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## Bulletin of the Rhode Island Library Association v. 49, no. 6

RILA

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RILA

Jan. 1977

# BULLETIN

CHILDREN'S  
SERVICES  
ISSUE



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

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# EDITOR'S NOTEBOOK

Children's Services Issue



The new year is fully upon us and, in the words of Charles Dickens, "we are bound by every rule of justice and equity to give the New Year credit for being a good one, until he proves himself unworthy of the confidence we repose in him." Good or not, 1977 should prove significant in the R.I. library world. Four lively RILA workshops planned for the spring, a massive legislative campaign for state funding, and the prospect of a governor's conference on libraries in the fall will at least make the year memorable.

Here on the Bulletin we take the opportunity of greeting the new year by focusing this issue on the newest generation, children, and children's library services. Six fine papers on the subject are included in this issue, which is appreciatively dedicated to one of our Bulletin staff and one of the finest children's librarians we know, Linda Hodgman. A member of the Bulletin staff for almost two years, Linda has resigned her post in a nearby Library and on the Bulletin for brighter prospects in another state. We will very deeply miss her brilliance, imagination, extraordinary sensitivity, and humanity in reviewing the contents of this publication and library activities in general.

For our cover and several inside illustrations this month we are again grateful to Wanda Szymanski. Remaining illustrations were derived from popular 19th century periodicals. Watch upcoming Bulletins for feature issues on video, outreach, RILA history, and the RILA membership.

## Letters to the Editor



Dear Editor:

November 30, 1976

I enjoyed the segment (reprinted in the December Bulletin as "Local Publishing in Librarianship") of the RILA Conference concerning librarians and publishing very much. Your ideas and opinions were both interesting and thought-provoking. What a hypocrisy when we of the Library Profession allow censorship of our fellow professionals and simultaneously speak out for intellectual freedom for others! I agree most heartily with you, that publishing stimuli should come from the Graduate Library School. In particular, Graduate Library students should be encouraged to produce research papers that are worthy of publication.

Sincerely,  
Betsy Gates  
University Library, URI

December 7, 1976

Dear Editor:

What do you think of the salary situation for librarians? Salaries seem to be dropping rapidly as the surplus of librarians on the market increases. Only the other day one major public library in the area advertised for a cataloger with M.L.S. and familiarity with technological change, for \$7418. Incredible! I get burned up at the low salaries offered to librarians - and the much lower ones offered to technical assistants.

The big problem is that people accept them. And that drags down salaries and status in general in the field. It's too bad that RILA can't establish some salary standards, as New Jersey and Ohio Library Associations have. Then the libraries that didn't measure up could be publicized - or even censured.

Sincerely,  
Earleen McCarthy

December 15, 1976

Dear Editor:

My only reservations about your December article "Local Publishing in Librarianship" have to do with the quality of the writing in local publications. I agree that the quality of writing could stand improvement but somehow I don't think it is altogether fair to compare the writing in the library profession with more affluent professions.

One profession which I have followed for over twenty years is sports and sport writers. Some excellent writers have come out of the field to become nationally syndicated columnists. However, I don't think it would be fair to compare library lit contributors with them even though the ability of librarians to write is probably on a par with sport writers. They have the time and resources many times over that are available to librarians, as do chemists, doctors and teachers. We are by all economic indicators a poor profession and when resources are limited the quality of written publications will suffer. This is a small point but one I thought worth your attention.

Sincerely,  
Myron L. Kirkes  
Regional Coordinator  
Northern System

December 21, 1976

Dear Editor:

I did enjoy the article by Ron Heroux on "CB in the Library". The content was imaginative, possible and humorous. The possibilities of the library utilizing one or two channels as the medium moves to forty channels is thought provoking. Would be interest on other comments. Am enjoying this issue, my first since my return to the RILA fold.

Sincerely,  
Peter P. Salesses  
Supervisor of Media Services, DSLS



December 24, 1976

Dear Editor:

You really did it this time, Lee Flanagan! Your page 11 paper, "Local Publishing in Librarianship" is probably mistitled because you talk almost exclusively on the quality of professionalism and/or libraries/librarians. You indeed have vented your feelings in a most forthright and aggressive manner and in my opinion you show your true professional colors.

Let me offer the suggestion that the search for Quality will NEVER come from getting more dollars, whether from private, local, state, or federal sources: money is not the cure-all. The public will respond to Quality by the attitudes of the individual to do the very best with what he has. This is pointed out fairly well in Dr. Marien's excellent essay, also in the December Bulletin.

Sincerely,  
Roger B. Wilson  
Formerly Library Technical Asst.,  
Brown University Libraries



## BACK TO BASICS:

*Excerpts from an Address Delivered at the  
New England Library Association Conference 9/27/76*

*- Aidan Chambers,  
author of Introducing Books to  
Children and Hornbook correspondent.*

### THE THEORY

Reading is prepared for by what you hear. And if you haven't heard written words read aloud, you find it very difficult to learn to read them. You have to be prepared for the different rhythms, the way they're used, in speech and reading. Speech and print are not the same thing. They are quite different forms of language. And you have to prepare the mind for them. Now I'm not pessimistic about children reading. I'm very optimistic actually. I think we have a moment now we can grasp. What we're sensing is that we may just lose it. In England (and I can only speak from that experience, I don't know enough about American schools to know if it holds true—you can decide that) we've had in the 20 years in my teaching career, rapidly shifting fashions in what was said academically to be the truth about the way children ought to be taught to read. We've had different systems, and academics being what they are, people who have to present their point of view as a dogma almost, will say this is the way you should teach children to read. And the teachers thinking that is now the word of God set out in the classroom and adopted that method and that method only. Then suddenly there is a switch. And that which they had been doing for some years is now not at all the thing you should do. The very opposite will be. These shifting fashions have caused great confusion in the teaching profession. Those people who are pinned in the wedge, teachers in the classroom, librarians in the "disadvantaged areas," both the teaching and librarian professions, have to watch those fashions and attempt to find whether there are eternal verities which we must hang on to what ever the academic people tell us must now be done. And those verities I'll come to in a few moments.



So you've got these changes in academic fashion. And worse than warring governments the academics are fighting each other for the ideas they want to hold. And therefore the confusion amongst the teachers and librarians as to which they should follow and which is right. Well, there is another, a second, a profoundly damaging feature, which has a growing influence on learning to read. And it is an emphasis on the idea that reading is a mechanical process, that you follow certain methods to achieve the ability to decode, that reading an interior mental and emotional process that we can analyze. Well, I say we do not know how children learn to read, and that in fact is the truth.

