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RILA Bulletin

Rhode Island Library Association

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## Bulletin of the Rhode Island Library Association v. 49, no. 2

RILA

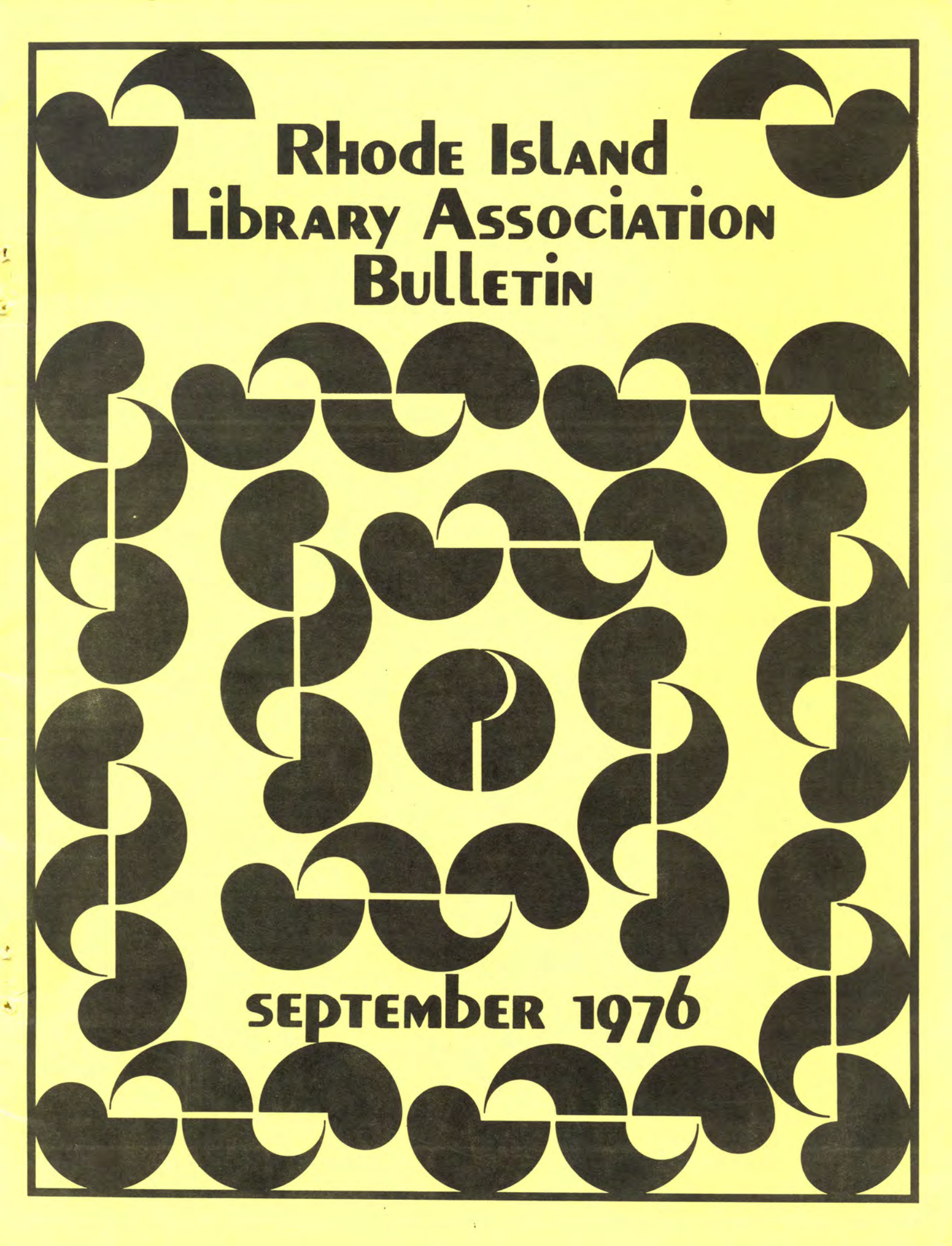
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The cover features a decorative border composed of interlocking black circles. The circles are arranged in a grid-like pattern, with each circle overlapping its neighbors. The top and bottom edges of the border are slightly irregular, while the sides are more uniform. The background is a light yellow color.

**Rhode Island  
Library Association  
Bulletin**

**SEPTEMBER 1976**

## EDITORIAL NOTICE:

The Bulletin appears on a monthly basis except for a single issue in July and August. News and articles should be submitted to the editor by the first week of each month. The Bulletin staff can only promise to publish the news it actually received 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.

Bulletin subscription rates are \$6.00/year for agencies or individuals not holding membership in RILA. Advertising rates per issue are \$20 per ¼ page, \$35 per ½ page, and \$50 per full page. Call the advertising manager for further information.

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# Editor's Notebook



On July 24, 1976 the American Library Association Committee on Accreditation informed the Graduate Library School of the University of Rhode Island that its accreditation was being withdrawn. On August 7, new acting Dean of the Graduate Library School, Nancy Potter, received the full Committee on Accreditation (COA) Report. The Report criticized staffing, curriculum, and physical facilities at the school. For example, the COA found eight full time professors were being stretched too far in teaching load, and consequently were doing too little research and professional work. In reality, charged the report, the student body is too large for available faculty. The school is New England's largest and offers courses also at the Universities of Massachusetts, Connecticut and New Hampshire. The COA also criticized the school for being unduly lax in formulating goals and objectives, for failing to attempt innovation in teaching methods, for having an inadequate collection of library science research materials, for not having centralized classrooms, and for not grouping courses around areas of specialization.

Excerpts representing the greater part of the ALA-COA Report comprise the lead article in this month's Bulletin. Copies of the full text are available on a "reserve" basis at the URI Library and Graduate Library School. Because, according to Dean Potter, the length of the full report makes the cost of a general distribution to all interested parties prohibitive, the Bulletin undertakes a synopsis in this issue.

On August 16 an open meeting was held at the University of Rhode Island for all of those concerned about the loss of GLS accreditation. Over 125 students, faculty and library administrators ran the University and GLS administrations through a gruelling two hour question and answer session at this meeting. A transcript of the more important questions and answers follows the COA report in this issue of the Bulletin. In summary the meeting showed that the Graduate Library School had not availed itself of many existing University resources. In turn the University administration had not understood the surplus of graduate librarians when it recently increased the number of students being admitted. But then the University administration could not locate any definite study of how many graduate librarians New England needs or does not need, because such a study has not been done. Nor could the University administration determine a direction for librarianship. According to the University president, the American public seemed to be moving toward non-print media while library schools promoted education in print media, and even the American Library Association has not set a clear general direction. Without a clear idea of how many graduate librarians are needed or how they should be trained, the University administration has been bewildered in trying to decide whether there should be a library school, and if there should be, how it should be run. Nonetheless, the University administration did pledge itself to decide by September 1, whether or not URI should have a library school, and to decide (if there is a school) by September 15 on an administrative organization for it.

Without doubt in my mind the University could run an excellent small library school, with highly selective admission standards for full time students, a vigorous policy of recruiting minority applicants, a non-print and management media curriculum for new students and graduates, a research oriented faculty, and a rigorous teaching methodology.

If URI's Graduate Library School intends to be no more than it is, or improve just enough to duplicate the traditional if excellent offerings of Simmons College, then this is the ideal time for it to close its doors. One traditional school of Simmon's quality is enough in New England, as out of work URI graduates will sadly tell you.

\* \* \* \* \*

Again we thank illustrator Patricia Couch for yet another Bulletin cover this month, as well as several article illustrations. Wanda Szymanski's work also appears in this issue, especially in the article on the strike at the Brown University Libraries.

October's Bulletin will be focused on the RILA Fall Conference. Programs, RILA committee reports, and other conference material should reach the Bulletin editor by Sept. 15, at the very latest. Barring special circumstances that may arise in the state, November's Bulletin will focus on bookmobiles December's on television in libraries, January's on children's services, and February's on RILA history. Contributions are welcome for these theme issues.

## Letters to the Editor



Dear Editor:

In the "Gallimaufry" section of the June 1976 RILA Bulletin, mention is made of the fact that Sharon McKinley will be interning at the Pawtucket Public Library this summer. You note that Sharon will work briefly with "support services" - and more in depth with administrative, public, and community services. I would like to ask for a definition of "support services." If by such a heading you are referring to the cataloging and acquisitions functions (perhaps along with the custodial function), I'd like to take a stand against the use of such a term.

Quite often we find it useful to distinguish between professional and non-professional library staffers as the "professional" and "support" staff. In no time at all one can make the mental jump necessary to designate public, administrative, and community services as professional and technical services as somewhat less than professional. I would be interested to know how other catalogers and technical services librarians feel about this description of their contribution to library work.

Sincerely,  
Jo Ann M. Fuchs, Coordinator, Technical  
Services, Pawtucket Public Library

Ed. note: The use of the phrase "support services" did refer to cataloging and acquisitions, whether or not such functions involve professional or non-professional staff. Existing confusion in almost all library terminology is regrettable.

Dear Editor:

Your June issue surely made me chuckle. I'm late in responding to it but I do hope the URI GLS students have rid themselves of their academic idealisms via the articles.

When these particular students--or any students in any academic discipline--leave the warmth, comfort and security of a college campus, it's a fair bet the theoretical knowledge will be pushed into the background only to be replaced by their own know-how of interpersonal relationships. Intellectualizing has its value but unless it is tempered by reason, a healthy attitude, empathy, and intelligence--the synthesizing of the intellect--then any librarian will surely fail.

In other words, it is not the responsibility of textbooks to provide answers to the problems of life and from reading the June publication, I couldn't help but think that these answers were wanted. Far be it for me to interfere with someone else's hopes and dreams while they are in school learning theory; meaningful education comes AFTER receiving the diploma.

Sincerely,  
Roger B. Wilson,  
Providence, Rhode Island

Dear Editor:

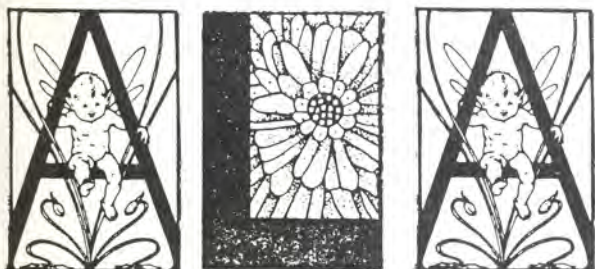
If I may make two separate comments in one letter...

I heartily concur with your editorial (RILA Bulletin July-August) regarding the ALA Convention. After attending several meetings in my area of interest (Cataloging and Classification), I left asking myself "What am I doing here?" Committee members were talking to themselves and for themselves - which is OK, except that what they were talking about was boring, and I felt irrelevant to the day to day problems of a practicing cataloger. Therefore, after two ALA Conferences, I have taken a second look at the Association. Like you, I feel it is still worthwhile to support them for their lobbying-legislative and job clearinghouse functions. And face it - ALA membership is almost like Union membership if one wants to relocate and seek promotion. But as a vehicle for learning, I feel NELA and RILA (and other workshops) can be more meaningful.

I was impressed with Curt Bohling's article in the same Bulletin and his concern for our freedoms. Rights and freedoms throughout history are seldom freely given but must be fought for - either with words, money, blood or anything else. Throughout history people have had their rights and freedoms abridged because of their morals, politics, religion, race, nationality or sex. So too, the right of libraries to exist is not a natural right which will automatically be granted, but must also be fought for - even if it is only to be a word at the right time and place.

Edward J. Brier  
Providence Public Library

# Excerpts from the American Library Association Committee on Accreditation



## VISITING TEAM

### REPORT ON GRADUATE LIBRARY SCHOOL OF UNIVERSITY OF RHODE ISLAND 1976

#### INTRODUCTION

On April 25-29, a team appointed by the American Library Association's Committee on Accreditation visited the Graduate Library School, University of Rhode Island, Kingston, to evaluate the program leading to the Master of Library Science degree, in terms of the Standards for Accreditation, adopted by the Association in 1972. The Visiting team consisted of Dr. Elizabeth W. Stone, Chairman, Graduate Department of Library Science, Catholic University of America, Washington, D.C.; Leslie Trainer, New York City (formerly employed by the University of North Carolina Libraries, Chapel Hill); Julius Chitwood, Director, Rockford Public Library, Rockford, Illinois; and Dr. Kenneth E. Vance, Assistant Dean, School of Library Science, The University of Michigan, Ann Arbor, Michigan, who acted as Chairperson.

Prior to the visit, team members had been supplied with copies of the School's self-study report and, upon written request, copies of the Graduate School Bulletin and several items of information relating to the recommendations of the University-wide Budget Task Force were mailed to them.

During the visit, members of the team met frequently with Dean Edward J. Humeston, Jr., and Nancy Drury, the School's administrative assistant. The team held an information session with students and faculty, conferred with the faculty individually and as a group, visited classes and met informally with student officers and other interested students on a few occasions. Members of the team held lengthy conferences with Frank Newman, President of the University; Dr. John A. Knauss, Acting Vice President for Academic Affairs; Dr. Aloys A. Michel, Dean, Graduate School; Dr. Vincent C. Rose, Associate Dean, Graduate School; Dr. Frank L. Woods, Dean of the Summer Session; Dr. George J. Dillavou, Dean of the Division of University Extension; Barbara Brittingham, Affirmative Action Officer; George R. Parks, Dean, University Libraries; and Alice Stitely, Catalog Librarian, who currently works with the Library Science staff on selection of materials. The Chairperson and one team member met with the School's office support staff and the Chairperson also met briefly with Ray Stockard, Director of Placement Services. In addition, the team attended a small evening reception to which selected alumni and employers of the School's graduates had been invited. All University administrators, faculty, students, and alumni were very helpful in providing information about the School's educational program, its current problems, its past contributions and future aspirations.

