates similar interest, shows that Rhode Island library workers have given a clear mandate to the Association.



REFERENCES

1. Elizabeth W. Stone, Continuing Library and Information Science Education: final report to the National Commission on Libraries and Information Science, Washington, Government Printing Office, 1974.
2. Matthias Newell, "RILA Survey on Continuing Education," RILA Bulletin 48 (August 1975), pp. 19-21.
3. The following is a sampler of articles dealing with what training a paraprofessional needs:  
 American Library Association, "The subprofessional or technical assistant: a statement of definition," ALA Bulletin 62 (1968), pp. 387-397.  
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● Appendix I: Survey for Library Paraprofessionals

Rhode Island Library Association Sub-Committee on Continuing Education

A professional is a Library Technical Assistant (LTA) or someone who works under the supervision of a professional librarian and assists in acquiring, organizing, processing, and providing access to library materials. A high school diploma or equivalent is required.

I. In which of the following areas would you like further education? Please number these areas in order of your preference, placing a number one (1) by your first choice, and so on.

- |  |  |
|--|--|
| <p>A. Service to the public</p> <p>_____ Circulation</p> <p>_____ Dealing with problem patrons</p> <p>_____ Telephone etiquette</p> <p>_____ Basic reference tools</p> <p>_____ Library statistics</p> <p>_____ Your library in the community</p> <p>_____ Other</p> | <p>B. Utilization of Library materials</p> <p>_____ Posters and exhibits</p> <p>_____ AV hardware and software</p> <p>_____ Ordering, receiving, processing</p> <p>_____ Computer and related technology</p> <p>_____ Book repair and binding</p> <p>_____ Other</p> |
|--|--|

C. Serving yourself

- \_\_\_\_\_ Supervisor/employee relationships
- \_\_\_\_\_ Unions and staff organizations
- \_\_\_\_\_ Handling grievances
- \_\_\_\_\_ Employee fringe benefits such as retirement, medical, dental
- \_\_\_\_\_ Other

Of the three general areas above (A, B, or C) which do you think is the most important? \_\_\_\_\_

II. Which would you prefer?

- A. Format \_\_\_\_\_ Regular courses for credit (LTA or other)
- \_\_\_\_\_ Workshops for no credit
- \_\_\_\_\_ RILA preconference on annual basis
- \_\_\_\_\_ Organized on-the-job training
- \_\_\_\_\_ Other

B. Where and When

- Best site for you \_\_\_\_\_ Providence \_\_\_\_\_ Rotating at regional libraries
- \_\_\_\_\_ URI campus \_\_\_\_\_ Your library
- \_\_\_\_\_ alternating between Providence and regionals
- Best time for you \_\_\_\_\_ Morning \_\_\_\_\_ Afternoon \_\_\_\_\_ Evening

- III. Who will pay? Does your library provide compensatory time? Yes \_\_\_\_\_ No \_\_\_\_\_
- Are you willing to use your own time? Yes \_\_\_\_\_ No \_\_\_\_\_
- Will the library pay for any course work you take? Yes \_\_\_\_\_ No \_\_\_\_\_

IV. Facts about you.

- A. Time worked as a paraprofessional: Less than 1 year \_\_\_\_\_ 1 year or more \_\_\_\_\_
- B. Highest educational level reached \_\_\_\_\_
- C. Any professional library courses \_\_\_\_\_
- D. Does your present work fit the definition of PARAPROFESSIONAL above? \_\_\_\_\_

● Appendix II: Results of Survey of Paraprofessionals

Table 1. Choices of Topics Relating to Service to the Public

Topics	First	Second
1. Basic reference tools	39	12
2. Dealing with problem patrons	15	9
3. Your library in the community	11	18
4. Circulation	2	7
5. Library statistics	2	10
6. Other	2	1
7. No answer	7	22
Total	79	79



Table 2. Choices of Topics Relating to the Utilization of Library Materials

Topics	First	Second
1. Ordering, receiving, processing	27	10
2. Book repair and binding	17	8
3. AV hardware and software	12	19
4. Posters and exhibits	9	13
5. Computer and related technology	9	11
6. Other	1	0
7. No answer	4	18
Total	<u>79</u>	<u>79</u>

