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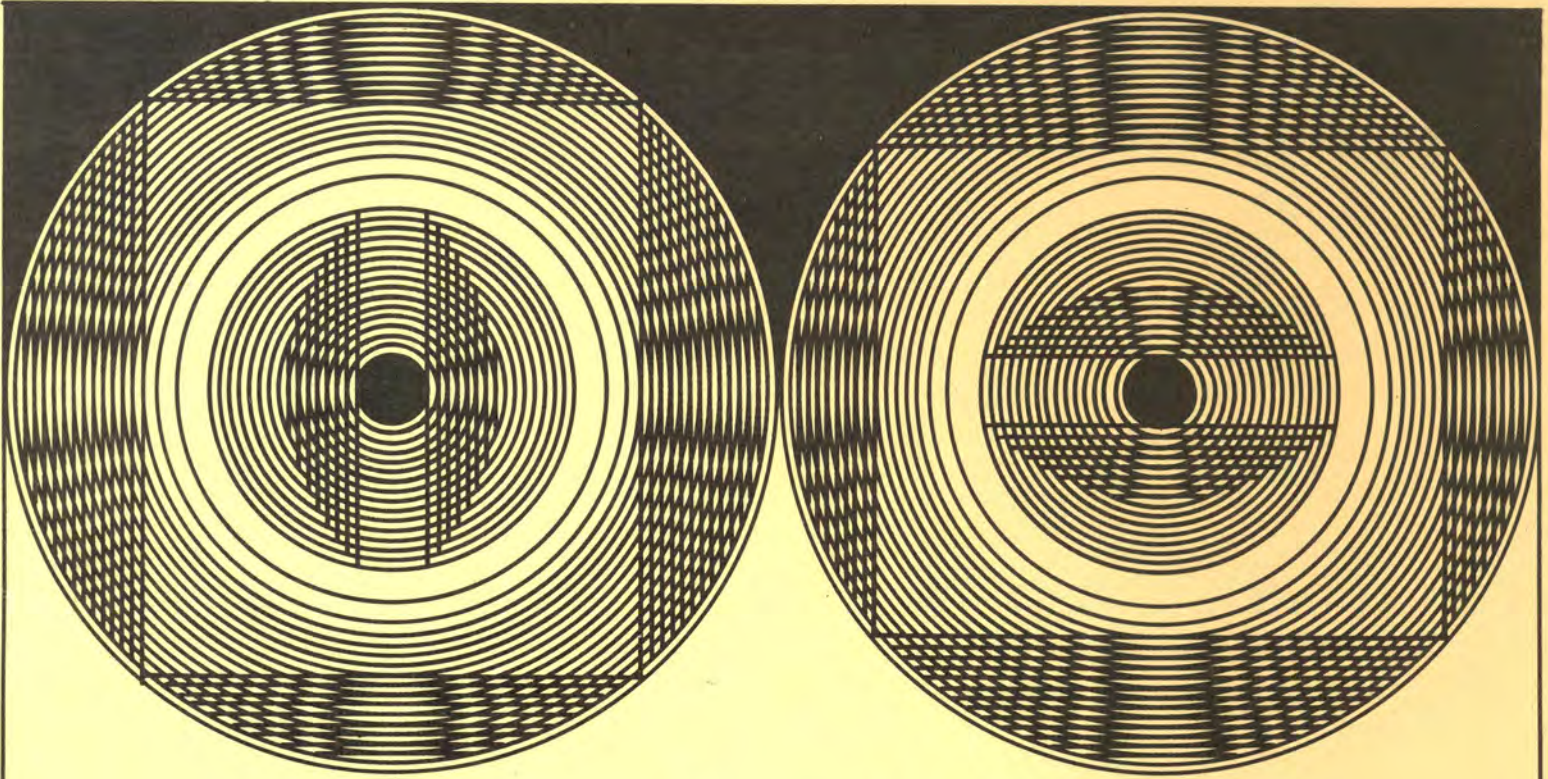
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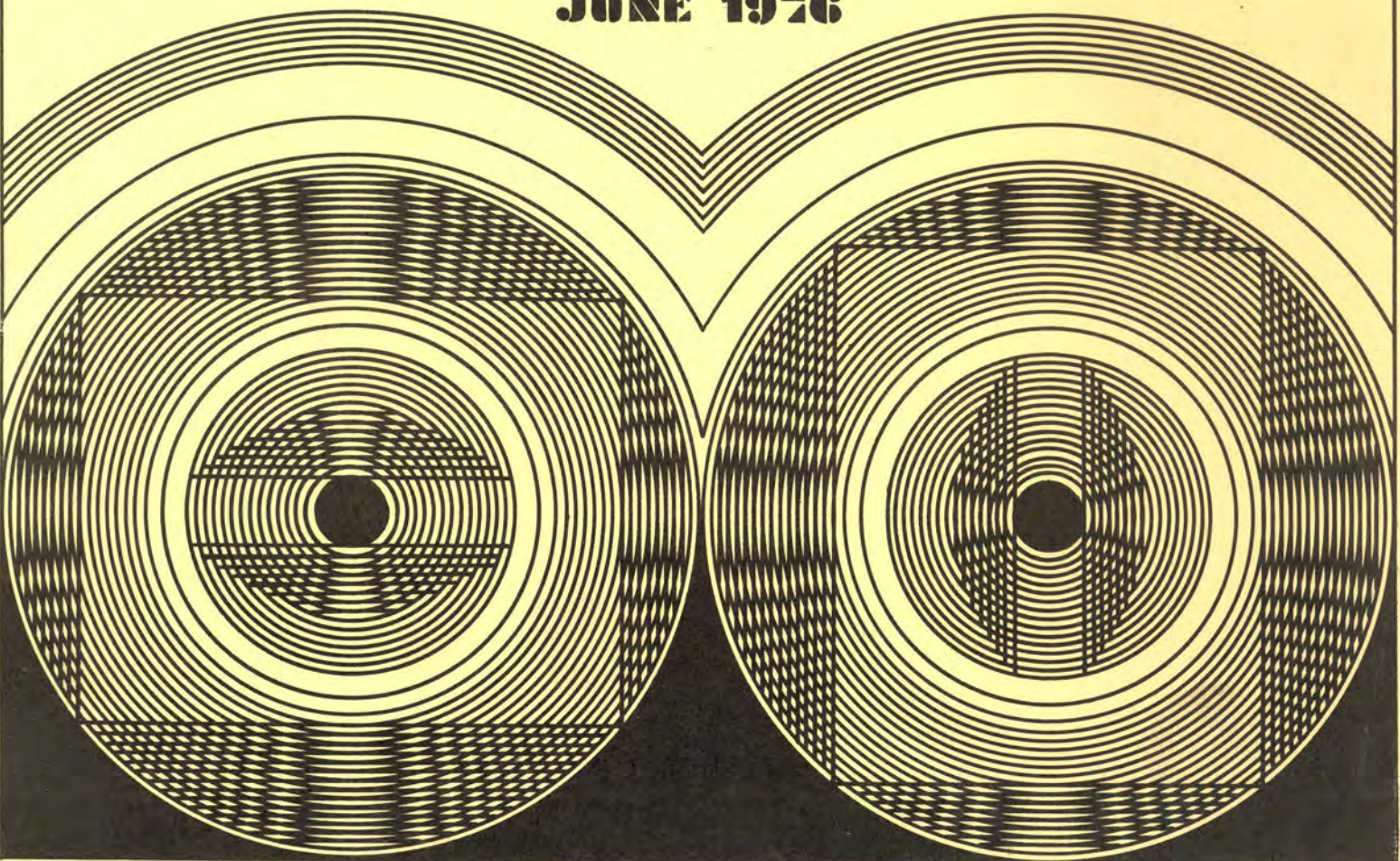
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Rhode Island Library Association Bulletin

JUNE 1976



R.I.L.A. Bulletin

June 1976 Volume 48, no. 12

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, the Bulletin welcomes 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 will be considered, all should be signed and should not exceed ten double spaced typed pages unless the editor is consulted.

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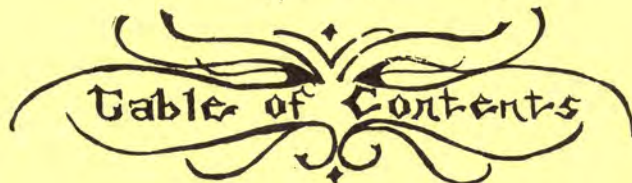
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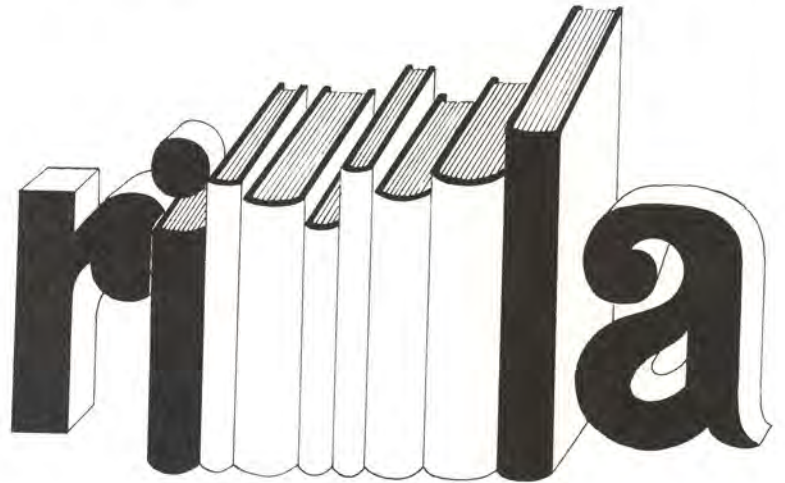


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First Annual
U.R.I. Graduate Library School
STUDENT ISSUE
June 1976

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Patricia Couch

With many thanks to: Lee Flanagan,
Evelyn Daniel, Binu Chaudhuri and
lots of other people, including our
writers, who had to put up with
their editors.



"New RILA LOGO"

Editor's Notebook

- by Sharon McKinley, Graduate Student,
G. L. S. - URI

When Lee Flanagan visited my Introduction to Librarianship class last December and suggested that we students produce an issue of the RILA Bulletin, I thought, "There's a nice idea. I'm sure it will go away if we wait long enough." Well, it didn't go away. Suddenly it was January, people still seemed to be interested, and we'd said "Yes" before we could stop ourselves. "O. K.," I said, "might as well give it a try." So here we are.

"Why?" one might ask. Good question. I feel that as students we need some

experience in the Real World. Not just writing in our own cozy, insulated environment, but exposing our ideas to those Real People, whose world does not consist of the four walls of the URI library and a sheltered classroom. We need to communicate with the people we will be working with, and for, when we leave this artificial environment. Here is an opportunity for us to try out our wings, to write something that will hopefully be of interest to someone. We need to show people (and ourselves!) what we think.