In a letter to the Dean of the Graduate Library School, dated March 16 1976, specific plans for the on-site visit of the team were outlined by the visiting team's Chairperson, and several, important and specific requests were made. Two of these were as follows:

The team will "Examine the documentation listed under "Sources of Evidence" in the Standards for Accreditation, 1972. As much of this material as possible should be collected in advance and be available to the team during the period of the visit."

On page two of the letter this request was made: "Since it will be necessary for the team to confer frequently during the visit, to examine the documentation provided by the School, and to prepare a first draft of its report before leaving the campus, it would be very helpful if a small room in or near the library school could be made available for use by the team, both during the day and in the evening."

Neither of these requests were completely fulfilled. Not one item of documentation as listed under "Sources of Evidence" in the Standards had been collected in advance. Thus, during the visit, the team members found it necessary to repeatedly request additional materials to serve as supportive evidence for the data submitted in the self-study report. Included in these requests were: evidence of faculty publications, copies of the Budget Task Force Report, current enrollment statistics (both on and off campus), a list of persons teaching off-campus courses, course outlines and syllabi, faculty meeting minutes, placement information, annual reports, course and faculty evaluations, special student projects and current financial data.

The conference work room set aside for the team's use during this very important mission was a basement hallway, open to traffic seeking access to a professor's office, a public restroom and a custodian's supply closet. Not only was it impossible for team members to confer privately with students, with faculty or among themselves, but all confidential materials and notes had to be either carried about by the visitors or left on the table in the open hallway, subject to possible public perusal. And, contrary to the usual practice during an accreditation visit when the so-called conference room is not available in the evening, no effort was made to provide a work space at the inn where the team members were lodged. The Central Administration did offer the team the use of a conference room in its building, but the Chairperson of the visiting team felt it would have been disruptive to meetings already scheduled for it, and it was really the obligation of the Library School to have provided a secure and private conference room for the on-site visitors.

It should be noted that few persons outside the Library School had seen the completed self-study. It was not readily accessible to students, to interested University personnel, alumni and area practitioners. A copy for perusal could, upon request, be obtained from the Dean at the Library School's office, but it had not been made available within the University Library. Copies of the Standards had not been made available to students. An effort was made to inform the students, alumni, and area employers about the accreditation process, through an open meeting scheduled for the library community. Although several persons had been involved in the self-study process, the Dean acted as a final editor.

The questions and concerns that arose during both information sessions the team held with students, and later with alumni, indicated to the team that the library community knew little about the accreditation process in spite of the fact that one open meeting had taken place. The fact that the Dean acted as a coordinator was, in the opinion of the team, unusual because as is stated in Self-Study: A Guide to the Process:

The responsibility for conducting the self-study and for preparing and distributing the final report falls upon the library school as a whole, not upon administrative officials within the parent institution nor solely upon the executive officer of the school.

#### PART I: FACTUAL

The University of Rhode Island, which was founded in 1892, is a land-grant institution, and is located in the village of Kingston, about 30 miles





south of Providence. Its faculty numbers about 850 and there are about 2,500 graduate students and 8,400 undergraduates. Approximately 1,000 graduate students are in full-time residence.



The University is made up of eight colleges and three schools. The Graduate Library School has one of the largest enrollments of any unit at the graduate level. Approximately 40% of the total library school enrollment take courses through the University's Division of University Extension, mentioned above, at New England state university centers at Amherst, Massachusetts; Storrs, Connecticut; and Durham, New Hampshire.

Beginning in 1957, library science courses were first offered by the Division of University Extension in a certification program for school librarians. In 1962, the Board of Trustees of State Colleges authorized the establishment of the present Graduate Library School. A number of courses were taught in Providence for one year, 1963-64. A full program was initiated in 1964, and the present Dean received his appointment as dean at that time.

The School remained in Providence for five years, moving to its present location, in Kingston, in 1969. In the eleven years of its existence the School has graduated 852 master's degrees--second only to Education during that period. The School's program was accredited by the American Library Association in 1971.

#### PROGRAM GOALS AND OBJECTIVES

The goal of the Library School, as stated on page three in an introductory statement of the self-study report, is to provide "a program of education, research and service directed especially to the needs of New England." "The study, investigation and consultation, by means of which this program is realized, define an environment within which students can pursue the first professional degree, practicing librarians can undertake recurrent education, and those individuals whose preparation is in other fields can develop a familiarity with the fundamentals of librarianship. The School's regional mission (and it pursues this mission conscientiously) initially proposed in John Humphrey's Library Cooperation ... and formalized under the interstate tuition compact operated by the New England Board of Higher Education, currently comprehends substantial course offerings in other New England states." A further elaboration of the statement has resulted in a listing of items under both the goals of the School as well as the objectives of the program.

The self-study report indicates that the present goals and objectives are an outgrowth of the School's history and that they are the product of a Self-Study Committee consisting of two students, an alumnus, an interested practicing librarian, a member of the faculty and the School's faculty acting as a whole. The report further states that some of these goals and objectives were codified for the first time during the spring and fall of 1975 and that the impetus for the formulation of the goals and objectives statement contained in the self-study report was the forthcoming, on-site visit of a team representing the ALA Committee on Accreditation. It should be pointed out that a recommendation of the first COA Report on the Graduate Library School of the University of Rhode Island (June 1971) was as follows;

"the faculty should develop a rationale and set of specific objectives for the graduate program of study and review the organization and design of the overall program."

In response to the question, "With what policy statements of professional organizations relevant to librarianship do the goals and objectives agree?", two items are listed. These are: the ALA Standards for Accreditation, 1972 and Library Education and Manpower, 1970. An additional comment that the goals and objectives do not disagree with relevant policy statements is also included.

The goals of the School and objectives of the program, as now expressed in the self-study report, do not appear in the School's brochure.

There was, up to 1975, no formal procedure for revising goals and objectives. The self-study report indicated that the School planned a review of the goals and objectives with possible revision. There was no evidence that this has been initiated.

## CURRICULUM

The academic program offered by the School is that which leads to the first professional degree: Master of Library Science (MLS). There is no undergraduate program, or post-master's 6th year program. However, there is an extensive "Regional Program" which is about 40% of the size of the Library School enrollment on the Kingston Campus each semester. It should be clearly understood that the enrolled in Library Science courses, part-time or full-time, matriculated or non-matriculated, at Kingston or through the Extension Division.

Within the MLS program, the study of principles and procedures common to all types of libraries and library services is concentrated in a required core of five courses, representing 15 of the 36 hours of credit required for the degree. Beyond the core, each student must take one course in an area of specialized service. The course selected represents three more of the 36 hours required for the degree.

The remaining 18 hours required for the degree can be fulfilled by taking six elective courses. The student can select from 26 additional courses, as listed in the 1975-76 Graduate School Bulletin--Univ. of Rhode Island, besides an "Independent Work" option which carries one, two, or three hours of credit.

In spite of the fact that the School feels that courses are grouped according to related content through proximity in numbering, neither in the self-study report nor in the 1975-76 Graduate School Bulletin--Univ. of Rhode Island are these elective courses categorized, or grouped, in any way which would suggest possible development of a curriculum, e.g., public library, academic library, children's work, etc.

It is not clear from the self-study report, or from interviews with students, what means are provided to make each student's program a cohesive whole rather than an aggregate of courses. The School's brochure does not list any structuring of programs; it does not state the objectives, or relate courses offered to those objectives; faculty advisors are not assigned on the basis of an individual's special area of interest. However, full listings of courses to be offered during the academic year appear to be available to the students in advance so that they can plan their programs with a view of catching the courses they need at the time they are offered. Core courses, as mentioned earlier, are offered each semester which helps in the long-range planning of programs.

Each semester, a variety of course are offered on a flexible schedule on the campuses of the University of Massachusetts at Amherst, the University of Connecticut at Storrs, and the University of New Hampshire at Durham.

Insofar as the team was able to ascertain from the written sources of evidence and interviews, each time a full-time faculty member has taught in the regional program, it has represented an overload.

In a description of the regional program prepared by the Library School's Coordinator of the program, Professor Tryon, he states that "the course enrollments indicate that the program is fully 40% of the size of the undertaking of the Kingston program." The regional program is under the direction of a Regional Program Committee, Professors Tryon (Chairman), Bergen, Salvatore of the Graduate Library School, and Rita Granada (of the URI Extension Program). However, evidence shows that the major part of the responsibility has been implemented by the Chairman, Professor Tryon. In the administering of the program he has carried out the following duties:

Scheduled course offerings, projected for two years, which is complicated by the desire to offer a varied program and at the same time meet the conflicting needs of students and at the same time find qualified faculty.

Staffing--Finding a pool of competent instructors, and thus far it has been necessary to find, evaluate, and recommend individuals for appointment each semester. Thus, in the Fall of 1975, two new instructors had to be located; in the Spring of 1976 another two new instructors had to be located not previously utilized, making a total of 19 since 1972.

Scheduling--Juggling times and days when classes are to meet.

Counseling--Trying to set up special counseling sessions at regional centers; thus far carried out by the Chairman of the Committee; plus a large amount of correspondence.

Coordinating--Keeping the R.I. Extension Division informed of schedules and appointments and general details of the program. Giving instructions to new faculty members, etc.

According to the self-study report there were 186 out of a total of 427 students enrolled in the regional program in the Fall of 1975, or 42% of the students. (The report of the Regional Program Director, however, states that there were 203 in the program which would be 48% of the students enrolled in the Library School). In Spring 1976, 172 out of a total of 427 students were enrolled in the Regional Programs or 40% of the total student body.

From the evidence presented in the self-study report and interviews with the faculty and the students, it was discovered that the total curriculum is not continually under review and revision as a normal part of the faculty's discussion either in Curriculum Committee meetings or in regular faculty meetings. The Chairman of the Curriculum Committee, Professor Schneider, states to the team that there were no minutes kept of Curriculum Committee meetings.

From the evidence presented in the self-study report and interviews with the faculty, and alumni, and area practitioners, there was no evidence that any group of practitioners in the region were regularly queried for suggestions relative to the program. There were a few people who were called upon for limited participation in the self-study.

The curriculum presents some additional educational experiences for the students. Guest speakers in a variety of fields are invited to the campus and alumni are invited to attend these colloquia also. A student association has recently been formed which proposes to promote professional activities, and gives evidence (from interviews with the officers) of offering opportunities to students to participate in planning and carrying out these activities and in initiating and implementing suggestions related to the students' learning experience, both within the formal classroom and outside it. Representation on faculty committees has recently been established which provide the students with valuable experience.

Because the classes are scattered throughout five buildings on campus there is a built-in barrier working against the use of audio-visual methods and various media in classroom presentations. In all of the classes visited by the team, there was little or no evidence of the use of various media in conducting classes. The teaching methods observed were almost entirely lecture, with a limited amount of discussion, and reports by students on special projects.

## FACULTY

At the time of the visit, the Library School had eight, regular full-time faculty, including the Dean, and three part-time faculty, all of whom had responsibilities on the Kingston Campus. Of the eight full-time faculty, two are Professors, three are Associate Professors, and three are Assistant Professors. All have tenured positions. The three part-time persons are considered lecturers; one of the three has a position within the University Library. In addition to the eleven faculty members noted above, there are three area librarians teaching in off-campus extension centers.

The following is a listing of the faculty who were teaching at the time of the on-site visit. Rank, degrees, subject backgrounds, and teaching specialties are included.

Full-time Faculty

- |                                       |      |                  |       |                    |
|---------------------------------------|------|------------------|-------|--------------------|
| 1. Humeston, Edward J.<br>(Professor) | 1932 | Hamilton College | A.B.  | English and French |
|                                       | 1934 | Princeton        | M.A.  | Modern Languages   |
|                                       | 1942 | Princeton        | Ph.D. | Modern Languages   |
|                                       | 1945 | Peabody          | B.S.  | Library Science    |

Specialty: college and university library service

- |                                     |      |            |         |                        |
|-------------------------------------|------|------------|---------|------------------------|
| 2. Bergen, Daniel P.<br>(Professor) | 1957 | Notre Dame | A.B.    | History and Philosophy |
|                                     | 1961 | Chicago    | M.A.    | Library Science        |
|                                     | 1962 | Notre Dame | M.A.    | Political Science      |
|                                     | 1968 | Minnesota  | M.A.    | American Studies       |
|                                     | 1969 | Chicago    | *C.A.S. | Library Science        |
|                                     | 1970 | Minnesota  | Ph.D.   | American Studies       |

Specialty: philosophy of librarianship; librarianship and the social sciences

- |                                         |      |         |      |                       |
|-----------------------------------------|------|---------|------|-----------------------|
| 3. Bonhert, Lea M.<br>(Asst. Professor) | 1942 | Chicago | B.A. | Political Science     |
|                                         | 1947 | Chicago | M.A. | Public Administration |

Specialty: administration; information science; research methods

- |                                           |      |          |           |                      |
|-------------------------------------------|------|----------|-----------|----------------------|
| 4. Chin, Frances W.<br>(Assoc. Professor) | 1933 | Colorado | B.A.      | Botany               |
|                                           | 1934 | Michigan | M.S.      | Public Health        |
|                                           | 1935 | London   | Post-grad | Diploma Bacteriology |
|                                           | 1941 | Michigan | Ph.D.     | Microbiology         |
|                                           | 1962 | Kentucky | M.S.      | Library Science      |

Specialty: medical librarianship; cataloging and classification; technical services

- |                                                           |      |                  |        |                 |
|-----------------------------------------------------------|------|------------------|--------|-----------------|
| 5. Daniel, Evelyn E.<br>(Asst. Professor,<br>not tenured) | 1967 | Wilmington Coll. | A.B.   | History         |
|                                                           | 1969 | Maryland         | M.L.S. | Library Science |
|                                                           | 1974 | Maryland         | Ph.D.  | Library Science |

Specialty: administration of school media centers; media; cataloging and classification

- |                                             |      |          |      |                                  |
|---------------------------------------------|------|----------|------|----------------------------------|
| 6. Salvatore, Lucy V.<br>(Assoc. Professor) | 1942 | Brown    | A.B. | Modern Languages<br>and Japanese |
|                                             | 1958 | Illinois | M.S. | Library Science                  |