### THE PRACTICE

One of the most interesting and useful reports (and not all academics ought to be tarred) has just come out in a study called Young Fluent Readers by Margaret Clarke. Margaret Clarke is an academic at Glasgow University in Scotland, and she believed, and rightly I think, that instead of considering the people who could not read you should look at the people who could read to see how they'd done it. Not only that, you should look at children who came to school at the age of five already able to read. Well, she was sent by the local authorities of Glasgow 32 children who could read the year they arrived at school. And she studies them for two years. She interviewed the families twice, once at the beginning and once at the end. What she found was that in no way at all could she discover how they learned to read. She could discover certain things that were true about them all. These are some of the eternal verities.

Every one of the 32 children came from absolute extremes and all the shades in the middle of class. They were a very broad cross-section as it happened. There was, for instance, amongst them the youngest child of a manual worker whose wife and he had left school at the earliest possible moment (which was 14 years in their day). They had seven children. The youngest learned to read before he came to school. None of the other children had had any difficulty in learning to read when they went to school. Yet the father had a history of truancy throughout his high school career. But the father loved fairy stories and told them to the children everyday. He confessed somewhat shamefacedly that he loved fairy stories. Clarke discovered that they went to the library--the public library--very frequently, regularly, weekly in fact, and therefore there were books in the house. And those two factors, being read to and the example of the parents reading, and having books in the house, were true of everyone of the 32 children. In none of the families had any of the other children, if there were more than one, difficulty learning to read when they went to school. Many children, she says, will come to school from homes where language is used mainly to control rather than for communication and active interaction. For them story reading and verbal interaction will not only be invaluable but an essential part of the process of learning to read, not only motivating them towards an expectation of enjoyment from spoken and written language but also an essential aspect of learning the characteristics of print. Until you've heard read words in print you find it very, very difficult to learn to read them for yourself.

And so we find what we have been saying all down the years to you in your library schools. Reading aloud to the children is one of the eternal verities. If that does not happen nothing else can replace it. No matter what mechanistic system you use you cannot replace that loss. Therefore, the thing is not the importance of the scheme by which a child learns to read. There should be a multiplicity of those in every classroom. And this Margaret Clarke also confirms, that unless we offer to children a vast range of books of many kinds both below and above what we think they are capable of as well as what seems just right for them, but also unless we teach them to read by offering them many ways of learning to be chosen, and not just one system, that we will automatically be cutting off many children who will find difficulty in learning to read simply because we are not offering the way of learning that is right for that child.



She then goes on: "The existence of children such as those in the present research must lead us to question to what extent and in what way learning to read is a developmental process and whether there are essentials, sequential steps. It may be necessary to consider whether these steps which are frequently regarded as sequential, are so only because of the structure in which we teach reading rather than in the pattern in which the children learn to read." In other words, once again, the difficulty is that we have imposed a pattern for what ever reason which in fact doesn't hold true for the children. There are not as far as we can discover, and at the University of London School of Education they have done a lot of work on this, sequential steps which a child takes when it reads. There are about three things going on at once, which look like sequential steps but are not. They are an amalgam of different features. For example there are these. First, everybody, you, me, children, seem to need at some moments, and they are unpredictable, reading which is very familiar to them. And they seem to need it in various moods. If just being nostalgic, if feeling nervous, strained, upset, threatened, they tend to go back to a book or want to hear a story which has been heard first in a comfortable and familiar time, when they were secure. Secondly, they frequently need to read, sometimes at the same time, of the popular present, the reading that is about them now, "how I am and what I want to know." That is the reading that they, and we, do most of. If you analyze what anyone is reading at any one time and talk to them about it you find what they are picking out are features in the book which mean something to them at that moment. Years later they pick out quite other features. And what do we say but that every time we read a good book we find something new. What we are finding is something new about ourselves as well as something new about the book. And then there is a third step, that is the stage which is kind of stretching, a trying to better grow to greater maturity. Traditionally, this is what the school teacher and librarian have always done. That's the kind of reading we tend to present them with. The danger is that we might be so anxious to stretch them forward that we forget to give them the familiar and the pertinent. And so we must look at our book stocks very, very carefully, particularly in classrooms and schools where a captive audience is present. The book stock must allow the children as much leeway as possible to operate on all three steps whenever they need to. And no teacher I know has ever been able to decide without having a clue from the child, quite what the child needs at any one time. We have to watch the children all the time because that's where the signals are coming from.

#### THE CONTENT

Well, that's my second thing. The third thing that I find worrying is that as publishers begin publishing better and better looking books from which children are learning to read the decoration so blinds us that we forget to look at the text. Now what we discover if we look at the text very carefully is that though it may be very very well illustrated, and well written from the point of view of the words that a child can manage, in fact what is produced is a very, very bland extremely dull and boring literature. And that has a very curious effect. I am presently reading Bruno Bettelheim's The Uses of Enchantment. He says that "the acquisition of skills including the ability to read becomes devalued when what one has learned to read has nothing of importance to one's life." In other words, what we do all the time is to say to children that there are great, great pleasures waiting for you in books, years and years of entertainment and instruction, all the things you want. We teach them to read to get all this enjoyment and immediately offer them the most boring rubbish of the most unentertaining kind that you can discover. What do you do with that if you are a child of five? You do what you do with nasty ice cream, rotten food, things you don't like doing--kick it in the gutter. Children work through action. In fact, they act out what they mean. And if they reject reading, one of the reasons may be that the literature we are giving them just isn't worth it.



On the same page Bettelheimsays "the idea that learning to read may enable one later to enrich one's life is experienced as an empty promise. Well, the stories the child listens to, or is reading at the moment, are vacuous." So once again we have to examine exactly what we are doing. As librarians in particular we have to show the child books like Where the Wild Things Are, or one of the greatest picture books of this century, The Shrinking of Treehorn or The Iron Man, or the forthcoming Stone Book. Such books are akin to poetry and fairy tales. And the poetry, and the folk and fairy tales are the basics. That's where we stopped. And that's where we should go on.

### CONCLUSION

The young need on the one hand to be encouraged to read for themselves widely, voraciously, and indiscriminately, without critical judgement. Now secondly, and on the other hand, they need to be helped to read with more enjoyment and understanding what their teachers have found to be of value. We have two jobs. One to put in front of children a vast range of literature, and the other is to read ourselves. Write on a piece of paper everything you read in the last three months. If the page is somewhat blank you will know the results of your job. What you read and how you read it, with what enthusiasm you read it, will incredibly affect your efficiency as a teacher of librarian in conveying that enthusiasm to the children. And there is no other way to do it.

You have running in this country at the moment the slogan "The Right to Read" Could I suggest you change it? You have the right to read. In the Western world if you can read, nobody is going to stop you from reading. But you do not have time to read. That's your slogan. And you should demand from every teacher and librarian, by accountability, how much time each day they provide for your children to read? Not to read a project, not to read for assignments, or to find out about anything structured into the curriculum, but simply to read.