This may all sound somewhat corny but it's true. We have a mixed group of contributors here, people who are interested in the profession, in our growth as librarians, in understanding the Library School experience. We have articles on social responsibility, conservation, URI politics, even an offering from a slightly starry-eyed poet. It is important that these ideas be presented to that Real World. We want to demonstrate scholarship, some thought, and just a touch of naivete. It is important that we get a chance to offer a bit of a fresh outlook, perhaps a few new approaches to old ideas. We are about to enter the Real World, and the better prepared we are to meet its challenges, the better librarians we will be, and the profession will benefit by our being a part of it. And that's why we're here.

Our cover this month was designed by Patricia Couch, a URI student and the winner of the RILA logo contest held recently. She won the \$25 prize for that design, and we are pleased to have her cover as a contribution to our student issue.

Letters to the Editor



Dear Editor,

I have found the film announcements in the RILA Bulletin great for updating my film catalog. It would be even better if the length of the film and if it was in color or black and white was included.

Susan Reed, Home Services Librarian
Pawtucket Public Library

Dear Editor:

When the slate of offices for RILA appeared in the last issue of the Bulletin, credit should have been given to Peter Salesses, Supervisor of Media Services at DSLS, Jewel Drickamer, and to the Department for generously donating their time and efforts to scheduling the photographing of candidates and for developing the shots. The nominating committee and RILA wish to express appreciation to them for their support.

Sincerely,
Sherrie S. Bergman
Chairperson RILA Nominating Committee


Dear Editor:

In response to your letter of May 5: 1. Job List- I am happy that the Bulletin has agreed to include the Job List each month. Your suggestions for improvements were acted upon at our meeting on May 13. Since I regularly receive the EMRLS News (Eastern Massachusetts Regional Library System) I will send a xeroxed copy of the included job listings to Candace Civiack, who helps to co-ordinate the Job List. Frank Iacono at DSLS has agreed to call Bridgeport Public Library each month to gather job listings for eastern Connecticut. 2. Public Relations - Walter Stitt has volunteered to telephone SRRT news and meeting dates to the Bulletin regularly. 3. "Making the Ethnic Connection" Conference - Beth Mulligan, Circulation Librarian at Wheaton is writing up a report of the Conference for inclusion in the Bulletin.

We appreciate your interest in reporting SRRT activities and news.

Regards,
Sherrie S. Bergman
Chairperson Rhode Island SRRT Affiliate

[Ed. note: and all of us appreciate the SRRT Joblist.]


RILA DUES - Due July 1, 1976

theory and practice in education for library and information science

- Christine Chapman,
URI - GLS

Before deciding on the content of education for librarians, their exact role and function within the society must be determined. After determining their function, it must be asked whether this is the function they wish to serve, or whether they are being trained and educated for roles they simply are not assuming (or are not allowed to assume).

There are two main views of the librarian in our society. The first is that of a keeper of books, a "guard" at the gate of a giant warehouse of information, a figure-head of the knowledge within, but no more than a pathfinder when called upon to serve -- a "disengaged" librarian. This view of the librarian's role suggests mere rote learning and practice -- fairly eliminating the need for theoretical classroom education.

The second view of the librarian is that of an active disseminator of information. This would suggest more involvement of theory, making much greater use of classroom education. In actively disseminating knowledge, the librarian must make certain professional judgements of the interests and needs of the community and patrons the particular library serves. Although much is restricted by the individual cases, and cannot be taught step-by-step in the classroom, the basic theories and the applications of these theories are not easily learned on-the-job.

These two views, each held by differing segments of society and by differing groups of librarians, must be somehow merged into the desired role of the librarian in society. A middle position between these two extremes seems quite plausible, and would perhaps serve to satisfy all interests involved.

The librarian, quite obviously, does serve some custodial and clerical functions. They are a part of the job. In a large library where there is sufficient supportive staff, all of these functions can be removed from the "librarian." This seems to be one of the main points of the Library Education and Manpower statement issued by the ALA. Its position is that work be divided in the library so that the librarians (who possess at least a Masters Degree -- the MLS or other) perform "professional tasks which require a special background and education on the basis of which library



needs are identified, problems are analyzed, goals are set, and original and creative solutions are formulated for them, integrating theory into practice." 1. In the school library, special library and small public library it is often impossible to isolate the "librarian" from the clerical and "non-professional" tasks -- there simply isn't anyone else (or enough other staff) to do this work. Where does this librarian fit into the ALA's statement and classifications?

A librarian in most cases is going to be both a disseminator of information and a keeper of books, since both functions are integral to the job. The important consideration is that the librarian not become too involved with the one, and thus ignore the other. This can have a drastic effect in either possible situation. A chaotic library results from the librarian getting too involved with dissemination, and the librarian who becomes wrapped up in menial, clerical tasks is reduced to merely a clerk -- at a great cost to the users of the library in either case.

Having determined that the librarian is both a disseminator of information and a keeper of books, we must gear the librarian's education to the attainment of proficiency in both. This must necessarily involve both theory and practice, with somewhat more emphasis on theory. A librarian must be prepared to examine a library situation and problems within the library from a theoretical approach. There must be consideration of the basic goals behind the library -- its aims, objectives and purpose in the community. The librarian must be able to discern the needs of the community and the community's expectations of the library to be sure the library is functioning as effectively and as efficiently as possible. However, the librarian must not become so involved in theory that he is totally isolated from the supportive staff, other employees in the library, and the people in the community he serves.

In view of all this theory without practice, how does one become acquainted with the actual functioning of a library, knowledge of which is imperative for anyone intending to function effectively in a library, and necessary in the integration of the learned theory into practice. Although most library work is easily learned with a certain amount of practice, not knowing what to do and not doing the work properly can be very costly in a library where one book can become lost among hundreds of others if not properly handled. Practice without the pressure of the consequences of error is necessary in any field, including librarianship.

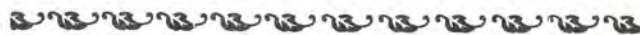
There are several methods of obtaining this practice -- work/study, internship, field work, simulated library (laboratory), and practice library. Some structured practice work (of any kind mentioned above) must be worked carefully into the curriculum. It would require a heavy commitment of budget, time, and effort, but it would afford the student the necessary opportunity of synthesizing learning -- without the threat of error. Structured practice work would afford a final evaluative measure to the faculty, enabling them to view just how well the student has learned and been able to apply and manipulate the theories taught in class.

The fact that there is so much uncertainty about the nature of education for librarians reflects the uncertainty about the profession itself. Just where can the librarian draw the line between what he/she will and will not do? What effect will this line have on the small library? If it's "demeaning" for the librarian to perform routine functions, is

the profession trying to become elitist? What effect will all this have on the librarian (are there too many "trained" people to fill the positions -- which are obviously going to be fewer if the work they perform is cut back) ?

In summation, before determining the nature of education for librarians, it must be determined just what they are educated for. Any program of education must employ some type of practical experience integrated with theoretical study to produce a well-rounded librarian able to function in a library and in a community.

1. "Library Education and Manpower: The ALA Policy Proposal." American Libraries ¹(April 1970) p. 342.



Unionization of Librarians

- Brenda Lincoln,
URI - GLS

Recent literature deals with the pros and cons of collective bargaining within the various professional fields. Those who are opposed to unionization of professional people claim that it is not appropriate for white collar workers to depend on a labor organization for improving status; professionals tend to want to work independently and progress on their own merit. Others object to the emphasis which labor organizations frequently put on seniority, saying that promotion on such a basis weakens incentive. Handsaker (1969) states that opponents of collective bargaining argue that professional salaries have been advancing, a phenomenon which reduces the "necessity of pressure group tactics." Finally, there is the risk of neglecting professional association (and thus professional roles) when all energy is channeled into union activities.

Those who support professional unions emphasize first of all the power of collective bargaining in obtaining proper salaries. Equally important are improved working conditions, hours, and relations with administrators. Unions also provide a mechanism for handling grievances over which the individual has no power. When a worker has been denied promotion or has experienced discrimination, an organized labor union can challenge the employer and bring pressure to secure compensation.

There has been very little organization for unionization in the field of librarianship. Unions have never played more than a peripheral role because professional associations, like ALA and ACRL, have continued to establish standards, limit membership, and improve working conditions without resorting to strikes. However, as Smith (1968) implies, the professions which benefit most from association (laws, medicine, dentistry) are those

whose members are largely self-employed. In salaried professions (teaching, librarianship) where members are organized into relatively large staffs directed by managers, associations are far less successful. The desire of library administrators to maintain public esteem for good service has in many cases caused inadequate pay and longer working hours.

There are many factors causing the move toward unionization, but the literature consistently stresses library salaries as the major factor. Yet certain trends in librarianship today may do much to hasten the unionizing process. Nyren (1968) cites an increase in the number of nonprofessionals in library service and the tendency to consolidate library agencies into larger units. Moreover, young graduate librarians are becoming impatient with the departmental structures of many large libraries, desiring a chance to participate in management and state their grievances to an organization that will listen.

Most of the literature on unionization focuses on the conflict between employee unions and professional associations. Cottam (1968) notes that labor unions have been characterized by a "movement of freedom" and as voluntary organizations. Burns and Carter (1975) refer to the "clout" which most unions possess, with the freedom to take an adversary position and the power to challenge the employer. Nevertheless, Berry (1975), Boaz (1971), and Warner and Hennessy (1967) agree that in most unions there is no place for the librarian as a professional.

Professional associations not only seek the welfare and advancement of employees, but also of the entire profession. While striving to provide the same benefits as unions (though their success has been limited), they also try to develop higher standards of education for their members and better relations with the public through higher standards of service. Boaz (1971) argues that librarians are better able to interpret their own library services and fight for the needs of professional members. Cottam (1968) suggests that a librarian's individual and professional rights do not belong to labor organizations, since librarians must share responsibilities with a group not often partial to the aims of librarianship.

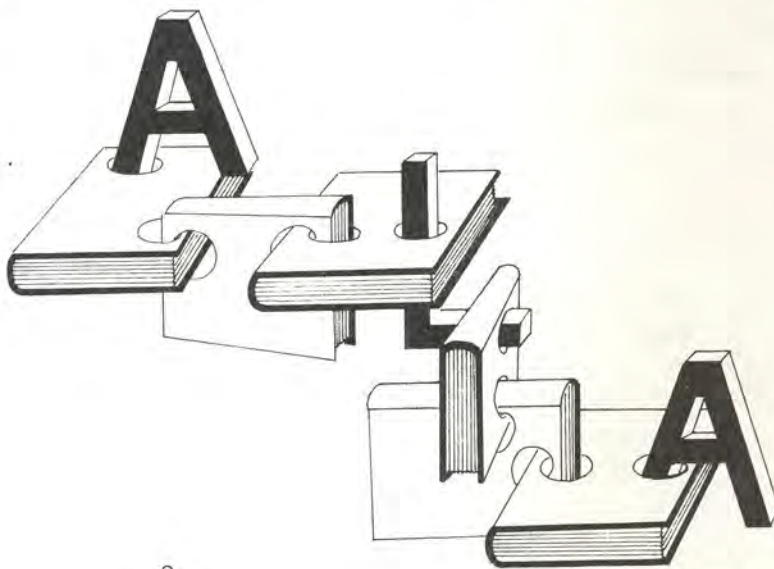
Even with this conflict between unions and professional associations, Bulger (1972) and Hopkins (1969) note general librarian satisfaction through unionization. Librarians are realizing the necessity of unionizing as they place more importance on higher wages and on having a voice in administration. Sage (1974) stresses that increasing union success in securing grievance remedies offsets repeated failures of professional associations to do the same. Multiplication of public employees and the growing complexity of public services have made city and state legislators receptive to unions. Finally, successful union efforts by teachers have lessened librarians' anti-union feelings.