Table 3. Choices of Topics Relating to Self

Topics	First	Second
1. Supervisor/employee relationships	29	16
2. Employee fringe benefits such as retirement, medical, dental	22	8
3. Unions and staff associations	9	16
4. Handling grievances	8	11
5. Other	3	0
6. No answer	9	28
Total	<u>79</u>	<u>28</u>

Table 4. Choices of Most Important Area for Study

1. Service to the public	55
2. Utilization of library materials	5
3. Combination of no. 1 and no. 2	4
4. Combination of no. 2 and no. 5	3
5. Serving self	2
6. Combination of no. 1 and no. 5	1
7. No answer	9
Total	<u>79</u>

Table 5. Choices of Format for Continuing Education

Topics	First	Second
1. Regular courses for credit (LTA or other)	40	6
2. Organized on-the-job training	13	12
3. Workshops for no credit	17	7
4. RILA preconference on annual basis	5	4
5. Other	5	3
6. No answer	0	47
Total	<u>79</u>	<u>79</u>

Table 6. Choices of Best Site for Continuing Education

Places	First	Second
1. Providence	28	3
2. One's own library	23	13
3. URI campus	13	3
4. Rotating at regional libraries	9	5
5. Alternating between Providence and regional libraries	4	1
6. No answer	<u>2</u>	<u>54</u>
Total	79	79

Table 7. Choices of Best Time for Continuing Education

Times	First	Second
1. Morning	33	3
2. Evening	31	4
3. Afternoon	11	2
4. Anytime	1	0
5. No answer	<u>3</u>	<u>70</u>
Total	79	79

Table 8. Library Providing Compensatory Time

1. Yes	31
2. No	31
3. No answer	<u>17</u>
Total	79

Table 9. Willingness to use Personal Time for Continuing Education

1. Yes	52
2. No	20
3. No answer	<u>7</u>
Total	79

Table 10. Library Financing Course Work for Continuing Education

1. Yes	37
2. No.	19
3. No answer	<u>23</u>
Total	79

Table 11. Length of Service as Paraprofessional

1. More than one year	68
2. One year or less	9
3. No answer	<u>2</u>
Total	79

Table 12. Educational Level of Paraprofessionals

Professional library degree (MLS)	1
College degree	22
Some college work	25
High school completed	26
Other (Nursing, vocational, business, etc)	5
No answer	<u>2</u>
Total	79

Table 13. Library Education Already Acquired

1. No courses	37
2. LTA courses	22
3. Some courses	16
4. No answers	<u>4</u>
Total	79

Table 14. Compatibility of Present Assignment with Definition of Paraprofessional

1. Compatible	66
2. Not compatible	6
3. No answer	<u>7</u>
Total	<u>79</u>

● Appendix III: Questionnaire for Library Administrators on Continuing Education, with Tabulation of Numerical Response

I. Current Program

1. What types of continuing education programs have you personally found most useful?

- |           |   |
|-----------|---|
| <u>15</u> | Courses for credit  |
| <u>4</u>  | Courses without credit  |
| <u>9</u>  | RILA conferences  |
| <u>20</u> | Other professional conferences  |
| <u>12</u> | Institutes  |
| <u>19</u> | Workshops   |
| <u>6</u>  | Other: 2: Library publications; 1: In-house training, Conversations with librarians<br>Library Administrator Development Program, Any related to libraries. |

2. In what ways do you encourage your staff to participate in continuing education?

<u>Professionals</u>	<u>Support Staff</u>	
<u>19</u>	<u>23</u>	a) Notify staff of programs, scholarships, etc.
<u>5</u>	<u>7</u>	b) Allow time off which must be made up.
<u>20</u>	<u>22</u>	c) Allow time off which is considered part of the job.
<u>18</u>	<u>15</u>	d) Provide funds to support staff participation.
<u>2</u>	<u>4</u>	e) Offer merit raises.
<u>4</u>	<u>7</u>	f) Offer possibility of promotion.
<u>1</u>	<u>1</u>	g) Other: Individual conferences on staff development Increased responsibilities

3. How many people does your library employ? 218 professionals 423 support staff

4. In an average year, how many members of your staff participate in continuing education programs? 97 professionals 112 support staff

