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## Bulletin of the Rhode Island Library Association v. 49, no. 5

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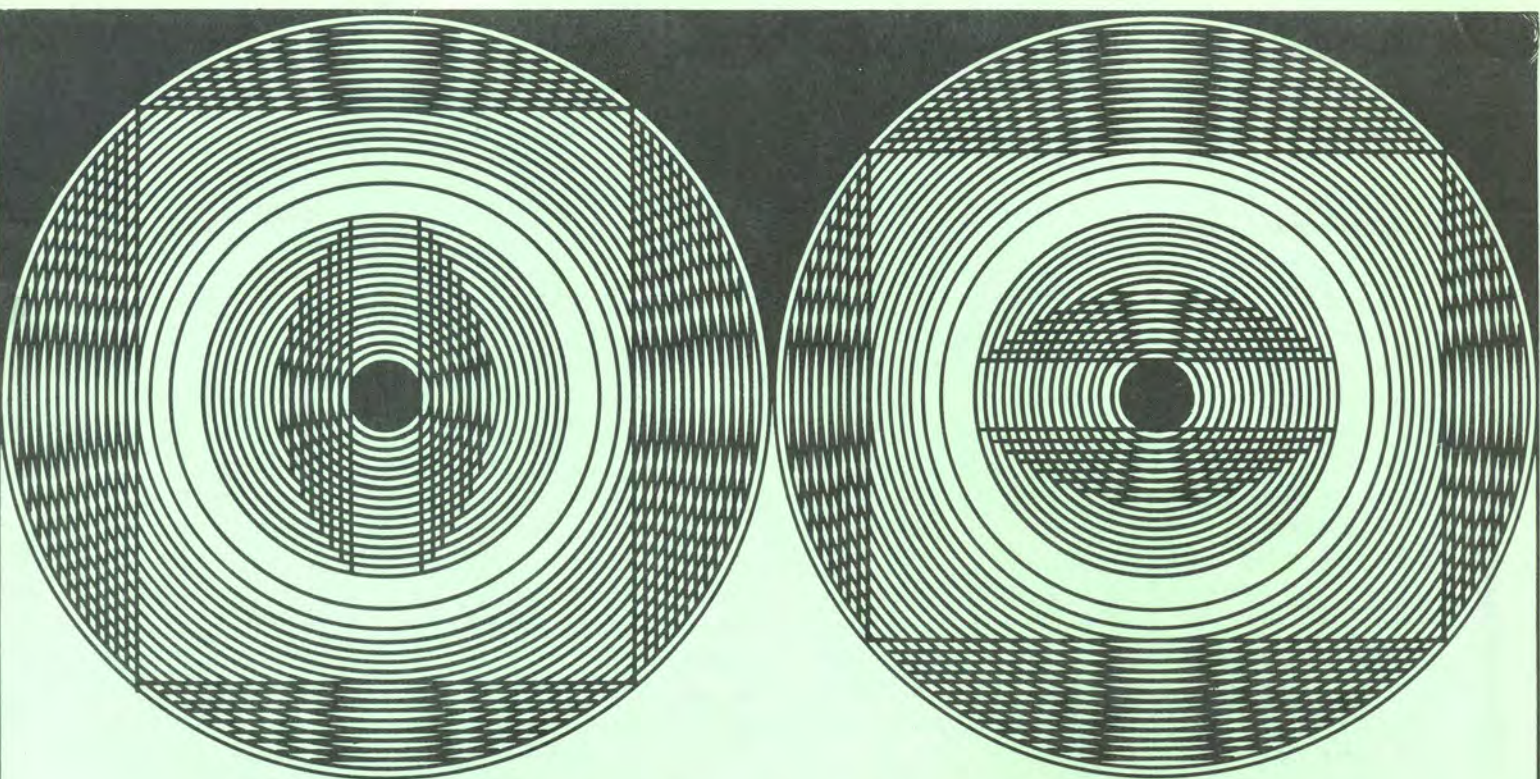
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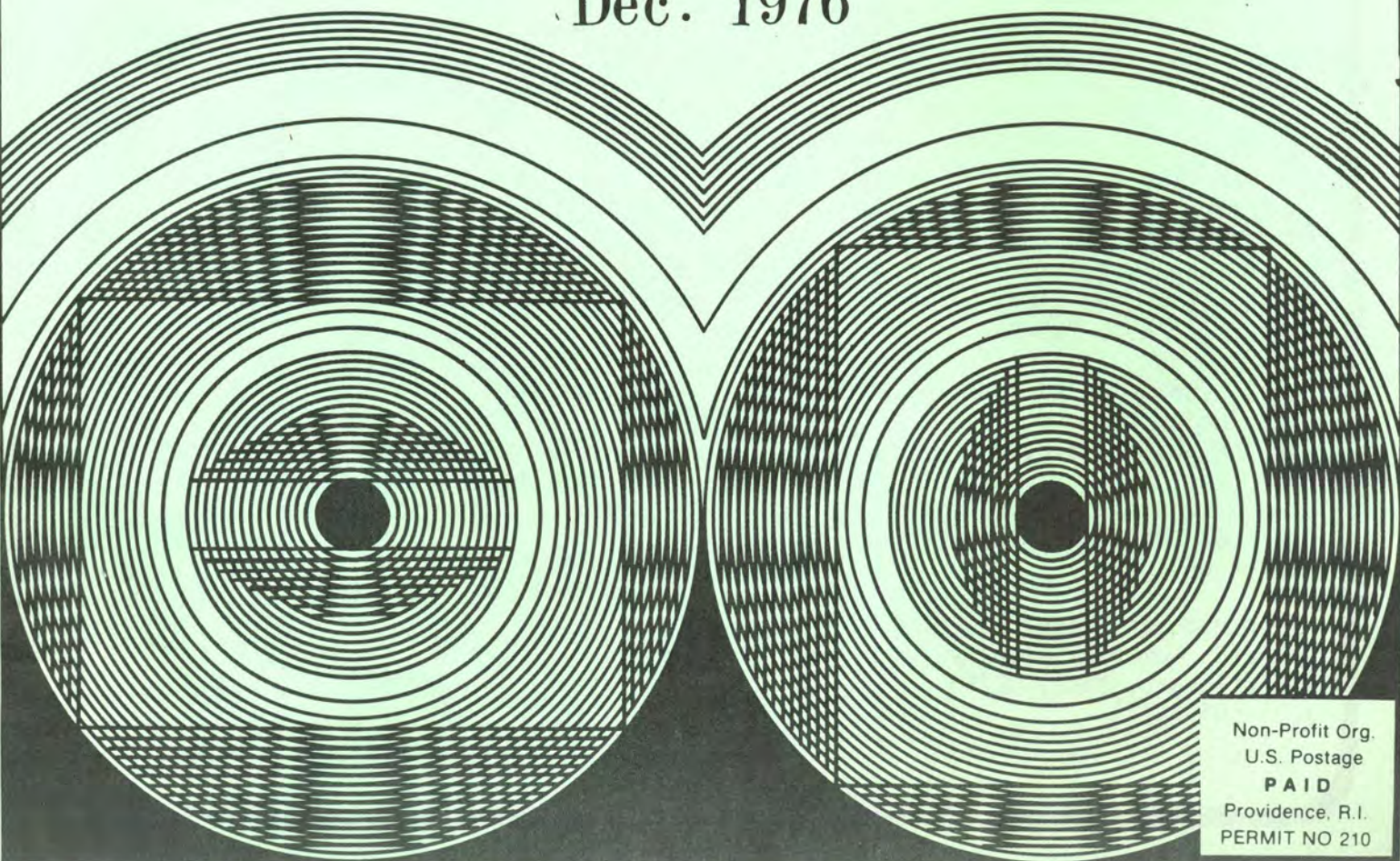
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# Rhode Island Library Association Bulletin

Dec. 1976



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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 of each month. The Bulletin staff can only promise to publish the news it actually receives from the library community.

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

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

COMMUNICATIONS ISSUE



Early this past autumn I listened to Dr. Michael Marian at the Annual NELA Conference in New Hampshire. Dr. Marian was exhorting librarians to improve their communications with the government to convince the government that libraries and public information were key elements in the national security. Perhaps I did not take Dr. Marian's point so seriously on the failure of communication between government and libraries, until some weeks later. Then on October 17 I read in the Providence Journal an article by a seemingly intelligent observant reporter about the town of Exeter, R.I. The reporter noted that "In the town library...a rural faith in the honesty of man allows an open door, an unmanned room and a note on the table that says, 'Please leave the name of any book you borrow and your name and address.' Here it was obvious that there had been a terrible breakdown in communications between a library and government. The local town government allots almost no money to its library. The library thus does not meet state standards, and the state allots no money to it. And therefore any citizen seeking information at the town library finds it necessary to shift as best he or she can with an abysmally small antiquated book collection, no reference service, no referral service, no inter-library loan, no information programs, and no prospect of improvement. Consequently, the average person in Exeter seeking information from his library has a 99 out of a 100 chance of being thoroughly frustrated. Why, I wonder, does Exeter even bother to maintain a public institution which at almost every turn frustrates public confidence? Perhaps communication is so poor between library and government that the town government has forgotten it has a library. Marian makes some sound points, and I hope that you enjoy his NELA talk featured in this Bulletin.

Other papers in this issue also focus on communications, as does our cover, a rerun from the June Bulletin by Pat Couch. It's one of my favorites, suggesting stacked pages, computer reels, film, video discs, phonograph recordings, a camera lens, stone engraving, and the human eye - the range of library communication concerns for 3000 years. One parting communication - the RILA Executive Board and the Bulletin staff wish each of you a very Merry Christmas and a most satisfying New Year.

*Letters to the Editor*



Ed. Note: The following pseudonymous missive was almost rejected for publication because it is unsigned and nearly inexplicable. However, we are attempting to maintain a policy of publishing all letters to the editor, and we are hoping our correspondents make some attempt at clarity in return.

November 15, 1976

To the Editor:

Potentates wail most grievously from Florida to Canada unaware that 'when there's too much of nothing, no one has control.'

\*\*\*\*\*

In the wake of what transpired in the course of the recent two day Newport conference a faint image seeks to resolve. Surely this figure's gestation augurs well for Rhode Island; it may bode well for New England; and, if it develops a national corporeality it is an imminent boon for the country.

Many Kudos to S.B. and K.K. All Hurrahs for L.F., J.D. and J.C. Congratulations D.B., S.S., J.C., RILA and its friends, leaders and members!

Let us remember The Readiness is All.

Truly,  
Laertes and  
The Only Men

P.S. Those who would be great must not unwatched go.

P.P.S. Your professional organization has all but fallen!