Librarians in academic libraries may organize in three ways: as part of a faculty union; as part of a bargaining unit which excludes faculty but includes librarians and other employees; or as professional librarians with a unit all their own. The literature agrees that it is unlikely for librarians to fare better in a union of their own than in a faculty union. (However, a system-wide or statewide bargaining unit of academic librarians remains an untested possibility.) Weatherford (1975) notes that librarians in faculty unions have achieved a "closer correspondence of rights and benefits to those of classroom faculty." Moreover, collective bargaining tends to promote "faculty acceptance of librarians through their common work within the union."

At Wayne State University, librarians sought union counsel after abrogation of their faculty status in 1968, and a 1972 contract restored some of their former privileges. Spang (1975) indicates that in the last six years there has been maximum success in collective bargaining with the Wayne State administration. All sixty staff librarians are included in the bargaining unit, yet the union separates "teaching faculty" from "academic staff." In 1974 the union negotiating team, WSU-AAUP, obtained tenure for librarians; yet this tenure was established only within the WSU library system, not within the larger university system. As a result, Spang (1975) postulates that collective bargaining made WSU librarians unsure of their self-image, and this in turn lessened their enthusiasm for union activities.

The Library Chapter of the University Federation of Teachers, Local 1474 of the American Federation of Teachers, AFL-CIO was formed at Berkeley on May 5, 1965. (Since then the Chapter has separated to form its own Local 1795). Smith (1968) relates the broad range of the Chapter's activities: negotiating issues involving wages and hours with university and library administrators; working for improvements in status and for a greater role in policy-making by non-administrative librarians; and securing overtime pay. The Berkeley Chapter is concentrating more and more on professional matters, recognizing the blurred distinction between professional and nonprofessional duties as a basic conflict between library employees and administrators. The first step toward professionalism is, then, for the Chapter to bridge the gap between these two.

Whether the trend toward unionization flourishes or fades, librarians should have the freedom to join a union or a professional association or both. In any case, the individual librarian should have facts on which to base a decision. Possible areas of research into library unionism can be summarized as follows: surveys of manpower in librarianship; studies of environmental forces which have caused the increase in unions; studies of the alienation of the individual in large and complex library organization; research into the forces dividing librarians and administrators; surveys of satisfaction through participation; and studies of the inter-relations of unions and professional associations. The literature suggests these studies, realizing that their beginning may not be in the near future.



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LAWRENCE CLARK POWELL:

A passion for books



- Sally Grucan,
URI - GLS



For me, librarianship divides itself into several experiences. There is the intellectual puzzling out of classification systems and theories of professionalism, and the physical act of circulating books and responding to the queries of users. Inner needs to create an ordered, meaningful world, and to accomplish something measurable each day, are satisfied here. But more than these, it is an emotional attachment which will keep me in librarianship, a belief

that books are basic, that people are good, and that bringing the two together, so that books are made more useful and people more fruitful, is one of the most exciting and rewarding experiences on earth.

The above lines close a chapter of A Passion for Books, an absorbing, humorous, highly readable book by Lawrence Clark Powell. Teacher, scholar, critic, biographer, historian, musician, and book collector, Powell has authored numerous books and hundreds of articles covering all aspects of literature (primarily that of the American Southwest) and librarianship. Powell, director of the UCLA libraries from 1944 to 1966 and founder of the library school there, ran both according to a philosophy of humane librarianship where housekeeping and business aspects of libraries, while not ignored, were not allowed to obscure the basic relationship between librarians, books, and readers of books. To this end, he believed education for librarianship should encompass both theory and practice, wherein after the initial philosophical orientation,

students should also learn the tactile joys of handling books, of the sight and the smell and the feel of books, new and old, of how to work a nail-puller, dress an exhibit case, maneuver a loaded book-truck. There is a fine art to these simple things, and the librarian who has not mastered them, to use whenever necessary, is not a good librarian, even though his span of control be as wide as the Golden Gate Bridge, or as narrow as Chancery Lane.¹

Treating books and people with "hands in gloves and... eyes glued to the chart on the wall" was not the way of Lawrence Powell, who, at the request of a donor, would dispense with an administrative meeting to spend hours on a hot day moving a lifetime of

¹. Lawrence Clark Powell, A Passion for Books, Cleveland: World Publishing Company, 1958, p. 181.

books and papers. Powell asks, or rather demands, that librarians be believers in the good work that is librarianship, after the likes of Frances Clarke Sayers, Robert Vosper, Everett Moore, Neal Harlow, Seymour Lubetzky, and others who were attracted by Powell's example to work at UCLA.

Powell's philosophy has been criticized as narrow, escapist, overly simple, and, in short, old-fashioned. As a result, Castagna says, "Some have loved him while grinding their teeth."² A Passion for Books was described by Jesse Shera as pompous and sentimental, as promoting a false humanism where the love of books overrides "love of truth--of knowledge--of ideas--of wisdom."³ To this last criticism I say: read the final chapter of the book and find Powell's intention to be quite to the contrary. He describes books as powerful burning glasses which focus ideas and fire the imagination. He speaks of his experience with a widespread fire on the Malibu Coast which threatened to engulf his home and possessions. It being impossible to think, quickly, which of his beloved books meant most to him, he left all to burn as he ran for it down to the water's edge. At the last minute, however, a shift in the wind spared everything, perhaps in response to the readiness to give them up. The realization arose:



I had been through the Burning Glass in every sense, and since then I have felt free and easy as never before. "I had been down Old Age River in the log, with sheet-lightening and rainbows and soft rain, and the gods on either side to guide me." Books mean both less and more to me, for the essence of life is in the spirit, not in things.



Shera calls A Passion for Books a hard book to read, a boring book. For me, this has been one of the most exciting to discover and most meaningful to reread. When depressed about the state of librarianship, I turn to this volume; I check it out of some library and keep it for a long time. It bolstered my initial interest in librarianship, when, in a small public library in New Jersey, I happened to pull it off the shelf. The title intrigued me, thinking as I did that this is the reason I want to become a librarian. The book was and is an emotional spark.

But this is no vague inspiration--it is direction. "Take example from the great librarians," says Powell, thus heightening awareness of the teaching process and professors who are themselves believers with the ability to articulate their beliefs.

... the annals of librarianship are peopled with great men and women. Library school students should be led to believe in these ideals and to revere these pioneers, and not be graduated, as they often are, cynics and scoffers. This might be paraphrased to read, "Listen to dull teachers and you will think librarianship

2. Edwin Castagna. "Lawrence Clark Powell." California Libraries, vol. 27 (July 1966) p. 188.

3. Jesse H. Shera. "Larry Powell's A Passion for Books." Ohio Library Association Bulletin, vol. 30 (January 1960) p. 6.



is dull"; then hear such teachers as Althea Warren, Frances Clarke Sayers, and Alice Dugas, and you will wish that the day's work in a library never end, so rich and rewarding is each hour. Fortunately, every library school has had at least one such teaching genius who lives forever in the memory of students.⁴



It makes one think, and in my case his observation is a true one.

No one seems to read Lawrence Clark Powell anymore, and most of his works are out of print. When I mention his name, the result is usually "Who?" But he has a small but loyal following, I think: I happened to bring a copy of A Passion for Books to class one day, and the student behind me tapped me on the shoulder and asked, quite green-eyed, where in the world had I managed to buy that?

I know Powell is part of the reason I'm thinking of moving to southern California upon graduation from library school; I'm impressed with librarians who follow a certain bookish philosophy, and the libraries they administer. One of these is housed in the Powell Library Building on the UCLA campus, a fitting monument to one of the "great librarians." Sitting in its Main Reading Room now, I understand, through Powell, the fascination of a roomful of knowledge and experiences.

4. A Passion for Books, pp. 180-181.

STUDENT RESPONSE TO CHALLENGES
FACING GLS

- Elizabeth Minschwaner,
URI-GLS

In November 1975, a Graduate Library School student organization was activated on the Kingston campus in response to concern about the future of the URI Graduate Library School.* Since its inception, officers and members have addressed themselves to some of the challenges facing the school, with particular attention to questions raised by the recommendations of the Budget Task Force for altering the governance of the school.

Several concerns have been prominent:

- 1) Dean Humeston is retiring in June, 1976, and a search committee for his replacement has not yet been formed.
- 2) The Budget Task Force recommended that when the Dean retires, his position be changed to that of a director who reports to the Dean of the Graduate School rather than

U.R.I.
ADMINISTRATION

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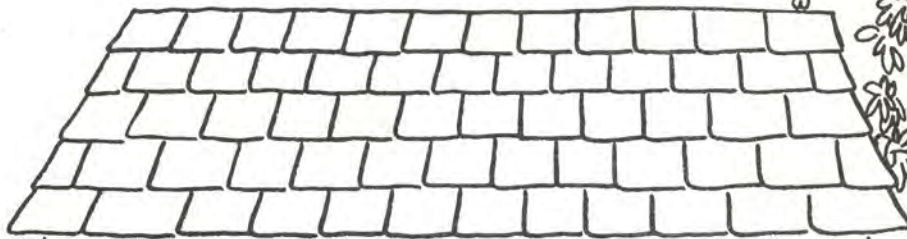
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the Academic Vice-President. Many students, faculty and alumni interpret this as an administrative demotion which is potentially more regressive than its purported benefits warrant. (An April 28th draft from President Newman's office proposes "a single post of Dean of the Libraries and Graduate Library School and that the Library system, the Graduate Library School and the Audio-Visual Center each be headed by a director reporting to the Dean.")

3.) Despite the fact that the GLS program grants more degrees than any other URI master's program, has the largest graduate student body and one of the lowest per-pupil costs to administer, GLS has only 7 full-time faculty members (one position, left vacant last fall, has still not been filled). This results in a student-faculty ratio which is too high for most courses. It also means many desirable courses can not be offered.

4.) The school was scheduled for a reaccreditation visit in April, but resources and changes recommended in an earlier accreditation visit have not all been implemented.