5. Rank in order the type of program most frequently attended by your professional staff:

- |           |   |
|-----------|---|
| <u>6</u>  | Advanced training in library skills     |
| <u>9</u>  | Personnel/management/information skills |
| <u>13</u> | Subject specialties                     |
| <u>2</u>  | Other: <u>Conferences</u>               |
| <u>1</u>  | <u>Archival programs</u>                |

6. Rank in order the type of program most frequently attended by your support staff:

- |          |   |
|----------|---|
| <u>4</u> | Courses for M. L. S.  |
| <u>7</u> | Courses for Library Technical Assistant   |
| <u>6</u> | Personnel/management/information skills   |
| <u>9</u> | Subject specialties   |
| <u>7</u> | Other: 3: conferences; 1: Technical skills, Civil service incentive courses.<br>Workshops, Typing |

7. Do you have a specific plan for staff development? 5 yes 27 no  
 If yes, please either forward a copy of it to the Committee or describe below.  
 If no, do you plan to institute a program for staff development? 3 yes 18 no.  
 Please describe any such proposal.

## II. Future Program

1. Do you feel there is a need for continuing education programs for library personnel in Rhode Island? 33 yes 1 no  
 2. If yes, which organization do you think should have the primary responsibility for developing such programs?

### Total

<u>2</u>	Department of Education
<u>18</u>	Graduate Library School
<u>10</u>	R.I. L.A.
<u>8</u>	D.S. L.S.
<u>2</u>	each interrelated region
<u>2</u>	individual libraries
<u>1</u>	other: URI - GLS AND LTS
<u>1</u>	GLS if it develops plan for support staff

3. What types of programs do you wish to see developed?

<u>17</u>	Courses for credit
<u>7</u>	Courses without credit
<u>12</u>	Institutes
<u>21</u>	Workshops
<u>7</u>	Conferences
<u>19</u>	Specialized seminars
<u>15</u>	Mini-courses
<u>6</u>	Other: 2: Any consistent with material to be covered; 1: Post-master's program, Procedures for on-the-job training, Printed materials, eg. bibliographies

4. In which of these subject areas would you like members of your staff to attend programs?

<u>11</u>	Rare books and book preservation	1: NEDCC gives
<u>11</u>	Non-print media	1: DSLS gives
<u>17</u>	Management skills	<u>1</u> Outreach programs
<u>16</u>	Public relations	<u>1</u> Learning psychology
<u>17</u>	Reference tools	<u>1</u> Business procedures
<u>19</u>	Reference techniques	<u>2</u> Appraisal of library materials (gifts, resale)
<u>6</u>	Computerized cataloging systems	
<u>7</u>	Information retrieval systems	<u>1</u> Legal research
<u>8</u>	Cooperative systems	<u>1</u> Bibliographic instruction
<u>9</u>	Government documents	
<u>1</u>	Other: Cataloging rule update	1 Collection Development
<u>1</u>	Other: Grant proposals	1 Interpersonal relations: staff public relations

# On Closing the DSLS Processing Center

Edward J Brier

Head of the Cataloging  
Dept., Providence Public Library

The news of the closing of the State Processing Center at DSLS I feel is regrettable. Although the Providence Public Library could not continue to support the Processing Center (see RILA Bulletin, Nov. 1975, p. 12 - 14), nevertheless the services they provided to certain types of libraries were very significant.

The editor of the RILA Bulletin has requested a report from DSLS to the ad hoc committee. I'm not sure what good another report will do because the fact remains - they are closing due to a lack of funds. The 100 plus libraries holding contracts for processing are suddenly cast adrift - they are in a real predicament! How are their books going to be processed i. e. made available to use? to circulate? to be preserved? But simple processing alone is not enough. How will cards be made to show the holdings of these libraries.

The library community in general, and the contractual libraries in particular, cannot accept such a setback with apathy! I feel that DSLS and the affected libraries should make every attempt to resolve this problem - by finding a solution to keep the Processing Center from being not only an ideal concept for these libraries - but in being a reality!