## THE LIBRARY IN AN IGNORANT SOCIETY: TOWARD A LONG-TERM STRATEGY

-Dr. Michael Marien © 1976  
Director, Information for Policy Design  
LaFayette, New York 13084

*Editor's note: The following paper was delivered at the New England Library Association 1976 Annual Conference on September 26 and is reprinted here by permission of Dr. Marien. In addition to being an accomplished lecturer, Dr. Marien is the author of Societal Directions and Alternatives: A Critical Guide to the Literature (1976).*

At the dawn of America's Third Century, there are many challenges and opportunities. Many individuals worry about their personal future in our complex and changing society. The leaders of highly developed societies such as ours are concerned about the societal future. Both individuals and societies even worry, at times, about survival. And so do libraries: the institutions for storing and disseminating information which were developed well before paperback books, radio stations, television, computers, and CB radios.



It is paradoxical that libraries should worry about their survival in an information-dependent society, where information is increasingly important to both individuals and society. If there is an unsettling uncertainty about the functions of the library in our emerging society, then it is certainly time to begin thinking about a long-term strategy.

The intelligent management of any sector of society should begin with a broad assessment of the sector itself, the societal context, and the relations between the two. There should be a continuing assessment of directions and alternatives, and from this there should be forged a long-term super-strategy--a master policy that established overall goals.<sup>1</sup> In broad and simple terms, "where are libraries going and how should they direct their evolution?"

A starting point for developing a long-term strategy for libraries is to assess the nature of our society. But this is no easy matter. For example, consider the variety of societal labels that one can choose from in describing where we are, where we are headed, and what kind of society we ought to have. By my count alone, there are 350 of these labels.<sup>2</sup> To describe our condition, for example, there is The Temporary Society, The Chaotic Society, An Over-Covered Society, The Age of Automation, and the Age of Alienation. Among 63 titles for our next societal stage are Post-Industrial Society, The Post-Liberal Era, Scientific-Planetary Civilization, Ecumenopolis, and The Paleocybernetic Age. Titles for the society that we ought to have include A Recycle Society, The Self-Renewing Society, A Convivial Society, The Mature Society, and Post-Scarcity Anarchism--along with more than 200 other competitors. And more of these titles are announced in every bi-monthly issue of Forthcoming Books. Such information chaos should be familiar to any librarian. Such chaos concerning the central questions of our societal management, though, should be particularly disturbing.

Any one of these images might offer some useful guidance to thinking about the future of libraries. But I would like to propose an image that may prove to be a particularly useful stimulus to positive action. For information specialists, or for any professional in the knowledge sector of society, I think it is crucially important to understand our society as an ignorant society.

An ignorant society is one where learning needs are dangerously outdistancing attainments. Considering our society as such should not be seen as denigrating America or Americans. We have learned much, and we have accomplished much. But we still have much to learn.

We must not overlook the obvious: that every society requires a minimum of skills and understandings in its members so that it can function. In a relatively static, pre-agricultural society, the skills of hunting and food preservation are passed from the old to the young. In an industrial society, specialized tasks must be learned in order to facilitate the mass production of goods. In such a society, the concept of literacy came into being. Now, as we move to some new form of society, which no one understands very well, we speak in terms of functional literacy and multiple literacies. Some observers have suggested that the skills of a high school graduate (what they ought to be, not in fact what they are) are necessary for today's adults. Under such a definition, almost half of the population would be seen as sub-literate, or functionally illiterate--a far greater proportion than that failing to meet the appropriate standard for the year 1900, when 10% of the adult population was unable to read or write. In this relative sense, our society is increasingly ignorant. But ignorance can be shown to be on the rise even by standard measures. There has been a steady decline in SAT scores over the past ten years. And most of the scores from the second round of tests by the National Assessment of Educational Progress contrast poorly with the results from the first round, conducted in 1970-1971. And it may be readily argued that the NAEP does not set a very high standard!



A further cause of our growing ignorance, as an information specialist should know, is the growing quantity of print and non-print materials. As the information explosion continues, individuals become less able to understand all that is available, and specialization results. Many learners, blindered by the Cult of the New, are oblivious to the grand traditions of the past. On the other hand, there is also a legitimate obsolescence of certain knowledge over time. The half-life of an education in fields such as engineering is less than ten years. Even in soft fields, new evidence is continually discovered, and fashions in ideas and methods are always in flux.

This condition of growing ignorance should clearly point to the need for continuing education, and public libraries would certainly seem to be key institutions for lifelong learners. But there are some major barriers to understanding the problem of ignorance and effectively acting upon the obvious.

The use of the word "ignorant" is often confined to describing the poor, contrasting the credential haves with the credential have-nots, both in our country and in comparisons with the so-called underdeveloped or developing countries. This shallow form of arrogance assumes that the knowledgeable are indeed knowledgeable while the poor owe their condition to being ignorant of certain valued knowledge. This may very well be true, but there is also a serious problem of elite ignorance.

The ignorance of the non-poor, particularly our social and political leaders, is shielded by the myths surrounding our educational institutions and the credentials that they bestow. One "gets educated," somewhat like getting a flu shot, only by attending an accredited school or college. By completing requirements, one "finishes" his or her education and "is educated" as if any further learning will never again be necessary or important. A good contemporary education should be a preparation for a lifetime of self-directed learning; in fact, graduation even from big-name universities too often signifies the cessation, rather than a commencement, of any serious attempts to learn.

Because there are growing numbers of people with high school and college degrees, we bask in the shallow statistical complacency that the developed societies are highly educated. Credentials have quietly become the central framework of our society. Imagine what would happen if we were to question the validity of these credentials: that they may represent educated incapacity,<sup>3</sup> inadequate training, or obsolete skills. We can accommodate a recall of poorly made automobiles, but a recall of credentials could result in an anarchy of social status!

The admission of ignorance may be a serious problem for both individuals and society. The very well-educated know enough so that they can afford to admit their ignorance without a loss of self-esteem. The very innocent and guileless will admit their ignorance, particularly students who are not punished for doing so. But most people particularly adults, take every instance to profess what they think they know, while covering up their ignorance. Knowledge is power; ignorance is weakness.

The belief that we are increasingly well-educated is not unlike the belief in progress that has accompanied the growth of our economy. Some of us are just beginning to learn about the unanticipated side effects of our factories, our automobiles, and our chemical pesticides and food additives. But we have yet to acknowledge that we are not as well-educated as our statistics tell us. One of the reasons that we are not alerted to dangerous levels of societal ignorance is that there is no one in an official position to do so. There is public support for weather forecasters and disease control centers. Building inspectors post warning signs when a structure is unfit for human habitation. And impending food shortages are announced by agricultural specialists. National educational leaders should show great alarm at growing ignorance, but they would have to break with tradition to do so, and acknowledging such a condition could suggest that they aren't doing their job well.



Lacking officially designated persons to issue warnings about ignorance, it is the responsibility of many people to do so, including librarians. It is my central point, though, that it would be particularly helpful to librarians if they took the lead in thinking seriously about ignorance and alerting the public to this problem.

Thinking about the condition of ignorance places an emphasis on the library as a key institution in an information-dependent society, and would direct attention to certain critical relationships of the library to society. In systems terms, there is a condition of lowered financial inputs which cannot accommodate the rising information inputs. If the library cannot pay for the growing number of books and periodicals, which are also increasing in cost, there must be some limitation in this input, or a greater appreciation by the public that leads to greater financial support.

I shall not dwell for long on the matter of limiting information inputs; although no doubt there is widespread agreement that there is a severe overload problem which adds to our ignorance by dividing our attention. As described by John W. Gardner:

The advantages of pluralism are diminished if the various elements of the society are out of touch with one another. A society that is capable of continuous renewal will have effective internal communication among its diverse elements. We do not have that today. We are drowning in a torrent of talk, but most of it serves only to raise the noise level.<sup>4</sup>

An illustration of this problem is the cross-disciplinary area that I am familiar with: public policy. By my count, there are at least 200 periodicals where matters of societal directions and alternatives are seriously considered at least some of the time. To take another example, the modern language and literature field, according to the Chronicle of Higher Education,<sup>5</sup> had 29 major journals 20 years ago, and now has 216 of them. Similar examples can be found in every field of study. This proliferation comes about because there are more people in the world than ever before, and an even greater proportion of scholars, scientists, and writers, as well as institutions eager to house journals and issue newsletters. In addition to sheer numbers, there are the well-known pressures to publish, creating even more writers than we might otherwise have. It often seems that so many people are busy writing that they have no time to read what their colleagues have written. This is not a healthy situation for academics, students, society, or libraries.

The general pathway out of this morass would seem to be a stress on quality rather than quantity, being ever-mindful of the problem of censorship, and deciding who will judge, and who will judge the judges. Still, somehow, materials that are trivial, duplicative, or mediocre should be identified as such and reduced. To repeat what has already been widely proposed, academic promotion policies should be changed to stress quality rather than quantity. Such a policy may be difficult to establish, but it is increasingly needed. Some commentators have even proposed a word tax!

But even with heroic efforts to reduce the quantity of inputs, it can be readily argued that our complex world requires great quantities of information and that much of it is essential. If the library increasingly has difficulty in accommodating all of it, there must be an increased focus on abstracts and indexes so that we do not lose contact with all that exists. We need more critical reviews so that we can separate the important materials from the unimportant. Certainly, we are far from the ideal of a world brain, posited in 1936 by H.G. Wells, which would bring all of the "scattered and ineffective mental wealth of the world together."<sup>6</sup> We do not yet have much of a focus on juxtaposing the many conflicting systems of statement. But such integrations will be necessary if we are to cope with--let alone solve--the many problems of an ignorant society in an ignorant world.



I am sure that there are many other ways in which system performance in the face of complexity can be enhanced. But equally important is a focus on the demand for services and the valuation of these services.

By demand, I do not mean simple circulation figures. Rather, I am concerned with the broader sense of client capacity. Does the public have an adequate "library literacy" -- are they willing and able to use the library to serve their information needs?" Apparently not. In a recent survey of literature, Branda Dervin concluded that "most citizens in the United States live in a relatively homogeneous information environment that presents relatively little information for problem-solving."<sup>7</sup> The most used and believable mass medium is television. The most-used of any source of information is the good old network of friends and relatives (which, of course, is not necessarily a poor source). Awareness of alternative information sources is low.

Such awareness is in large part a matter of competency. For example, if one is a tennis player or fan, one knows about the courts and the clubs, the big matches, and the names of the major players. If one knows little or nothing about the game, then there is little access to the world of tennis. Similarly, if one does not know how to utilize information services, one will have a low awareness of their existence.