Armed with these concerns, acting officers met with University officials, President Newman, Academic Vice-President Ferrante, Assistant Vice-President Pauley and Graduate School Dean Michel. Students were assured at these meetings that the University is committed to improving the Library School and not just cutting economic corners. Some suggested organizational changes would lead to greater exchange between the Library, the Library School and the campus Audio-Visual Department. Projections for the future envision a College of Communications which might embrace multiple campus departments with interests in communication. Students expressed serious reservations about today's unmet needs, but were interested to learn that thought was being given to plans for improving the school's structure and performance.

Since last fall, a continuing dialogue has been taking place in which University administrators, Library and Library School faculty and administrators, and Library School students and alumni have attempted to explore positive future goals. Unfortunately, exploration of future goals is sometimes done at the expense of present performance while current needs of the school still require attention.

The Committee on Accreditation visited the school during April. Their decision has not yet been announced. One big question remains: Were they prepared to accept the existence of an on-going dialogue about "what might be" as sufficient promise to allow them to overlook "what has not been"?

* Acting officers of the Library Student Organization were elected in November 1975: Elizabeth Minschwaner, President; Hilding Hedburg, Vice-President; Peter Insabella, Secretary; Pat Thibodeau, Treasurer. Other elected student representatives attend faculty meetings, serve as voting members on standing faculty committees and serve on the LSO governing board. Asst. Professor Evelyn Daniel was the student-selected faculty-student liason from November to April; Assoc. Professor Stewart Schneider was appointed to this position in May. The formal constitution adopted in April provides for new leadership to be elected in the fall. All GLS alumni are welcome as members and are invited to contribute ideas or suggestions and attend general meetings.

RECENT PROGRESS IN THE PRESERVATION

OF BOOKS

- D. C. Peck
URI-GLS

The problems of how best to preserve and restore valuable library materials have been with us for as long as books have. The depredations wrought by human use, vermin digestion, and fungal embellishment, not to mention fire and flood, barbarian and iconoclast, have always been the bane of bibliophilia, and collectors have always been hard pressed to preserve and defend their beloved charges. In the early nineteenth century, however, the scope and range of the problem increased immeasurably. The Industrial Revolution, which had contrived to extend and better equip the lives of so many people in so many ways whilst simultaneously cheapening their lives as well, had likewise contrived to cheapen books: economical mechanizations of paper manufacture, by including alum-rosin sizing in its process, which conduces to a high sulfuric acid content, had succeeded in creating the first self-destructing book. To all of the venerable causes of ordinary deterioration of published works, another was added, the process known as acid hydrolysis, which now accounts for some 90% of all damage (Smith, 1975). This, with the innovation of heated libraries and the deleterious effects of modern urban atmosphere, has vastly exacerbated the ancient problem. The average book stored in normal conditions can now be expected to remain usable for less than a century.

The literature has not been wanting in raised alarms, and the gravity of the situation is becoming widely recognized. In the New York Public Library, for example, 46% of the Rare Book Division's holdings require "major repairs"; its newly created Conservation Division has had some success through careful administration and standardized operations, but still considers itself woefully inadequate to meeting the enormous need (Baker, 1974). Some 80% of the Carnegie-Mellon special collections need major or minor restoration, but the work must be carried out by one full time professional and a part time apprentice (Gunner, 1975). These conditions are by no means exceptional. If technology cannot contrive to remedy the situation per miraculum, then only a massive reordering of financial priorities will suffice, and to that end such fervent pleas from conservators will have to continue.

Addressing the problem requires an administrative apparatus which can maintain a set of routine procedures for identifying and dealing with deteriorating materials on a continuing basis. The present system in most libraries, which sets to work upon a decayed book only when it has ended in pieces on the circulation desk, is obviously insufficient, because it selects for help only those items nearly past help and because it neglects the valuable but little-used research items which are crumbling away out of human sight. Here, significant progress has been made in the design of "model preservation programs" from an administrative perspective, such as Henderson

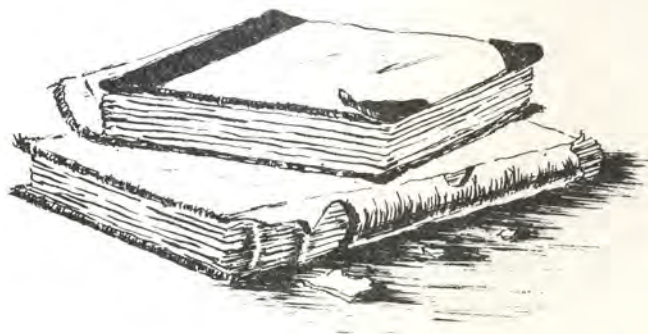
and Krupp's (1970) and Walker's (1975), and in providing administrative commentary, such as Baker's (1974), on existing local programs. But the most important single effort has been the plan proposed by Warren Haas, under the auspices of the Association of Research Libraries, for a national system for coordinating preservation methods and technologies and for helping to identify those rare works now threatened with extinction (Haas, 1973). George Cunha's New England Document Conservation Center is an example of a coordinated regional effort "to administer and supervise a workshop with the necessary facilities and staff to restore, preserve, and maintain" important collections at cost to libraries, by doing the work itself, by conducting field inspections, and by training people in the new methods ("New England," 1974).

Libraries that have determined to seek actively for remedy have a number of methods at their disposal. Duplication of the contents of threatened items, in microform or reprint editions, is the most frequent choice, and plans are underway to coordinate the selection process to avoid replication and notable omissions (Friedman, 1968). But repography does nothing to save the original artifacts themselves, nor does it go very far towards preserving the contents of those items for which there is low demand and therefore little profit to be had. Happily, progress has also come in ways of preserving the original materials as they were first made. For some time it has been recognized that the conditions of modern storage, the heat and humidity of modern buildings, and the noxious atmosphere of urban sites, are accelerating normal decay many times over; incunabula are estimated to have deteriorated more in the past 75 years than in the four centuries before that (Smith, 1975). Yet as recently as 1970, it seems, no one was very sure of what were the optimal storage conditions. Since then, however, the work of Richard D. Smith, who seems to have replaced the late W. J. Barrow as the leading scientific researcher in the field, has established scales of controlled environments which are providing the basis of implementation in many research libraries.

The conditions of storage can make a staggering difference. If an ordinary environment is assumed to be 77°F. and 50% relative humidity as a year's average, then conditions of 86° and 70% (not so uncommon in modern "stuffy" stacks) will hasten a book's demise threefold; those of 95° and 70% will hasten it tenfold. On the other hand, conditions of 68° and 30% will lengthen its life by almost four times, and 50° and 10% will lengthen it by 53.5 times, because such an environment will virtually halt the chemical processes of acid decay. The problem is obvious, however: books can live best in this habitat, but the readers would fall over like flies.

By way of compromise, the preferred environment seems to be at 60°F. and 50% relative humidity, with good ventilation and very low light (Banks, 1974).

What is required, then, is a controlled environment, where that is architecturally possible, that will best comfort human sensibilities whilst at the same time inhibiting decay by acid hydrolysis, coupled



with an extensive program of deacidification of the materials. Costly and unwieldy methods of deacidification have been around for many years, and in the 1960's Barrow's aqueous process was available for treating small numbers of books. Since then, progress has been rapid, and we seem to be on the threshold of a new era, when whole collections can be routinely deacidified by one of several vapor phase and nonaqueous methods which are now made extremely effective and, with elementary precautions, non-hazardous to their users (Smith, 1975). One procedure permits the use of an aerosol spray which is far less costly than aqueous "baths," and recent research in morpholine vapor deacidification at the Barrow laboratories has achieved the processing of thirty books at one time. There are plans afoot to develop and market equipment which will handle batches of 150 books at a time, with less than four hours' treatment required for each batch. Only when large numbers of books can be treated economically and together will it be feasible to even think of caring for the vast majority of books which are fast deteriorating but not yet entirely unreclaimable.

We mustn't leave the subject of preservation without considering the matter of emergency treatment of stricken collections. Here there has been great progress as well; the literature of only a decade ago reveals a substantial confusion and ignorance about what must be done in the event of extensive flood or fire damage. There now appears to be a growing body of received procedure, at least to the extent that everyone knows enough to shove water-damaged books into a freezer and call an expert (Sellers and Strassberg, 1973). Perhaps the most important development to date has been the formulation of an entire detailed set of procedures for dealing with flood emergencies (Waters, 1973), which if it should achieve wide familiarity will go far towards alleviating such loss. The temporary freezing of sodden materials is now an essential part of the process, as it prevents the formation of mold and gains time against disastrous uncontrolled drying, but recently two techniques have been devised whereby the drying itself can be done by freezing in a vacuum chamber ("Valuable Danish Documents," 1972) or by alternately freezing and thawing in four hour cycles in a low pressure environment ("Damaged Papers," 1974). A good deal of work has also been done in assessing fire prevention building schemes, including the new Halon 1301 automatic fire system which harms neither books nor people, and in providing for adequate insurance protection (Trelles, 1973).

Clearly, there has been great progress in method, and there will be more; equipment and procedures are fast becoming refined both for restoring and for preserving our endangered books. Nonetheless, very little real progress in fact is likely to come of it all until existing priorities begin to be changed. There may be "substantially more general awareness of the issues involved today than at any previous time" (Haas, 1973), but far too little is actually being done. A survey undertaken in 1972 revealed that whereas 72% of U. S. academic libraries maintained "some preservation procedures," none were using the recent technological methods on a large scale and only two had separate preservation budgets (Walker, 1975). A few years earlier, it was reported that no library schools were then offering courses in preservation (Friedman, 1968); now a few are, like URI, but irregularly. The problem of deteriorating collections, though it is by no means the only one librarians must address, is nevertheless a very serious one. Since we can hardly anticipate that present budgeting priorities will simply be overturned, as some current writers seem to be demanding, our only hope must be that these technical

advances will continue, so that someday the need for action can be perceived relative to much more economical and efficient remedies available. On that day, budget planners, who now despair of more than token and stopgap effectiveness and consequently keep their gazes fixed on more manageable affairs, will reach the conclusion that something can, indeed, be done, and will set about doing it.

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Here's to the book

- Lily Elmstedt,
UR1 - GLS

To some, books are nothing more than a
bunch of pages glued together,
a few too many words to read,
and maybe even some pictures,
(if they're lucky!);
But for those of us who fancy delving
into worlds beyond our ken,
they can be so much more;
Whether it be setting the imagination free
in a rampant run through poetry,
or travelling unencumbered through far-off lands,
that the heart eagerly longs to encounter,
but to which the pocketbook grudgingly refuses its consent,
or, even just enlightening the mind
to the abilities that its hands and body could possess,

such as lovingly creating a quilt,
so pleasing to both the eye and the soul;
Whipping together a chocolate chip cake,
ever so fattening, yet ever so good;
And even learning Mother Nature's secrets,
of sowing tiny garden seeds, and knowing when to reap
the bounty of Her blessing and man's labor.
Yes, books are more than just pages, words and pictures.
They are forces that move men to action;
That make man aware of the world
around and within himself.
Yet, never are they, nor can they ever be
his only world.