Specialty: school library media centers; library service for children and young adults

- |                                               |        |                 |         |                     |
|-----------------------------------------------|--------|-----------------|---------|---------------------|
| 7. Schneider, Stewart P.<br>(Assoc.Professor) | 1948   | Haverford Coll. | B.A.    | English             |
|                                               | 1950   | Columbia        | M.A.    | American Literature |
|                                               | 1964   | Columbia        | M.S.    | Library Science     |
|                                               | 1974   | Columbia        | *C.A.S. | Librarianship       |
|                                               | (1972- | Columbia        |         | Ph.D. Candidate)    |

Specialty: reference and information services; government publications

- |                                           |      |              |         |                 |
|-------------------------------------------|------|--------------|---------|-----------------|
| 8. Tryon, Jonathan S.<br>(Asst.Professor) | 1955 | Brown        | A.B.    | English         |
|                                           | 1963 | Columbia     | M.S.    | Library Science |
|                                           | 1970 | Rhode Island | M.A.    | English         |
|                                           | 1974 | Columbia     | *C.A.S. | Library Science |

Specialty: academic librarianship

\* C.A.S. - Certificate, Advanced Study in Librarianship

Part-time Faculty - On Campus

- |                                                                               |      |                  |        |                 |
|-------------------------------------------------------------------------------|------|------------------|--------|-----------------|
| 1. Gagne, Gerard<br>(Acquisitions Libn.,<br>Southeastern Mass.<br>University) | 1965 | Assumption Coll. | B.A.   | Psychology      |
|                                                                               | 1966 | Pittsburgh       | M.L.S. | Library Science |

Presently teaching: LSC 503 Selection of Library Materials

- |                                                      |      |                      |                             |                   |
|------------------------------------------------------|------|----------------------|-----------------------------|-------------------|
| 2. Maslyn, David<br>(Asst.Professor,<br>URI Library) | 1960 | St. Bonaventura      | B.A.                        | History & English |
|                                                      | 1963 | Syracuse             | M.A.                        | Russian History   |
|                                                      | 1967 | Syracuse<br>Syracuse | M.S.L.S.<br>Ph.D. candidate | Library Science   |

Presently teaching: LSC 562 Administration of Special Collections

- |                                |      |                |       |                         |
|--------------------------------|------|----------------|-------|-------------------------|
| 3. Yelton, Donald<br>(retired) | 1935 | Hamilton Coll. | A.B.  | English and Greek       |
|                                | 1950 | Georgetown     | M.A.  | History                 |
|                                | 1950 | Columbia       | M.S.  | Library Science         |
|                                | 1962 | Columbia       | Ph.D. | Eng. & Comp. Literature |

Presently teaching: LSC 502 Library Administration

Part-time Faculty - Off Campus

- |                                                                     |      |                |          |                 |
|---------------------------------------------------------------------|------|----------------|----------|-----------------|
| 1. Alexander, William<br>(Director, Westerly<br>(R.I.) Public Lib.) | 1962 | Whittier Coll. | B.A.     | Psychology      |
|                                                                     | 1966 | Syracuse       | M.S.L.S. | Library Science |

Presently teaching: LSC 502 Library Administration

- |                                                                   |      |                 |          |         |
|-------------------------------------------------------------------|------|-----------------|----------|---------|
| 2. Cairns, Roberta<br>(Director, Barrington<br>(R.I.) Public Lib) | 1966 | Stonehill Coll. | A.B.     | English |
|                                                                   | 1969 | Rhode Island    | M.S.L.S. |         |

Presently teaching: LSC 521 Public Library Service

3. Mullen, Donald 1957 New Hampshire B.A. Psychology  
 (Director, Dover(N.H.) 1970 Simmons M.L.S.  
 Public Library)

Presently teaching: LSC 500 Introduction to Librarianship

In summary, of the eight regular faculty members, four hold a doctorate (one in library science); six hold a master's degree in library science; one holds a bachelor's in library science and one does not have a professional degree in the library field. One person of the eight is a Ph.D. candidate. All three lecturers and all the off-campus teachers hold at least a master's degree in library science. The highest professional degrees with dates obtained for the full-time faculty are as follows:

Humeston	Professor	B.S.	1945	Peabody
Bergen	Professor	C.A.S.	1969	Chicago
Bonhert	Asst. Professor			
Chin	Assoc. Professor	M.S.	1962	Kentucky
Daniel	Asst. Professor	Ph.D.	1974	Maryland
Salvatore	Assoc. Professor	M.S.	1958	Illinois
Schneider	Assoc. Professor	C.A.S.	1974	Columbia
Tryon	Asst. Professor	C.A.S.	1974	Columbia

The average age of the faculty is 51 with the range extending from 40 to 65. Types of libraries represented in the work experience background of the faculty are: academic (7); public (3); school (2); and special (2).

The average salary of the Library Science faculty is \$16,525 which ranks 18th out of a representative 25 programs at URI. The self-study report indicates that, "The average salary of the School's faculty is commensurate with that of other non-scientific departments, but... it lags significantly behind the averages of scientific and technical programs and therefore behind the University as a whole."

The AAUP has been the exclusive bargaining agent for the faculty since 1971, and all procedures for appointment, promotion, awarding of tenure, dismissal, handling of grievances, etc., are those determined by agreement between the AAUP and the University of Rhode Island. At least one grievance has been filed from the Library School faculty concerning promotion in the past year. The contract also stipulates teaching loads, which are normally six courses per year, or 18 contract hours. Part-time faculty are not covered by this contract. Those teaching off-campus are appointed by the Library School (voted on by the faculty), and paid by the Division of University Extension.

Teaching loads have technically followed the terms of the contract in that no faculty member has been assigned more than three courses to teach in the regular program per semester. However, it is possible to assume a paid, voluntary overload by teaching in one of the three off-campus extension centers.

Distribution of teaching loads and enrollments for Fall, 1975:

Number of Courses & Enrollments

	<u>Regular Program</u>		<u>Off-Campus</u>	<u>Independent Study</u>	
	No. of courses	No. of students	(overload) No. of courses	No. of students	<u>Assignments</u>
Bergen	3	(113)	0		3
Daniel	3	(72)	1	(24)	0
Bonhert	2	(47)	0		15

Tryon	3	(81)	2	(50)	2
Schneider	3	(87)	0		1
Cain	3	(85)	0		1
Salvatore	2	(30)	1	(22)	30

From the above it can be seen that three faculty members assumed an overload of at least one class, and one professor was teaching five classes as well as supervising two independent study projects for the Fall 1975 semester. Part-time faculty generally teach only one course per semester.

The faculty have agreed that teaching is the first priority of the School and by its own estimate, the faculty spends 51.4% of its time teaching, 8.6% directing research, and 8.3% counselling students. This leaves 11.4% of their time spent on personal research, and 20.2% for institutional and professional activities. Again, this information is taken from the self-study report.

In terms of current faculty research activities and publications, a review of the section on Library School Faculty Data submitted in the self-study report reveals the following.

<u>Faculty member</u>	<u>No. of publications listed since 1970</u>	<u>No. of research projects cited</u>	<u>No. of current memberships in professional library organization</u>
Humeston	3	None listed	1
Bergen	3	1	6
Bohnert	2	None listed	2
Chin	1	One in progress	5
Daniel	11 (one in progress)	One in progress	9
Salvatore	None listed	One in progress	7
Schneider	None listed	None listed	4
Tryon	1	None listed	3

It appears that during the past five years the number of publications per faculty member ranged from none to eleven. In the case of research projects cited, one person listed one, three appeared to have research in progress and four did not list anything under this heading. The faculty, for the most part, has participated in professional library activities. Of particular note is the fact that Professor Bergen is President of the Rhode Island Library Association.

Classes meet once a week for three hours each. The quality of the teaching has been evaluated by the students in various ways over the past few years, including a short form drawn up by the Dean, and more recently with the S.I.R. form developed by the Educational Testing Service. As far as the team was able to determine during the visit, instruction in off-campus classes is not evaluated.

#### STUDENTS

Statements of the policies governing admission to the Library School are to be found in the 1975-76 Graduate School Bulletin--Univ. Of Rhode Island and in the brochure published separately call The Graduate Library School. Essentially for full status admission as a candidate for the master's degree, these require students to have the bachelor's degree from a four year institution of approved standing with an overall average of B (3.0) or better, and submission of satisfactory results of the student's performance on the Miller Analogies Test or the Graduate Record Examination, and three satisfactory letters of recommendation.

Conditional admission may be granted to applicants with a grade point average as low as 2.0 if there are special circumstances such as high test scores, other highly successful graduate work, or the elapse of a considerable number of years since the completion of the undergraduate grade point average.

A third category of students are those referred to as non-degree students. These are career individuals whose employment makes it advantageous or desirable to take additional course work but for whom degrees beyond those they may be holding are not necessary.

The Library School's Admissions Committee examines the credentials submitted. Previous degrees and course work, test scores, letters of recommendation, and experience in the field, as well as other factors which appear pertinent at the time, are weighed carefully by the Admissions Committee and may be used as evidence to waive specific normal requirements stated above. Conversely, discouraging letters of recommendation may be investigated more particularly. Applicants may be invited for a personal interview, but this is only for exceptional reasons.

The School follows the policies established by the University regarding the reduction in program length and transfer of credit hours. A maximum of six credit hours may be allowed for competence based on experience outside of the traditional academic setting and demonstrated by examination with a grade of at least a B or by a commensurate research paper or project (but not by an oral exam). A maximum of seven credits of relevant graduate level work completed at other accredited institutions may be applied to the M.L.S. degree, providing that they were received within the preceding five years, were evaluated at B or better, and have not been applied toward completion of any other degree.

In sum, 12 is the greatest number of credits by which the normal 36-hour M.L.S. degree program may be reduced by transfer of non-degree or extramural work or by credit by examination or paper. Students enrolled in the School's Extension Courses are limited to 12 hours prior to applying for admission as candidates for degrees.

Forty-four and two tenths percent (93) of the Fall, 1975 students were originally admitted on conditional status, 44.7% (117) on full status. Those first admitted conditionally for the Fall semester, however, comprise only 29.5% (62) of the whole (46.6% of all newly admitted students), while those admitted earlier who are now enrolled have successfully met the requirements for the full status. A student may be admitted conditionally if either the undergraduate GPA is below 3:00 or his GRE or MAT scores are low; or if both are low but he or she has shown competence in Graduate Library School off campus courses, notable service in the field, or some other special demonstration of potential success; or if exceptional conditions intervene, such as foreign education not readily comparable with American measurements.

The number of students enrolled over the last three years is:

	F.T.E.	Ext. Program	Graduates
1972-73	527.67	43.34	121
1973-74	495.34	94.67	159
1974-75	515.00	162.34	119
1975-76	441.34	78.67*	137 (estimate)

\*Through December, 1975 only.

There is a predominance of women, and though minority races are represented, these are in no significant numbers.

On April 21, 1976, a new constitution for the Library Students Association was ratified. The Association has already placed students on most faculty committees where there were none before. It will continue to sponsor social functions for the student body, and will attempt to act as a lobbying group for the School's interest in the University, and for the student's interest in the School.



Alumni have been included in the membership to give strength to this effort. Other objectives of the newly constituted Association are to work toward the establishment of meaningful placement services for students and alumni, and to have some space dedicated for a student lounge.

The team could find no way to determine how many students were actually involved. There is also a University-wide Graduate Students Association, but Library School students did not appear to be involved in that at all.

## GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT



### A. GOVERNANCE

The current executive officer of the Graduate School of Library Science is the Dean, who, as do all other deans, reports directly to the Vice-President for Academic Affairs in matters relating to finance and administrative policies and confers with the Dean of the Graduate School on matters of admission policies and procedures. Although the School has considerable autonomy within the curriculum area, the Graduate Council approves new and amended courses as well as program content.

Within the University framework then, in which policy, regulatory and budget constraints are set by the University Administration, the Faculty Senate (which makes academic policy) and the Graduate Faculty (working through Graduate Council), the School is free to develop its own policies in regard to admission standards, curriculum development, allocation of faculty time, recommendations for the conferring of degrees and other matters of internal administration. The only example of an exception to the School's freedom to operate as an independent unit was the request from the Graduate School in the Fall of 1975 to increase enrollment to former levels. This resulted in the rejection rate (of students) to drop from 34.1% in 1974 to 3.4% the most substantial drop of any of the graduate programs.

The School has an interest and concern for the goals, policies and activities of the University and the School's faculty serve, from time to time, on all faculty governing bodies of the University. The School always has one representative on the Graduate Council and one on the Faculty Senate. A Library School faculty member, Professor Bergen, was a member of the Senate during 1974-75 and was recently elected its chairman for 1976-77. He has served as a member of the sub-committee of the University-wide Budget Task Force.

The Budget Task Force was formed at the direction of the President in 1974 with an eight person membership including the Vice-President for Academic Affairs, who acted as chairman. Its role is to examine all budgeted units on campus, both academic and non-academic, and to develop recommendations for program revision and greater financial economy and efficiency. This idea of self-analysis has been generally accepted by the campus units, although some have resisted suggestions for change, which have been made as a result of the Task Force's activity. The Budget Task Force, in an Interim Report, dated December 13, 1974, provided the official charge for a committee, under the auspices of the Office of the Academic Vice-President, to undertake a study of the University Library and the Graduate Library School. James Findley, Professor of History, was selected as Chairperson and the Graduate Library School was represented by a member of the faculty, Daniel Bergen.

The Budget Task Force, with the help of the Findley Committee, raised a number of questions which has resulted in four potential alternatives for the future of the Library School:

1. Elimination of the School as an organizational unit.
2. Continuation of the School as an independent graduate school.
3. Creation of a new and more comprehensive college focused on communications including not only library science but such departments as computer science, speech, journalism, and perhaps others.
4. Creation of a partnership arrangement with the University Library system.