What proportion of the adult population has a minimal knowledge-handling capability, or a "library literacy"? Some answer to this question ought to be a top priority among the purveyors of information services. Close attention should

be paid to the National Assessment of Educational Progress. But the NAEP is concerned with school performance and confines its measurements to 9 year olds, 13 year olds, 17 year olds, and a young adult group in the 26-35 age range. Librarians are concerned with all age groups, and might therefore consider their own parallel survey which could also measure a broader set of skills, in addition to reading, which should constitute a "library literacy." For instance, how many adults have ever heard of the Reader's Guide, let alone those who have ever used it?



There should be no hesitation to publicize any findings from such a survey which are judged to be adverse to the interests of a free and democratic society. There should be no hesitation to press the schools to better serve the interests of libraries by developing the capacity for lifelong learning in all students, as well as an appreciation of information services as an important part of our society.

The school not only serves--or dis-serves--the library. It is also a competitor for adult learners, offering packaged learning experiences known as courses and programs in lieu of the self-directed learning promoted by libraries. By equating learning with formal education, schools draw potential clients away from libraries. If all learning, or at least the important learning that is credited, is seen as taking place under the age is of the school, then non-school learning becomes devalued.<sup>8</sup>

Indeed, non-school learning behavior is seldom studied. But, according to a number of fascinating depth interviews conducted by Allen Tough of the Ontario Institute for Studies in Education, virtually everyone is engaged in learning behavior which can be categorized in terms of discrete learning projects. Not all learning, of course, is deserving of academic credit. Still, it is most informative to recognize that less than 1% of all learning projects identified by Tough were motivated by academic credit, and 70% of these projects were totally planned by the learner. Tough found that many of these self-directed learners "do not even apply the term learning to their efforts"<sup>9</sup> - that they are learners without the consciousness



of learning. It was also found that many learners are in need of help and encounter many frustrations. Among his many recommendations, Tough concluded that "Libraries of all types...are certainly logical centers for such help if they improve the variety and quality of their human and nonhuman help."<sup>10</sup>

In our ignorant society, many people are engaged in learning, and many want to learn. In a 1972 survey by the Commission on Non-Traditional Study, it was estimated that 77% of all adults were interested in learning something.<sup>11</sup> Some of the major obstacles to learning cited by the would-be learners in this survey were cost, dislike of full-time schooling, lack of information, and lack of confidence. The extent of this ignorance about learning opportunities could be quite surprising. For example, a counselor of adult learners had told me that many of her clients without high school diplomas hold the belief that one has to pay to use the public library!

It would certainly seem that there is a great potential for expanding library services. People want to learn, although often they are uncertain about what and how. People are learning, although often not nearly as well as they could. And people have to learn, if they are to survive and participate effectively as citizens. But they apparently do not see the library as a, if not the, major learning center for their continuing education.

It is occasionally intimated that we must break the habit of equating schooling with learning. In 1970, even Clark Kerr pronounced that:

In the past, education has meant the school, and the school has meant formal teaching. In the future, education will be regarded increasingly also as...a product of several institutions rather than one...both inside and outside the school, informal experiences will take their place with formal training as a recognized part of education.<sup>12</sup>

But such deschooling of our consciousness has not yet happened to any noticeable degree. It will not happen without many people encouraging this broader post-industrial perspective of education. But schoolpeople, facing their own budget crises, cannot be expected to take the lead in promoting this perspective, no more than an oil man can be expected to promote solar power for our energy needs. The library competes with the school in determining where and how society conducts its learning.

The library is in competition with other institutions, and with the informal networks of friends and relatives. Librarians must promote their own services; very few non-librarians will exert themselves to any great degree for the good of the library. At the same time, though, the library cooperates with other learning institutions. The public library is a complement to the school, and part of an interlinked educational sector of the society.<sup>13</sup> In this sense, it would be desirable to build a grand coalition of schools, colleges, libraries, publishers, museums, radio and television networks, scholarly associations, foundations, and government agencies to come together in a broad-based association to represent the best interests of the knowledge sector. There is ample precedent to be found in the National Association of Manufacturers and the AFL-CIO. Indeed, if the labor movement can make Labor Day into a national holiday, the knowledge industry should insist upon a Learning Day, in that the learning force is greater than the labor force.<sup>14</sup> Such an association of the heretofore isolated parts of the knowledge sector would be well-situated to study the degree to which we are an ignorant society, and the various ways in which we could best close the gap between learning needs and attainments.

My comments to this point have dealt with the demand for services, suggesting that there may be a great potential that is not realized because of client incapacity and the myths surrounding schooling. There may also be a problem with the image of



the library--the valuation of its services. Is the library still seen as merely a storehouse of books, primarily for recreational reading? Is the library seen in the budgets of schools and municipalities as a nonessential frill which can be readily cut back?

Librarians would be well-advised to assess their public standing and prepare for a long struggle in order to attain their proper share of public expenditures. What is proper? This depends on how information services are related to national goals. It should be assiduously argued that the library is not mere frill to be cast aside during times of tightness in the public sector. A long-term strategy would promote a view of the library as a critical tool of democracy and an essential element of national security.

It is unfortunate that we take democracy for granted. When we say that we have a democracy, it is like saying that we have an education and that this is all that we need. But democracy, like being educated, is a relative matter. Its many definitions have always included the proviso that participation must be by well-informed citizens. Less participation in public affairs is less of a democracy, as is less informed participation. The rhetoric of democracy will doubtlessly remain with us no matter what happens, but our actual patterns of governance can easily slip into a dictatorship or an oligarchy of a few powerful interests. Preventing such a slippage--or any further slippage--requires many competent citizens who, by definition, must be well-informed, in part through the services of the library. If we are serious about enhancing democracy, then keeping citizens well-informed can readily be seen as a part of our national security effort.

It is also unfortunate that national security has come to mean those activities--offensive, defensive, and above all expensive--engaged in by the Department of Defense and related agencies. The spectre of the global Red Menace is raised, and responded to with huge budgets--in this fiscal year, more than \$100 billion. It is not my purpose here to argue whether this massive expenditure in men, missiles and megabombs is justified, or whether it will make our nation more or less secure. I do want to strongly recommend that the scope of what constitutes "national security" be expanded to include a consideration of the capability of our citizens to sustain a democratic society. After all, what is there to secure against hostile outside forces, if the internal strength of our nation has eroded away--if we find, along with Stephen K. Bailey, that "we are still dangerously ignorant"?<sup>15</sup> Librarians, more than other professionals, should surely appreciate the problem of becoming a prisoner of categories, and recognize that they, too, are involved in national security activities.

If one considers the degree to which we are an ignorant society, it follows that one will also consider matters of national goals, the degree of our democracy, and the real components of national security. Thinking about ignorance is thinking about learning needs, and the unfinished work of libraries and the entire knowledge sector.

We must take care in choosing the images of society that we hold.<sup>16</sup> Any reference to a "Well-Educated Society," for example, would suggest considerable ignorance about our ignorance. Such an image invites complacency. It looks back superficially on where we have come from, rather than forward to what we must do. Librarians should argue strenuously against such an image.

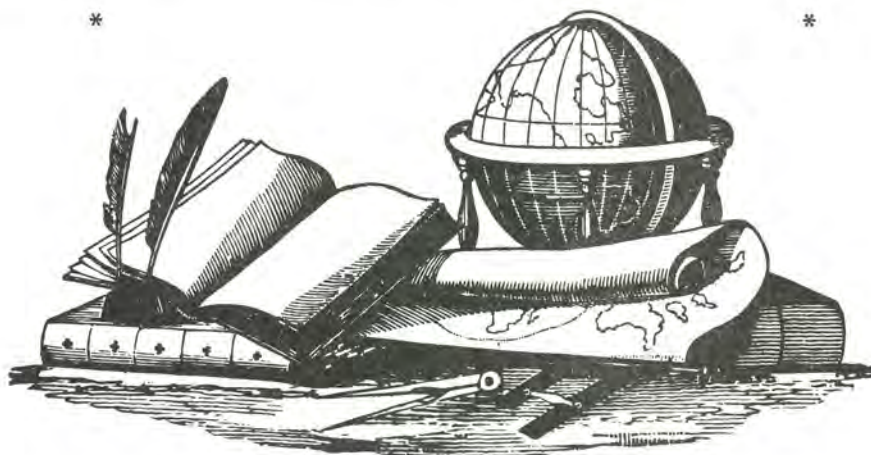
Librarians should also question the image that ours is "A Learning Society." This vision was perhaps first proposed by Robert Hutchins in 1968, promulgating a utopian view of education coming into its own in a world community learning to be civilized and to be human.<sup>17</sup> It is desirable to have such a goal--an ideal end to strive for--but the goal should not be confused with our actual condition.



This confusion of ends and means, future and present, is rife among those who guide our institutions of learning. And thus, in recent years, "The Learning Society" has been used to describe the sum of the various new programs to promote learning and even to describe what our society actually is. We should have a learning society, but we must take great caution to insure that our society deserves such a title--that the gap between our learning needs and our learning attainments is in fact being closed. We cannot assume that any set of programs, no matter how well-intentioned or well-financed, will produce a learning society. It is far too easy for programs to fail in their intentions. Or they may succeed, but teach people the wrong things. Even if people are learning the right things, the distance between learning needs and attainments may still be widening--we may have genuine improvement in the face of growing inadequacy.

Librarians must resist any temptation to proclaim that ours is a learning society. Ours is clearly an ignorant society, and a fundamental step for any long-term strategy for libraries is to make the unsettling reality of an ignorant society widely known. When this image of our present society is shared by a sufficient number of decision-makers there will be sufficient power to constructively shape the future. Without such an image of an ignorant society, we will continue in the same complacencies that most of us are well-educated and well-informed. Library budgets will continue to be cut as serious matters of national security are attended to. And we will continue to be an ignorant society.

\* \* \* \* \*



#### NOTES

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14. A brief history of the "learning force" concept is provided by Michael Marien, "Alternative Futures for the American Educational System," in Samuel H. Popper (ed.), Imaging Alternative Future School Organizations. A UCEA Career Development Seminar. University of Minnesota, Dept. of Audio-Visual Extension, November 1972. Very briefly, it was first used by Bertram M. Gross in 1966. Wilbur J. Cohen, Secretary of Health, Education, and Welfare, used the concept in 1967. The most extensive statement is by Stanley Moses, The Learning Force: A More Comprehensive Framework for Educational Policy. Syracuse University Publications in Continuing Education, No. 25, Oct. 1971.
15. Stephen K. Bailey, The Purposes of Education. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976. Among the many concerns in this modern restatement of purposes, Chapter 6 on the survival of our democratic values should be of particular note. Bailey is Vice-President of the American Council on Education.
16. Fred Polak, The Image of the Future. San Francisco: Jossey Bass/Elsevier, 1973. (First published in The Netherlands in 1955.) Also see Kenneth E. Boulding, The Image: Knowledge in Life and Society. Ann Arbor: University of Michigan Press, 1956.
17. Robert Hutchins. The Learning Society. New York: Praeger, 1968.