Social Responsibility of the Librarian in our Society

- Elizabeth Rogers,
URI - GLS

There are many theories regarding social responsibility and librarianship. A definition of social responsibilities in this context is offered by the ALA's Committee on Organization: "the relationships that librarians and libraries have to non-library problems that relate to the social welfare of our society."¹ Thus, the issue at hand is to what extent, if any, librarians should involve themselves in a professional capacity with social issues. A thorough discussion entails an examination of the role of the library as a social institution (that is, an institution which is deeply involved with, and influenced by society, as well as one which influences society), the relationship of the library to the society which it serves, the role of the librarian within both the library and society, and the responsibilities of the librarian and the library to the public.

Obviously this is a complex issue, involving many variables which are complex and open to interpretation themselves. It is generally accepted that the librarian has a responsibility to furnish society with information. The selection of the information available within libraries is left primarily to the librarian. Thus, the librarian must match the information and resources to be found within the library with the anticipated needs of members of society who will be inclined to use the library. Such a task cannot be done objectively, since the selection of materials involves value judgments on the part of the librarian regarding which materials will best fill the anticipated needs of library users.

It is within the realm of the librarian's involvement in the selection of materials that much of the discussion of social responsibility is centered. There are basically two schools of thought on this issue--on the one hand, there are those who believe that the librarian has an obligation to remain professionally objective (that is, to remain objective when performing tasks in a professional capacity). In conflict with this view are those who believe that, by the nature of the profession of librarianship, it is inherently impossible to remain completely objective. Because the librarian cannot be expected to be objective, involvement in crucial issues is vital to serving the purpose of the library as a social institution. Here also are the believers that the library should be (or at least could be) used as a vehicle for social change, and that the librarian then has an even greater responsibility to be actively involved in social issues, so the library itself can then become a storehouse for information on such crucial issues. If the library is to effect change, then the librarian has the responsibility of providing direction for these changes, channeling the resources and the influence of the library.

The issue of intellectual freedom is also involved here, for the librarian is bound by the ethical code of the ALA to provide information on all sides of an issue because all members of society have the right of free access to information and ideas. The Library Bill of Rights (passed in 1939 by the ALA and continually revised stresses the importance of access to ideas by all members of society, thus pointing out the responsibility of the librarian to provide this within the library, through the selection of materials and by providing the opportunity for all to seek information.²

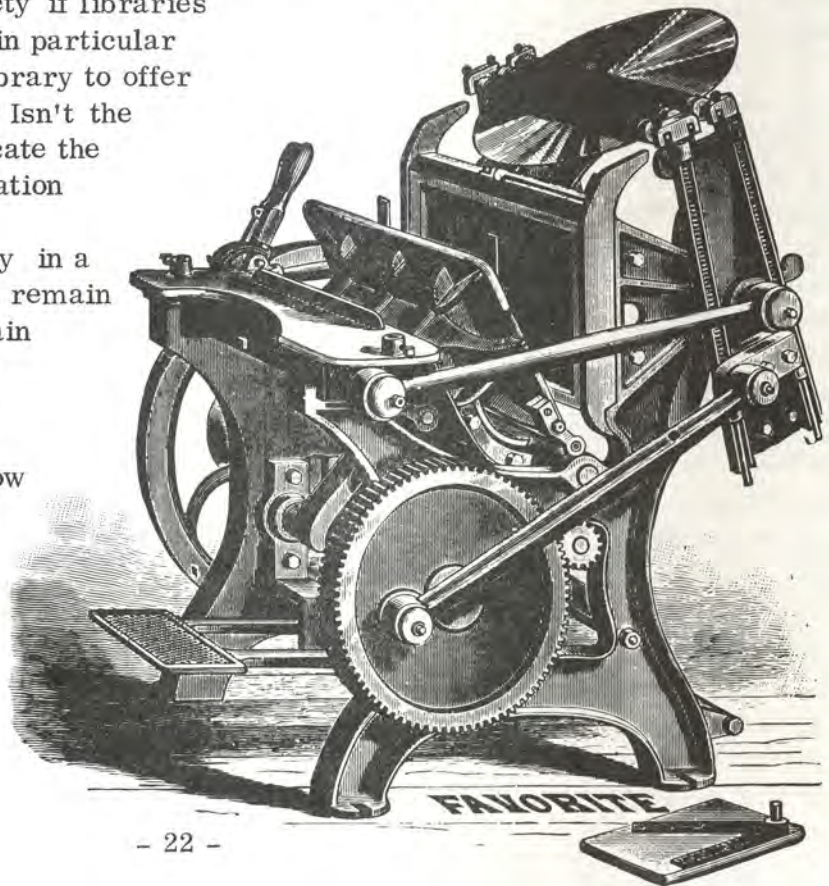
Although the above is a very brief, simplified discussion of the issue, there are many questions raised by an examination of the question. The role of the American Library Association in the entire matter is an issue in itself. What function does this organization serve within the profession? Is its purpose to set guidelines regarding something as personal and individualized as this? Or is the ALA to serve chiefly as a forum for debate within the professional community? The adoption of and adherence to the Library Bill of Rights by a majority of the members of the profession is evidence of the great power of this organization. If the ALA is only furnishing guidelines, then should it have the right to speak out freely and decisively, and to support specific issues and endorse specific solutions? The questions of the amount of power afforded the ALA and its policies, as well as the function and purpose of a professional organization of this nature, also have bearing on this issue.

The relationship of intellectual freedom to social responsibility is another puzzle. If a librarian is to focus on certain social issues, and to allow personal morals and beliefs to influence professional activities, is this a threat to the individual's right to access to all information on all subjects? Is censorship on the part of the librarian a possibility here? How far does intellectual freedom extend? Does it "promote no causes, further no movements, favor no viewpoints?" Is this possible?

The relationship of libraries to society is also crucial here. Are libraries instruments of social change? Do they affect change or effect change? Is it true that society affects libraries, and that libraries affect society--but what is or should be the role of libraries in societal changes? If libraries can bring about changes, doesn't the librarian have a duty to bring about involvement in issues which will institute changes? Isn't the library neglecting its duty if it fails to become involved? But then, would it be interfering in the course of society if libraries were to push for social changes in particular directions? Is the goal of the library to offer solutions to society's problems? Isn't the library morally obligated to educate the public? How far does this obligation extend?

What of the role of the library in a changing society? Does the role remain static, and do the functions remain as they did when the library was first incorporated into society? How can the librarian determine this? How will the librarian know how much is changing about the role of the library?

The involvement of the ALA here is overemphasized--it is true that the ALA represents an impressive sector of the field of librarianship; however, most of



what is written regarding this issue discusses it mainly with respect to ALA policies and action.

The ALA represents only part of the total profession, and the power which it exerts over librarians as individuals and over the profession in general is reinforced too much. The moral dictates of the ALA are important because the ALA does represent the most comprehensive collection of members of the profession, but one must remember that the ALA need not govern the ethical actions of members of the profession--rather, the organization ideally serves only to offer guidance, and to bring together members of the profession in an organization.

It is crucial to define the place of the library in the society it serves. This is an incredibly difficult task, and one must also bear in mind the changes which both the American society and the American library as an institution within American society have undergone. It is imperative for a library to define its objectives as clearly as possible, and to determine a clientele. In doing so, a library is making value judgments regarding whom it will serve, and for what purposes. This is unavoidable and, although it may clash with certain ideals of the profession, it is a reality of librarianship.

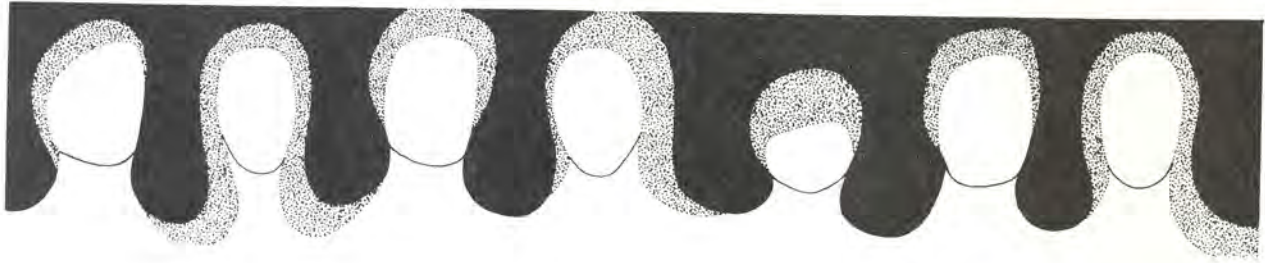
It is the responsibility of the library to serve its public as best it can, but who sets the standards, and who judges the success of a library in accomplishing this? Both the public and the librarians together should account for this. Since the librarian is better aware of the realities of the operation of a library, there is a tendency for librarians to be more influential in the process.

The amount of power held by the librarian is an indicator of the extent to which adherence to a socially responsible policy may be exhibited. A librarian has an obligation to reflect a policy of social responsibility while keeping in mind the implications of such a policy. It is impossible for the library to avoid being a political institution; the situation is defined by the structure of our society and the role of the librarian in our society. The library can serve an important function in the progression of a society.

FOOTNOTES

1. John Berry, "The New Constituency," Library Journal, August, 1969, p. 2731.
2. David K. Berninghausen, "The Librarian's Commitment to the Library Bill of Rights," Library Trends, July, 1970, p. 30.

R I L A DUES - Due July 1, 1976



LIBRARY public relations seminar

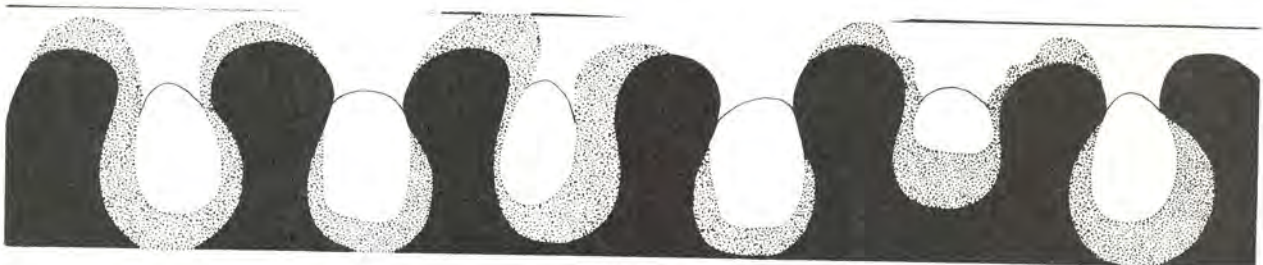
- Louise Oliver,
URI-GLS

A workshop on Library Public Relations was held at the University of Rhode Island on January 9-10 and 16-17, 1976. It attracted 31 students and practicing librarians from five New England states. Alice Norton, the only member of the Public Relations Association who is also a librarian, was in charge of the workshop.