At the time of the visit alternative four seemed the most logical to the University authorities. The present faculty has tended to favor the continuation of the present administrative structure rather than alternative administrative arrangements affecting the Graduate Library School .

Another area involving possible administrative change relates to regional programming. Considerable thought has been given to an administrative structure which would more effectively coordinate library education courses offered, not only within Rhode Island but within the entire New England region. A first step would be to select a Director of Regional Program Development.

#### B. ADMINISTRATION

The executive officer of the School is a Dean, who has been involved with libraries and library education for the past thirty years.

The Dean is a full participating member of the University's Council of Deans, although he has not been a recent participant on campus-wide committees or local, community activities. During his tenure at the University, Dean Humeston has been sympathetic toward developing a regional program of library education for the School and has, according to the self-study report, stressed the importance of research and scholarship. He has not taught any courses during the past three years.

The School does not have a library science librarian, but a professional cataloger in the campus library has been given the responsibility of ordering materials for the School. This is done in concert with a member of the School's faculty in developing the collection, which gives the School some in-put into collection building.

According to the self-study report there are six regular faculty committees. Student representation on these committees has been permitted for the first time this year. One faculty member serves as a colloquia coordinator, one as a liaison to the library, and one as a liaison to the Rhode Island Department of State Library Services. Most faculty members serve on three committees, but one serves on five.

#### C. FINANCIAL SUPPORT

The financial support for the School comes almost exclusively from the budget of the parent institution. Other sources are scholarship money from outside sources such as the H.W. Wilson Company. Items not included in the financial report, but which represent institutional support are: classroom and office space; audio-visual support services, computer services; and library materials and services.

The following information has been obtained from the Financial Data Report as contained in the self-study and represents the School's budget for 1974-75 and 1975-76.

#### Sources of Income

<u>Items</u>	<u>1974-75</u>	<u>1975-76</u>
1. Parent Institution	\$215.977	\$234,363
2. Federal Funds	0,000	0,000
3. Other, Scholarship (source not explained)	1,800	1,500
	<hr/>	<hr/>
Total:	\$217,777	\$235,863



Expenditures

	<u>1974-75</u>	<u>1975-76</u>
1. Salaries (Instructional)	\$143,024	\$158,538
2. Salaries (Administrative)	35,880	35,880
3. Wages (Student Services)	18,621	17,644
4. Clerical Salaries	13,562	13,393
5. Office Supplies & Equipment	2,188	4,131
6. Communications	81	1,207
7. Travel	1,924	1,200
8. Educational Supplies	599	2,270
9. Scholarships, Fellowships	1,800	1,500
Total:	<u>\$217,679</u>	<u>\$235,763</u>

Items Not Included in Budget

	<u>1974-75</u>	<u>1975-76</u>
1. Library Materials	\$ 2,491	\$2,300
2. Scholarships	600	740
3. Capital Outlay	947	1,537
Total:	<u>\$4,038</u>	<u>\$4,577</u>
Grand Total:	\$221,717	\$240,340

Total expenditures for the past six years, including the current year are:

<u>1970/71</u>	<u>1971/72</u>	<u>1972/73</u>	<u>1973/74</u>	<u>1974/75</u>	<u>1975/76</u>
\$157,769	\$159,809	\$170,188	\$210,188	\$215,977	\$234,363

The budget amount for 1975-76 shows an increase over the previous years. The increases are primarily for instructional salaries and office supplies, educational supplies, and communication.

It should be noted that the average per student cost of all graduate programs for the 1973-74 year was \$1,946.70, while that the Library Science was \$1,330.00. (This was based on master's degrees conferred). The School's low comparative rating is largely due to the School's large enrollment (159) which represented the largest number of degrees granted by any graduate program reporting. However, other factors may affect the cost of instruction.

PHYSICAL RESOURCES AND FACILITIES

The Graduate Library School has exclusive control over the building which houses its administrative and faculty offices. This structure is centrally located across the street from the University Administration Building and between the Memorial Union and the University Library, being slightly closer to the former. The building is of light frame construction approximately 35 to 40 years old and appears to be a remodelled Dutch Colonial dwelling. It contains approximately 3200 square feet on four levels (basement, first, second, and finished attic).

All other space needs for the school must be scheduled from University space in various other locations scattered over the campus. This includes student gathering places as well as classrooms, laboratories, etc.

The Library School does not have its own library facility but rather its materials collection is consolidated with the other materials in the University Library. The latter is new with an addition now being completed. The Library's total collections amount to 584,125 volumes, and the new addition will provide space for an additional 250,000 volumes. The library subscribes to 197 periodical titles primarily related to library and information science.

Though the Library School owns and has control over a limited array of office, copying, and audiovisual equipment, other equipment needed by it is provided and controlled in varying degrees of quantity through other University units.

Through the Audio-Visual Center, located in the Education Department, the School has access to an assortment of cameras and projectors, audio and video recorders and playback equipment, television sets, production facilities, etc. Fully equipped auditoriums are also available, as is technical assistance in all facets of use of these facilities to both faculty and students.

The University Library, in cooperation with the Computer Laboratory, provides access to data bases through several terminals located in the University Library. The Laboratory has available other types of data processing devices, such as key punches and card reader facilities. The Department of Computer Science and Experimental Statistics staff is available for consultation in the various facets related to the use of data processing programs and devices.

It should be noted that there is, so far as the team could discover, no vertical file of reports, documents, etc. of materials specifically related to library science.

The facilities described here are usually provided at no cost to the School. When rental of items from outside sources or exceptional projects require additional staff or unusual equipment items, the School is required to pay the cost. This is known before such requests are acted upon. In such cases, the agency providing the service or facility handles the clerical work involved and underwrites the administrative costs. Scheduling of such activities is usually handled by the staff member or student involved.

## PART II: EVALUATIVE



### PROGRAM GOALS AND OBJECTIVES

The self-study report sets forth a major overall goal of the School: "to provide a program of education, research and service directed especially to the needs of New England." The report elaborates further by listing a number of statements under both "Goals" and "Objectives," with these statements categorized in each instance under three headings: a) education, b) research, and c) service. The visiting team views the goals, as stated, as meaningful guidelines. An obvious addition to the goals section could be made under the education category: "To provide a program of study leading to the master of arts degree in the field of library science."

All statements under objectives should be reviewed carefully and those statements which do not refer to educational results to be achieved should be withdrawn and placed, if applicable, under goals. Some examples are:

"To seek physical facilities fully adequate to the educational and social development of the School's community;"

"To establish within the Graduate Library School a Bureau of Consultation and Research designed to serve the libraries and librarians of New England."

Of real concern to the visiting team was the lack of importance that the School has attached to the standard on "Program Goals and Objectives." As pointed out in the factual part of this report a strong recommendation of the first COA Report on the Graduate Library School of the University of Rhode Island (June 1971) was "to develop a rationale and set of specific objectives for the graduate program of study." A question immediately comes to mind. "Why, with such a clear recommendation from the ALA visiting team in 1971, the obvious need the School faced to provide a set of goals and objectives for its own use, and the knowledge that the current standards, which were adopted in 1972 and were certainly made known to all library school deans, faculty, and others interested in library education, did the School wait until 1975 before finally formulating a set of goals and objectives?" Standard I clearly prescribes that "the school should have clearly defined, publicly stated goals," and as sources of evidence these should be published with program descriptions in the school's catalogs, bulletins, etc. The School's program objectives do not appear in such publications.

Of further concern was the limited use, in formulating goals and objectives, of the major documents and policy statements of relevant professional organizations. Only two such documents were listed in the self-study report: The ALA Standards for Accreditation and Library Education and Manpower. No mention was made of policy statements, standards, or documents such as those published by the Public Library Association, the American Association of School Librarians, Special Library Association, Association for Educational Communication and Technology, etc., each of which should be important components in the formulation of both a library philosophy and an educational program designed to meet the current needs of our society.

In summary, it appears that the School was unduly lax in formulating goals and objectives in response to ALA's recommendation in 1971, in response to the revised Standards (1972) and more important, in response to the need to provide direction in the development of its own program, for a program of any school or institution is judged on the degree to which the program attains its objectives. In reviewing its newly formed goals and objectives it is recommended that the School carefully consider the documents of several relevant, national, professional organizations and keep in mind that ALA accreditation implies the approval of a program, designed to prepare persons for professional responsibilities beyond the local or regional level which currently does not seem to be a guiding force in the School's curriculum planning.

## CURRICULUM

With its core curriculum the master's program provides for the study of principles and procedures common to all types of libraries and library services. However, its advanced courses are so limited in number and scope, that the program only allows for minimal specialization within any given type of library or library service.

A first major concern of the visiting team in regard to the curriculum was the absence of a strong emphasis on program-building from among those courses that were offered. The team noted that there were no groupings of courses in the brochure about the Library School, or in the self-study report. There is a need for the structuring of programs and the building of a strong student advisement system. At the present time the construction of a program appears to depend to a considerable degree on the individual student's perception of what might be of value. There are no assigned advisors. Students are advised on a "first come first served" basis, a process so identified by the students and faculty interviewed. The team suggests that the School provide a system more carefully planned and documented than it is at present. Care needs to be taken that each planned program is a cohesive whole, leading to a specific educational attainment for each student.



Another major concern of the team is the need for continuous review of the total curriculum with input from groups outside the School to serve in an advisory capacity in order to respond to library service needs in the region as well as at the national level. The team was told repeatedly by top administrators of the University that the University was dedicated to serve the needs of New England in this program area. If this is a major part of the constituency to be served, then these needs will have to systematically ascertained and the curriculum built to incorporate them.

A third major concern is the continuous maintenance of quality programs in the regional centers. On the basis of the team's study of information requested and reviewed relative to the regional programs, it appears that there is a need for a full-time, or a nearly full-time coordinator for the regional programs which enroll almost consistently forty or more percent of the total student population taking course work in library science. In the view of the team, it is too much to expect a full-time professor, who is teaching three courses as a normal load, plus an overload in the regional program, to administer this major part of the total Library School program, to say nothing of also carrying out the personal research and participation in professional and university activities, expected of all full-time faculty members.

On the basis of the team's limited observation of classes, it appeared that, with one or two notable exceptions, most of the classroom presentations were traditional in their approach. The team suggests that the School give serious attention in the future to methods of introducing more innovative presentations and a greater stress on a research orientation in the classroom.

In view of the School's published objective, "to promote and direct the investigation of library problems by students, particularly as these extend beyond the minimum demands of course work," and in keeping with the six other published research objectives listed in the self-study report, the team questions the teaching of the course in Research Methods only once a year and the absence of either a thesis or overall research project requirement.

For practicing librarians in the region, the availability of courses in the centers enables many to engage in the program. However, this availability means that many times elective courses are taken before core courses. The team recommends, whenever possible, that students' programs be so constituted that the core courses are taken before the electives.

The team was concerned about the fact that all the classes offered in the Library School are scheduled for three consecutive hour periods. Students pointed out that this was too long to maintain a high level of attention and that it mitigated against maximal learning by delaying the feedback on any work turned in by at least one week's time. The team recognizes that the night and extension courses may have to be taught in three-hour blocks because of scheduling complications, but it would seem that for full-time students and those attending classes by day, there should be provision, wherever possible, for classes to meet two times a week instead of only once.

One of the stated objectives is: "To insure the development and effective management of a strong collection of material in librarianship and related fields through the appointment of a librarian with primary responsibility for such matters." The team would urge the faculty to work diligently in seeking the attainment of this objective. The students both individually and in a group conference spoke of the difficulty of finding materials and of the difficulties imposed by not having a library science librarian to whom they could turn for guidance.

The team took note of the stated objective: "To provide, in the form of workshops, institutes, conferences, and courses, continuing education for practicing librarians," which has implications for alumni and for students, alike. However, the commitment to the provisions of this type of service to the region seems rather problematic, as there is no budget for workshops provided.

Similarly, the team took note of one of the seven enunciated goals of the School: "To seek the University and external support needed to translate this spirit of inquiry into an active program of research and publication," and a related objective: "To establish within the Graduate Library School a Bureau of Consultation and Research designed to serve the libraries and librarians of New England." Both of these statements, if implemented, would hold a high potential for providing research related experience for a number of students in the MLS program, as well as serving the region. The implementation of such a goal and objective seems remote to the team in their study as there is no specific budget provision for such activity.

The team noted in the 1975-76 Graduate School Bulletin--Univ. of Rhode Island, in the brochure on the Library School, and in the self-study report that there is no formalized provision for "some sort of internship" or practicum. The team did note that a Practicum in School Librarianship is now listed. Students reported a number of internships that are now in operation and uniformly expressed the high value they placed on the provision of such opportunities. The team suggests that the faculty design guidelines to be applied uniformly for internships and practicums and that these be stated in the School's publications.

There were no course profiles for all the courses which would include a list of "competencies" or educational objectives that the student would achieve as a result of taking a given course. At this time when demonstrated competencies are rapidly forming the basis of state certification standards, it puts graduates of the Rhode Island program at a definite disadvantage if they cannot identify the competencies they have learned in the Library School's program.

#### FACULTY

The faculty indicated that teaching was its first priority and according to its own estimate in the self-study report the faculty spends 51.4% of its time at this activity. The visiting team agrees that the faculty spends a majority of its time on teaching, probably closer to 70%, when one includes the off-campus assignments which represent an overload. Certainly when one notes the lack of recent publications, the paucity of research and the limited amount of time spent with professional organizations and campus activities, it seems that the faculty estimates on use of its own time are not entirely correct. It appears to the team that much more than 51.4% of faculty time is spent in teaching and that very little time is spent on research, publishing, and professional activity, which, in turn, would provide an opportunity for professional development.

Publications and research projects for the past five years were listed in the factual portion of this report. The strongest performance here is that of the faculty member who is leaving. The rest is inadequate for a graduate faculty. Reading through the sources of evidence, it is clear that in the past research has not been stressed as a requirement for the faculty. However, a recent change in the University administration has already made research and publication a more heavily weighted factor in promotions.