The \$1.25 per volume figure DSLS quoted is much too low to remain economically feasible to operate. A \$3.00 figure is more in line with costs of cataloging per volume - and is not unreasonable. Would that figure get the Processing Center back on its feet? Would contractual libraries pay such a figure? If they don't, they'll either have to go commercial - which poses new problems, or hire their own staffs, or do nothing! So it is in the best interests of these contractual libraries not to allow their Processing Center to die!

And can't DSLS find ways to cut costs even further? Can costs be cut by avoiding "custom cataloging" e. i. accommodating the special needs of member libraries - this is time i. e. money! Could not the elimination of non-essential elements on the catalog card be considered?

I do agree with the editor of the RILA Bulletin, a conference on the plight of the small libraries vis a vis the cataloging and processing of materials is not only needed -- but urgent! If nothing is done, the future of these libraries remaining libraries, with organized book collections, is in jeopardy. The next step down is their degeneration into neighborhood drop-in-centers. A fragmented and inconsistent cataloging system, subject to the whims of whomever is doing the cataloging at the time - be they a cataloger, semi-autonomous branch librarian, central processing center, or commercial cataloger - is not the ideal way to maintain bibliographic control of material - but it is better than doing nothing at all! having nothing at all! And this is the situation for over a hundred small libraries beginning January 1, 1976!

So as the editor suggests, a meeting is very much in order on this subject. The contractual libraries, DSLS, the Leveillee ad hoc committee, and all concerned parties should be present to offer solutions to this problem.

Ed note: The RILA Executive Board would like to know what actual demand there is for such a meeting. If it is important to you please let the Bulletin editors or the Executive Board Members know.

# Article of the Month

"Foundation Funding," L J, December 15, 1975.

Patricia Senn Breivik, Assistant Dean of the Pratt Institute Graduate School of Library and Information Science, has written the finest account to date on the relationship of foundation giving and libraries. The article is of special interest locally in so far as it notes that Rhode Island libraries have received only one foundation grant, of \$10,000, and in so far as it details ways of seeking foundation grants. Providence Public Library is Rhode Island's local library cooperating with New York's Foundation Center to make information available to everyone about foundation grants. Please contact Mildred Giusti at Providence for further information.

## S B I and the First Amendment

Myron Kirkes

Coordinator, Northern  
Interrelated Library System

A new bill to revise the U. S. Criminal code was recently introduced in the Senate Judiciary Committee. The original proposals for this measure came out of the National Commission on Reform of Criminal Law, headed by ex-governor of California, Pat Brown. Senate Bill 1 (SB1) was introduced in the Judiciary Committee after the Nixon and Ford administration made several changes in the legislation. The new version of the bill would allow wiretaps of any political leader, police to break up political demonstrations, prosecutions of persons who expose corruption, government to prosecute news media for publishing classified material, prosecution of those who plan political demonstrations, and the government to arrest you if your demonstration "annoys" someone. The June 5th issue of the Wall Street Journal had some rather strong reservations about this new legislation, "SB1 quite laudably advanced as an effort to codify revise and reform federal criminal law, actually goes far beyond that rather innocent description and proposes a number of far reaching changes that raise some very real threats to civil liberties." Perhaps librarians and members of the media as well as congress should take a closer look at this bill before it is passed.

SB1 would effectively put a muzzle on the press by allowing the government to impose sentences of up to seven years and fines up to \$100,000 under section 1124 by prosecuting individuals for passing classified information to a person who is not authorized to receive it. Under the guidelines of SB1, individuals could have been prosecuted for releasing information on the Cambodian bombings, the Ellsberg psychiatrist breakin or CIA domestic spying. This legislation would also have put Daniel Ellsberg behind bars. In Rhode Island, Jack White of the Providence Journal might have been prosecuted under SB1 for his story about President Nixon's income taxes.

There are many people who justifiably believe the U. S. Criminal Code should be revised, SB1 attempts to do this but in doing so infringes on many rights guaranteed under the first amendment. There are probably librarians in Rhode Island who are in basic agreement with SB1 for many reasons. However, in viewing SB1 as a public servant, one might first consider the value of three books now on the shelves of most public libraries. All the President's Men, The CIA and the Cult of Intelligence and The Pentagon Papers. Under the criteria established in SB1, the likelihood of these books being published is very small.