LOCAL PUBLISHING IN LIBRARIANSHIP  
A PAPER DELIVERED AT THE ANNUAL  
R. I. LIBRARY ASSOCIATION CONFERENCE  
NOVEMBER 9, 1976

- Leo N. Flanagan



Sam Goldstein, editor of Current Awareness-Library Literature, has formed still another library association, the Unemployable Librarians of New England. This new association at present numbers one charter member, Goldstein himself. Anyone who has ever heard Goldstein's thoroughly sensible iconoclastic criticism of virtually every library god, myth, sacred cow, or institution in the United States understands why the average library administrator would prefer outreach to a leper colony before facing Goldstein as an employee. A few months ago I was honored when Goldstein invited me to become the second member of his new association. Now I don't think that I quite wish to join, at least so long as eating remains a necessity. But in the following observations on publishing in librarianship, I'll try somewhat to justify Goldstein's faith in me as a qualified candidate for his organization.

In June 1915 Dr. Abraham Flexner wrote in School and Society that "the evolution (of an occupation) toward professional status can be measured by the quality of publication set forth." More than fifty years later in April 1956 Leon Carnovsky in the ILA Record observed of both local and national library publication that "much of it is dull, repetitious, and worthless." In 1976 many would still agree. Today I would like to focus on the adequacy of Rhode Island library publications and their prospects.

Four years ago in Current Awareness: Library Literature, Goldstein concluded that library life in Rhode Island and Providence Plantations moves at such a leisurely and rustic pace that the state cannot justify even a single monthly library publication. Well, in 1976 there is more than a little evidence that the Rhode Island library world is not so rustic as it may have been. The Rhode Island Library Association itself in its vigorous commitment to planning, education, legislation, and information packed conferences is certainly not rustic. And the state in fact can support four monthly newsletter/journals, the Rhode Island School Media Association's Media News, the Department of State Library Services Newsletter, Northern Interrelated Library System's Northern Libraries, and the Rhode Island Library Association's Bulletin. No one of these publications is unread by at least several hundred librarians each month. Each of these publications is sufficiently adequate to be occasionally cited by the national library press. This latter circumstance might well provoke a certain degree of pride amongst Rhode Island librarians--until we stop to think of our impressions of the national library press. Is it not still severely subject to criticism, to our own criticism, on Carnovsky's grounds of its dullness, repetition, and worthlessness? Perhaps the approval of the national press for our local publications ceases to mean much, and we are thrown back for a second look at the adequacy of our own local publications on their own terms. Just how good are Media News, the Newsletter, Northern Libraries and the Bulletin?

With all respect to their contributors, amongst whom I number most of my friends (until today?), and with all respect to their overworked editors (of whom I am very pleased to be one), I can only conclude that our four local



publications are adequate to our needs. They do bring essential news to us and they bring it in a clear and timely way. Each publication occasionally carries an article or essay of some interest. But these local publications do no more. They are only adequate to our needs. They do not excite us, they do not surprise us by their daring, they do not overwhelm our imaginations--ever! They make, as Goldstein said of most national publications, no more intellectual demand of us than a reading of Playboy. We are not challenged by their contents, we do not find ourselves radically reevaluating ourselves and our libraries after reading them, we are never compelled to read and analyze them slowly for the weight and intricacy of their ideas, and God knows, we never reread them because they are simply memorable!

Why has this happened? Why aren't librarians in Rhode Island on the streets for the next appearance of Media News or the Bulletin or any library publication as the people of London waited on the streets in the last century for the next issue of Dickens' Household Words or Thackeray's Cornhill Magazine? Why? There may be scores of reasons. I am sure that I do not know very many. But of some 4 or 5 I am rather sure, and those reasons for the absence of anything we might term quality in local publication I would like to share with you.

First, there is little example of quality publication at the national level for us to follow. Beyond determining current news, most national library periodicals are almost worthless. The clear invariable exception is Library Trends. In the areas such as technical services or library administration or media service a glance at the catalogs of commercial supply houses frequently generates more ideas more rapidly than the literature of the field itself. To actually locate an idea in the literature (establishment or underground) of the field when it appears, one must dig as in an enormous mine for a scattered ounce of gold. In fact, the most challenging and exciting ideas for librarianship are not ordinarily found in the literature of the field at all, but in journals of other fields like engineering and sociology. We simply have not the national example of quality publication on a fair scale before us.

Secondly I think we fail to achieve quality in local publication because we do not even have agreed upon guidelines for quality publication at the national or local level. For example, when I left library school I submitted a paper on disestablishing the public library to Norman Horrocks of Dalhousie University. He was, and is, editor of the Journal of Education for Librarianship. And my paper was rejected with one of the nastiest notes I've ever received. Horrocks in so many words told me the article was not fit for print. Cantankerously, I submitted it to another publication, and another, and another, and on the sixth attempt it was accepted with glowing praise by the editor of California Librarian. I keep her letter and Horrocks' letter in contradiction of it framed side by side. Now you may think the editor of California Librarian just made a foolish choice and five other editors were wise. The irony extends even further, however. Several months after publication of the article, Bill Katz told me it was to be nominated for the Best of Library Lit. 1974--and it was, and it was reprinted there. Not till then did I find that Norman Horrocks, who had originally and vehemently rejected the article, was on the board of review for the Best of Library Lit. which had chosen to reprint it. There are no national critical standards for national publications.

And other national standards for local publication are in absolute contradiction. For example, Carnovsky in "Standards for Library Periodicals" (LJ, February, 1955) tells us that the primary obligation of state or local library journals is to publish proceedings of local conferences, local committee reports, local news,



local statistics, and local legislation. He adds that serious articles of general interest should be submitted only to national publications so that everyone can have access to them. He never seems to have considered that articles of general interest might be tested in local publications and on the basis of local response, revised and republished nationally. At any rate, Carnovsky strongly urges local materials in local publications and an avoidance of placing there articles of national and permanent value. H. W. Wilson, in contradiction, has written the RILA Bulletin that Wilson will not index Bulletin contents in its Library Literature simple because the Bulletin does not contain a sufficient number of articles of national and permanent interest, because the Bulletin has too much of a local emphasis. We are damned if we publish local material, and damned if we publish national material. So I in turn ignore national guidelines and publish a mix in the Bulletin that satisfies its readers.

In addition to lack of national examples and contradictions in national guidelines, local publications in Rhode Island fail in genuine quality for a third reason because of a dispersion of effort. Not only are there too many library publications nationally--there are too many locally. Can you imagine the improvement that could be expected if the budgets and staffs of the four Rhode Island publications were combined? Can you imagine the improvement if there were but one state publication, not four, and all contributors had to write four times better than they do if they wished to be published?

A fourth reason for the absence of quality in local publication is the lack of publishing leadership from those who could best provide it, the faculty of the local library school. This faculty which has the training, the knowledge, the time, the research grants to publish, locally or nationally, sets virtually no example by doing either. And the American Library Association recently noted that in pulling the school's accreditation. While much faculty time is spent in teaching, by the faculty's own estimate 11% of each member's time has been spent on research and publishing each year for the last five years. That would equal 55% of a year since 1971 for research and publication, and in that 55% of a year the average faculty member with one exception has averaged only two articles. Some students have published as much, or more. Until the recent loss of accreditation and the sudden pleas for help, it was often not possible to get even simple news from the GLS. This is not leadership in publication by any standard. And future leadership in publication from the Graduate Library School is still not apparent. Only November 8 at the RILA Annual Conference it was announced that the GLS faculty was considering establishing a journal of its own in response to the ALA demand for publication. I for one am dismayed at this GLS proposal. Journals from specific academic departments were fashionable some years ago. But many became suspect because they were self serving--they published only papers by their own faculties, which faculties frequently could not or did not get into print in other journals. I do not think such a journal was what the ALA Committee on Accreditation had in mind when it demanded publication from the GLS faculty. And I think such a journal would be an unnecessary expense in a school which never seems to have enough money. More than enough journals exist already in librarianship, where one can publish even the most mediocre article, without difficulty. The GLS faculty has the ability to publish fine articles, based on needed local or national research, in existing publications. If they'd do so, we would all be the better for it.

A fifth reason for the absence of quality in library publications national as well as local, and the reason perhaps at the heart of all other reasons, the reason why librarianship cannot muster publication of the quality of professional groups



such as chemists, and psychologists, is because librarianship is not yet a scholarly and scientific profession. It's not library science. It is not scholarly or scientific or professional. It appears to be evolving in that direction. But there is little evidence that librarians as a class yet believe, or profess a faith, sufficiently in communication through information provision to have created a corpus of systematic coherent substantial theoretical knowledge developed through rigorous research, testing, analysis, and synthesis. Without such substantial scientific knowledge, without the scholarly mechanism for acquiring it, there can be neither publication nor practice based on such knowledge. Benefits of the knowledge that doesn't exist cannot have been experienced by the public and cannot have commanded public respect. Consequently, librarians do not have public support for further research, do not have public guarantees of freedom and independence of their judgment. Librarians too often cannot even defend themselves or the public majority against minority public attack on their opinions because their opinions are only opinions, unsubstantiated by scientific method. Without acquisition of confirmed substantial knowledge placed in public service, there is no money for further development of such knowledge, or for salaries or for library expansion; there is none of the independence of judgment in institutions or community which we call intellectual freedom; there are no great conferences; no impressive practice; no agreed upon standards; no administrative use of firm research in decision making; no worthy and exciting publications; no professionalism. In sum, librarianship does not yet have enough professionals, people who believe strongly enough in something to learn everything they can about it, to continue freely to develop that learning in itself and in themselves, to place that learning in the public service to such an extent as to command a respect guaranteeing them judgmental independence of institution, to protect that learning and service and their publics at any cost in a clear code of ethics enforced by themselves upon themselves as equals or colleagues, and to promulgate and strengthen that learning in substantial strong research and publication.

Yet the situation is far from hopeless in librarianship. Remember it is a new field, a third as old as chemistry, one thirtieth as old as mathematics. In Rhode Island alone much has been done (RILA's and Captain Henry's accolade is appreciated) and today publication in the state is definitely adequate, where fifteen years ago it was abysmal. In other words, you're OK, I'm OK. But we're only adequate, and that's not good enough. We are closer to the beginning than the end of developing a professional and quality publications. We are in a field of evolving intellectual dimensions. Much as yet is to be done--so much that that in itself is what makes the field exciting. We have much work to do, and I can only urge you to think about our problems, to never be satisfied with easy or infirm answers, to demand solutions to every problem to help to solve them, to be active in groups that are trying to solve them, and to learn to write well and publish the solutions as they appear.