The workshop included lectures, role playing, and group discussion on public relations practices in various fields. Conference phone calls were made to Mrs. Clara Jones, Director of the Detroit Public Library and President-elect of the ALA; Sue Fontaine, Chairman of the Public Relations Section, School of Library and Information Science, University of Missouri; Betty Frost, Media Specialist with the Groton, Ct. Public Schools; and Allen H. Center, Public Relations Counselor and leading author in the field of Public Relations.

Each participant in the workshop visited a public relations office to learn what functions the office carries out and how the PR office interacts with other departments. Students also designed and developed projects related to the type of library work they are now engaged in or plan to pursue in the future.

The course, which was organized by Associate Professor Stewart Schneider of the URI Graduate Library School, was extremely interesting and worthwhile for its participants, and there has been some discussion with regards to offering the course again.



RILA Sign-Up Sheet for Committee Work

Name _____

Address _____ Tel. No. _____

I would be interested in working on the following committee(s)
(Please check appropriate line):

<u>Committee</u>	<u>Activity</u>
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<input type="checkbox"/> Membership	Participate in all out drive to recruit new members
<input type="checkbox"/> Nominating	Select future officers
<u>PROFESSIONAL:</u>	
<input type="checkbox"/> Government Relations	Formulate and promote library law
<input type="checkbox"/> Education	Continuing education for librarians and support staff
<input type="checkbox"/> Intellectual Freedom	Defend freedom to read
<input type="checkbox"/> Outreach	Extend library service to non-users
<input type="checkbox"/> SCAMI (Sub-Committee on Arbitration, Mediation and Inquiry)	Aid librarians and institutions in personnel disputes
<u>PUBLIC AFFAIRS:</u>	
<input type="checkbox"/> Bulletin	Improve communication within the Association through a monthly publication
<input type="checkbox"/> Public Relations	Support and promote public relations activities of the Association and Rhode Island libraries
<input type="checkbox"/> Trustees	Organize all Rhode Island trustees to achieve excellence in R. I. libraries
<input type="checkbox"/> I am not able to work on a committee at this time, but I would be willing to _____	

Please mail completed form to Dan Bergen, RILA President, 41 Highland Ave., Wakefield, R.I. 02879



JUN

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Calendar of Coming Events



JULY

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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- June 14 "Young Adults: How to Attract Them to the Library (and what to Do with Them Once They're There)" Speaker: Jane Manthorne of Boston Public Library 9:30 a.m., at Department of State Library Services.
- June 19 Celebration for Women, Salve Regina College. Call Peg Deignan or Kathy Paroline at Providence Public Library for details.
- June 23 R. I. Film Cooperative Preview Session, "American History and Folklore," Barrington Public Library, 9:30 a.m. - noon, repeated 1:30 - 4:30 p.m.
- June 30 Young Adult Round Table, Meeting, Knight Memorial Library, Providence, 9:30 a.m.
- July 15,16,17 "Providence '76: a cultural tapestry", ethnic programs sponsored by the Providence Athenaeum, the Providence Public Library and the Department of State Library Services.
- July 18-24 American Library Association Annual Conference, Chicago - see January 1976 issue of American Libraries.
- Sept. 26-28 NELA Annual Conference, Wentworth-by-the-Sea, Portsmouth, N. H. Contact Nan Berg, NELA Executive Secretary, P. O. Box 273, Holden, Mass. 01520.
- Nov. 8-9 RILA Fall Conference, Sheraton Islander, Newport.

R I L A DUES - Due July 1, 1976





S R R T 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: Tiverton Public Libraries
 Title: Library Assistant
 Requirements: College degree; Library certificate desirable; typing necessary
 Contact: Essex Public Library
 238 Highland Road, Tiverton, R.I.

Library: Rhode Island State Libraries
 Title: Library Technician
 Requirements: Pass Examination
 Salary: \$ 6760- 7852
 Contact: R. I. Division of Personnel,
 289 Promenade St., Providence
 277-2170.

Deadline: June 14, 1976
 An Equal Opportunity Employer

Library: Pawtucket Public Library
 Title: Director
 Requirements: Involvement in proposed building expansion, outreach, and informational services. MLS from ALA-accredited school, minimum 4 yrs. successful administrative experience required.
 Duties: develop and administer library of 120,000 volumes, staff of 76, serving city of 76,000 and region of 318,000.
 Salary: \$17,811 (increase expected July 1) with all standard benefits.
 Contact: Send resume to Donald F. Belt, Trustee, 13 Summer St., Pawtucket, R. I., 02860
 An Affirmative Action Employer

Library: Middletown Free Library
 Title: Head Librarian
 Requirements: MLS plus administrative experience
 Salary: to \$12,000
 Starting Date: mid-August 1976

Library slated to be relocated into an expected facility. Head Librarian should be able to meet the expanding needs of the growing facility and community (presently 20,000 population).
 Contact: Send resume and references to the Chairman, Board of Trustees, c/o Middletown Free Library.
 An Equal Employment Opportunity employer.

Library: Graduate Library School - URI
 Title: Professorships (2)
 Requirements: MLS degree & teaching and library work experience. One year appt. with possibility of renewal to Asst. Prof. rank
 Duties: Both to teach 1 or 2 basic courses, and one to specialize in public library service, the other in media.
 Salary: \$13,500 basic
 Contact: Graduate Library School Univ, of R. I. Kingston, R. I. 02881
 Equal employment /Affirmative Action employer

(cont. on next page.)

Library: Rhode Island College

Title: Library Asst., in Special Collections

Requirements: BA degree. Training in history and archival work desirable. Ability to organize work in a systematic fashion.

Duties: Preservation of the Nathaniel Bacon papers; involves processing of collection, preparing finding aids to this collection.

Salary: \$9,973 (calendar year) This is a TEMPORARY APPT. funded by a grant.

Contact: Mr. Richard A. Olsen, Director of the Library. Rhode Island College, Providence, R. I. 02908

Deadline: June 15, 1976

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- Alice Forsstrom
Warwick Public Library.

Back in February, I was asked if librarians would be willing to participate in the celebration of the "Week of the Young Child" at the Warwick Mall, to be sponsored by the National Association of Educators of Young Children. An SOS to children's librarians at the regional centers brought forth an enthusiastic and gratifying response. After two months of planning and preparation, our exhibit was set up on April 25, and watched over for four days by many people who cared enough to want to spread the news about library services for the small set. Special thanks are due the following: Michelle Vallee (Auburn), for the handsome bicentennial birthday cake - the theme for the week was "Birthday Parties are for Kids", Dottie Brown (DSLS), for the map of Rhode Island pinpointing the libraries, and for the folders which listed services and programs provided by various regions, Emma Baron and Joodie Perlow (Pawtucket) for the Did-You-Know Directory of services for pre-schoolers, and for the balloons decorated as story book characters, and to everyone who carried books, tables, chairs, rugs and boxes. Freebies in the form of book marks, book lists, programs and pins were generously provided by participants. Story-telling was offered. Those who spent time, some of it their own, in planning, setting up and taking down the exhibit, as well as manning it, were, in addition to those mentioned above: Carol Anderson, Pat Carty, and Anne Coupe (Warwick), Elodie Blackmore (E. Smithfield), Lynn Bohling (Mohr), Pat Bullard and Marguerite Weigmont (Cumberland), Carol Ciallella, Matti Gustafson, and Cathie Hawke (Barrington), Louise Dolan (E. Providence), Doris Dexter (Harmony), Claire Franco (Knightsville), Cindy Guthrie (Atheneum), Mary Ellen Hardiman (No. Providence), Earleen McCarthy (Lincoln), Sandy Mundy (Harrisville), Leslie Peltier (Champlin), Janet Smith (Woonsocket), and Shirley Steere (Greenville). My sincere apologies if I've missed anyone.

An evaluation is underway to determine how the project could be improved upon if we decide to do it another year. Perhaps libraries in general should consider a similar endeavor - there are still those who don't know how good we are.

RIE A. LUES - Due July 1, 1976

Providence '76

*a cultural
tapestry*

The Providence Public Library, the Department of State Library Services, the Providence Athenaeum, Brown University, and the Rhode Island Bicentennial Commission will sponsor an all ethnic performing arts festival entitled PROVIDENCE '76, A CULTURAL TAPESTRY.

This program will concern itself with the ethnic fabric of the urban population of our capital city. Rather than glorifying the melting pot idea, it will show how the very differences

of various cultural backgrounds contributed to America today. Our theme, "Through the blood of America runs the blood of all mankind," will be approached through the performing arts and crafts of the various ethnic groups.

Providence is chosen as a sizeable microcosm illustrative of the ethnic theme. The arts, crafts and folklore of different cultural strains in the city will be represented by coordinating or employing the talent of local artists, guest performers, ethnic organizations, libraries, etc. with the use of varied art forums such as creative dramatics and music, dance, puppetry, storytelling, folkart and craft demonstrations.

This ethnic festival will be held over a 3 day span, from 11 a. m. - 3 p. m. Thursday and Friday, July 15 and 16 and from 12 - 5 p. m. Saturday, July 17. The festival will be held in downtown Providence in Burnside Park. Its objective will be to promote the arts to encourage employment of local artists, to foster city-wide interest in the richness of ethnic culture and to create localized ethnic pride. Please contact the Co-ordinator, Hayward Chappell, at the Department of State Library Services, 95 Davis Street, 277-2726, for further information.

RILA - Personal Membership Application

DUES SCHEDULE ---- FOR 1976-77

<u>Personal Library Salary</u>	<u>Dues</u>
\$0,000 to 4,999 -----	\$ 5.00
\$5,000 to 9,999 -----	\$10.00
\$10,000 up -----	\$15.00
Trustee Dues Regardless of Salary -----	\$ 5.00

\$4.00 of your dues covers your cost of the Rhode Island Library Association Bulletin (monthly). Non members subscription - \$6.00. Donations made to the Association will support such activities as: Legislation, Continuing Education, Intellectual Freedom, Public Relations and Conferences. Dues are tax deductible. Membership extends from July 1, 1976 to June 30, 1977.

Please complete this section and return with your dues by July 1, 1976.

Name ----- Position -----
 Library ----- Type of Library -----
 City ----- State -----

*Mailing Address -----

*The Mailing Address will be used on all RILA mailings. Mail renewal form and dues to: Rhode Island Library Association, Ruth Corkill, Membership Committee Chairperson, Pawtucket Public Library, 13 Summer St., Pawtucket, R.I. 02860

The Big Nickel

- Robert S. Burford
Chairman, RILA Govt. Relations Committee

On the afternoon of Tuesday, June 1st 1976, Governor Philip W. Noel signed into law bill #75-H.5668, as amended, "State Aid to Libraries." The new law will increase per capita state aid to public libraries from 25 to 30 cents.