We get concerned about illiteracy. We see sitting in front of us two children. One is moving rapidly on the path to reading, and you know that his parents read and he has books at home, and he buys books and all that's going on. The other one who is supposed to be given an equal opportunity is moving rapidly down the road of



non-reading, he doesn't have a home where there are books, his parents don't read to him, and there is no time to read. We are in loco parent is And if we, librarians and teachers are to provide equal opportunity, we must provide opportunity to read. Therefore, the primary functions in any curriculum are the ability to select from a wide range of books which are well introduced to you, and the facility for sitting down, lying down, standing up, standing on your head, doing what you like, and reading it. So it is the time to read, not the right to read that we want.

\* \* \* \* \*



Since October 1976 a group of concerned librarians has met several times to consider public library services to children in Rhode Island. The group will continue to meet in 1977 and invites your comments and participation. The next meeting will be held after the Cooperative Juvenile Book Review on February 7 at the Champlin Memorial Library in West Warwick. Further announcements will appear in the RILA Bulletin and the DSLS Newsletter.

### Position Paper

## PUBLIC LIBRARY SERVICE TO CHILDREN



Children need to understand themselves, their world and the world beyond themselves. Public library services to children foster this process of understanding by providing an early entrance and continuing access to the cultural heritage of mankind.

The public library provides informed, interested, and capable staff to work with children and materials selected to meet their special needs. Through individual guidance and special programs the library staff promotes reading as a life-long profitable and enjoyable experience. While recognizing the promotion of reading as its primary goal, the staff encourages the use of other media as well as books to give its patrons full access to recorded knowledge and experience.

The Rhode Island Task Force for Public Library Service to Children was formed to:

reaffirm the importance of dynamic, quality library service to children;

increase the public library's role in the total development and intellectual growth of young people;

establish criteria for evaluation of service to children in the public libraries of Rhode Island;

enlist the cooperation and support of the library community, government officials, and the community-at-large in pursuing these goals.

- Joodie Perlos  
Secretary

Rhode Island Task Force for Public Library Service to Children

Present membership: Dorothy Brown, Susanna Collins, Louise Dolan, Alice Forsstrom, Roberta Grotzke, Leslie Peltier, Joodie Perlow, Lauri Sando, Michelle Vallee





## CHILDREN'S BOOKS IN A PLURALISTIC SOCIETY

*A Brief Excerpt from  
Wilson Library Bulletin, October 1976*

- *Donnarae MacCann*

In this century special interest groups have been concerned about violent comic books, "subversive" history books, and increasingly explicit books about sex and/or sex education. These topics do not have the same bearing upon the child's emerging self-concept as do racism and sexism. The latter deal with qualities in a child that are invariable, and this fact places a different kind of responsibility upon those working with children.

Questions of morality and patriotism call for discussion and the presentation of diverse viewpoints. There are many opinions to weigh and perspectives to balance. Children as well as adults have the right to encounter the various presentations. But a child's self-image in terms of race or sex is not a matter of degree. It is a necessary part of a child's being, and future development largely hinges upon it. In the long run society's future hinges upon it also, and the community therefore has the right to concern itself with children's self-concepts.

The line between selection and censorship must be drawn differently in juvenile and adult book collections, because in the latter the issue of identity-formation isn't one of the librarian's concerns. For an adult library the differentiation has been put in these terms: "The positive selector asks what the reaction of a rational, intelligent adult would be to the content of the work the censor fears for the results on the weak..."

Children are by definition inexperienced; although they can respond to a work with as much intelligence and rationality as an adult, they cannot be expected to know the historical forces that lie behind a racist or sexist presentation in a book. There is little in their background to mitigate the suffering of self-rejection when the characters they identify with are degraded. Nor can other children escape an unfounded sense of superiority.



## THE SUMMER STREET STORYTIME PROGRAM

*An Article Reprinted from Nov. 1976 Northern Libraries*

- *by Louise Blalock Dolan  
Coordinator of Children's Services  
East Providence Public Library*

Eddie had snapping eyes. His were the first pair I had encountered outside of fiction - large, dark eyes set in a finely modeled face. He came into the library with his schoolmates from Saint Benedict's Hearth, a nearby day care center. He sat down on the blue rug. He was attentive, waiting expectantly for the storyhour to begin. I had first seen Eddie two years ago on a Summer Street Storytime route.

Anne, my co-worker, and I had stopped with the baby buggy filled with paperback books at the corner of Leonard and North Country Streets for a large group of children ranging in age from 3 to 12. They had been gathered together - many



from one family - by Kim and Betsey, two surrogate mothers. They were sitting on the porch steps of Kim's grandmother's house, semi-shaded from the heat, waiting for books and stories. I saw Eddie, perhaps 3, behind a heavy chain fence. He was screaming. His mother, on the outside of the fence, was locking him in. I walked over. I explained that we were from the library and came every week at about the same time through the summer and would tell stories and loan paperback books. "No," Eddie's mother was adamant. He could not be allowed to join the group waiting. "He is a bad boy. Wild," she told me. Eddie had stopped screaming and was listening. I looked at Eddie. He was the most beautiful child I had ever seen. He looked intelligent, alert and alive. I didn't care if he ripped up everything, was as uncontrollable as his mother said he was. I believed I had power on my side - the power of books and stories. I wanted Eddie to have the chance to choose. Across the street Anne had begun to present Will and Nicholas' Finders Keepers to the children on the porch steps. I was ready to deceive or delude to get Eddie out from behind the fence where he stood locked, and over to the buggy of books and the possibilities of stories. I don't remember what I promised the mother, but she let him go.

Eddie was wild. He ran in circles on the grass. He jumped. He shouted. He did not join the group. He held a distrustful distance. But he did take a book - Maud and Miska Petersham's The Box with Red Wheels. He kept it all summer, throughout the eight weeks of the Street Storytime program. He never joined the group. He came and ran circles, he jumped, he shouted. His mother was embarrassed by his behavior. But she continued to let him cross the street - with some mutual pretense between us that I held Eddie's hand. Eddie held onto The Box with Red Wheels. It became worn. The edges curled up. At the end of the summer all books were returned and balloons given out. Eddie became frantic. He did not want a balloon. He wanted his book. Eddie kept the book.

When we returned to the same corner the following summer, Eddie was there, The Box with Red Wheels a tightly rolled spiral in his hand. After a few weeks he joined the group. He loved stories. He loved the fingerplays and songs. And he loved the games we sometimes played. He still held on to The Box with Red Wheels. One morning he put it into the buggy at the beginning of a session as did the other children before gathering 'round. After the stories, at the suggestion "Let's find a book for this week" Eddie worked his way into the cluster around the buggy and latched onto Richard Scarry's Cars and Trucks and Things That Go. He was to keep this, prized and dearly-loved, for the rest of the summer.

Eddie was extraordinary. But what happened was ordinary: a child had the opportunity to hear stories, to be read to, to share a book, to have books for himself, and he had liked the experience and wanted more.

And there was Eddie, with the boys and girls from Saint Benedict's, seated on the blue carpet. He looked up with his large, dark eyes to the book held in front of me, Wanda Gag's Millions of Cats, expecting wonder, delight, surprise - in a word, pleasure. Eddie and I might have shared a knowing wink.