And perhaps we might pray like the Jews at Rosh Hashana:

Our God and God of our Fathers, grant aptness of expression to the representative of Thy people, ...teach them what they should say. Endow them with the wisdom as to what they should speak... Let them not stammer with their tongues or falter in their speech. Let them not humiliate themselves or cause their people to be humiliated.





## THE SLEEPING GIANTS ON THE FILM CO-OP'S SHELVES

- David Green, Dir., R.I. Library Film Co-op

One of the main reasons the Film Co-op holds preview sessions, beyond the desire for all members to have a voice as to what is purchased, is so that libraries programming the Film Co-op's films will be familiar with the collection. The problem of poor attendance at preview sessions, therefore, goes far beyond the lack of participation by Film Co-op members, for the Film Co-op has a number of excellent films, some of them masterpieces, that circulate all too seldom. The purpose of this article is to familiarize its readers with the Film Co-op's sleeping giants.

### FEATURE FILM

Here is the most surprising area of poor circulation. The feature films purchased through our R. I. Foundation grant were either previewed or voted on by the membership before they were purchased. Perhaps the films listed here have not been in the collection long enough to catch on but these films are circulating quite poorly compared to the other feature films purchased with the grant.

GRAND ILLUSION - Jean Renoir's anti-war film continues to live on as one of the finest films ever made. Its positive view of humanity in the face of war leaves the audience feeling mellow and entranced by the aura Renoir's direction.

I. F. STONE'S WEEKLY - Both Pawtucket Public Library and Cranston Public Library have programmed this film about investigative journalism with the Providence Journal's Jack White as a great speaker. I. F. Stone is a man who published his own newspaper. In it he assailed the U. S. Government for lying to the American people on issues such as Vietnam. The film asks its audience to study just what the government tells us.

THE UNQUIET DEATH OF JULIUS AND ETHEL ROSENBERG - This film's message is similar to that of I.F.Stone's Weekly. It re-examines the trial and execution of Julius and Ethel Rosenberg, who were found guilty of conspiring to give the secret of the atom bomb to the Soviet Union. The film raises doubts as to their guilt.

OPEN CITY - Rossellini masterpiece of the Italian people's resistance to Nazi occupation of Rome during World War II.

### Non-narrative Short Films

Here is a listing of some beautiful works that are neither documentaries nor films that are presented with narrative technique. These are films whose essence cannot be captured in any other form but film. They are truly cinematic.

LaJETEE - A masterpiece. The story of a man who travels through time to find a love and a life he wished he would have lived. This time travel is a means of survival after World War II.

SYRINX - An animated film that is made with a pinscreen. This is a new technique still being experimented with. The three minute film is the story of Pan's courting of a nymph and how he received his pipes.

BEGONE DULL CARE - Norman McClaren's visual music. This film influenced many experimental filmmakers. It treats the audience to an unusual experience for the eyes and ears. Similar to this film is THE DOT AND THE LINE.



THE CRITIC - A satire on films like BEGONE DULL CARE with Mel Brooks as the critic in the moviehouse audience.

- FALL RIVER LEGEND and PAS DE DEUX - The art of dance and the art of film are highly compatible because of the variable movements between dancer(s) and the camera. The Film Co-op has a fine collection of dance films. These two use ballet as their subjects. PAS DE DEUX will astound audiences with its strobe effects, while FALL RIVER LEGEND is a performance of Martha Graham's ballet about Lizzie Borden.

SPIDER - Spider is the fastest short order cook in the world. The speed of his hands and love for his work are offered in a short film that is a wonderful curtain raiser for any program.

OPERA - A parody of operas, this animated short is another fine curtain raiser.

- ALL EARS TO GASPE - A visit to the village of Gaspé in northern Quebec, this film was shot after the tourist season was over. The French-Canadian village is captured in time of rest for its villagers.

#### OTHER FILMS

Films listed here are just plain good. Why they don't circulate is quite perplexing.

"Searching for values Series" - This is a series of 15 minute excerpts from major motion pictures. All of them are excellent but here are the best -

LONELINESS AND LOVING - From FIVE EASY PIECES with Jack Nicholson

PRIDE AND PRINCIPLE - From THE BRIDGE OVER THE RIVER KWAI with Alec Guinness

WHEN PARENTS GROW OLD - From I NEVER SANG FOR MY FATHER with Gene Hackman

WHETHER OR NOT TO TELL THE TRUTH - From ON THE WATERFRONT with Marlon Brando

POLITICS AND THE PUBLIC GOOD - From ALL THE KING'S MEN with Broderick Crawford

A program made up of four of the films from this series with a guest speaker on any related subject, be it the individual feature films or a discussion of the values emphasized in each excerpt, would make for an excellent presentation in or out of the library.

THE LAST WHITE LINE - This film has circulated only twice in two years! It is a history of Brown football and of great interest to people in this area.

- JESSE OWENS RETURNS TO BERLIN - The great American athlete reflects on the 1936 Olympics in which he piled up gold medals and where he was ignored by Hitler because he is Black.

GERTUDE STEIN - a 90 minute documentary on one of the greatest literary figures the world has ever known.

FEAR WOMAN - A look at three Black women who are leading their African Countries to prominence in the world.

NEWS PARADES - What better mood setter for a program than a look back at our sometimes amusing, sometimes tragic past.

MALCOLM X - A documentary on the life of the great Black leader.

SYLVIA, FRAN AND JOY - Three very different women talk about how they see themselves in today's world.



CHARLIE SQUASH GOES TO TOWN - The tale of an American Indian who tries to assimilate to the white man's world but finds his own culture far more comforting. This film is great for all ethnic groups.

The above list represents approximately \$7,500 worth of films that pretty much collect dust on the Film Co-op's shelves. \$7,500 is more money than the Film Co-op has in its film budget this year. The fact that these films are good to excellent but seldom circulate is an indictment of the lack of participation in the Film Co-op by its members.

The primary reason for this article is informational. Some great films have been singled out. The editorializing at its conclusion is meant to make a few waves. Each film purchase made by the Film Co-op at this point in time is an investment. There is no room for bad choices. The films listed here were not bad choices. What the list does show, however, is that all members must send staff members to preview sessions to get the most from the Film Co-op and its collection.

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## CB IN THE LIBRARY--A FANCIFUL TALE OR A NEW MEANS OF COMMUNICATING TO THE PUBLIC

- Ron Heroux, Head, User Services  
NUSC Library, Npt.

If you ask an elderly Rhode Islander what a CB is he'll probably tell you that it's a Navy man who works on a construction battalion. He will probably add that his sailor used to be located at Quonset until the Navy cutback sent him and his entire sea bee outfit to California. However, to most Rhode Islanders, as well as to a third of the American population, CB (citizen band radio) stands for a means of communication designed for entertainment, information and maybe even education. It's at least an education learning the CBers' language.

Referred to as a "piece of junk" by the CBers, CB sets in use since last December have nearly doubled to 17 million, according to the November 19th issue of Wall Street Journal, and by 1980 it is estimated that half of the nation's four wheelers (cars) and 18 wheelers (trucks) may have them. And, of course, you bring them into the house when not on the road so they won't be stolen and so you can continue to modulate (talk) to other handles (the name CBers identify themselves with-- Roving Cat, Devil Ghost, Bean Burper, etc).

Although used most often to kill the boredom of a long trip or to break up the drudgery of housework, a CB unit can be employed to bring help in an emergency, especially when no phones are nearby. Or when you don't have change. CBers also warn each other about traffic tie-ups, accidents, and of course any traps set by Smokey the Bear (the police). They help each other in locating "good" restaurants, motels, etc. It's even used in hunting buffalo (male) and beaver (female), although most hunts of this sort, I think, end with a friendly 10-4, over-and-out intercourse via the air waves.

Since the CB sets deal with communication and the transmission of information, does it have a place in the library? Let's imagine the following conversation between a librarian or a library technician and some of the library's public, assuming a CB unit is located within the library.

LIBRARY: This is INFO CORNER ready for questions.

PUBLIC: INFO CORNER, this is LOST SHEEP interested in something to rhyme with my buddy's name Morty Moot Moat.

LIBRARY: Ready for this LOST SHEEP, courtesy of Sesame Street--forty-foot rope or forty-foot boat.

PUBLIC: INFO CORNER, This is FLICKY. What flicks are being shown at the lib pad today and at what time?

LIBRARY: This is INFO CORNER. We have showing today...and if you're interested in flicks being shown at other media pads, contact the GREEN MAN who operates over channel....



PUBLIC: INFO CORNER, this is POTATO PEELER down from Maine and driving through Rhody for the weekend. Whatcha got on historic sights, warm sand, and body parlors?

LIBRARY: POTATO PEELER from INFO CORNER--Welcome to the area, have some guides on historic sights you can pick up here if you like. The following are nice sandy beaches...As far as body parlors, pick up a local paper and check the ads in the Sports section or contact a friendly Smokey Bear, but careful there are bear traps at some of those places which could prolong your stay.

PUBLIC: This is ADDSUB to INFO CORNER. What is the metric equivalent of 30 miles?

PUBLIC: This is HISTBUFF to INFO CORNER. I've been thinking of writing a short story centered around the independent man. What do you have on him or where can I locate info about him. And was there ever an independent woman?

PUBLIC: This is HARVARDSTUFF and I'm looking to make a deal with trading Kapstein. Where is he located in the Providence area?

This has been fun and fanciful, but this could never happen in a library where books and phones seem to dominate, or are there are "rednecks" out there who understand my language? 10-4---MEDIA MAN (I have not come to replace LETTERMAN but simply to give him some sensory help in his effort to inform, educated and entertain.)

## Library programs help 'functionally illiterate'

-Associated Press, April 25, 1976

About 21 million Americans - immigrants, school dropouts and people with disabilities - are functionally illiterate. This means they cannot read well enough to function fully in society.

Now, says Robert Wedgeworth, executive director of the American Library Association (ALA), the nation's librarians are going about the mammoth job of helping the one out of every five adult Americans who can't read.

ALA is writing guidelines for librarians in developing literacy programs. Included will be recommended materials, so that grown men and women don't have to read "Dick meets Jane . . . see the dog run."

"The modern American library is much more than a keeper-of-the-print," says Wedgeworth. "The library has become a community center and referral point and finds itself often in the center of poor urban areas where its users need help in simply coping with life."



"When people come into the library to look at help-wanted ads in the paper and can barely understand what's written, then it's time for the librarian to step in where other American educational institutions have failed."

The reading programs currently involving many functionally illiterate are designed to help people take driver's tests, read a lease and a contract, tell time and read information on packages they may buy in the supermarker.