The bill was one of four introduced in the R. I. General Assembly last year for the RILA Government Relations subcommittee. The uninitiated might be disappointed that more of the four bills did not pass, considering the two years of effort. But some of us who have been the closest to the fray are a little amazed that anything moved.

The new law is a substitution for Section 29-6-2 of the General Laws of Rhode Island, and reads:

The Department of State Library Services shall cause to be paid annually to the city or town treasurers, from general revenue appropriation made to the department, for the use and benefit of free public libraries established and maintained in said cities or towns, grants in aid of not less than thirty cents (30¢) per capita of the population in each of said cities and towns based on the latest decennial census by the United States census bureau.

The sum of forty-eight thousand dollars (\$48,000) is hereby appropriated out of any money in the treasury not otherwise appropriated to carry out the purpose of this act. This act shall take effect July 1st, 1976.

For comparison, the old section 29-6-2 reads:

The department of state library services may cause to be paid annually to the city or town treasurers for the use and benefit of free public libraries established and maintained in said cities or towns grants-in-aid of not less than twenty-five cents (25¢) per capita and not more than fifty cents (50¢) per capita of the population in each of said cities and towns based on the latest decennial census by the United States census bureau.

The House Finance Committee passed its rewritten version to the full House, Thursday, May 27th, where it passed as amended, 68-0. Physically carried the same day to the Senate chamber, it was read by title from the desk of the President of the Senate, J. Joseph Garrahy. Sen. Louis Pastore, Chrmn of the Senate Finance Committee, asked that the bill be accepted "by unanimous assent without objection," bypassing the usual procedure of turning new bills over to a committee for study. Sen. Pastore briefly described the bill, Senators Lila Sapinsley and John Hawkins consented and the vote was taken immediately, 42-0 for approval.

The Governor signed the bill into law Tuesday, his first working day back after his helicopter accident. This was one of the last pieces signed before the General Assembly adjourned for the year, and thought to be the first library legislation in Rhode Island since the enabling legislation of 1964-67.

The work of the Government Relations subcommittee and its many supporters played an important part in our success; no library bill would have passed without the many voices and pens supporting our plea. But we must not be allowed to congratulate ourselves too heartily or to erroneously believe that the "voice of the masses" out here in Libraryland was the big difference. The victory goes to Robert Persson, lobbyist for Providence Public Library and RILA, who walked the halls of the Statehouse and button-holed legislators, talking about library legislation until he got the pieces together. More legislative success can be looked for in future years but only if RILA continues to commit itself to a two-pronged effort: 1) grass-roots political activity, and 2) support of a good lobbyist, as Mr. Persson is showing himself to be.

GALLIMAUFRY

A very interesting June issue of American Libraries tell us that 45% of librarians are employed in school libraries, and only 23% in public libraries. While 84% of librarians are female, 92% of the chief administrators of large academic libraries are male, as are 61% of the administrators in large public libraries. As far as salaries are concerned, the median salaries of librarians compare favorably with those of other professions (presumably including lower paid professions such as nursing and engineering), but both Census and ALA surveys show a \$3500 - 4000 average difference in salaries paid to men and women in 1969-1970.



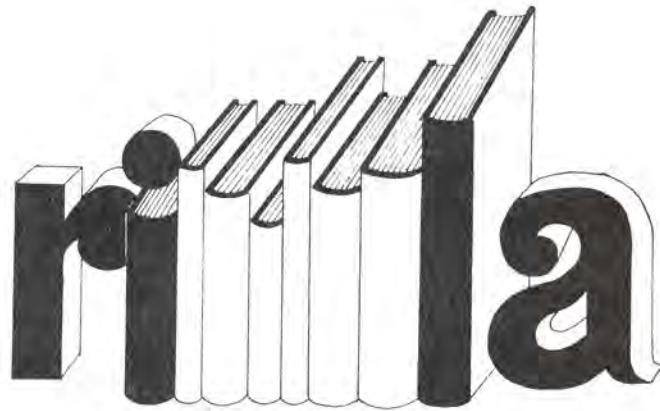
Tobi Geberer, Pawtucket Public Library's bright community services coordinator, has resigned her position to become a library director in the Broward County Library System (Ft. Lauderdale, Florida).



James Aylward, Director of the Middleton Free Library, will leave his post for a new one at the Naval Educational and Training Center.



At West Warwick Public Library, Director Jean Nash announces a continuing reading/enrichment program for primary school children. Combining basic reading skills and related activities, the program will be conducted by a remedial reading specialist. Great idea!



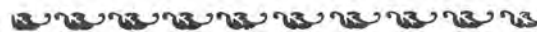
Sydney Wright, Coordinator of the Western Interrelated Library System and editor of its regional newsletter informs us of several items. The Warwick Public Library remodeling plans are out to bid and construction to expand is expected to begin in late July. And the Coventry Public Library has started to send copies of new titles to the union catalog at Warwick, which has already been receiving contributions from the West Warwick and Cranston Public Libraries for some years. Finally notes Sydney, everyone who attended the newspaper indexing workshop at North Kingstown was impressed by the beautiful new library building and its setting and also by the excellent pamphlet on indexing produced by Judy Einhorn which was made possible by one of the useful incentive grants from DSLS. We were also impressed by Mildred Giusti's professional dedication to the handling of the Rhode Island Index at Providence Public Library, truly a service to the public and to Rhode Island libraries. Libraries in the State are enhanced by their access to the Index and to the subject specialists in the Providence Library.



Obscenity legislation which the RILA Intellectual Freedom Committee thought it had killed (see the May 1976 Bulletin) resurfaced at the conclusion of the General Assembly session. Senate Bill 2717 has gone to the Governor for his signature, and should he sign, it would become a potentially troublesome matter for public libraries. The IFC has commenced a new campaign to bury 2717.



URI student John Bucci recently told us that 61.2% of the RILA membership voted in the recent election of RILA officers. That's the highest % in three years.



Charles Moore, former director of the Auburn (Mass.) Public Library has been appointed director of the new Woonsocket-Harris Public Library.



Nancy Peace, last year's RILA recording secretary, a government dox activist, and director of the R.I. Historical Society Library, has resigned to pursue doctoral studies at Columbia University. She is succeeded by Nancy F. Chudacoff, also of the Historical Society.



Northern Libraries, May 1976 issue, has a very good section on the Beatles which should prove useful in library vertical files. Tom Viti, now of Somerset public library, wrote "The Beatles on Record", and David Green of the film co-op prepared "The Beatles on Film".

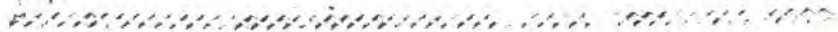


URI Assistant Professor Lea M. Bohmert and five students of the graduate school gave a demonstration of a student developed data base at the Workshop on On-Line Computerized Bibliographic Data Bases sponsored by Federal City College in Washington on April 30.



Pawtucket Public Library will sponsor a University of Rhode Island Graduate Library School intern this summer. Starting May 24, Sharon McKinley will work with every department in the library--briefly with support services, and more in-depth with administrative, public and community services. Following this introductory period, Sharon will study some aspect of policy or service of her and her faculty advisor's choosing.

NELINET's newsletter Channel reports that 6 NELINET libraries have connected printers to their computer terminals, including Brown University and the R. I. Dept. of State Library Services. None of the libraries use the printers for label production; most use the printed copy for editing purposes.



The second Massachusetts Bureau of Library Extension Video Institute will be held on the Mount Hermon Campus of the Northfield Mount Hermon School in western Massachusetts. It will run from July 12 to July 17, 1976. Enrollment is encouraged from public librarians, school library/media specialists, teachers, aides, administrators and others concerned with the role of the newer communications media in society. Graduate level credit will be available for in-state participants who desire it.

Librarians and educators interested in enrolling in the Summer Video Institute should contact John LeBaron at the Bureau of Library extension, 648 Beacon Street, Boston, MA 02215. (Phone 617-267-9400 ext. 71). Some places will be available for out-of-state registration.



Barbara Gates, Library Liaison Officer at AMIGOS Bibliographic Council, has accepted the position of Head of Cataloging at Brown University, replacing Kay Moore, who is retiring. The appointment is effective June 1. We welcome her back to New England.



URI Graduate students Dwight Peck and Patricia Thibodeau were this year's nominees for the Library of Congress Internship Program. P. Thibodeau was also the recipient of a \$25 award for academic excellence.

Daniel Bergen, URI professor of librarianship, has just been elected Chairman of the Faculty Senate at URI.

As of this issue Bulletin copy Editor Lynn Bohling resigns after a year of diligent proof-reading. Lynn has been extraordinarily quick and accurate and will be very much missed. Her successor is Sharon McKinley, guest editor of this Bulletin and graduate student at URI.

In late April, Dorothy Gleisner assumed the position vacated by Carolyn P. Winn, Reference/Bibliographer in the Life Sciences at URI Library.

URI has welcomed Roberta Doran to its Interlibrary Loan Staff. Roberta comes to us well prepared from her last position at Systems in Providence Public.

THE BULLETIN EDITORIAL STAFF CONTINUES TO BE IN NEED OF COPIES OF BULLETINS PUBLISHED IN THE PAST YEAR, ESPECIALLY TO SATISFY PAST ADVERTISERS WHO WANT ADDITIONAL PROOF COPIES. APRIL'S ISSUE (WITH THE FROG ON THE COVER) IS MOST NEEDED. PLEASE SEND OLD COPIES TO THE BULLETIN EDITOR AT THE PAWTUCKET PUBLIC LIBRARY.



Rhode Island College and NEEMA (New England Educational Media Association) are again sponsoring the TRITRACK INTERACTION INSTITUTE to be held August 14-21, 1976. This year's Institute will be divided into two levels, the YOUTH LEVEL and the PROFESSIONAL LEVEL. The Youth Level is designed to provide hands-on experience in the utilization of equipment and facilities pertaining to media. The senior level includes grades nine through twelve and is concerned with coordinating teacher-student cooperative uses of media. The Professional Level will have two major sections. For the person who wishes advanced work there will be sessions on photography, cinematography and videotape production as well as instructional materials center design and operation. For the participant who wishes to start with basic classroom production skills and requirements there will be sessions in basic graphics, design, production, and instructional photography, as well as simple videotape techniques. The Professional Level will offer 3

graduate credits for those who officially wish to enroll as well as the group who may wish to participate without official course credit.