The Summer Street Storytime Program has weathered three seasons at the East Providence Public Library's four branches. Before the summer, a route is planned for each branch. School personnel, clergymen, and parents can be helpful in suggesting neighborhoods with concentrations of children, but it is the branch staff who determine the route which will be followed for six to eight weeks. The routes are publicized in the printed summer program distributed at the libraries and in the schools, and by flyers handed out in target neighborhoods. The leafleting process is continued throughout the summer as new faces appear. Public Service announcements are sent to radio stations, and information is released to local newspapers, but school visits have the greatest impact. During the last two weeks of school, visits are made, through arrangement with the system's central administration, to all the first grades in the city. A picture



book presentation is given, the summer program is distributed, and the library envoy talks about the storytime program coming into the neighborhoods. Each classroom visit, scheduled in advance with the school principal and with the knowledge of the school librarian, takes ten to fifteen minutes. The children are highly receptive, and it is a good way to make contact. The children remember the visit and extend good greetings when we come around pushing the buggy full of books, or come back to the school for a book talk or another program. All the classroom visits have a good, cumulative effect.

Before the first Summer Street Storytime program was launched branch librarians invested \$150.00 in paperback books to stock the baby buggy or wagon to be used for the route from their branch. Purchases leaned heavily toward picture books for the three to seven-year-old children, the age group on which the program places primary emphasis, but books for older children were not forgotten with popular titles, authors, and subjects purchased in multiples: The Little House Books, Judy Blume, The Guinness Book of World Records, hockey, crafts and mysteries. The initial collections wore well through two seasons. Interestingly enough, we had less than 10% loss and almost no damage without a record-keeping circulation system. Children selected one book at the conclusion of a stop, returned it the following week, and selected another. Simple. No statistics were kept except the number of stops made, stories presented, and children served. This year we added to the paperbacks with another \$100.00 to \$150.00 worth of additional or replacement titles for each branch - a goodly bulge.

The Summer Street Storytime program reaches, on each of the four days a week it goes out, between 25 and 60 children. Children in all areas of the city respond to the program with enthusiasm. The program demonstrated what can be done with a modest investment in materials, staff sweat pulling and pushing books in the summer sun, a deal of zest, and understood objectives. Those objectives are:

To create a happy and rewarding time for children.

To awaken and nourish the love of stories and books.

To make books easily available to children who may not usually visit the library.

To increase awareness of library programs and services in a specific neighborhood.

To present a positive image of library service and library personnel.

Our first purpose was to bring stories and books to children, but we also promote library-based children's programs. Children first met on the street stops begin to appear at the library.

Prior to the first Summer Street programs, a workshop was given for the support staff who would be participating. Some had considerable experience with preschool programs, others had never been exposed to the technique of the picture book presentation. Objectives and methods were discussed. We took a look at the film The Pleasure is Mutual which shows a picture book program being given in an out-of-doors setting. Books and bibliographies were available. Those with experience demonstrated the picture book presentation and talked about selecting stories. Everyone prepared a picture book to share with the group.

Training was not extensive, but we all learned on-the-job. I had the good fortune to work with a woman from one of the branches who had been telling stories to children for years and possessed artistry. During the first summer I worked with the staff from each branch. Progressively, each branch assumed responsibility for staffing the program and became independent.

The Summer Street Storytime is a less structured, less controlled, and more informal program than the preschool picture book program. It is basically a translation of that program for a more varied age grouping of children into neighborhood settings - a porch, some steps, a place in someone's yard, a tree stump, and at times, on the curb. When we stop, the basic arrangement of the preschool program is followed: two or three stories, fingerplays, an occasional game, and sometimes a song. The rhythm band has gone out, with music on tape, and from one branch a guitarist has accompanied the storytellers. It is all



done without formality, but there is no sacrifice of quality. Good picture book presentation is a little art, and we work to give the very best. We value the children. And we value the artists whose work we offer. There is time for browsing and selecting. We give the same reader's advisory service as is given in the library.

We try to be flexible. The route is covered by a team of two, sometimes three, who alternate as leaders at stops. For really large groups, the presentation may be shared between storytellers and last a considerable while. For an individual child, the stop may be brief - one story and time to select a book. For an older group of boys and girls, no story may be presented, just a friendly stop, some chatting about books, and time for browsing. In a group of children of varying ages, older children will listen in (feigning tolerance), but in an age group set apart, attempting to present a picture book would only prove an embarrassment on both sides. They need the excuse of younger children present. That doesn't mean one can't slip them something like Thirteen, Good Cents, or The Whole Kids' Catalog. Older children and young adolescents are pleased to get bright, good paperbacks easily.

The first weeks on a route are scouting sessions: leafleting, ringing door-bells, identifying houses where children live, encouraging children met to bring friends along with them next time, and establishing spots to stop. By the third week locations and clusters of children are generally established. At times we have arranged to meet nursery school groups out-of-doors and also stopped at recreation areas. It takes persistence. Not all routes yield quantities of children. But wherever we have gone we have met with children who would not have had books and stories had we not been there. Over a three year period, one-third of all children served by the summer program system-wide have been those who were met by the street storytellers. We would reach considerably fewer children if we did not take services and materials outside of the library.

Each route presents a unique situation. At one branch, the route is likely to be organized around a few stops for large groups of children familiar to books and receptive to story presentations. On that route parents often join in. They enjoy the story and the children's response. On two other routes, there tend to be shorter stops for small groups of children and many an isolated child. Often in the beginning, children who are unaccustomed to being read to and to listening are unsure and need to know what to expect, and what you expect - like quiet when you read. Sometimes there are background noises about which you had better have a sense of humor: service deliveries, dinosaur-sized trucks on city maintenance duty, fighting adults, car engines being revved, and one day, several cords of wood dumped and stacked at our feet.

From one branch we conducted a route, not far from the library, where children never see the inside of the library, don't own a book, are apparently never read to, and whose parents expressed suspicion of anything connected with a library. Often they were openly hostile. One look at the wagon, which we used on that route, filled with glossy, new paperback books, and one word that we were from the library caused total recoil. For too many of them whatever contact with a library they had ever had meant overdues, damaged or lost books, angry librarians - in a word, trouble. Parents yelled, slammed doors and pulled children in from the doorstep when we approached. But we were determined to make contact and win consent to have the children hear the stories and borrow the books. We would knock at the door shut in our faces, and when answered smile, shake hands, make eye contact, and explain the program. Most parents stopped yelling and relented once they were assured there were no gimmicks. We did, throughout the program, stress that the loan was negotiated between the child and the library, not between the parent and the library. There were no overdue fines, and no charge for lost materials. Positively stated, this policy seemed to help the resistant parent to





relent and allow the child to take a book. Incidentally, in standing up for the child's right to books and stories, we make a friend. The book comes back.