## Calendar

- January 13 Social Responsibilities Round Table, 22 John Street, Providence, R. I. 7:30 p. m.
- January 18-24 ALA Midwinter Conference, Chicago
- January 23-24 "Third Annual Workshop," Rhode Island School Media Association, Sheraton Islander, Newport. See December Bulletin for registration form and information.
- January 26 "Health Materials," Monthly Adult Book Meeting, 9:30 - 11:30 a. m., Meeting Room, Providence Public Library.
- January 26-30 Media Production Week, 10 a. m. - 4 p. m., Department of State Library Services. Contact Peter Salesses at DSLS for an appointment.
- February 5 Massachusetts Library Association Midwinter Conference, Theme: "Library of Congress," Sheraton Boston Hotel, Boston, Mass. Call Ann M. Smith, 617-729-3770 for information.
- February 14 "Skills Development Workshop" on staff development and participative management, New England Outreach Network, Nashua Public Library, Nashua, N. H., 9:30 a. m. Please register in advance by contacting Howard Lowell, Revere, Mass. 02151 - telephone 617-284-0102.
- February 28 "Legal Aspects of Information," one day workshop sponsored by Special Libraries Association and ASIS, Roosevelt Hotel, N. Y. City. Contact L. Valuck, R. R. Bowker Co., 1180 Avenue of the Americas, N. Y. C. 10036 telephone 212-764-3387.
- March 10-12 "Processing and Automation at The Library of Congress," an ALA 3 day introductory institute. For registration and information contact Donald Hammer, Executive Secretary ISAD, ALA, 50 E. Huron St., Chicago, Illinois 60611 - telephone 312-944-6780.
- April 4-10 National Library Week, Theme: "At the Library? At the Library! Come See What's New Besides Books." For information regarding posters, buttons, banners, and bookmarks plus radio and TV spot announcements, write Public Information Office, ALA, 50 E. Huron St., Chicago, Illinois 60611.
- May 6-8 New England Educational Media Association Spring Conference, Wentworth-by-the-Sea, Portsmouth, N. H. Contact J. F. Giorgio, Fairfield Public Schools, Fairfield, Conn. 06430 for information.
- May 20 RILA Spring Conference, South Kingston Public Library and The University of Rhode Island.
- July 18-24 American Library Association Annual Conference, Chicago - see January 1976 American Libraries for further information.

# R I L A Logo Contest

(Extended by Popular Demand)

The Publicity Subcommittee of the Rhode Island Library Association Long Range Plan Implementation Committee has decided to sponsor a logo design contest and offer a prize of \$25.00. The logo (Webster's 7th Collegiate - logogram - a letter, symbol or sign used to represent an entire word) would be for the Rhode Island Library Association. Entries would be accepted from anyone, not just library employees, and should be submitted no later than February 1, 1976 to Jean L. Nash, West Warwick Public Library System, 1043 Main Street, West Warwick, R. I. 02893



All entries must be designs of no more than two colors, on white ground, size to be 4" x 6" and capable of being reproduced. Any medium is acceptable. This logo would be used in many places - RILS stationery, billboards, posters, etc., and hopefully would make the public "think libraries" when they saw it.



## The Exchange

Because of a demand, especially from graduate library schools, for back issues of the Bulletin, the Bulletin staff continues its appeal for earlier issues of this publication. We especially need the following numbers: volume 47, number 2 (incorrectly printed as number 3)- with the fat 19th century gentleman on the cover - plus - volume 48, November 1975 issue.

Please check your desk drawers and dust bins for old Bulletins. Thanks much.

### NOTICE

The article scheduled for this issue on local unions has been delayed by the arrival of late breaking news. It should appear in the February Bulletin.



# RILA - Personal Membership Application

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# National Ad Hoc Committee Against Censorship

Myron Kirkes

Coordinator, Northern  
Interrelated Library System

On December 9th the National Ad Hoc Committee Against Censorship sponsored a one-day workshop in New York City. The committee is made up of 28 national organizations including the American Library Association, the American Civil Liberties Union and the National Council of Jewish Women. The various organizations are united in their concern about recent increases in attacks on a wide range of material unequivocally protected by the First Amendment.