Librarians have found a need for programs at three levels: basic literacy skills, strengthening reading skills, and courses and preparation for high school equivalency examinations, which also involves some advanced reading assistance.

## SERIALS WORKSHOP

-by John Fox Cory, Cranston Public Library

Some months ago a serials workshop was held at Providence Public Library. Connie Andrews was the main speaker, with other Providence Public staff contributing sample periodicals from their subject areas, and offering opinions of certain publications.

In her opening survey of serials, Ms. Andrews stated that a library has the responsibility to furnish periodicals which further informational, cultural and recreational development. She indicated that the librarians' role is to analyze the community and to provide publications which respond to community needs. If necessary or feasible, she suggested surveying the patron population to ascertain what magazines they would like to see offered at the library. Quite often some subject areas are omitted from the collection merely because the staff does not know a need for coverage exists. A survey can help eliminate such omissions. Connie also noted that teenagers are often forgotten, particularly in the area of back issue retention. She said she often receives requests to see Seventeen magazines five or six years old.

Index tools were also discussed, notably the Readers' Guide to Periodical Literature Index, Popular Periodical Index, and Access. It was emphasized, however, that whether a magazine is indexed or not should not be the main criterion for selection; rather its accuracy, content, topical value, and community appropriateness should carry weight.

Several ALA standards mentioned were of importance. Space permitting, ALA recommends that indexed titles should be retained for 15 years, and that a library should carry one title per two hundred and fifty people served, including all Reader's Guide titles.

The ability to locate titles held in Rhode Island was discussed, and some of the location aids mentioned were: Union List of Serials (previous to 1950) and New Serials (after 1950) for location of general titles. At present there is no one serials publication which comprehensively covers academic, public and special libraries. There is however, a good location tool for all titles listed in Index Medicus, and this is the Union List of Medical Journals of Rhode Island, 7th ed., 1975. Providence Public Library has copies of the three above publications, so all R.I. libraries have access through reference procedure to these indexes.



In the area of selection tools, Winchell's Guide to Reference Materials, ALA's Reference Books for Small Libraries, Bill Katz's Magazines for Libraries, Gebbie's Directory of House Magazines, the Working Press of the Nation, and Ulrich's International Periodicals Index were the key tools mentioned. Bill Katz also leads the way with his "magazines" column in LJ. Once a year Bill also selects the best of the crop of magazines he has reviewed and gives complete ordering information. Other current tools are Book Review Index, Choice articles from time to time, the Bulletin of Bibliography (good for cessations and births) and one's own eyes scanning newspaper stands, articles in other magazines, advertisements in newspapers, etc.

In the area of newspapers, Providence Public indexes the city edition of the morning and evening Providence Journal. All the variant editions are not covered until the microfilm edition is received at PPL about two months after the paper editions. In addition, PPL receives editions with classified ads of the Miami Herald, Los Angeles Times, New York Times, and the Washington Post. PPL will provide periodical information through the Interlibrary Loan system.

It was noted that free copies of a Rhode Island monthly alternative newspaper, The Music Man can be obtained from the Music Man Inc., 397 Glenwood Avenue, Pawtucket, R. I. 02860. Write or call 728-3612 (if no answer leave message at 724-3323 to discuss pick-up). Remember, no library which is a member of an interrelated library system in R.I. need want for a standard magazine, Journal, newspaper or serial. A simple interlibrary loan request will bring it to your library.

## NOTICE TO RILA MEMBERS DISTRIBUTION OF RILA MEMBERSHIP LIST

*From time to time, RILA receives requests from other organizations for its membership list. Guidelines approved by the Executive Board December 1, 1976, restrict such distribution to non-profit organizations with interests common or related to this Association, and for one-time use only.*

Members who do not wish their names included in such distribution must submit a written statement to that effect to the Membership Committee (c/o R.E. Corkill, Pawtucket Public Library, 13 Summer Street, Pawtucket, Rhode Island 02860).



## SPECIAL LIBRARIES IN RHODE ISLAND: NOW AND TEN YEARS FROM NOW

-Nancy E. Peace, former Librarian  
The R.I. Historical Society

*Ed. Note: The following paper was delivered earlier this year at a Department of State Library Service's preparatory session for a Governor's Conference on Libraries.*

The term "special libraries" encompasses such a wide variety of institutions that it is difficult to ascribe common characteristics. Businesses, hospitals, historical societies, and universities all have libraries which fall under the rubric "special" and yet vary greatly in the manner in which they are chartered, organized and financed. Their purposes and clientele are even more varied. Most special libraries are privately funded and all were created to meet specific information needs. Unlike a public library, the first responsibility of a special library is not to the general public but to its own constituents. For example, the Allendale Insurance Company library was created for the benefit of Allendale employees and these employees are the Allendale librarian's first responsibility.

In some special libraries service is a secondary consideration. Institutions such as the Rhode Island Historical Society and the John Carter Brown Library which contain scarce or especially valuable materials consider preservation of these materials to be their first concern. Service, whether to the library's own constituents or to the larger community, must be restricted to insure protection of rare books and manuscripts entrusted to the library's care.

Despite their idiosyncrasies, special libraries can contribute to the benefit from the larger library community. Because of the highly specialized nature of their collections, special libraries often have materials needed by the larger community but not available in public institutions. Unfortunately, information about the holdings of special libraries in Rhode Island is not readily available. In fact, I doubt that we are even aware of many special libraries. We librarians must develop means for informing ourselves and our patrons of the existence of special libraries and the nature of their collections.

Compilation of a list of special libraries would not be particularly difficult. There has been some discussion of establishing a Rhode Island chapter of the Special Library Association which would no doubt undertake such a survey as one of its first tasks.

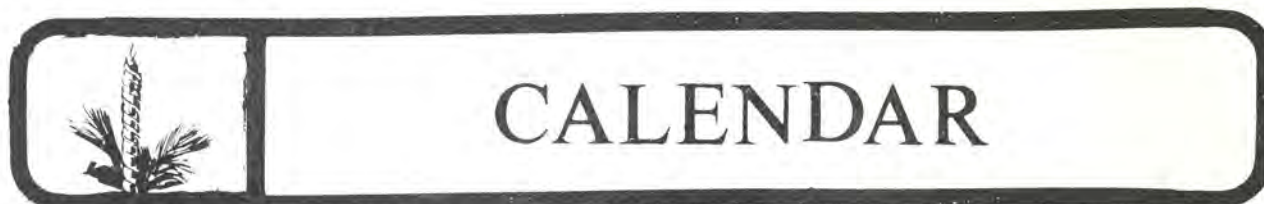
Bibliographical information about holdings of special libraries is a more difficult problem. Because many special libraries are small and poorly funded, they are often understaffed and inadequately cataloged. This is a particularly true of the numerous, and ever increasing, local historical society collections. Even for those libraries which are well cataloged there is, at present, no mechanism for reporting holdings. Should a local chapter of the Special Libraries Association be established, another worthwhile project might be development of collection guides or union lists. Unless such bibliographic tools are provided special libraries will remain isolated, and cooperation and resource sharing will be impossible.



In a period of increasing demands and decreasing budgets, libraries of all kinds must find more efficient and economical means of making information available to their patrons. Resource sharing to prevent expensive duplication of collections and to provide specialized information is becoming increasingly important. The many special libraries in Rhode Island are a major bibliographical resource which are only partially utilized in meeting the information needs of our citizens.

At present, however, there are barriers to cooperative use of special library resources, including inadequately cataloged collections, lack of professionally trained staff, and poor communications with each other and the larger library community. As we look to the future, special libraries should seek to overcome these barriers by meeting professional standards for library procedures and staff, by improving communication among themselves through organization of a local chapter of the Special Libraries Association, and by participating in the larger library community through organizations such as the Rhode Island Library Association.

Rhode Island library users are not presently benefiting from the wealth of library resources in the state because of poor communication and lack of cooperation between special libraries and the rest of the library community. Communication and cooperation--these are the keys to effective library service in Rhode Island now and in the future.



## CALENDAR

- December 15 *R. I. Social Responsibilities Monthly Meeting, Rhode Island College, Special Collections Room, 7:30 p.m.*
- January 3 *Monthly Juvenile Book Review Meeting, "Reading" with RIC's Dr. Robert Rude, Department of State Library Services, 9:30 a.m.*
- January 13 *Adult Book Review Meeting, "Domestic Architecture and Interior Design," Pontiac Free Library, Warwick, 9:30 a.m.*
- January 18 *Young Adult Round Table, "Comic Books," South Kingston Junior High School, 10:00 a.m.*
- January 7,13,  
20,27 and  
February 3 *"The Public Library - Its Place in the Hierarchy of Federal, State and Municipal Political Structures," five two hour seminars for public librarians and library trustees, at the Department of State Library Services, 7:45 - 9:45 p.m. Contact Richard Waters, DSLS - 277-2726, or Charles Crosby, Providence Public Library - 521-7722 for further information.*
- January 30 -  
February 5 *ALA Midwinter Conference, Washington, D.C. - see October 1976 American Libraries for information.*
- April 17-23 *National Library Week.*
- January 5 *RILA Executive Board Meeting, William Hall Library, Cranston Public Libraries, Broad Street, Cranston, R.I. 3:00 p.m.*



Do You Need a Christmas Present for Someone?  
Give a Ticket to the RILA's Theater Party Performance of  
KING LEAR  
March 17, 1977  
Tickets \$7.00 Each

Make Checks Payable to Rhode Island Library Association  
and send to:

Carol Ciallella  
c/o Barrington Public Library  
County Road

Include the following information:

Name  
Address  
Telephone  
Name of Person Receiving Gift  
Name of Giver

Buy your own Ticket now also  
Current Trinity Subscribers please contact Carol for  
information on exchanging Tickets.

R.I.L.A.  
Public Relations Committee

November 24, 1976

The Public Relation Committee will soon begin work on a slide-tape presentation for the Association. In order to save as much time, money, and effort as possible the committee asks that any member or library which may already have a file of color slides concerning any aspect of library service in R.I. please consider loaning them to the P.R. Committee. Please contact one of the following persons, or send your slides well packaged and well marked for identification to the person in your region.

Island Region:	Carol Ciallella	Northern Region:	Jim Norman
Western Region:	David Green		
Providence:	Peg Deignan	Southern Region:	Connie Lachowicz



## RILA TEN/TEN CLUB

R.I.L.A.  
Public Relations Committee

December 1, 1976

The RILA Public Relations Committee wishes to thank the membership for the enthusiastic support given to our raffle during the Newport Conference. We had fun selling the tickets, and we hope you enjoyed seeing us run around in our aprons and hats making fools (pests?) of ourselves. The wine basket was won by Niki Chapman, switchboard operator at the Sheraton-Islander and a consolation bottle of champagne was won by Stan Wells of the Gaylord Company.