There were other problems. Often we met children who were not allowed to use the library or to have a library card. Within walking distance of the library, they could not attend a summer program. Sometimes this was happily broken down over a period of time - parents and children alike would begin to express pleasant anticipation of the Summer Street Storytime visits. When continuity and commitment were demonstrated, they gave unspoken assurances. Resistance would go, porches and lawns would be offered and, recognized, we could work with ease. Often, however, parents remained rigid in their refusal. Oftentimes children went to the library for the first time, or returned after a long absence, only to be unkindly treated. I watched, temporarily paralyzed, one day while an otherwise intelligent and extremely helpful aide told a young girl,

the aide's finger shaking up and down, "Your family's terrible. You people aren't responsible. You can't take books out. You ruin everything." Fortunately, this kind of incident is isolated, but it was a reminder to me that it is not sufficient to have the understanding of the people working on the program - the understanding of all the support staff is essential.

Our other major problem was in reaching the Portuguese-speaking child and parents. We did bring books in Portuguese for children, and they did circulate, but since no one in the program spoke Portuguese, we were generally less than successful in getting our message across. At least in one neighborhood, the lack of a bilingual storytime person limits our effectiveness.

We were often generously treated. There were pitchers of lemonade, cookies provided for whole groups of children, chairs offered in shady yards, vegetables given from abundant gardens, and in particular, an Eden of a backyard with pear trees and grape vines on one route where we were served iced tea. But the real welcome every week was the children waiting for us all along the routes, and the reward was in the stories happily received and in the hundreds and hundreds of books eagerly borrowed and read.

Success does not always appear in statistics. There is no measurement for a child's warm, appreciative reception. The Summer Street Storytime is as varied as its routes and the children that are met. Perhaps the greatest satisfaction for me as a librarian comes in being able to reach children with books and stories who are not otherwise served by the public library. Hopefully we can continue to reach these children and more like them as the program continues. My main thought is - more and better! The children are so very appreciative and deserve the best.





## READING - WHAT DOES IT MEAN TO TODAY'S CHILD

- Deborah H. Jensen  
Children's Librarian  
Cranston Public Library

On January 3rd, Dr. Robert Rude spoke to the Juvenile Book Review Meeting at DSLS. The Associate Professor of Elementary Education at Rhode Island College spoke on "Reading in the Elementary School" - what it is and what it should be.

Surprisingly, basal readers, traditional school reading books, which are an outgrowth of the original McGuffey's Readers, are still being used by 95% of the teachers in the U.S. Since their institution in school curriculums, basal readers have undergone quite a transition, as the usage of children's language increased. These readers can help inexperienced teachers and save teachers' time. They feature sequential skill development, and the stories employ common experiences shared by all children.

Such changes have not perfected basal readers, however. Dr. Rude believes teachers frequently become overly dependent upon them. Workbooks and worksheets, based on the text, become far too important to both teacher and child. Reading instruction based on continuous reading of such texts is not diagnostic; it does not readily point out the specific problem areas of each child. Children will quickly realize that "school reading," the familiar Dick and Jane, is not real world reading. The wide array of subjects, formats, and vocabulary found in library books, for example, is not reflected in basal readers.

In contrast, according to Dr. Rude, reading should be a combination of skill development (unlocking words) and pleasurable comprehension. The LANGUAGE EXPERIENCE APPROACH and the SKILLS MANAGEMENT SYSTEM reflect these characteristics.

With the Language Experience Approach of reading instruction the child employs language he already uses to create ideas, sentences, and stories. He practices spelling and writing skills as he writes down his ideas. Each child keeps his own shoe box of stories which he learns to file in alphabetical order. The purpose is to develop all forms of a child's language skills. Having contributed to the content of the lesson, the child has a personal involvement in the stories he reads.

The Skills Management System of reading instruction emphasizes assessment through initial testing of the skills a child brings to the classroom, subsequent instruction on skills he has not mastered and evaluation after the teaching phase. The system revolves around both behavioral and expressive skills - word attack, study skills, comprehension, self-direction, interpretation, and creativity.

After initial testing on a skill there are several ways to identify children who need further instruction. File folders, wall charts, the McBee Keysort System, and computer profiles by individual, class, or school may be implemented. The Wisconsin Design for Reading Skills Development, a program in which Dr. Rude was involved, is a successful statewide program of skills management. Wisconsin uses the McBee Keysort System to differentiate its students. Each child in every grade has a card which indicates his level in the program from A-Getting Ready to Read to D-Reading Better and Better. As a child takes and masters a skill test he receives a notch in his card. When a rod is placed through the holes indicating that skill, the cards for those who have mastered the skill will fall away, leaving only cards for those who need instruction. They will be placed in small ad hoc skill groups.

The skills management system seeks to teach just enough skills to enable the child to use them to read library books and do other independent reading. While Dr. Rude stresses that it is possible to overemphasize skills, just as basal readers have been overemphasized, thus losing the true purpose of instruction, these methods have proved highly successful.



He feels that reading programs today must have specific teaching objectives. (Parents are demanding them.) Students have different skill needs. As a result it is becoming increasingly important for teachers to measure their own effectiveness. The emphasis must not be on producing children who can successfully complete their traditional readers, but on producing people with sharpened reading skills who are able to benefit from all levels of enjoyable independent reading.

As librarians our role in guiding these independent readers will become increasingly important, since their opinion of books and reading will be based, more than ever before, on the materials and enthusiasm which we provide.



## A LITERARY SCAVENGER HUNT

- Emma Baron and Joodie Perlow,  
Children's Dept, Pawtucket Library

During the summer of 1976 the Lincoln Room (Children's Department) of the Pawtucket Public Library departed from its usual summer reading game format to institute a "Literary Scavenger Hunt." Rather than the "read-and-report" type of incentive program, the scavenger hunt presented children from grades 1 through 7 with a series of ready-reference and research questions.

Lincoln Room staff provided input on the questions, making an attempt to touch on well-known works of fiction for children as well as various subject areas. The questions were first typed onto scrap cards (with the answer and source noted below). Cards were numbered; then a stencil was made and two different booklets of 100 questions each were printed and stapled together. Rules for the "game" were included in each booklet. Cards with answers were retained to aid in correcting the booklets.

There were two separate sets of questions: one for grades 1 - 3, and the other for grades 4 - 7. In the grades 1 - 3 group, children having completed 1st grade were required to answer at least 33 questions; those who had completed 2nd grade had to answer at least 66; those finishing third answered all 100. For the higher grades, the same system applied, with 6th and 7th graders being asked to complete all 100 questions. It was suggested to those working on fewer than 100 questions that they answer a few more than their grade level actually required, to allow for some incorrect answers. In each case, the kids were asked to list the source in which they found their information.

For the younger children, questions centered on resources of the library, particularly in the children's room, and on favorite fairy tale and storybook characters. For the older ones, questions tended to be on diverse topics such as U.S. history, use of the card catalog, sources of quotations, locations of famous landmarks and natural geographic features, and children's literature.