The first speaker on the agenda was Franklin S. Haiman, professor of Communications Studies, Northwestern University. Mr. Haiman's talk was on the history of censorship and obscenity. In 1821 the Comstock Act was passed, which made it illegal to transport obscene material across state lines. He felt this was the single most significant legal decision prior to the twentieth century. In 1933 the U. S. Customs Office sought to prohibit the entry of James Joyce's Ulysses. By 1952 films came under attack of the censors and the Supreme Court handed down a decision which stated that films were protected under the first amendment. During the late fifties and early sixties the court continued to swing in a liberal direction handing down decisions which stated that materials brought before them for decisions were not obscene. However, in 1966, the court handed down a decision which sent Allen Ginsberg to jail for mailing erotic advertisements.

In 1967 Lyndon Johnson appointed the National Commission on Obsenity and Pornography. One of the conclusions reached by this national commission was that there was no causal relationship between erotic material and anti-social behavior. Six years later the Supreme Court rewrote the obscenity law which gave local communities control over decisions made in this area. Chief Justice Burger was in basic disagreement with the national commission as he was not concerned about obscene material having behavioral effects on individuals but believed local communities should have ultimate authority in this type of decision. Not long there after, the Supreme Court of the state of Georgia ruled the film Carnal Knowledge to be obscene and the cities of New York and Chicago made similar decisions in regards to Deep Throat. Professor Haiman ended his lecture by saying that the Supreme Court would probably turn to a more liberal interpretation of obscenity in the near future and continue in that direction for many years.

The second part of the morning meeting was devoted to a role playing session with Judy Krug, National IFC Chairperson, and several members of the Columbia Library School acting out the roles of a junior high school board of education and members of the audience playing the part of parents. This controversy centered around the book Go Ask Alice and whether it should be included in the collection of the library.

During lunch actor Melvyn Douglas gave a speech from the play Inherit the Wind. At 80 some odd years of age, Mr. Douglas has not lost any of his abilities to give a moving speech and captivate an audience. His speech was the highlight of a very wellplanned and informative conference.

The afternoon session was devoted to two views of government secrecy, one presented by Morton Halperin, the Director of the National Security and Civil Liberties Project, and the other view presented by Frank Trager, Professor of International Affairs and Director of the National Security Program, N. Y. U. First Mr. Haperin spoke briefly on the

American role in the overthrow of Salvador Allende in Chile and the Nixon administration's commitment of resources to that project once he was elected. He sees a major problem with government secrecy and the manner in which it has affected our recent history. Once a project such as the overthrow of Allende is initiated, only those officials who are in favor of the operation are allowed to know that it exists. Obviously this process leaves very little room for criticism other than minor changes that might take place.

Halperin believes that this attitude toward secrecy is one of the major factors behind many of the federal government's major foreign policy blunders in recent years. In turn he advocated congress enacting laws that would classify a smaller percentage of information and only that information which could genuinely damage our national security. In enacting new legislation, the government should always weigh the public's right to know against the government's right to secrecy.

Professor Trager is in opposition to the concept of the public's right to know and he feels that congress should act as a control on the CIA and the National Security Council. He stated that the Executive Branch of the Federal Government has been involved in overt and covert activities as well as dirty tricks for the last 28 years with the full knowledge of congress. In many cases where congress has complained about being kept in the dark it was by their own failure to monitor CIA activities. According to Professor Trager, the public has little right to know about CIA activities and the concept of the public's right to know is not worth serious consideration. He favors congressional oversight. As well as special commissions and panels to act as a body which has power to regulate misconduct in the National Security Council as well as the intelligence community.

Judy Krug and the organizers of the workshop should be congratulated for their outstanding, well-balanced conference.

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# SRRT Job Hotline

The Social Responsibilities Round Table (SRRT) has for some time intermittently published a job hotline. In an effort to disseminate information more regularly the SRRT Job Hotline now appears monthly in the RILA Bulletin. We are anxious to make the "Hotline" as meaningful as possible and you can help. If you have knowledge of any library position (professional or non-professional) in the southeastern New England area, please contact the Job Hotline coordinators: Candice Civiak, Providence Public Library 401-521-7722 ext. 253 or Nancy D'Amico, Roger Williams College Library, 401-255-2361.