Discussions with faculty and students involved in the off-campus program suggest that the quality of teaching by part-time persons is spotty, with some real excellence and some real failures. Instruction is not formally evaluated in class off-campus as it is in the regular program, unless the instructor wishes to make his or her own evaluation. From looking at the vitae of those hired to teach part-time and at the correspondence with applications, one can see that the part-time faculty is drawn heavily from the directors and staff of small public libraries in the area, many of whom are URI graduates. The team did not see evidence that the part-time faculty were generally hired to "complement the teaching competencies of the full-time faculty members" as recommended in the Standards. It appears that their function is mainly to cover the ground between a small faculty and a large student body, all scattered among several locations.

Another major concern of the team is the need for continuous review of the total curriculum with input from groups outside the School to serve in an advisory capacity in order to respond to library service needs in the region as well as at the national level. The team was told repeatedly by top administrators of the University that the University was dedicated to serve the needs of New England in this program area. If this is a major part of the constituency to be served, then these needs will have to be systematically ascertained and the curriculum built to incorporate them.

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On the basis of the team's limited observation of classes, it appeared that, with one or two notable exceptions, most of the classroom presentations were traditional in their approach. The team suggests that the School give serious attention in the future to methods of introducing more innovative presentations and a greater stress on a research orientation in the classroom.

In view of the School's published objective, "to promote and direct the investigation of library problems by students, particularly as these extend beyond the minimum demands of course work," and in keeping with the six other published research objectives listed in the self-study report, the team questions the teaching of the course in Research Methods only once a year and the absence of either a thesis or overall research project requirement.

For practicing librarians in the region, the availability of courses in the centers enables many to engage in the program. However, this availability means that many times elective courses are taken before core courses. The team recommends, whenever possible, that students' programs be so constituted that the core courses are taken before the electives.

The team was concerned about the fact that all the classes offered in the Library School are scheduled for three consecutive hour periods. Students pointed out that this was too long to maintain a high level of attention and that it mitigated against maximal learning by delaying the feedback on any work turned in by at least one week's time. The team recognizes that the night and extension courses may have to be taught in three-hour blocks because of scheduling complications, but it would seem that for full-time students and those attending classes by day, there should be provision, wherever possible, for classes to meet two times a week instead of only once.

One of the stated objectives is: "To insure the development and effective management of a strong collection of material in librarianship and related fields through the appointment of a librarian with primary responsibility for such matters." The team would urge the faculty to work diligently in seeking the attainment of this objective. The students both individually and in a group conference spoke of the difficulty of finding materials and of the difficulties imposed by not having a library science librarian to whom they could turn for guidance.

The team took note of the stated objective: "To provide, in the form of workshops, institutes, conferences, and courses, continuing education for practicing librarians," which has implications for alumni and for students, alike. However, the commitment to the provisions of this type of service to the region seems rather problematic, as there is no budget for workshops provided.



Similarly, the team took note of one of the seven enunciated goals of the School: "To seek the University and external support needed to translate this spirit of inquiry into an active program of research and publication," and a related objective: "To establish within the Graduate Library School a Bureau of Consultation and Research designed to serve the libraries and librarians of New England." Both of these statements, if implemented, would hold a high potential for providing research related experience for a number of students in the MLS program, as well as serving the region. The implementation of such a goal and objective seems remote to the team in their study as there is no specific budget provision for such activity.

The team noted in the 1975-76 Graduate School Bulletin--Univ. of Rhode Island, in the brochure on the Library School, and in the self-study report that there is no formalized provision for "some sort of internship" or practicum. The team did note that a Practicum in School Librarianship is now listed. Students reported a number of internships that are now in operation and uniformly expressed the high value they placed on the provision of such opportunities. The team suggests that the faculty design guidelines to be applied uniformly for internships and practicums and that these be stated in the School's publications.

There were no course profiles for all the courses which would include a list of "competencies" or educational objectives that the student would achieve as a result of taking a given course. At this time when demonstrated competencies are rapidly forming the basis of state certification standards, it puts graduates of the Rhode Island program at a definite disadvantage if they cannot identify the competencies they have learned in the Library School's program.

#### FACULTY

The faculty indicated that teaching was its first priority and according to its own estimate in the self-study report the faculty spends 51.4% of its time at this activity. The visiting team agrees that the faculty spends a majority of its time on teaching, probably closer to 70%, when one includes the off-campus assignments which represent an overload. Certainly when one notes the lack of recent publications, the paucity of research and the limited amount of time spent with professional organizations and campus activities, it seems that the faculty estimates on use of its own time are not entirely correct. It appears to the team that much more than 51.4% of faculty time is spent in teaching and that very little time is spent on research, publishing, and professional activity, which, in turn, would provide an opportunity for professional development.

Publications and research projects for the past five years were listed in the factual portion of this report. The strongest performance here is that of the faculty member who is leaving. The rest is inadequate for a graduate faculty. Reading through the sources of evidence, it is clear that in the past research has not been stressed as a requirement for the faculty. However, a recent change in the University administration has already made research and publication a more heavily weighted factor in promotions.

Discussions with faculty and students involved in the off-campus program suggest that the quality of teaching by part-time persons is spotty, with some real excellence and some real failures. Instruction is not formally evaluated in class off-campus as it is in the regular program, unless the instructor wishes to make his or her own evaluation. From looking at the vitae of those hired to teach part-time and at the correspondence with applications, one can see that the part-time faculty is drawn heavily from the directors and staff of small public libraries in the area, many of whom are URI graduates. The team did not see evidence that the part-time faculty were generally hired to "complement the teaching competencies of the full-time faculty members" as recommended in the Standards. It appears that their function is mainly to cover the ground between a small faculty and a large student body, all scattered among several locations.

The result of all this stretching to accommodate a large body of students, is a highly variable work-load for the faculty. As mentioned in the factual portion of this report, it is difficult to determine just how many hours are spent by whom on what; but we can see over time what some of the distribution looks like. According to the self-study data on teaching loads, Fall 1973 to Fall 1975, two faculty members have each taught seven different courses, two have taught six different courses and three have taught four.

In short, the School has been so busy getting the courses out to its large student body that there has been little time, energy, or motivation left to plan for the development of the curriculum. There is need for expansion of the curriculum, but no faculty on which to base the expansion. At the same time, the faculty's own expertise may be under-utilized but there is little opportunity for building from what strengths the faculty does have under the present situation.

There are many barriers to the development of strong student-teacher relationships. One is policy: neither the School nor the University requires that students have faculty advisors. Another is the student-faculty ratio: there are eight full-time and three part-time faculty, and the student enrollment is typically 427 (104 full-time, 323 part-time, 244 FTE reported for Fall, 1975). Another is scheduling: classes meet once a week for three hours, there are no classes on Friday, and several faculty meet schedules of classes off-campus. This means that when a faculty member or student is on campus, he or she is most likely to be in class. Yet another is facilities: there is no student lounge, no mail boxes for students, no gathering place in the building that houses the library school offices. The pattern emerging from questioning students was that those who were motivated to establish relationships with faculty were able to do so. However, the team questions the extent to which student-faculty relationships can be a feature of the program, simply on the basis of numbers, accessibility of faculty, and to a large measure, the current scheduling of classes.

## STUDENTS

Admission to the School is almost exclusively on the basis of paper credentials. Interviews, which might be helpful in determining aptitude, are given only in cases of doubt.

The quality of the students in the School compare very favorably with those of other graduate students in the University. The superficial observation we were able to make indicates that the students are, for the most part, bright, alert, and aware, and want to participate. A student organization is being revitalized, and students are being appointed to faculty committees.

The greater proportion of the students are women. Ages as old as 65 are represented. There appears to be no discrimination in regard to admission on any characteristics, and some effort is being made to explore a means of encouraging more minorities to apply for admission.

Graduates of the School appear to be very loyal to it and expressed concern for its condition.

## GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT

### A. Governance

The current executive officer of the Graduate Library School is the Dean, who reports directly to the Vice President for Academic Affairs in matters relating to finance and administrative policies and confers with the Dean of the Graduate School on matters of admission policies and procedures. The Library School is an integral but

distinctive academic unit within the parent institution. Within this University framework the School is free to develop its own policies in regard to admission standards, curriculum development, allocation of faculty time, conferring of degrees, and other matters of internal administration.

Since the formation of the Budget Task Force in 1974, the Library School, like all other academic and non-academic budgeted units, has come under close scrutiny as a result of the Task Force's activity. Four potential alternatives for the future of the Library School have been proposed. The creation of a partnership arrangement with the University Library System seemed to be the most logical alternative to the central administration at the time of the visit, although the faculty of the Library School favored the present administrative structure. The University President and members of the central administration have studied the situation carefully and are likely to create a single post of Dean of the Libraries. Under this arrangement the Graduate Library School, the Library System, and the Audio-Visual Center would each be headed by a Director, who would report to the Dean.

### B. Administration

Unfortunately, the Dean's vita indicates that he has not been professionally active in the area of library education during the past five or six years and thus he has not had the opportunity to meet with professional colleagues attending the Education Division meetings of ALA and those of the Association of American Library Schools and discuss with them trends and issues relating to library education.

The visiting team agrees, in part, with the content of a memorandum addressed to the University President from the Library School faculty that:

- 1) "The new Dean (or director of the program) should be interested in all aspects of library and information service and have experience in some parts of it," and
- 2) "The new Dean (or director of the program) should have demonstrated capacity for leadership," but the team does not understand the rationale for the remainder of the statement--"though not necessarily in a library, information center, or program of library education, or even in a position formally designated as administrative." This last statement seems inconsistent with the first one.
- 3) "The new Dean (or director of the program) should have, although this is by no means an absolute necessity, a doctorate in library service, information service, or a related subject in addition to a master's degree in librarianship or information science."
- 4) "The new Dean (or director of the program) should have a record of research and/or publication."

It is the visiting team's recommendation that the faculty review its criteria for selecting an administrative officer.

### C. Financial Support

The financial support for the School comes almost exclusively from the budget of the parent institution. The budgeted amount for the School shows a steady increase during the past six years, from \$157,769 (1970-71) to \$234,363 (1975-76). The increase has been used for instructional salaries, educational supplies and office supplies and equipment. It is interesting to note that the large Library School enrollment does generate a considerable amount of tuition dollars as compared to many program units on campus.



Apparently the School has not sought any outside funding as there was no evidence of grant proposals to foundations, the USOE, etc. There was no evidence of the School seeking scholarship support money from alumni, foundations and the like. It would seem feasible for the School to make an effort to seek financial assistance outside the parent institution.

#### PHYSICAL RESOURCES AND FACILITIES

The building housing the administrative and faculty offices is pleasantly decorated and reasonably well-organized. Its location and size, however, do not make it adequately conducive to the support of the School's goals and objectives.

It is located some distance from the University Library which is its natural laboratory and it does not provide space for even a limited collection of professional materials. It does not provide space for students. A student gathering place is needed to provide for informal interaction which is vital to maturing professionalism.

The School (and at least one faculty member) own a few pieces of audiovisual equipment. The University has a very elaborate and well organized Audiovisual Department, the services and equipment of which are available to faculty and students at minimal cost, but there is little evidence that the faculty has much interest in making use of it. Efforts on the part of one faculty member to familiarize her colleagues with such materials and equipment have not been successful.

There is no classroom space in the School's building; therefore, classes are taught in space in other buildings located at various points on the campus. Such an arrangement militates against imaginative teaching methods and results in most classes being taught by lecture.

The University Library is a new structure with a recently completed addition. Space in this building has been promised the Graduate Library School as a laboratory-classroom area for its exclusive use. If this develops, both faculty and students should be able to be more productive than is now possible.

The University Library's collection is large enough in general to support the work of the Graduate Library School. The part of the collection devoted to Library Science, however, is quite inadequate. No one appears to pay much attention to developing this collection which has naturally resulted in some strange acquisitions.

#### SUMMARY OF THE MAJOR RECOMMENDATIONS TO THE UNIVERSITY OF RHODE ISLAND GRADUATE SCHOOL OF LIBRARY SCIENCE

It is recommended:

##### Program Goals and Objectives

1. That the School review and revise its goals and objectives carefully, and in the revision separate the goals of the School from the objectives of the program; that the recommended review and revision be completed as soon as possible, in order to show serious concern for this Standard; and, that the faculty as a whole be involved in the review and discussion of the goals and objectives of the School, as well as selected students, alumni, and librarians of the New England region.

2. That the School study in depth the general principles of librarianship and library education, as these are identified by common agreement through the major documents and policy statements of relevant professional organizations, in defining its goals which should reflect the content of these documents.

3. That the School, in cooperation with the central Administration, also define its priorities in terms of its identified constituency, taking into account the fact that the Standards for Accreditation, 1972 state: "Each program should qualify the graduates to contribute to the advancement of the profession, rather than to serve only the purposes of one institution or locality."

4. That the School and the University of Rhode Island make continuously available to prospective students, alumni, and practitioners, the goals and objectives of the School through such means as the School's brochures, communications to alumni, handouts at local, state, and regional association meetings.

### Curriculum

1. That the faculty as a whole review the curriculum, with particular emphasis on program building that will reflect its identified goals and objectives and incorporate a wider range of elective course offerings; and, that in this process the School take advantage of the services of the Advisory Committee of offcampus practicing librarians and educators as a device for keeping in touch with needs and changes in the field.

2. That the faculty attempt to stress program-building by type of library and type of service so that each student's program can become a unified whole rather than a collection of individual courses, and that in this process the faculty explore ways to develop a structured career-oriented guidance system.

3. That the faculty give concentrated attention to course objectives and the competencies to be derived from each course.

4. That the faculty also give attention to teaching methods that will enrich the classroom presentations and the general, over-all learning experience in individual courses.

5. That the School evaluate its goal of serving the New England region, considering carefully the need, program content, coordination, availability of qualified faculty, and admission and counseling procedures.

6. That the School review its objectives relative to research to determine whether or not greater stress should be placed upon research requirements, or whether these objectives should be revised to reflect the present status of research in the program.