If you liked the idea of the wine basket raffle, wait'll you hear what we have planned for 1977 in order to raise funds to finance a publicity campaign for National Library Week in April.

Have we got a deal for you! How would you like to win \$100 or \$50 or \$25 for only a \$10 investment? Sound good? We think so--we KNOW so! The PR Committee will commence the TEN/TEN CLUB the first week in January. Each participant will pay one dollar per week for ten weeks (but preferably \$10 at once for the entire ten week period). Each dollar buys a chance on the prizes: there will be two (2) \$10 prizes, one given out on January 21 and one on February 25; the other four amounts--two (2) \$25's, one \$50 and one \$100 will be drawn the night of the Trinity Square Theatre Party on March 17. Maybe the Luck O' The Irish will be with you on St. Patrick's Day!

Hurry and mail your checks as soon as possible so you will be eligible for the first \$10 drawing. Each person must have paid in at least \$3 by the time for the first drawing, \$8 by the time for the second, and the total \$10 by March 11 in order to be eligible to win. Make your checks out to RILA - PR Committee and mail them to:

Earleen McCarthy, Director  
Lincoln Public Library  
60 Chapel Street  
Lincoln, Rhode Island 02865

We're looking forward to having as much fun with the TEN/TEN CLUB as we had with the raffle if not more, so help us prepare for a good National Library Week in Rhode Island by supporting us on this. If you have questions about the TEN/TEN CLUB please give Peg Diegnan a call at Providence Public Library (521-7722) or contact Helen Kelly at URI Extension, Providence (277-3818).



**RISMA FOURTH ANNUAL CONFERENCE**  
**"COMMUNITY NEEDS & EDUCATIONAL MEDIA**  
**JANUARY 28-29 - VIKING HOTEL, NEWPORT**

<p><b>Friday, January 28</b></p> <p>9:00                   Registration Desk Opens</p> <p>10:00 - 10:30       Opening Session</p> <p>10:30 - 12:30       General Sessions: Part One</p> <p style="padding-left: 40px;">1. Vocational Education and Multiplicity of Exposures</p> <p style="padding-left: 40px;">2. Public Broadcasting</p> <p style="padding-left: 40px;">3. Special Needs in Education - Mainstreaming</p> <p style="padding-left: 40px;">4. Community School</p> <p style="padding-left: 40px;">5. Bi-lingual Education and Ethnic Awareness</p> <p style="padding-left: 40px;">6. Early Childhood Education</p> <p>12:30 - 2:30       Lunch Break; Exhibits Open</p> <p>2:30 - 4:30       General Sessions: Part Two Same topics as in Part One</p> <p>4:00 - 5:30       Exhibits Open; Meetings of Special Interest Groups</p> <p style="padding-left: 40px;">1. Supervisors       4. Middle School</p> <p style="padding-left: 40px;">2. Secondary       5. College</p> <p style="padding-left: 40px;">3. Elementary     6. General Rap Session</p> <p>6:00 - 7:00       Cocktail Hour at Poolside</p> <p>7:00 - 9:00       Dinner and Closing Session</p> <p>9:00 - 1:00       Social Evening at Poolside</p>	<p><b>Community Needs and Educational Media . . . How do you see your role?</b></p>	<p><b>Saturday, January 29</b></p> <p>9:00 - 9:30       Opening Session</p> <p>9:30 - 10:30      General Sessions: Part Three</p> <p style="padding-left: 40px;">1. From Concept to Finished Product (Use of the portapak)</p> <p style="padding-left: 40px;">2. From Camera to Print (Use of inexpensive camera and dark-room)</p> <p style="padding-left: 40px;">3. In-House Repair of Hardware</p> <p style="padding-left: 40px;">4. In-House Repair of Software</p> <p style="padding-left: 40px;">5. The Art of Bookbinding</p> <p style="padding-left: 40px;">6. Creative Dry Mounting and Laminating</p> <p style="padding-left: 40px;">7. Scrap Film Rejuvenation</p> <p style="padding-left: 40px;">8. Catch Lettering - Graphics With a Flair</p> <p style="padding-left: 40px;">9. Creative Cartooning</p> <p style="padding-left: 40px;">10. Silkscreening in Schools (limited to 20 - a two hour session to be continued during General Sessions: Part Four)</p> <p>10:30 - 11:00   Exhibits Open; Coffee and Danish</p> <p>11:00 - 12:00   General Sessions: Part Four Same topics as in Part Three</p> <p>12:00 - 1:00   RISMA Business Meeting</p> <p>1:00             Adjournment</p>	<p><b>Quality Results on a Tight Budget . . . How do you achieve quality with minimal expenditures?</b></p>
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Name: \_\_\_\_\_ Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ School/Office Phone: \_\_\_\_\_

Listed below are the offerings to be held at the conference. To assist your Planning Committee please check the TWO sessions you will be attending on both Friday and Saturday.

Friday, January 28th

- \_\_\_\_\_ Vocational Education
- \_\_\_\_\_ Public Broadcasting
- \_\_\_\_\_ Special Needs in Education
- \_\_\_\_\_ Community School
- \_\_\_\_\_ Bi-Lingual Education
- \_\_\_\_\_ Early Childhood Education

Saturday, January 29th

- \_\_\_\_\_ From Concept to Finished Product
- \_\_\_\_\_ From Camera to Print
- \_\_\_\_\_ In-House Repair of Hardware
- \_\_\_\_\_ In-House Repair of Software
- \_\_\_\_\_ The Art of Bookbinding
- \_\_\_\_\_ Creative Dry Mounting and Laminating
- \_\_\_\_\_ Scrap Film Rejuvenation
- \_\_\_\_\_ Catchy Lettering - Graphics With a Flair
- \_\_\_\_\_ Creative Cartooning
- \_\_\_\_\_ Silkscreening in Schools

Do you want a room reserved for you?                   Single @ \$18.00 \_\_\_\_\_ Double @ \$22.00 \_\_\_\_\_

If double, name of person sharing room \_\_\_\_\_

FEES

Registration fee for RISMA members: Early registration (before Jan. 1)	\$10.00 _____
Late registration (after Jan. 1)	\$15.00 _____
Registration fee for Non-Members:	\$20.00 _____
Dinner Reservation: (By advance registration only)	\$ 8.50 _____
Check One: _____ Roast Baron of Beef _____ Stuffed Filet of Sole	

TOTAL AMOUNT ENCLOSED \$ \_\_\_\_\_

RISMA will make your room reservations. In January you will pay the hotel for your room. Make all checks payable to RISMA. Return this application with a check to: Mr. Eugene E. Paquin, Educational Technology Center, Warwick School Dept., Warwick, R.I. 02889



## EXCERPTS FROM THE DEWEY - CASONOVA SYNDROME

- from the N. Y. Times Oct. 17, 1976
- by Patrick Butler, Director of the Schoolcraft College Library, Livonia, Mich.

Flushed with centennial accomplishment, librarians might also look around with apprehension. We are told with authority by those who make such pronouncements that books are on their way out of libraries and that so are librarians. "The librarian of the future will be a computer," *The Wall Street Journal* stated flatly. "Libraries used to be little more than storehouses for books," sniffed the lead in another story; it went on to demonstrate how we have progressed from the simple-minded concept of *The Book* to the wonders of today's libraries where you can perform calisthenics, play a guitar and borrow a guinea pig or a boa constrictor.

Aside from an unshakeable conviction that there should be one place in the United States where nobody plays a guitar, I must say that this whole trend, toward tossing out books and librarians and replacing them with computers and boa constrictors, is one that should not be rushed into.

For years now the hucksters have brought their latest baubles into the library - hardware, software, flabbyware, programmed learning one year, dial access the next - costly gewgaws that gullible administrators were fast-talked into by quick-buck corporations that knew an easy mark when they saw one. Yet, in the current budgetary

crunch, when librarians are forced to choose between buying printout paper for their computers or books their readers can hold in their hands, it turns out that gimmicks and gadgets do not replace books. They replace each other.

Most librarians today are knowledgeable, well-trained in their art. They carry degrees in something called library science, but they practice an art, or ply a craft, of finding what people want, often before people know they want it.

Best of all, they are human. Only the Luddites among them would close the library to the computer-especially when the computer can perform quickly the necessary, but less human, jobs: the tedious chores and searches essential to keep the various publics informed-at a price that leaves enough money in the budget to continue to buy books.

But a computer is not a librarian. As one great librarian, Lawrence Clark Powell, wrote a few years back, "A good librarian is not a social scientist, a documentalist, a retrievalist, or an automaton. A good librarian is a librarian: a person with good health and warm heart, trained by study and seasoned by experience to catalyze books and people.

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# NEWS FROM RILA

FALL CONFERENCE REPORT

- by Lee Flanagan

On November 8 and 9 the Rhode Island Library Association held its annual fall conference in Newport. Conference seminars and workshops included everything from community analysis, communications skills, catalogers' status, children's films, computerized catalogs, and creative dramatics through legislation, the local library school and library buildings to puppets and publishing, serials and service, and taxes and technical assistants. There is no easy way to summarize the enormous amount of information conveyed at this conference, and I shall not attempt it. Come to the next conference and see for yourself.

However, two of the more information packed sessions might be mentioned, the tax seminar and the annual business meeting. Any librarian or trustee who missed the seminar on the tax status of non-profit institutions, and who is responsible for a library or library association which is not a regular department of town or city government, should contact the Internal Revenue Service at once at 617 223 3473. All library organizations which are primarily tax supported full government agencies are covered by IRS regulation 1150 and can ignore the IRS. But agencies supported by friends, members or endowment should seek either IRS regulation 501-c3 or 501-c4 status, and such agencies must then file form 990 annually in regard to their finances or risk a fine of up to \$5000.

A second important block of information was presented at the RILA business meeting, which President Dan Bergen conducted with an efficiency, clarity and speed such as has probably never been seen in an association business meeting. The RILA Executive Board and committee chairpeople like Bob Burford, Ruth Corkill, and Louise Sherby had obviously done their homework. Full written explanations of each agenda item were in the hands of members prior to the meeting. Roberta Cairns announced that the Core Committee on Planning for the R.I. Governor's Conference on Libraries hopes that conference will be held in the fall of 1977. Treasurer Myron Kirkes submitted thorough budget reports. The purposes of two new RILA special committees on relations with other local library associations and on a statewide borrower's card were outlined. After exposure to a seminar and information packet on lobbying and legislation, the membership unanimously agreed to formal payment of a RILA lobbyist at the General Assembly, Robert Persson of the Providence Public Library. Goals and objectives for RILA committees were distributed and will be printed in a later Bulletin. And members unanimously approved a revised dues structure allowing for a wider range of membership fees.