LIBRARY: Dartmouth Public Library  
Job Title: Director  
Requirements: Previous administrative and  
L Library experience.  
Salary: Negotiable.  
Hours: Full Time.  
Contact: Chairman, Board of Trustees  
Southworth Library, Dartmouth, Mass.  
02748. Send resume.

LIBRARIES: Peacedale, Matunuck,  
Kingstown  
Job Title: Director of South Kingstown  
Libs. For information about salary  
and requirements write to Mrs.  
Mabel Smith, Post Road, Wakefield,  
R.I.

LIBRARY: Brown University,  
Lib.  
Job Title: Library Asst. Specialist  
Requirements: AB in Social Sciences,  
knowledge of French and German.  
Salary: Negotiable.  
and  
Job Title: Library Asst. Specialist  
Requirements: AB in History, knowledge  
of French and German  
Contact: Brown Placement Office

LIBRARY: Swansea Public Library  
Job Title: Head Librarian  
Requirements: MLS or Professional  
certificate. Experience necessary.  
Local applicants preferred.  
Hours: 30 per week  
Contact: M. C. Gardner, Secretary  
Board of Trustees, 1087 Gardner  
Neck Road, Swansea, Mass. 02777

LIBRARY: Russell Public Library  
Job Title: Children-Youth Services  
Requirements: AB minimum  
Salary: 7,671  
Hours: Full time  
Contact: William van Beynum, Dir.  
Russell Public Library  
Middleton, Conn.

LIBRARY University of Rhode Island Library  
School  
Job Title: Instructor  
The position involves teaching one basic cata-  
loging course during the summer session  
(evenings). For details contact the Dean of the  
Graduate Library School, Univ. of Rhode Island  
LIBRARY: Fisk Public Library, Wrentham, Mass.

Job Title: Director  
Salary: Negotiable  
Contact: Mr. Cormier, Chairman, Board of  
Trustees, 52 Phillips Lane, Wrentham, Mass.  
LIBRARY: Cranston Public Library  
Position: Librarian, Main office of  
library system. (Technical services)  
Requirements: Graduate of ALA accredited  
library school, demonstrated managerial skills  
and experience in technical services.  
Minimum salary: \$11,568  
Send letter of application, references, and resume  
by January 30 to: James T. Giles, Director  
Cranston Public Library, 825 Broad Street  
Cranston, R. I. 02905  
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\* \* \* \* \*

Additional copies of this list may be obtained  
by sending a stamped self-addressed envelope with  
a request to either of the above Hotline Coordinators.

# Gallimaufry

We were saddened in December to learn of the death of the chairman of the Newport Public Library Board of Trustees, Donato D'Andrea.

\* \* \* \* \*

It has already been established that public library branches, in neighborhoods being renovated with Community Development Act money, can be eligible for construction funding for anything from a whole building to something like elevators or ramps that facilitate use by the handicapped. Now a report from the Lewis and Clark Library System (Illinois) of a letter from HUD says that even a main library can be eligible--if its location makes it an integral part of the community involved. This could be the one chance for the many small public libraries to tap into federal aid--which in most states was not available under Title II of LSCA--priorities under state plans generally barring their participation. The HUD language quoted by L&C: "After a careful review of the matter, we concluded that neighborhood libraries could qualify as neighborhood facilities. However, in small communities, the whole city may constitute a single neighborhood. We therefore concluded that a central library in communities under 10,000 served, as a practical matter, as a neighborhood library and would be eligible for assistance."

\* \* \* \* \*

Mrs. Leslie Peltier, Assistant Director, West Warwick Public Library, is serving as the Rhode Island representative to the New England Round Table of Children's Librarians. Composed of librarians and other persons interested in children's literature, this organization promotes library service for children.

\* \* \* \* \*

Norman Tilles, the Chairman of the Board of the Pawtucket Library, has announced his retirement effective when his replacement is named by Mayor Dennis Lynch. He was presented with a plaque by other board members at a recent meeting. Curt Bohling, Director of the Pawtucket Public Library, presented the plaque on behalf of the trustees. The retiring chairman has also served as a member of the board for ten years and vice chairman for six years. Among his many accomplishments, Mr. Tilles is a member of the Board of Director of the Jewish Community Center, Vice President of Trinity Square Repertory Company, President of the Rhode Island State Council for the Arts and National Chairman of the American Jewish War Veterans.