7. That the School formulate specific definitions, policies and procedures for practicums and/or internships, and state these publicly.

8. That the faculty give consideration to scheduling classes so as to avoid having all classes in three-hour blocks.

9. That the Curriculum Committee meet regularly and that minutes be kept.

10. That the faculty develop profiles for each library science course and make these easily accessible to students.

### Faculty

1. That no appreciable expansion of course offerings or subject coverage be undertaken without provision for additional faculty.

2. That the number of different course assignments given to each faculty member be kept at a minimum to allow the faculty to carry on research, writing and professional activities.

3. That the faculty as a whole expand its contributions to productive scholarship, particularly in view of the program's stated objectives relative to research.

4. That the credentials of prospective part-time faculty be reviewed with respect to the competency that those individuals can bring to the program, using the same selection criteria as would apply in the selection of regular faculty.

5. That efforts be made to recruit faculty with advanced degrees in librarianship.
6. That the faculty be encouraged to establish stronger lines of communication than now appear to exist with faculty members in other departments on campus and with local, state, and regional library leaders.

### Students

1. That the School continue the revitalization of its student organization and encourage student participation in School committee work.

### Governance, Administration, and Financial Support

1. That the University, in whatever administrative pattern is developed, provide the School with a high degree of autonomy.
2. That the School and the University review carefully the criteria the School has drawn up for the selection of the new administrative officer.
3. That all present graduate assistant positions be retained.
4. That the minutes be kept for all Committee meetings.
5. That the School be allocated a larger travel budget.
6. That the School seek outside funding to supplement the budget allocated by the parent institution.

### Physical Resources and Facilities

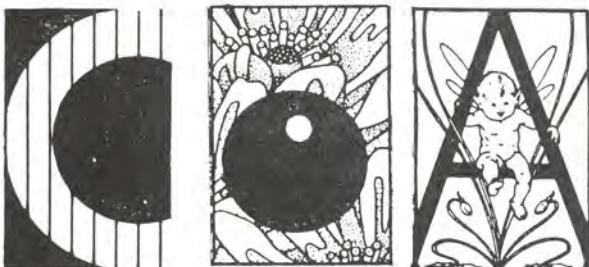
1. That the School be assigned space, in one location, in or near the University Library, which would allow consolidation of offices, classrooms, student lounge, and laboratory, including newer educational media.
2. That the School, in cooperation with the University Library, evaluate the library science collection and develop a plan to up-grade it, with special attention to the acquisition of non-print material.
3. That the School should take greater advantage of the audiovisual resources of the University.


### FINAL RECOMMENDATION

At its meeting July 22, 1976, the Committee on Accreditation of the American Library Association received and discussed the report of the Visiting Team on the Graduate Library School of the University of Rhode Island. It was

VOTED, that the Committee on Accreditation of the American Library Association not accredit the program leading to the Master of Library Science offered by the Graduate Library School of the University of Rhode Island, under the Standards for Accreditation adopted by the ALA Council, June 27, 1972.

Susanna Alexander  
 Alex P. Allain  
 John T. Eastlick  
 Bernard M. Fry  
 Irene B. Hoadley  
 Bruce Peel  
 Patricia B. Pond  
 Carrie C. Robinson  
 Lucille Whalen  
 Russell E. Bidlack, Chairman





## Twenty Four Questions

On August 16, 125 library **school** students, faculty, and library administrators met with officials of the University of Rhode Island and its Graduate Library School to address the Library School's failure to be reaccredited by the American Library Association. Representing the Library School was Acting Dean Nancy Potter. Frank Newman, president of the University, and William Ferrante, vice-president for academic affairs, represented the University Administration. Also present were Aloys Michel, Dean of Graduate Studies; Elizabeth Minschwaner, president of the Library School student-alumni organization; and James Findley, history professor and chairman of the University Budget Task Force subcommittee which recently studied the Graduate Library School. The general topic was "The future of the URI Graduate Library School." After a description of the contents of the American Library Association Committee on Accreditation's Report on failings of the Graduate Library School a number of questions were asked of the above mentioned people by the audience. Answers printed below are transcribed from a magnetic tape recording of the meeting, and officials (as cited above) making those answers are indicated by their initials.

Question 1:

DOES THE ALA COMMITTEE ON ACCREDITATION FIND THE QUALITY OF THE GRADUATE LIBRARY SCHOOL PROGRAM DEFICIENT?

W.F. - "The thing that struck me is that nowhere is there a statement or implication that the quality of the educational program is seriously deficient. They don't say anyplace in the report that they think students are not getting a good education."

Question 2: DO YOU THINK THAT THE GRADUATE LIBRARY SCHOOL HAS BEEN DEALT WITH FAIRLY BY THE ALA?

F.N. - "I think it was a fair report. But the penalty of losing accreditation, I personally think, is not a sensible approach. I think a more rational approach would have been to say we don't think things are as good as they ought to be and therefore we're putting you on probation."

Question 3: DOES THE UNIVERSITY ADMINISTRATION THINK THE LIBRARY SCHOOL PROGRAM IS WORTH AN ADDITIONAL MONETARY INVESTMENT TO REGAIN ACCREDITATION?

F.N. - "I think that is a very central question and I'd be happy to give it a very central answer. The answer is, in my view, it depends. And now I'll tell you what it depends on. It depends probably more than anything else on two factors. 1), the willingness of the Graduate Library School to be a full party to a drive for first class excellence. 2, it depends upon the willingness of the Graduate Library School to make the determined drive in directions that are compatible with where the University is going. I see absolutely no reason why those two conditions cannot be met. But if they are not then there is no point to it."

Question 4: IS THE GRADUATE LIBRARY SCHOOL CAPABLE OF MEETING THAT KIND OF CHALLENGE GIVEN ITS INADEQUATE RESOURCES?

F.N. - "We have a great many resources in this University that can be put to use ... we have a remarkable capacity in this University to teach administration, just as other programs, nursing as an example, have reached out and drawn on that, so can the Graduate Library School. All I'm saying is that the Institution has resources that as yet only applied to the Library School in a very limited way."

W.F. - "Many of these recommendations or many of the observations that were made by the Accreditation Team can be addressed very quickly with no increase in resources. For example, the University had not prepared a well developed statement of objectives, and this is a key issue in the Report. Another example is that there are no profiles of all of the courses which have been developed. A second point is that we now have vacancies that we're trying to fill. We have two faculty vacancies and we have a Deanship, and in a total faculty complement of nine people that represents one-third of the total."

Question 5: ISN'T THE SIZE OF THE LIBRARY SCHOOL STUDENT BODY TOO LARGE FOR ITS FACULTY?

W.F. - "I think there's a need for addressing the size of the program in terms of the students to be served. I think we



are too large for the number of faculty. If we decide that we don't have additional faculty resources to put on the program, we'll be forced to cut down on size of the student body."

Question 6: THEN WHY, WHEN THE LIBRARY SCHOOL DECREASED ITS ENROLLMENT THE YEAR BEFORE LAST, DID THE UNIVERSITY ADMINISTRATION FIND THE DECREASE UNSATISFACTORY AND ASK FOR AN INCREASE?

J.F. - "That item, although it appears in the first Budget Task Force recommendations, was specifically deleted from the charge to the Findley Budget Task Force subcommittee before we started."

Question 7: IS THE UNIVERSITY COMMITTED AT THIS POINT TO FINDING A VIGOROUS, IMAGINATIVE, THOUGHTFUL DEAN FOR THE GRADUATE LIBRARY SCHOOL WHO WILL GIVE US THE LEADERSHIP TO OVERCOME THE FAILINGS OF THE GRADUATE LIBRARY SCHOOL?

F.N. - "I do not foresee that the past year was one in which Mr. Ferrante, Mr. Michel, and myself were uninterested in that question. We had arrived at the concerns that the Accrediting Team had before the Accrediting Team had arrived ... we have as an Acting Dean loaned the Graduate Library School the best the University has (Nancy Potter). I think we're first going to solve a few issues ... it's important to have a clear idea of the general direction in which one wants to head before we find someone to carry it forward."

Question 8: SPEAKING OF DIRECTION, HAS THERE BEEN A NEEDS SURVEY DONE OF HOW MANY NEW LIBRARIANS WILL BE NEEDED IN NEW ENGLAND?

N.P. - "No, I don't think there actually has, unfortunately."

J.F. - "The question that has been raised was put to the forefront of our concerns very early in our deliberations. It seemed very obvious that in order to make any evaluation of the future of the Graduate Library School there should be some kind of survey of the actual need for degree holders, particularly in the New England region in the next five or six years. It was at that point that we turned to NELA ... there had been no survey made ... to this point there has been no effort initiated to do that ... the NELA has made little or no effort, let's be frank, no effort, to do that kind of a survey. That kind of a survey is absolutely essential and should be done immediately. And if those of you interested in the future of this operation in this University want to do something specific, you should put pressure on the NELA to institute that survey."

Question 9: WHO IS TO BLAME FOR THE GRADUATE LIBRARY SCHOOL'S FAILURE TO BE REACCREDITED?

A.M. - "I don't want to point the finger at anybody. In my view there's plenty of blame to go around. But the request was made last September of the New England Library Board for a needs survey. It was not followed up. But that is something we can, and will, return to."

Question 10: WHY IS NO NEW DEAN BEING RECRUITED FOR THE GRADUATE LIBRARY SCHOOL?

A.M. - "My personal hope was that when the Findley Committee Report was submitted, we would be in a position to move on that. We weren't and I think for some valid reasons. You do have to have a job description to go out and recruit... there was a question of the designation of the position, Dean or Director or the possibility of a joint dean over the Graduate Library School and the Library. What the University is faced with is not just the reacting to a denial of accreditation. But the University has to consider where we are going to put our resources which are scarce and possibly diminishing. We really have to know not just where the Library School is going in terms of where the University is going, but where librarianship is going, particularly in New England. We hope to get some answers as to where the University should put its resources, and what directions the Graduate Library School should take, how much should be devoted to the on campus program, and how much to the off-campus program. Then it will be able to recruit and select the right person for the job."

Question 11: IS THE UNIVERSITY ADMINISTRATION AWARE THAT THE LIBRARY SCHOOL GRADUATES' CAREERS ARE NOW IN JEOPARDY BECAUSE OF THE LACK OF ACCREDITATION?

W.F. - "I think if it's not clear, there is a great deal of concern about the issue you just raised. Please understand that each of us here is very much concerned about what the lack of accreditation means. Our objective is that if we stay in the Library School business, we will have an accredited program."

Question 12: WHAT DID THE BUDGET TASK FORCE RECOMMEND IN REGARD TO THE GRADUATE LIBRARY SCHOOL?

W.F. - "In February of this past year, the Budget Task Force made a recommendation to the President of the University regarding the Deanship of the Library School. It said there were many unsettled issues about the organizational structure of the Graduate Library School, the University Library, and other related issues. One thing, however, is clear, we want a strong program in graduate library science. And in recognition of the major responsibility which the University of Rhode Island had assumed of providing graduate education and graduate research throughout New England, we want a program recognized for its strength, its excellence, and for its contribution for the development of Library Science as a profession. We recommend that you commence at once the search for a Director of the Graduate Library School. Further, we urge that the person sought would be one who would provide vigorous, aggressive, imaginative leadership for the Graduate Library School, that the person be one who has already established a reputation for scholarship, one who would be committed to developing among the faculty competence and expertise in scholarship beyond the classroom, which could be demonstrated through research and the reporting of this research in scholarly journals. Further, we recommend that the Director would be one who would teach

as well as engage in other scholarly work associated with the program. This was the Budget Task Force perception of the needs of the Graduate Library School last February. That was delayed. Why was it delayed? The Budget Task Force was addressing a greater issue relating to the organizational structure which would accomplish many of the objectives which needed to be accomplished. For example, a closer working relationship amongst the Graduate Library School's program, the University Library, State libraries, and the regional libraries. At that many people said, well, look, since this question of organizational structure is not settled, let's hold off on the search for a Dean for a few weeks or a month or so. It wasn't that we didn't want strong, imaginative, creative leadership in the Graduate Library School. The question of objectives and priorities has been addressed for the past year and a half. "

Question 13: WHO WILL DECIDE WHETHER THE GRADUATE LIBRARY SCHOOL IS TO CONTINUE OR NOT?

W.F. - "The decision will be made ultimately by the Board of Regents. No question such as that is addressed in isolation by one person or by a small group of people. Your presence right here today tells us a lot. It give us or anyone who says we should be in Library Science quite a boost. I haven't heard anyone here say we should be out of the Graduate Library School business. If there is a decision to abolish the Graduate Library School, that must go from the President or from us to the faculty senate or to general faculty. No one person will make the decision. Ultimately the Board of Regents will make that decision if there is a reason to abolish the Graduate Library School. At the moment I personally don't see that. I don't see overwhelming evidence to support abolishing the Graduate Library School."

Question 14: DOES THE UNIVERSITY ADMINISTRATION FEEL THE SERIOUSNESS OF THIS FAILURE AT ACCREDITATION AS MUCH AS THE LIBRARY GRADUATES?

F.N. - "You're not the only ones hurt by this. We have, this whole institution has, worked very hard over the last ten years. But this whole subject affects everyone at the University. "

Question 15: WHAT WILL BE DONE NEXT?