Overall, the conference was slightly unusual in that no presentation was spectacular, but neither was any poor. All were handled in a firm informative businesslike way, and it seemed impossible not to learn something. ALA and NELA might take lessons. RILA has come a long way in a few years. It's an impressive cohesive effective organization of a good number of thoughtful committed hard-working people. The conference was proof of that, and the conference sub-committee, Beth Perry, Jan Sieburth, Kathy Gunning, Diane Kadanoff, Connie Lachowicz, Laurie Sando, Marty O'Brien, and Kathy Paroline deserve all fullest thanks. If you weren't there, you missed something, and we missed you.



# GALLIMAUFRY



Paula Talmadge, graduate (MLS - 1976) of Simmons College, is the new children's librarian at the Woonsocket Harris Public Library. Formerly on the staff of the Fitchburg Public Library, where she worked in children's and reference services, Paula arrived at Woonsocket, Sept. 13. One of her first observations on the library world in R.I. is that it is very cohesive.



\* \* \* \* \*

On November 22 figures were released on budget requests by various R.I. state departments for fiscal 1977-78. The Department of State Library Services requested \$1,627,500, an increase of \$591,000. By contrast the Department of Education asked \$196,905,799, an increase of \$18,531,900. In other words, public library support at the state level may be 8/10's of one percent of the state support schools get next year.

\* \* \* \* \*

THANKS TO THE CONSIDERATE RESPONSE OF OUR READERS, WE NOW HAVE A SUFFICIENT STOCK OF PAST ISSUES OF THE BULLETIN, EXCEPT FOR THE MOST RECENT SEPTEMBER, OCTOBER AND NOVEMBER ISSUES. IF YOU HAVE FINISHED WITH YOUR SEPTEMBER, OCTOBER AND NOVEMBER BULLETINS, WOULD YOU PLEASE FORWARD THEM TO THE EDITOR AT THE PAWTUCKET PUBLIC LIBRARY. THE NEED IS DESPERATE. YOUR RETURN OF PAST ISSUES OF THE BULLETIN MAKES POSSIBLE A REDUCED PRINTING COST AND SATISFIES REQUESTS OF AUTHORS, ADVERTISERS AND PROSPECTIVE RILA MEMBERS FOR ADDITIONAL COPIES.

\* \* \* \* \*

Bee Lufkin, Supervisor of Adult Services at DSLS liked the November Bulletin, especially Charles Crosby's article on the film cooperative. But she perceptively notes an error on p. 38 of that issue - It's Tareyton smokers, not Winston smokers, who'd rather fight than switch. Winston smokers apparently won't fight, whatever the situation may be.

\* \* \* \* \*

Anyone involved with interlibrary loan, photocopying or recording of copyrighted materials, in school or public or academic libraries should read the November issue of American Libraries a.s.a.p., pages 606-609-610. On these pages you will find the provisions of the new federal copyright bill to take effect January 1, 1978. There's going to be more paper work with every interlibrary loan and regional coordinators should consequently be addressing some new procedures.

In the same issue you'll find Cranston Libraries Stephanie Kirkes' Mao as Library User and Worker. An excellent article in every respect, you'll want to read it if you missed its original publication in the February 1976 Northern Libraries.

\* \* \* \* \*





Jean Nash in her Newsletter from the West Warwick Public Libraries says that there will be a special photographic exhibit featuring R.I. women on display at the Champlin Library til January 3. The display has been loaned by R.I.'s Permanent Advisory Commission on Women and is an excellent photomontage of 27 R. I. women chosen as successful role models in different fields. Jean doesn't say if there are any librarians in the montage. However, there are free booklets accompanying the display which feature stories about the women pictured in the exhibit.

\* \* \* \* \*

Wanda Moskwa, assistant regional coordinator at Pawtucket Library, has conducted a series of very fine Polish Workshops this fall in the Providence, Woonsocket, Warren, Coventry and Pawtucket Libraries. The workshops, sponsored by the Northern Interrelated Library System, featured Ada Dziewanowska and included Polish games, dances, songs, legends, art costumes, and food for children.

\* \* \* \* \*

Anne Parent, Cranston Public Library, sends a reminder that registration for the spring session of the Library Technical Assistants certification program will be held January 17 - 22 at the URI Extension Division in Providence.

Anne is particularly interested in encouraging registrants for LTC316, the Childrens' Services course. She has been scheduled to teach this course together with Donna Roberts, a Cranston School librarian, for the past two semesters, but each time it has been cancelled due to insufficient registration.

Although the course is not part of the regular certificate program without special permission from the coordinator, Robert Callahan, it can be taken in place of the practicum during the final semester. Persons in their junior or senior year of undergraduate study may earn three credits toward a bachelor's degree with this course; and those who have completed the library certification program and are now interested in children's work in either public or school libraries might also benefit from it. For further information you may call her at 781-2452. Other LTA courses offered this semester are LTC312. (Technical Services II,) LTC 314 (Media Technology,) and LTC 375 (Practicum.)

\* \* \* \* \*

Betsy Kesler reports from academic libraries that Beth Perry, Reference Department at RIC, has been appointed to the NELA Public Relations Committee.

Anne Shaw, Government Publications Librarian at URI, chaired the State Documents Project Committee meeting at the State House on November 17.

Richard A. Olsen, Library Director at RIC, is a member of the Search Committee for the position of ACRL Executive Secretary. Dr. Beverly P. Lynch resigned as Executive Secretary to accept the Directorship of the University of Illinois Libraries at Chicago Circle.

Lucille Cameron, Reference Department at URI, participated in the "Fourth Librarians' Seminar on Accessing Federal Statistical Resources", held in Suitland, Maryland November 15-18.







Kathy Gunning of Brown University and Louise Sherby of RIC have been accepted as participants in the New England Academic Librarians' Writing Seminar. Louise has also been appointed to the search committee for a new dean at the Graduate Library School.

And partial depository of Federal Publications at the URI Library passed the recent inspection conducted by Inspector General Helen Holt. As well as making the detailed inspection, Ms. Holt met with President Newman, Dean Nancy Potter and the Library Staff.

\* \* \* \* \*

Jim Giles, Director of the Cranston Library has been elected chairman of the new Advisory Committee to the Graduate Library School.

\* \* \* \* \*

Beginning on January 19 at the Pawtucket Library and continuing for six Wednesdays, Fr. Robert McIntyre will do a lecture-discussion session on "MANAGING THE BEHAVIOR OF CHILDREN FROM BIRTH TO AGE 14".

The Rev. Robert J. McIntyre, M.Ed. is Director of Residential Care at St. Aloysius Home and Asst. Director of Greater Providence Family Education Center & member of American Society of Adlerian Psychology. He will use Rudolf Dreikurs book, Children: The Challenge.

Please call the library at 725-3714 to register, leaving name and telephone.

\* \* \* \* \*



## QUOTABLE QUOTES

*"Most stuff published today is pure crap. The rantings of a demented population of would be authors. The publishers will grind it out as long as libraries will buy it. If libraries didn't support publishers, not 40% of the periodicals or monographs would be published."*

- James Rush, OCLC  
Director of Development



There are over 500 library and documentation journals currently at large and multiplying in the world. I think a generous estimation would be that there are, in this country, about twenty library mags worth the paper. Eric Moon, previous editor of the venerable LJ, is kinder. He says there are only three times too many American library periodicals. Thus, every jackass article can be assured an outlet. Almost everything Moon rejected in nine years editorship was published in another journal. Meanwhile, Library Literature is indexing fewer and fewer American titles! Why is it that we, ourselves on the front lines of the print explosion, so prodigiously feed the beast? WE PRINT TOO DAMN MUCH. Library literature has been a drag because librarians passively take it. Bitch, baby, Bitch!

- from "Stop! The Print Is Killing Me!"  
- by Celeste West, Synergy, Summer 1971

For deeds do die, however nobile donne,  
And thoughts of men do as themselves decay,  
But wise wordes taught in numbers for to runne.  
Recorded by the Muses, live for ay.

- Edmund Spenser  
The Ruines of Time



The literary critic, especially if he is in large practice, lives a continuous martyrdom. He has to deal with vastly more new books than old, and with vastly more mediocre or bad books than good... He (the literary critic) is bound to swallow what he tastes. Willy-nilly it gets into his system, producing effects sinister and unavoidable. In this respect the literary critic is in the same box as the old lead-workers in earthen-ware manufactories. Critics have been known to contract mortal 'occupational diseases' of the mind from a steady diet of bad books.

- Arnold Bennett,  
The Evening Standard 8/21/30

Literature is what you write when you think you should be saying something. Writing begins when you'd rather be doing anything else: and you've just done it.

- Kenneth Patchen,  
The Journal of Albion Midnight



RHODE ISLAND LIBRARY ASSOCIATION SIGN-UP SHEET FOR COMMITTEE WORK

Name \_\_\_\_\_ Library \_\_\_\_\_

Library Address \_\_\_\_\_ Tel. No. \_\_\_\_\_

Home Address \_\_\_\_\_ Tel. No. \_\_\_\_\_

I would be interested in working on the following committee(s): (Please rank your preferences, e.g. 1,2,3, on the appropriate lines, and send this form to Dan Bergen, Graduate Library School, U.R.I.)

Committee:

Activity:

ADMINISTRATIVE:

\_\_\_\_ Conference

Organize annual conferences and assist other committees in carrying out programs

\_\_\_\_ Membership

Participate in drive to recruit new members

\_\_\_\_ Nominating

Nominate future officers and conduct election

PROFESSIONAL:

\_\_\_\_ Government Relations

Formulate and promote library legislation

\_\_\_\_ Continuing Education

Coordinate and plan all continuing education opportunities for library personnel

\_\_\_\_ Intellectual Freedom

Defend freedom to read

\_\_\_\_ Outreach

Extend library service to non-users

PUBLIC AFFAIRS:

\_\_\_\_ R.I.L.A. Bulletin

Improve communication within the Association through a monthly publication

\_\_\_\_ Trustees

Organize all Rhode Island trustees to achieve excellence in Rhode Island libraries

\_\_\_\_ Public Relations

Create promotional approaches for libraries and RILA

AD HOC COMMITTEES:

\_\_\_\_ Statewide Library Card

Draw up and present a plan for a statewide library card for R.I. public libraries

\_\_\_\_ R.I.L.A. Cooperation with R.I. School Media Assoc, and R.I. Chapter of Special Library Assoc.

Explore possible areas and means of cooperation between R.I.L.A. and other professional groups

\_\_\_\_ I am not able to work on a committee at this time but I would be willing to

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