The response was excellent. One hundred sixty-five kids entered the game; 88 turned in booklets. Because the children could register up until the last week of the 8-week period, those who were vacationing out of town for a week or more were not at a disadvantage, as they would have been in the traditional type of reading game program where the kids must report each week.



Questions in the booklet could be answered in any order; likewise those who needed to answer only 33 or 66 questions could pick and choose. The kids seemed to enjoy the free-wheeling atmosphere of the scavenger hunt, as the older ones, particularly, could proceed on their own at their own pace.

Parents, too, "got in on the action," as they helped youngsters wrestle with some of the tougher questions. Even grandparents assisted! Although there was evidence of some collaboration among friends, or among members of the same family, the prevailing attitude seemed to be, "I'll tell you where to look," rather than "I'll give you the answer."

Needless to say, staff were called upon to help locate materials but could not actually answer questions for the kids. Reference resources of the entire library, rather than just those of the children's department, were utilized; reference statistics were up over those of previous summers, though juvenile circulation declined.

Problems presented by this type of program were mostly technical ones, with this exception: it was discovered that some kids of foreign backgrounds were not familiar with many of the so-called "standard" children's works, most of which are from the Anglo-American tradition.

There were a couple of other problems. Some questions had multiple parts. This made correcting difficult--how to give partial credit when awarding a limited number of prizes to those with the most (supposedly complete) correct answers?

Also, since half of the completed booklets were turned in the last day of the game, staff (particularly the coordinator of children's services) were snowed under, since there were literally thousands of answers to check, sources to verify, and writing to decipher! Lincoln Room staff strongly recommends that other libraries wishing to try a similar program allow at least one week for correcting! One other cautionary word: kids may use sources for their answers different from those used by staff when formulating the questions! This makes it imperative that participants cite sources for all answers.

Lincoln Room staff received more than a few surprises: questions they expected to be answered first were in many cases not even attempted. One question the younger kids did not consider was on things that could be located in the library itself, such as "Where can you find a card catalog? -- a photocopier? -- a paperback book? etc." Or again, "What is a terrarium and where in the library can you find one?" (There has been a terrarium on display in the children's room for over two years!) Older boys and girls did not know or did not answer a question about C.S. Lewis' works: "What is the name of the series of books of which The Lion, the Witch and the Wardrobe is volume one?" (The answer, Chronicles of Narnia, could be found by consulting the card catalog, or by looking at the book jacket itself!) Also, many questions relating to use of the library were overlooked by 6th and 7th graders. No one in the upper grades completed all 100 questions in the booklet.

In a usual scavenger hunt the first person returning with all or most of the materials on his/her list is the winner. In our case, the first child to turn in a booklet was a 1st grader who answered the required 33 questions; the first child in the upper grades was a 6th grader who answered 98 questions. They each received a special prize for being first.

One kid from each grade level received a prize for most questions answered correctly. Since none of those required to answer 100 questions completed the whole list, everyone answering over 85 questions correctly received copies of the Guinness Book of World Records as prizes. Of these, five were in grade 3; three were in grade 6; and one was a 7th-grader.

In evaluating the Literary Scavenger Hunt, the children's librarians feel that it was a successful program overall. Nearly 50% of those who entered the game handed in their booklets. Interest and enthusiasm ran high during the course of the hunt. The kids seemed to enjoy working more or less independently, and the staff feel that many were introduced to library tools and resources that they might not have been aware of otherwise.

Despite the problems, we'll very likely "do it again."



## CHILDREN'S THEATRE

Image Company is a Rhode Island based theater company which tours throughout the state presenting performance/workshop packages to schools, libraries and recreation centers. Each show incorporates dance, music and puppets within the dramatic format. Every show is created either to involve the children directly in the performance or to culminate in a workshop based on some of the themes and dramatic techniques of the show. The first two shows scheduled this year are Vitazko the Victorious and Circles. The fee for either show is \$125.00. If your library or organization is interested in bookings or further information please contact:

Maureen Mingus  
Image Company  
75 Wendall Street  
Providence, R.I.  
274-6670

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## SRRT JOB HOTLINE

The Social Responsibilities Round Table of Rhode Island has published a "Job Hotline" on a regular basis for over a year now. We have enjoyed much success and we are grateful to the individuals who have contributed to our effort. The RILA Bulletin has generously offered to continue printing the SRRT Job Hotline in its monthly publication. I would like to stress that it is not necessary to join RILA to receive the Job Hotline. Just send a self-addressed stamped envelope to either of the co-ordinators whose addresses are listed below and you will receive updated Job Hotlines each time there are new listings.

### Co-ordinators addresses:

Candice Civiak  
Providence Public Library  
150 Empire Street  
Providence, R. I. 02903

Nancy D'Amico  
Roger Williams College Library  
Bristol, R. I.



UNIVERSITY OF RHODE ISLAND GRADUATE LIBRARY SCHOOL -- Assistant Professor, continuing position, opening July 1977. Specialization in media for all libraries. MLS required, doctorate preferred. Salary (from \$13,500) dependent upon academic qualifications, evidence of research skills, publication record, teaching and/or library experience. Resumes by Feb. 1, 1977 to Acting Dean Nancy Potter, Graduate Library School, University of Rhode Island, 74 Lower College Road, Kingston, R.I. 02881. An Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF RHODE ISLAND, GRADUATE LIBRARY SCHOOL --Assistant Professor, continuing position opening July 1977. Specialization in public library service. MLS required, doctorate preferred. Salary (from \$13,500) dependent upon academic qualifications, evidence of research skill, publication record, teaching and/or library experience. Resumes by February 1, 1977 to Acting Dean Nancy Potter, Graduate Library School, University of Rhode Island, 74 Lower College Road, Kingston, R.I. 02881. An Equal Opportunity/Affirmative Action Employer.

STOUGHTON PUBLIC LIBRARY --Children's Librarian; MLS, and experience. Salary \$11,285. send resume to Anne H. Patterson, Head Librarian, Stoughton Public Library. 84 Park St. Stoughton, Mass. 02072.

ST. KEVIN SCHOOL, Warwick R.I. Cataloging (part-time). Salary and hours open. Call Sister Angeline, 737-7172.

FALL RIVER PUBLIC LIBRARY - Assistant Director, MLS and some experience, Contact: Mr. William Ward, Fall River Public Library, Fall River Mass. Salary \$10,247.87. Address: 104 North Main, Fall River, Mass. 02720.

NEW ENGLAND TECHNICAL INSTITUTE - Librarian/English Instructor MLS, MA(or near) in English. Salary open. Begins July or September. Contact Mr. Gouse, New England Technical Institute, 184 Early Street, Providence, R.I. 02907.