\* \* \* \* \*

Gail Sonneman Davidson has been appointed fine arts librarian at the Woonsocket Harris Public Library. A graduate of the University of Michigan with a special interest in music, she resides in Providence with her husband. After a stint in academic libraries she is excited about the public library pace.

\* \* \* \* \*

Providence Public Library has mounted a five year fund raising campaign under the direction of fund development officer Robert Persson. The library's operational deficit this year will be close to \$200,000, and in the last 5 years the library has had to draw on \$500,000 of endowment monies to meet operating deficits. Aimed at raising \$250,000 in the next five years the campaign will be focused on individuals, as well as business, labor and community organizations.

\* \* \* \* \*

Robert Burford notes that The American Car Since 1775 (1971) there is a picture of a 1912 International Harvester "High Wheeler" Bookmobile. The first?

\* \* \* \* \*

The Pawtucket Library's Senior Awareness Program - the one which brings books, magazines, puzzles and phonograph records to persons in rest homes and halfway houses - has lost the \$16,300 United Way funding which launched it earlier this year.

Notification of the decision to drop the library project from its group of recipients of "special needs" grants was received by the library this week from the United Way's executive budget committee chairman, Peter N. Toulmin. In addition to the United Way grant, the project also received \$2,500 from the State Department of Library Services for this year's regional operation.

\* \* \* \* \*

The Senate Judiciary Committee of the R. I. General Assembly will soon consider the permanent appointment of Miss Jewel Drickamer as director of the Department of State Library Services.

\* \* \* \* \*

Late in December a fire destroyed the New Research Library in mid-town Manhattan. The Library was a total loss, which surprised many since it was located next door to a firehouse. But a greater surprise occurred when the Library was discovered to be a massage parlor.

\* \* \* \* \*

And lastly, please do not forget to keep the Bulletin staff informed of news at your library - a phone call to any staff member listed on the inside front cover of any issue will do the trick. If you never see mention of your library in the Bulletin, it's very simply because we've never heard from you. In the words of St. Paul, "Let your light shine..."

\* \* \* \* \*

#### QUOTABLE QUOTES

Though scandal be taken at a truth, it is better to permit the scandal than to abandon the truth.  
- Pope Gregory the Great

But the Greeks were civilized, because they thought.  
- Gilbert Highest, The Classical Tradition

# Duties and Responsibilities

from Virginia Young's The Library  
Trustee, 1964

## OF THE LIBRARY BOARD

1. Employ a competent and qualified librarian.
2. Determine and adopt written policies to govern the operation and program of the library
3. Determine the purposes of the library and secure adequate funds to carry on the library's program
4. Know the program and needs of the library in relation to the community;
5. Establish, support, and participate in planned public relations program
6. Assist in a preparation of the annual budget
7. Know local and state laws; actively support library legislation in the state and nation
8. Establish among the library policies those dealing with book and material selection
9. Attend all board meetings and see that accurate records are kept on file at the library
10. Attend regional, state and national trustee meetings and workshops, and affiliate with the appropriate professional organizations
11. Be aware of the services of the state library extension agency
12. Report regularly to the governing officials and the general public

## OF THE LIBRARIAN

1. Act as technical advisor to the board; recommend needed policies for board action; recommend employment of all personnel and supervise their work
2. Carry out the policies of the library as adopted by the board
3. Suggest and carry out plans for extending the library's services
4. Prepare regular reports embodying the library's current progress and future
5. Maintain an active program of public relations
6. Prepare an annual budget for the library in consultation with the board and give a current report of expenditures against the budget at each meeting
7. Know local and state laws; actively support library legislation in the state and nation
8. Select and order all books and other library materials
9. Attend all board meetings other than those in which his own salary or tenure are under discussion; may serve as secretary of the board
10. Affiliate with the state and national professional organizations and attend professional meetings and workshops.
11. Make use of the services and consultants of the state library extension agency
12. Report regularly to the library board, to the officials of local government, and to the general public

RHODE ISLAND LIBRARY ASSOCIATION

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