Why not ask Peter Salesses for a preview of TRITRACK? He has a slide-tape kit available for promotional use. Further information is available from:

Roye A. Frye, Chairman
Dept. of Instructional Technology
Rhode Island College
600 Mt. Pleasant Avenue.
Providence, R.I. 02908

Peter P. Salesses
Supervisor of Media Services
R. I. Dept. of State Library Services
95 Davis Street
Providence, R.I. 02903

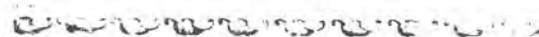
From L. J. Hotline: The current public works bill, overwhelmingly passed by the House (HR 12972) and now before the Senate (S. 3201) could muster the support to override the Ford veto that is expected. If it does, money will be available to build libraries, schools, courthouses, etc. The important thing will be having plans ready to go within 90 days; the intent is to provide jobs quickly in areas of high unemployment. The program is to be administered by the Department of Commerce Economic Development Administration. There are many pitfalls: the Senate has to agree, in conference proceedings, to admit the specific mention of libraries put in by the House; the Senate must not, as they did last year, kill the bill with kindness. They loaded so many extra goodies on the bandwagon (then termed HR 5247) last year that the expected veto could not be overridden. At any rate, says Sarah Case of the ALA Washington Office, it would be wise for libraries to start right now to make their approaches to the Commerce Department regional facility nearest them--and of course, to dust off those building plans shelved last year. You can also help by writing to your Congressman and Senator to urge 1) passage of the bill 2) a veto override vote when/if necessary 3) specific inclusion in the language of the bill of its applicability to libraries. The last is most important -- libraries in many cases were the losers when HUD mistakenly left them out of the list of Community Development Act eligibles--a mistake that could not be overcome even though it was made clear by ALA to HUD that the exclusion of libraries was based on a misreading of the language of the Act. In the opinion of one state director of EDA, a heavy % of the money will be earmarked for areas with unemployment over 7.6%; a criterion will be that the project should be labor-intensive (say 75% of all costs); and limits will be set at \$1 million or less. There's a cautious optimism around EDA offices that the bill will pass, and that work on applications will begin in August.

Curt Bohling, sometime critical director of the Pawtucket Public Library, and a dynamic local library leader in the past three years, has announced his resignation, effective July 4. Shortly thereafter Curt will return to Michigan with his wife to open a rare and antiquarian bookshop. With their already considerable knowledge of the book trade the Bohlings should prosper. And as Curt boasted, he'll be able to say anything about anything without feeling the limitations of the political realities. We're certain to hear from him again. And we wish them both the best of luck, health, fortune, and freedom of expression!

Anita Silvery has been appointed new editor of the NELA Newsletter. Anita has her masters in communication arts plus experience in editing and publishing. She is currently active in the New England Children's Round Table and doing free lance work. We wish her well and hope that she can steer the Newsletter into a more critical posture and pump a little less of the sunshine for which John Berry condemns American Library Association publications in the June L. J. If there is any organization in this area that should be watchdogging the state agencies, NELB, NELINET and the like it's NELA. If there's any organization that should be taking the lead in promoting research on such things as computerized circulation systems and video exchanges its NELA. If there's any organization that should be promoting the rights of librarians and coordinating often duplicated library functions in regional, academic, school and special libraries, it's NELA. Please, Anita, exhort, don't report.



Connie Cameron, the very energetic Coordinator at the Providence Public Library, has announced her resignation from the systems office. We were truly saddened to hear of this and think it will be very difficult to find a replacement of Connie's caliber.



Mathias Newell, of the URI Library will leave shortly to commence a two year teaching fellowship in Nicaragua. His library stories will be a little more exotic than the ordinary fare.




The Film Coop announces the arrival of six new Bicentennial films, just in the nick of time. A lecturer is also available to speak with the films. Call David Green, 739-2278 for more information.

Don't overlook Media News, the information packed publication from the R. I. School Media Assoc. Editor Richard Botelho has caught our interest in each issue, cover to cover.


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RILA Spring Conference May 20, 1976

- Lee Flanagan & Linda Hodgman



On Thursday morning, May 20, the sun broke through the cold and damp, and everything appeared promising for the RILA Spring Conference in Kingston Free Library and the University of Rhode Island. The Conference commenced at the historic Kingston Library with a walking tour of the village conducted by URI's Dr. William Metz, and at the University with a very well organized registration procedure. But the Conference was to prove a mixed bag.

Following lunch, Mr. Travis Tyer of the Illinois State Library and Secretary of the Advisory Committee to the Continuing Library Education Network and Exchange (CLENE) delivered the keynote address on the Conference Theme: "Can Libraries Accept the Challenge of Continuing Education?" Tyer noted, that there was probably more continuing education in librarianship than was necessary, but that it was not coordinated, it was not focused, it didn't tend to lead anywhere. The same might have been said for Tyer's speech, which, though it contained good points, seemed to grow by a process of rambling accretion, with little evidence of preparation. It was rather ironic that he concluded a lack-lustre keynote Conference address with the observation that library associations "have the responsibility to make their conferences more meaningful." Heaven knows the Conference Committee, chaired by Beth Perry and Sydney Wright, tried their best.

Next came the RILA Business Meeting, which dealt with so much business it out ran its scheduled hour by a second hour, and nearly extinguished a most needed scheduled coffee break. By the end of the meeting many members had already departed in exhaustion. And some felt that in the future two hours should be given to business meetings, with a 15 minute break in the middle. Any surplus time that might remain can always be used in conferring informally with other librarians.

In fact, however, a great deal was accomplished at this Business Meeting. The RILA Treasurer's report for the year was approved. President Jim Giles explained that while dues were increased last year, a loss of several hundred members meant only about \$1500 in additional revenue (not unexpected \$8000) and made it impossible to implement some Long Range Plan recommendations such as the hiring of a publicist. It was noted that the Association had achieved several of the services that a publicist would have performed, in the free lobbying for library legislation by Providence Public Library's Robert Persson.

But some members were still dissatisfied (and RILA's new president Dan Bergen has consequently allotted much more money to the Long Range Plan goals for the coming year). Additional Bulletin advertising and more new RILA members could provide the income needed for a full-fledged publicist, and Executive Board officers still support the idea.

Speaking of new members, one possible reason for the decline in RILA membership is the rapid growth of the Rhode Island School Media Association, now 375 members strong and rapidly growing through the work of membership chairman Wilfred Berube. RISMA, has combined the R. I. School Library Association and the R. I. Audiovisual Education Association in an umbrella organization which, by the way, held its May meeting on the same day as the RILA Spring Conference. RISMA's growing strength through unification of two other groups, the decline in RILA membership, the conflicting conferences on the same day, the ever increasing number of mediocre library conferences, the fact that 45% of librarians are school librarians, and the weakness of library associations in general, may very well suggest that RILA should approach RISMA with a view toward single united library-media center organization in mind. It makes little difference that school and public libraries are divided in R. I. state departments. We all go to the same General assembly and town councils for money, we serve to a large degree the same R. I. public, and we all work in a very small state.

RILA dues for next year remain the same, as a survey (answered by only 10% of the membership!) indicated they should, except for a new trustee rate of \$5.00. Gene Henry, Newport Public Library's director, requested a special rate for "non-professionals" but the idea was rejected. RILA might, as the Long Range Plan Continuing Education Committee suggests (see May Bulletin) do something else for library assistants and technicians in the way of Conference workshops and seminars.

After a too lengthy discussion of the new RILA constitution the document was approved, with minor corrections. RILA's annual award for distinguished contributions to librarianship was presented to Edward Judson Humeston, retiring director of URI's Graduate Library School. New RILA Executive Board officers were announced (see inside rear cover of this Bulletin), and the retiring officers were thanked. RILA President Jim Giles and the Executive Board deserve our special gratitude for an enormous amount of work accomplished in the past year. On that note the business meeting concluded.

URI's Library then hosted an interesting NASIC demonstration. NASIC, or Northeast Academic Science Information Center, has been developed by the New England Board of Higher Education to provide the Northeast area with access to diverse information sources in computer readable form. URI will search a computer data base by scheduled appointment.

Simultaneously informative workshops were thereafter held on extending traditional library school education and on management's role in continuing education. In the first workshop URI's Evelyn Daniel discussed the challenges facing the URI Graduate Library School, including expansion of the internship program in libraries for graduate students. Bette Holley, of URI's Division of University Extension explained the Continuing Education Unit, CEU, a measurement of an individual's experience in a non-credit program, and stated her hope that CEU's will soon be accepted by the R. I. Dept. of Education. Then Mary MacKenzie, Director of the New England Library Board, spoke of her support for coordinating continuing education efforts in New England, and the need to distinguish different kinds of education for librarians and support staff.

In the second workshop Vicent Iglizzi of the State Equal Employment Office stated that the Governor's Executive Order Number 14, effective January 1974, demanded equal employment opportunity in all agencies receiving state grants. All such agencies, including libraries, must develop, affirmative action plans by the time of their next grant application to eliminate possible discrimination. Sally Evans, director of the Somerset Public Library added that the Governor's order now makes continuing education a positive necessity rather than a passive program. Institutions must help educate minorities to get the qualified people necessary to meet equal opportunity quotas. Ardis Morehead Holliday, director of the Westerly Public Library, concluded on the difficulty of raising institutional money for continuing education when employees without unions have no basis on which to negotiate for it.

A pleasant wine and cheese party, courtesy of Robinson Green Beretta, architects, and an informal discussion with URI's president Frank Newman, was followed by dinner, during which we discovered the lemon intended for the seafood platter had been liberally sprinkled on our London broil.

Dinner speaker Sam Goldstein, professor at Simmons College Library School, editor of Current Awareness Library Literature, the most unemployable librarian in New England, and a very caustically funny man, soon took our minds off the meal. In a voice that could cut sheet steel Goldstein claimed that continuing education is an individual responsibility and that the Long Range Plan Committee's suggestion that RILA should mandate it was a disaster. He added that the basic problem with continuing education is that it is continual, it starts and stops, and it should be continuous without interruption. Starting and stopping, said Goldstein, is neither good for engines, or education, or sexual satisfaction. Both conferences and library literature stink equally, he said, because they are continual—both experiences begin to depreciate as soon as they are concluded, for they begin to be forgotten. Far better for continuous education are the books on a subject, readily available, for repeated consultation. Goldstein illustrated the point by noting a few books and journals on government documents which could continuously provide all the information that a librarian might want, and which could cost a library less than sending a librarian to a government documents workshop. This talk was easily the highlight of the Conference. Only Goldstein would have had the audacity to speak for a half hour on government documents in an after dinner speech to people who had weathered a long day. Only Goldstein would have been unperturbed in undermining his objections to continuing education by continuing our education in a library address. Only Goldstein, who feels his big mouth has already cost him a career, who feels he has nothing to lose, could have carried it off.

Overall, with the exception of the excellent dinner address, most of the conference, went off fairly well, which might seem rewarding enough until one realizes that most library conferences go that way, and that there are too many, and that it would be nice to have a more unified effort by several library groups to produce one conference that went off extraordinarily well.

* * * * *

QUOTABLE QUOTE: "When life gives you lemons, make lemonade!"

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