MASSACHUSETTES HISTORICAL SOCIETY - Pamphlet Cataloguer, MLS, or near, familiarity with LC, \$8000. Contact Mr. John Cushing, Mass. Historical Society, 1115 Boylston St., Boston, Mass. 02215.

SIMMONS COLLEGE - Science/Tech. Bibliography, Tech Services, History. MLS and PHD or equiv. in Lib. Sci. exp. desirable. Salary at Asst. Prof. rank. Open Sept. 1977. Apply by March, 1977. Send resume and refs. to Dean, School of Library Science, Simmons College, 300 The Fenway, Boston, Mass. 02115.

CRANSTON PUBLIC LIBRARY - Library Assistant I. 37 ½ hrs. 2 evenings and alternate Saturdays. High School Graduate. Library and/or clerical experience desirable. Minimum salary \$5,906.

CRANSTON PUBLIC LIBRARY - Library Assistant II. 37½ hrs. 2 evenings and alternate Saturdays. Completion of some college courses LTA preferred or considerable library experience. Min. \$6,478. Send letter of application with two references and resumes to James T. Giles, Library Director, Cranston Public Library, 1825 Broad St., Cranston, R.I. 02905. An affirmative action, equal opportunity employer.

BARRINGTON PUBLIC LIBRARY - Regional Library Coordinator. Requirements: MLS, some library experience. Contact Roberta Cairns, Director, Barrington Public Library, County Road, Barrington, R.I. 02806.



UNIVERSITY OF RHODE ISLAND, GRADUATE LIBRARY SCHOOL - Director, Graduate Library School. Responsible for administration of graduate program in Library Science (MLS). Applicants should have demonstrated interests in the programmatic development of conventional and nonprint library materials; in the evolution of supportive technologies and in strengthening relationships with the Audio-Visual Center and the University Library. Applicants should have demonstrated a capacity for administrative and curricular leadership in a library, information center, or a program of library education, and should have a strong record of scholarship including research and publication. Doctorate expected. Degree in Library Science/Service, or other information science preferred. Degrees in humanistic disciplines will be considered. Appointment Date: July 1, 1977. Salary Range \$26,000 to \$34,000. Deadline Feb. 15, 1977. Submit resume with full deicatin and work exper. to Dr. Barry Marks, Chairperson, Search Comm. c/o Graduate Library School, 74 Lower College Road, Kingston, R.I. 02881. AA/EOE

PROVIDENCE PUBLIC LIBRARY - Cataloguer; MLS and excellent knowledge of Spanish. Contact Mr. Frank Hannaway, Dir. Personnel, Providence Public Library. 150 Empire St., Providence, R.I.

WOONSOCKET SCHOOL SYSTEM - substitute school librarians. Requirements: certification by the R.I. Dept. of Education in Library Science. Salary \$22/day. Contact Louis R. Leveillee, Coordinator of Media Services, 350 Newland Ave., Woonsocket, R.I. 02895.

NEWS FROM U R I -  
GRADUATE LIBRARY SCHOOL NEWSLETTER 12/15/76

SURVEY OF EMPLOYMENT NEEDS

To supply the urgent necessity for good information on New England's employment needs in library science in future time--both in the amount of need and the kinds of skills required--to aid in planning for the new GLS, Arthur Messier, Karen Taylor, and Carol McCulloch, GLS students, are initiating an exhaustive survey of librarians, to be administered over Spring Term. Prof. L.B. Woods has agreed to sponsor the effort, and Dean Potter to underwrite it, though the three intend also to apply for government aid to cover their expenses. They will welcome advice.

FACULTY COMMITTEES REPORT

In a meeting on 8 Dec. in the Administration Bldg, attended by the GLS faculty and several students, the chairpersons of the standing faculty committees reported to V-P Ferrante and Dean Michel of the Grad. School on their progress towards reaccreditation. They listed admissions policies, review and possible revision of the curriculum, design of an internship program, and review of the Extension program among the projects they hope soon to get underway. Dr. Ferrante, bearing in mind that any reform requiring Grad Council and Faculty Senate approval must be submitted by March in order to be in operation by Fall 1977 (for which the new Self Study must be written), asked to have detailed target dates forwarded to him soon.



## NEW JOURNALS FOR THE LIBRARY

The work of Betsy Gates Kesler and William O'Malley has resulted in the ordering of over 90 new library science periodical subscriptions for the URI Library.

## ALUMNI CIRCUMSTANCES

We have cut off the alumni survey as of 7 Dec., 2 months from first mailing, and are now preparing a full statistical report of the employment circumstances of our graduates. The outlines of the full picture are as follows.

The 519 responses we received constitute a 57.0% return on the 910 questionnaires we sent out, and amount to information on 52.7% of our 984 graduates through June 1976. Of those responding, 80.5% (418) are working in libraries or library-related jobs, 7.5% (39) are working in non-library jobs; 4.0% (21) are involuntarily unemployed, and another 7.7% (40) are retired or unemployed by their own choice. This gratifying record is only slightly qualified by the fact that of those working in libraries (418) some 11.2% (47) are working part time, and 1 of every 3 (31.9%) would prefer to be full time. Similarly, 38.4% (15) of the non-library employed would work in libraries if they could. Altogether these unwillingly unemployed, part time, and non-library workers comprise 9.8% of all graduates. Men have 89.6% working in libraries, 6.6% in non-libraries, 1.8% unemployed, and 1.8% unemployed by preference; women have 78.3% in libraries, 7.2% in non-libraries, 4.7% unemployed, and 9.5% unemployed by preference.

Our average graduate now in full time library work is making \$13,585 a year--our average male sees \$14,839, our average female \$13,133. A table by types of library shows school librarians best paid, perhaps because many grads had some years of service in their school systems before graduation.

	<u>MALE</u>	<u>FEMALE</u>	<u>BOTH</u>
Schools	\$15,976	\$14,295	\$14,627
Academics	\$14,381	\$12,748	\$13,273
Publics	\$13,712	\$11,238	\$11,867
Others	\$16,228	\$13,651	\$14,524



# CALENDAR

- February 7 Cooperative Juvenile Book Review Meeting, "Planning for public relations and publicity." Display: Bibliographies, booklists, and publicity materials, Speakers: Emma Baron, Joodie Perlow, Dorothy Buckbee, Pawtucket Public Library. Champlin Memorial Library, West Warwick, 9:00 A.M.
- February 8 Young Adult Cooperative Book Review Group, Font Bonne Academy, Milton, Mass., 9:30 A.M.
- February 9 RILA Executive Board Meeting, University of Rhode Island, 3:00 P.M.
- February 9 "Using Media Effectively," Department of State Library Services, workshop sponsored by RILA Outreach Committee, 9:00 A.M. Includes tour and talks on software and equipment. Contact Stephanie Kirkes, Arlington Branch, Cranston Public Library, 944-1662 for information.