W.F. - "What options do we have? We may, if we choose, file an appeal to the ALA. We are considering that. We don't know yet whether or not we will. But it should be clear to everybody who is familiar with the accreditation standards that the appeal must be on substantial grounds. We can't simply say that we disagree with the committee, that we don't like what they did to us. We agree that many of the observations made in this COA Report are accurate. We are going to analyze the report. It calls for very careful analysis. Whether or not we file an appeal we will at least file a brief with the accrediting committee, because there are many issues in this report which need a response. There are certain inaccuracies. But we are not going to excuse ourselves. We are going remedy the situation. We don't have to find the answers to all these question before we initiate

the search for a Dean. We got tied up before, should it be a Dean, a director, should it be someone over the University Library and the Graduate Library School, should we have a college of Information Services and Library Science, should we incorporate the Journalism and writing programs together with the Information Science programs? These don't have to be answered before we proceed. The central question, first, and it should be decided within a couple of days, at most in two to four weeks, and I'll make a promise, that I will do all I can do to get the answers to this central question by September 15th, will we continue with the Graduate Library Science program at the University of Rhode Island? Whether you like it or not, or whether I like or not, that's the question that has been raised in the minds of many people by this report itself. It's been the attitude of the University administrators here that whenever we have a program we want to have a good one. If we continue with the Graduate Library Science program, we are going to work to get it reaccredited as soon as possible, and we're going to work to get it recognized for the quality and excellence and for the contribution it makes, not just for turning out students, but for some significant recognized contribution that we make to librarianship in this State, in the region, and in this nation. The question of reorganization of the school is still a very open question. "

Question 16: WHAT DOES THE UNIVERSITY ADMINISTRATION THINK OF THE GRADUATE LIBRARY SCHOOLS' COMMITMENT TO THE WHOLE NEW ENGLAND REGION?

N.P. - "I take very seriously remarks that were made about service to the entire New England area, which is really an unbeatable position to be in. It's inconceivable to me that a program that is as viable, that has done as much good work over such a long period of time, that has graduated 900 students with the MLS degree, should go out of existence."

Question 17: WHY CAN'T THERE BE AN ADVISORY COMMITTEE TO HELP SET FUTURE DIRECTIONS FOR THE LIBRARY SCHOOL?

N.P. - "The sheer volume of telephone calls, letters I have received in the last month, attesting to an eagerness to support the program, seems to indicate that we should have an Advisory Committee in action before the middle of the month of September."

Question 18: DID THE AMERICAN LIBRARY ASSOCIATION UNDERSTAND THE NATURE OF THE LIBRARY SCHOOLS' COMMITMENT TO THE WHOLE NEW ENGLAND REGION?

A.M. - "We think the program is vitally important because of the reciprocity that it allows. But we saw in the first meeting with the Accrediting Committee that they didn't understand that. We made a special point of trying to convince them of the value of the regional reciprocity program in New England and I can not see in their report that they got that point."

Question 19: DID FAILURE TO APPOINT A NEW DEAN CAUSE THE LOSS OF ACCREDITATION AT THE GRADUATE LIBRARY SCHOOL?

A.M. - "I want to emphasize, and I think that it's shared by everyone here, the fact that we had not determined on an administrative focus or structure for the Graduate Library School or that we had not searched for a dean, had very little or anything to do with reaccreditation."

Question 20: WHY THEN IS THERE SO MUCH CONCERN OVER THE APPOINTMENT OF A NEW DEAN FOR THE GRADUATE LIBRARY SCHOOL?

E.M. -" As Dr. Ferrante has pointed out, 70 to 80 % of the COA recommendations could be met easily, they could have been met easily before this happened and they most probably would have been met if we had had substantial leadership. We are not concerned that the ALA would reject the school because we are going through this process of finding a Dean. We are concerned because we did not have anybody in the position when we needed them to look at the situation, and remedy it before it was too late."

Question 21: WHAT IS THE UNIVERSITY PRESIDENT'S VIEW OF THE OVER-ALL SITUATION?

F.N. - "For over a year now we have been saying, these issues need to be addressed, we must get going. Throughout most of the University things have been addressed. Here they haven't, now we all see this as a problem. These issues were apparent to us long before the accrediting team came on campus."

Question 22: MORE SPECIFICALLY WHAT IS THE PROBLEM WITH THE GRADUATE LIBRARY SCHOOL AS THE PRESIDENT SEES IT?

F.N. - "Is there a need? One of the things we are faced with is that in the last three years we actually have slightly less in resources to spend on programs of the University than we had. If one is going to do something, it has to be an important need. I don't think there is a need because there's a tremendous shortage of librarians. If there were, the problem of your job security would not be an issue. But there's always a shortage of very well trained people. We've been in a period in which cost for libraries have been advancing at a tremendous rate. Unless we develop some new methods of coping with this, libraries are going to be in disastrous condition. Secondly, there is a growth of new forces in libraries which are powerful and profound and we are only beginning to cope with them now. Copiers are one example, computers are another example, and institutions such as the Graduate Library Schools ought to be, and in many ways around the country are, powerful factors in helping to bring these to bear. And the third factor is, there is a tremendous dichotomy in our society. That dichotomy is that University's as a whole and most of us that are at Universities are printed word oriented. We all grew up with and are addicted to books and printed papers. Most of us physically like books. But society is increasingly turned another way, which is toward the non-print world and we have two problems as a result. One is how to deal with librarianship in a non-print world, and secondly how to make libraries an active party to the process of restoring the printed word to the young people's minds. And I think this is a tremendous set of tasks. I think

there's a reason for being in the Graduate Library School business, but I think we need to have that reason straight amongst our selves, or I don't think we can do it."

Question 23: WHAT PRECISELY WILL UNIVERSITY OFFICIALS DO NEXT?

W.F. - "We asked the Graduate Library School to review the report and respond paragraph by paragraph. I asked for the same thing from the University Librarian. The Dean of the Graduate Library School is doing the same thing and I am doing the same thing. The first decision that has to be made is to decide whether or not we will file a formal appeal. That final decision we will make within the next few weeks." There will be a definite pronouncement as to whether we will have a Graduate Library School or not in the next two weeks. On the question of the Deanship, certainly by September 15th that issue should be resolved."

Question 24: WHAT CAN WE AS LIBRARIANS AND LIBRARY STUDENTS DO TO HELP?

W.F. - "Join or help an advisory committee. We have used advisory committees for some years now at great advantage to the University. The Graduate Library School was asked to do the same thing a couple of years ago and it wasn't done. Now we will take a very active role to see that it is done."

OCTOBER BULLETIN MATERIAL DUE SEPTEMBER 15TH

AN EXCEPTION: MATERIAL SUBMITTED FOR POSSIBLE INCLUSION IN THE BULLETIN MUST ORDINARILY BE SUBMITTED BY THE FIRST OF THE MONTH IF IT IS TO APPEAR IN THAT MONTH'S ISSUE. OCTOBER'S ISSUE WILL BE AN EXCEPTION. MATERIAL TO BE INCLUDED IN THAT ISSUE MUST BE SUBMITTED TO THE EDITOR BY SEPTEMBER 15 AT THE LATEST. SINCE THAT ISSUE IS DEVOTED TO THE RILA FALL CONFERENCE, AND CONFERENCE REGISTRATION FORMS (APPEARING IN THE BULLETIN) MUST REACH THE MEMBERSHIP WELL BEFORE THE CONFERENCE, THE OCTOBER ISSUE WILL BE IN THE MAILS BY OCTOBER 1ST. ALL RILA COMMITTEE CHAIRPERSONS SHOULD ALSO CONSIDER SUBMITTING ANY REPORTS, ACTION PLANS, IDEA PROPOSALS, AND ANNOUNCEMENTS THAT THEY MAY HAVE FOR THE OCTOBER ISSUE.

# A Graduate Library School Lived in R.I.... A Fable?

- James Frechette  
Supervisor of Technical Services  
Rhode Island Junior College

Once upon a time there lived a fully accredited Graduate Library School in R.I. Students flocked to the institution, paid their tuition, and took comfort in the knowledge that their diploma would be equal to that of any other library school graduate in the nation. In some cases one's choice of career and/or school was based on such a premise. The institution's administration invited (indeed encouraged) enrollment, which many students believed to be a guarantee of support for the Graduate Library School and its program. It seemed an ideal situation: a land grant library school to serve all of New England and to provide an alternative to expensive private institutions.

In the meantime, an ominous cloud began to form over the Graduate Library School in the guise of the ALA Accreditation Committee. The Committee was filled with evil intent; namely that an accredited course of library study should be expected to meet certain established standards. Horro s! ow does one reason with such people? However, students were still encouraged to enroll while the institution continued to present itself as a bona fide choice of library study.

Alas, the Graduate Library School failed to meet its commitments either to the Accreditation Committee or to its students. Alumni, students, and concerned friends all rushed around looking for answers and finding excuses. In an attempt to focus one's wrath, blame was placed on the Dean, on the faculty, on the new administration, on the old administration, and on the Board of Regents. Sympathy was entirely reserved for the poor unfortunates currently enrolled in the library program even though all alumni would be adversely affected.

A call of alarm was sounded throughout New England? Rhode Island maybe? R.I.L.A. took the initiative and led a campaign to garner support for the Graduate Library School? Every alumnus, both in and out of the area, was contacted and informed of the need for their support? The news media, both print and non-print, were enlisted into the campaign? Petitions of angry protest were drawn-up, signed, and sent to the institution's administration and to the Board of Regents? Mass meetings of demonstrative support were organized? Political leaders were contacted and recruited for support? Representatives of R.I.L.A. even attended a Board of Regents meeting?

Soon the problems of meeting the ALA Accreditation standards were resolved; the Graduate Library School would simply be dismantled. R.I.L.A. and its members would understandably be disappointed, but they were at least able to take solace in knowing that they did everything humanly possible to save the Graduate Library School. Didn't they?



# U.R.I. GRADUATE LIBRARY SCHOOL STUDENT - ALUMNI ASSOCIATION FIRST FALL MEETING AND GENERAL ELECTION


- Sarah Weed  
Graduate Library School, U.R.I.

A General Meeting of the GLS Student-Alumni Association will be held on the 15th of September in order to discuss the status of the Library School and the coming elections. Nominations for the election of officers will be open for two weeks, from September 15 to September 28. They may be called or mailed in to the GLS office during this time period. Ballots will then be circulated and the election will be conducted for one week's time from September 29 to October 5. All alumni and students are eligible to vote. Ballots may be cast by those not on campus by calling the GLS office to determine the candidates, and then submitting by mail a hand-made ballot. Results of the election will be announced at the next General Meeting on October 6. Thereafter we will expect successive meetings on the first Wednesday of each month.

These offices are in contention in the election: the six members of the Executive Council, as well as three members for GLS committees. The offices are:

- the Chairperson (who may be either student or alumni member)
- two Representatives to the GLS faculty meetings (student)
- one Representative to the GLS Curriculum Committee (student)
- one Representative to the GLS Admissions Committee (student)
- one Representative from the Alumni

In addition, nominations will be accepted for the three representatives to the GLS Affirmative Action, Honors and Awards and Regional Planning Committees. All terms are for Fall Term only.



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## SALUTE TO LEGISLATORS

- Robert Perrsons,  
Development Officer,  
Providence Public Library

On May 27, 1976, the General Assembly of the State of Rhode Island passed bill 75H-5668, "an Act Relating to State Aid to Libraries" - the Grant-in-Aid bill for city and town free public libraries. The House of Representatives voted 64 in the affirmative, none in the negative; the Senate voted 42 in the affirmative, none in the negative. Shortly thereafter, Governor Philip Noel signed the bill into law.

The process seems quick and simple at first glance. If we look further, we find that many people worked very arduously to effect passage of the legislation. I think we would be remiss if we did not accord due recognition to those people who rightly deserve our deepest gratitude.

We salute Matthew J. Smith, Democratic Representative of District 17 in Providence who, for two years, struggled to have the House Committee on Finance vote the bill out of committee. He succeeded because of his persistence and tenacity, and because of the support of many friends who believe in maintaining quality library services in Rhode Island.

We salute the Majority leadership whose active support of 75H-5668 brought about its passage by the House of Representatives. The Majority leadership includes Speaker of the House John J. Skiffington, Jr. of Woonsocket, Deputy Speaker Robert E. Sweeney, Majority Leader Edward L. Maggiacomo and all his deputies, and Alfred Travers, Jr., Democratic Chairman of the House Finance Committee.

Democratic Representative Victoria Lederberg tried desperately several times to have the library bills included in the State Budget - which does have distinct advantages. She too worked untiringly with her many friends to persuade them to support our legislation. We thank all the Representatives for their support.

We salute John P. Hawkins, Senate Majority Leader, Democratic Majority Whip Joseph W. Walsh, Chairman of the Senate Finance Committee Louis H. Pastore, Jr., and Minority Leader Lila M. Sapinsky, and all the Senators who actively promoted and supported bill 75H-5668.

Don't forget our Governor Philip Noel, who shortly after his helicopter accident, returned to the State House and signed our bill into law.

Show them we really appreciate their support by thanking them personally if you see them; perhaps you may choose to write letters. We look forward to the coming session of the General Assembly with high expectations for continued success in furthering our working relationship with the General Assembly and the Executive Office of our state government. Your active involvement will insure achievement of our goals.



## LEADERSHIP; A QUIET BRAND

Connie Cameron, former coordinator,  
Providence Public Library

In 1961 I entered the Providence Public Library for the first time, attracted by the library's firm intellectual freedom stand. (Stuart Sherman, Head Librarian, was standing at the Circulation Desk, personally risking arrest at the hands of Rhode Island's attorney general for circulating a copy of Tropic of Cancer by Arthur Miller.) By 1968 and as Principal Public Library Coordinator, I heard the Providence Public Library exhorted to provide more statewide leadership to Rhode Island libraries. Leadership styles do vary: PPL's quiet style continues.

For an October 1975 workshop I prepared some notes for an in-service training review concerned with the activities of the Providence Interrelated Library System and geared to the new staff of Providence libraries. At one point I attempted to summarize tangible contributions made by Providence Public Library for the statewide interrelated library system. I also prepared remarks about the less tangible forms of PPL leadership but did not include them in the pragmatic orientation of the workshop. While preparing my last annual report for the Department of State Library Services, I stumbled on these jottings and now wish to share them with the Bulletin's readership. It seemed to me then and now that the less tangible forms of Providence Public Library guidance could be described in four ways.

Administrative Conduct. Courteous, business-like dialogue and restraint is demonstrated and encouraged at statewide policy planning meetings held at the Department of State Library Services and at other general public forums of Rhode Island libraries.

Value Placed on Human Resources. The library is more than a book warehouse that the state might want to maintain, as one regional library center administrator stated this year. Its soul is its knowledgeable staff. For example, it was no accident that a PPL department head, with the experience of answering statewide requests, was asked to be guest speaker at a workshop featuring business services. Such a person is typical of those who maintain retrospective and specialized collections in the areas of Rhode Island material, serials, professional childrens', art and music and business, industry and science. Skilled personnel are necessary to acquire, organize and actively stimulate the use of the well over one million print and nonprint items. During various program planning sessions I discovered again and again that the idea of a principal resource library is very much desired by the public. Personnel at the Rhode Island Chamber of Commerce, the Rhode Island School of Design Library and other state agencies still guide the users from their libraries to our staff and collections for supplementary service.

Outreach. For many years the Providence Public Library has implemented concepts of outreach far in advance of federal or state guidelines, programs or monies. The library articulated services to the social service agencies and directly to the powerless people,--the young, old, poor and minorities.

General Integrity of the Institution. Despite the fiscal restraints placed on the library and the lack of information that leads to a lack of support by many Rhode Island librarians, I can report that those of us who are working with, or responsible for, the total service program of the institution do get the feedback from time to time, from business, education or civic leaders in the Rhode Island

community. These leaders tell us that there is an abiding belief that the Providence Public Library does serve as a Principal Public Library resource.

For competitive, political, economic and/or personal reasons in the recent past, many Rhode Island librarians have not articulated to public funding sources an appreciation for PPL's contributions. Recently, one thoughtful fellow coordinator expressed concern for this brand of shortsightedness. Such a lack of support during this fiscally difficult era could be disastrous he felt. He concluded with the thought that should PPL falter, her downfall would be our (libraries' and librarians', generically) downfall. It follows that the library's survival will also be ours.

In the year ahead let us all be more understanding of the difficult decisions PPL's leaders are facing in order to remain fiscally responsible.

Let us exert more effort with them to reach the minds of legislators whose decisions will affect the library's economic survival.

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2:30 PM COVENTRY PUBLIC LIBRARY, ANTHONY BRANCH

*October 16, 23, 30, November 6*

9:30 AM PROVIDENCE PUBLIC LIBRARY

1:00 PM WOONSOCKET HARRIS PUBLIC LIBRARY

3:30 PM PAWTUCKET PUBLIC LIBRARY

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## Calendar

						
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- September 14 "Overview of Interlibrary Loan", Barrington Public Library, 9:30 a.m.
- September 20-24 Media Production Week, Department of State Library Services, 10 a.m. - 4 p.m. Contact Peter Salesses, 277-2726 for information.
- September 23 Preview of Children's Films, Peacedale Library, So. Kingston, 9:30 a.m., repeated 1:30 p.m.
- September 26-28 New England Library Association Annual Conference, Wentworth-by-the-Sea, Portsmouth, N. H. see July - August issue of the Bulletin for program.
- October 4 Juvenile Book Review Meeting, "Children's Problems," Westerly Public Library, 9:30 a.m.
- October 14 Rhode Island Library Film Cooperative, General Membership Meeting, Wm. Hall Library, Cranston, 9:30 a.m.
- October 28 "Current Status of the Government Printing Office," Speaker: Helen Holt, of U. S. Government Printing Office, Library Lounge, University of Rhode Island 7 p.m.
- October 30 All Day Film Preview, "On Aging," University of Rhode Island. For further information call R. I. Library Film Coop, 739-2278.
- October 30 Music Library Association, New England Chapter Fall Meeting, Williams College, Williamstown. For further information contact Dena Janson, Adams Library, R. I. College, 831-6600.
- November 8-9 Rhode Island Library Association, Fall Conference, Sheraton-Islander, Newport, Registration form and program will appear in RILA Bulletin next month.
- November 8-14 Children's Book Week.
- September 15 "Bicentennial Exposition: American Builders' Sources," Providence Public Library, 8:00 p.m. Refreshments will be served.

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# UNIONS

## STRIKE AT BROWN

-LEE FLANAGAN



On August 25, 77 library clerical workers at the Brown University Libraries voted to go on strike. Members of the Service Employees International Union, Local 134, the library clerical workers joined 350 university maintenance workers in another chapter of the same union. Maintenance workers have been on strike against the University for the past seven weeks. The issue is money.

In this second strike in three years against the library (see the history of this union, Bulletin, February 1976) the clerical employees are asking for a 10 - 10.5% increase in salaries while the University is offering a 5.4 - 5.9% increase retroactive to July 1. In a 1973 strike the union won a 13% increase, and last year it negotiated a 7.2 to 19% increase. This year's negotiations began August 3, and broke down after five meetings on August 15. When negotiations were not reopened the library union struck.

The maintenance employees had actually begun their picketing of the libraries on August 10 when the University announced it would begin hiring replacements for the strikers. At that time unionized library clerical employees refused to cross the picket lines, though they did not formally strike until August 25. Shortly after pickets ringed the library August 10 an altercation broke out between a maintenance employee and library director Charles Churchwell. Churchwell charged that the employee assaulted him and the man was arrested. The union charges that no more than an exchange of words took place and has filed a grievance on behalf of the employee. Pro Te Un, a local publication of the Providence Teachers' Union, charged that Brown is attempting to break the union, and striking maintenance employees were actually told they would be fired if they did not return to work by August 10.

In turn the maintenance employees charged that the University had not bargained in good faith to resolve issues prior to contract expiration, and their union brought that suit to the National Labor Relations Board. The Board ruled August 27 that several issues had been resolved prior to contract expiration and the University appeared to be bargaining in good faith. The Union expects to win on another issue, now in arbitration on job reclassification.

Recently the University, according to library union negotiator Joseph Peckham, has vowed to stop medical benefits for striking employees as of September 1. Medical benefits as well as FICA and tuition reimbursement are guaranteed under a contract in force since last year. Supposedly only salaries are negotiable at present.

Director Charles Churchwell asked all library clerical employees to return to work by August 19. On August 20 he announced that he was taking action to hire replacements for striking personnel in critical positions. Professional librarians themselves have been filing, vacuuming rugs and scouring lavatories, according to union negotiators. Negotiator Joseph Peckham has issued a plea to all citizens of Rhode Island interested in library positions not to apply for these replacement or "scab" positions.

Dr. Churchwell, on the other hand, is pledged to keep the Brown libraries open. As he told his staff August 17 "I have a responsibility to insure that the library adequately services the needs of the University community." He added in a letter to the Bulletin August 26, "though there will be some inconveniences should the present labor dispute not be settled by the beginning of the fall term, we will, nonetheless, provide library services to the students and faculty." The union meantime is hoping that a majority of faculty and students will not cross picket lines, as they did not in the last strike. Professional librarians, however, continue to cross picket lines daily, and a Bulletin request for their thinking on the strike brought no response. According to union leader Peckham, "Librarians at Brown have bought the line that unions are for industrial workers. Librarians are afraid to upset the status quo." It looks like a long hot struggle this September at Brown.



W. Szymanski  
76

# GALLIMAUFRY

At its Executive Board Meeting September 1, RILA officers decided to form an ad hoc committee to explore the possibility of cooperation with the R.I. School Media Association (see rationale, June 1976 Bulletin, "RILA Conference Report").

RILA President Dan Bergen is organizing the committee.

Also, with unanimous agreement of the Executive Board, Dan Bergen will send a letter to the chairman of the R.I. Board of Regents requesting the Regents to do all in their power to insure continuation of the Graduate Library School and its reaccreditation.

RILA representative to the planning committee for the Governor's Conference announces that the planning committee is now at work, presently studying state library law.

\* \* \* \* \*

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. THE JULY ISSUE IS MOST NEEDED. PLEASE SEND OLD COPIES TO THE BULLETIN EDITOR AT THE PAWTUCKET PUBLIC LIBRARY, AND MANY THANKS TO THOSE WHO HAVE ALREADY DONE SO, FROM NANCY BLAKE IN JAMESTOWN TO MARIAN FIFIELD IN EAST PROVIDENCE. YOU ENABLE US TO DO LIMITED PRINTINGS AND SAVE MONEY.

\* \* \* \* \*

*We have just finished We Have Seen the Best of Our Times, by Nancy Potter, new acting dean of URI's Graduate Library School. This collection of her stories shows the Dean has a lovely sense of humor, a keen feeling for irony, a basic understanding of human failure, and a belief in miracles. Just the person for the GLS?*

\* \* \* \* \*

The University of Connecticut Library, supported by a grant from the Council on Library Resources, announces the formation of a New England Academic Librarians' Writing Seminar to be directed by Dr. Norman D. Stevens. The seminar is designed to bring together 10-12 participants on a regular basis during 1977-78 in an effort to improve their writing skills. The end products will include a series of essays for a book to be published by The Scarecrow Press, a series of shorter essays for a column in The Journal of Academic Librarianship, and at least one other major piece of writing by each participant. The grant from the Council on Library Resources will provide for clerical assistance for the Seminar as well as for the travel expenses of the participants. Applications are solicited from candidates with an MLS degree who are currently employed in a professional capacity in an academic library in New England. Application forms, along with further information about the Seminar, can be obtained from Dr. Stevens, University Library, University of Connecticut, Storrs, Connecticut 06268. Completed applications must be postmarked no later than November 14, 1976. Participants will be selected in December 1976 and the Seminar is scheduled to begin in January 1977.

\* \* \* \* \*



The Foster Preservation Society has just published a booklet on Foster during the Revolution and the period immediately following (1774-1800). "Foster and the Patriots' Dream" is illustrated with photographs and was researched by Mrs. Margery Matthews, formerly librarian at Ponaganset High School. The material was written by Mrs. Sandra Olson, Mrs. Marcia Bowden, Mrs. Elizabeth Olausen and Mrs. Matthews.

It may be ordered by sending a check for \$2.75 to the Foster Preservation Society, Box 51, Foster, R.I. 02825.

\* \* \* \* \*

According to RIC's Sally Wilson, New England Technical Services Librarians, of which she is secretary, will sponsor a meeting on the topic "Utilization of machine technology: its impact on staffing patterns, catalog format, and library costs" on Tuesday, September 28, 1976, from 10:30 to 12:15. The meeting will be part of the New England Library Association's annual meeting, held at Wentworth-by-the-Sea, New Hampshire.

\* \* \* \* \*

William Bergeron is now the new head librarian at the Oaklawn Branch of the Cranston Public Library. At DSLS Beverly Jones has been hired as planning and development officer. Congratulations to both.

\* \* \* \* \*

*Kathy Paroline of RILA's Intellectual Freedom Committee tells us that a new and excellent handbook about censorship has just been published by Dell. Censorship: A Guide for Teachers, Librarians, and Others Concerned with Intellectual Freedom is indeed a tidy, clear introduction to the subject. Copies are available free, from Ms. Paroline at the Providence Public Library.*

\* \* \* \* \*

Betsy Kesler brings news from the URI Library. While Matt Newell is on a one year leave in Nicaragua, Anne Shaw is filling in as Government Publications Librarian. Bill O'Malley has been promoted to Associate Professor in the Library and Hope Gardella has been promoted to Assistant Professor in the Library. Gay Teborek has left her position as Acquisitions Librarian to pursue a Master's in history.

\* \* \* \* \*

*The Government Publications section of the URI Library will be inspected by a member of the U. S. Government Printing Office on Thursday, October 28th. That same evening, Helen Hart, who will conduct the inspection, will speak about the changes at the Government Printing Office. Librarians attending the Government Documents session at ALA in Chicago are already aware that this fall there will be an increase in the volume of publications being distributed. Ms. Hart's talk will be at 7:15 in the Lounge of the URI Library. Everyone is welcome! For information call Anne Shaw, Government Publications Office, URI, 792-2067.*

*And in Harmony, library director Doris A. Dexter boasts that circulation has tripled in her library since it recently joined the regional system. But then old Yankee D.A.D. always knew how to get the most out of anything.*

\* \* \* \* \*

LAST MINUTE ANNOUNCEMENT:

BY WAYNE WORCESTER  
PROVIDENCE JOURNAL SEPTEMBER 3, 1976

# Close not likely for URI school

University of Rhode Island President Frank Newman told a subcommittee of the state Board of Regents last night that the closing of the URI's Graduate Library School is "the least likely" of several responses that might be made to the school's loss of accreditation.

He indicated that at its next meeting, the full Board of Regents probably will be asked to consider proposals to remedy the shortcomings of the school that were identified by an accreditation team of the American Library Association (ALA) early last month.

Newman and Dr. William Ferrante, URI's vice president for academic affairs also indicated that at some point in the next two years, the ALA will be asked to send another accreditation team to the graduate library school.

Accreditation would be given for a five-year period; three years from the year in which the accreditation is first awarded, the year in which it is actually awarded and in this case, one year retroactively, Ferrante said.

With the retroactive accreditation award, no student who has graduated from the school during the time in which accreditation was lacking would be penalized, he said.

Ferrante and Newman said it is "not likely" that URI would appeal the verdict of the accreditation team.

## QUOTABLE QUOTES

*But without living experiences no person is educated. With nothing but academic degrees, even when overloaded by a smattering of dead languages and two pennyworth of algebra, the most erudite graduates may be noodles and ignoramuses. The vital differences between reading and experience is not measurable by examination marks.*

- G. B. Shaw, Sixteen Self-Sketches

*The institution which most won his (Anthony Trollope's) admiration (in 1861) was the Public Library. The liberality which permitted the free use of books, the honesty of a public which could be trusted with such privileges, the excellent staff management, made an ineffacable impression.*

- L. & R. Stebbins, The Trollopes

*It is important to document the history of nonsense when the people who talk it have power.*

- Ithiel de Sola Pool

*Direct mechanization of traditional library classifications is like building locomotives with legs.*

- Fairthorne

*To communicate is our chief business, society and friendship our chief delights; and reading not to acquire knowledge, not to earn a living, but to extend our intercourse beyond our own time and province.*

- Virginia Woolf, The Common Reader

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