- February 10 New England Round Table of Children's Librarians (NERTCL) Storytelling with Augusta Baker, 10:00 A.M. Lecture Hall, Boston Public Library.
- February 14 Young Adult Round Table, Rochambeau Branch, Providence Public Library, 9:30 A.M. "Science Fiction for Young Adults."
- March 2 Monthly Adult Book Meeting, "Energy Alternatives," Westerly Public Library, 9:30 A.M.
- March 7 Cooperative Juvenile Book Review Meeting, Open Topic, Providence Public Library, 9:30 A.M.
- March 14 "Have You Read IV: Roundup of Current YA Fiction," Portsmouth Free Library, 9:30 A.M.
- April 5 One Day Federal Documents Workshop, University of R.I., Registration incl. lunch - \$12.00. For complete program info, contact Anne Shaw, Govt. Publications Office, URI Library, Kingston, R.I. 02881. 401-792-2606.
- April 6 Workshop on Serving the Elderly, sponsored by Outreach Subcommittee, at Veteran's Home, Bristol, 9:30 A.M. Contact: Stephanie Kirkes, Arlington Branch, Cranston Public Library, 944-1662 for information.
- April 12-13 "Automated Circulation Control Systems," 2 day NELINET seminar, Hartford, Conn. Contact: Ann Vonder Lippe, Nelinet, 40 Grove St., Wellesley, Mass. 02181 or 617-235-8071 for information.
- April 17-23 National Library Week.
- June 16-23 ALA Annual Conference, Detroit, Michigan - see January American Libraries for additional information.

# GALLIMAUFRY

A strike threatens at URI if a contract involving a clerical workers union is not soon settled. This union includes library employees.

\* \* \* \* \*

Five Department of State Library Services workshops for trustees end February 3. To date the most lucid and informative speaker has been the DSLS Director Jewel Drickamer herself. Top officials from the Federal Office of Education, ALA's legislative office, and the state budget office have simply not measured up to Jewel's brevity and clarity, even in explaining what they do each day. But, Jewel, R.I. librarians, and trustees have impressed those officials.

\* \* \* \* \*

Simmons College announces the Institute, The Contemporary World of Children's Literature, July 5-22, 1977; and the opening of a Center for the Study of Children's Literature, including a program leading to a Master of Arts in Children's Literature at Simmons College, Boston. Inquiries and requests for applications for admission to the institute and/or the master's program should be addressed to Georgia L. Bartlett, Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, Massachusetts, 02115.

\* \* \* \* \*



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 December and January issues. If you have finished with these 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.

\* \* \* \* \*

Is there a school district in R.I. where high school seniors in their final semester take a library course at their local public library on public library service? At that time they could be informed that the public library and a world of information will be at their disposal, after they've left school, for all of the remaining years of their lives.

\* \* \* \* \*

A Children's museum serving the state is scheduled to open in May in Pawtucket. Full information about it will appear in the next Bulletin.

\* \* \* \* \*

Rhode Island College's ethnic materials collection is growing rapidly. The collection preserves all types of records documenting the history of ethnic groups in the U.S., and of course, R. I. Call Michael Kohl at RIC's Adams Library for more information.

\* \* \* \* \*

The RILA Executive Board has requested that the Department of State Library Services undertake with other state library agencies a New England wide survey of library personnel needs in upcoming years. Presumably this would have some effect on the consciences of those responsible graduate library schools and their oversaturation of the job market for librarians. Presumably this survey would be much more extensive than one recently announced in the URI-GLS Newsletter (see "News from URI-GLS" in this issue).

\* \* \* \* \*

Also the RILA Executive Board has approved four separate spring workshops on statewide borrowing, serving the elderly, professional freedoms of librarians, and local history collections. Dates, places and programs should be available in a month or so and will be announced in the Bulletin.

\* \* \* \* \*

Despite a history of attempts to ban books regarded as obscene (e.g., Catcher in the Rye, Lord of the Flies) by critics such as the Rev. Ernio Cugini, fundamentalist pastor of the Clayville Community Church, no objections have yet been filed since the Scituate School Committee set up a library book review system earlier in 1976. Because of a lack of objections, no review board has even been named to consider questionable materials. Students are not forced to read materials considered objectionable by their parents.

\* \* \* \* \*







The R.I. Library Film Coop continues to acquire classic films. Newest additions are Citizen Kane, Birth of a Nation, and Dr. Caligari amongst others.

\* \* \* \* \*

The Warwick Area Vocational - Technical Facility at Tollgate High School is offering a course this semester and again in the fall on "Promotional Display Construction." The course is designed to assist schools, libraries and similar agencies. Phone Richard Green, 738-9216 for further information.

\* \* \* \* \*

Capt. Gene Henry, Director of the Newport Public Library, has just sent us his new brochure advertising his library's business collection to business. It's a very presentable piece of advertising, the very sort of thing every public library should consider, especially since almost every public library in the state has a weak relationship with the local business community. And that doesn't have to be, since every library in a regional network is so well backed by the resources of Providence Public Library's beautiful Business, Industry, and Science Dept. Give Gene a call and get going on a brochure of your own.

\* \* \* \* \*

A new history of Woonsocket by Dr. Alton P. Thomas is now available for \$6.50 if picked up at the Woonsocket Call, 75 Main St., Woonsocket, or by mail for \$7.50 from the publisher, Woonsocket Opera House Society, 563 So. Main St., Woonsocket, 02895. This new book by Dr. Thomas, Woonsocket--Highlights of History covers from 1800 to the present and follows his first book, Old Woonsocket, which covered the period 1641-1800.

\* \* \* \* \*

Our neighboring town of Seekonk has been awarded a \$700,000 grant under the Public Works-Employment Act of 1976 to build a new town library. Mrs. Elizabeth Barker, head of the Seekonk Board of Library Trustees and John Sullivan, Chairman of the library building committee, reportedly are jumping for joy, and much credit for super grantsmanship is going to Executive Secretary John Langwell of the Seekonk Board of Selectmen. A handsome Christmas present indeed!

\* \* \* \* \*

During the past few months much discussion has taken place relative to the complete unification of local media associations. RISLA and RIAVEA have both taken formal votes to fully unify the associations (both votes were overwhelmingly in favor). It is now necessary for members of RISMA to vote to amend the RISMA Constitution to accomodate this final unification move. As part of the change, the name of RISMA will be changed to the Rhode Island Educational Media Association.

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After a seven month search, the Board of Trustees of the Pawtucket Library has chosen, in the words of Fr. Donald Belt, chairman, the "best" of over 100 applicants for the post of library director. Lawrence Eaton, presently director of the Northwestern Kansas Regional Library Center, will arrive February 21 to assume the Pawtucket Library directorship at a salary of \$21100.

\* \* \* \* \*

Connie Lachowicz of South Kingston has been named acting director of the South Kingston Public Library System. She has been librarian at the Kingstown Free Library since 1972, and replaces William Goyette who was fired last month by the library board.

\* \* \* \* \*

American Libraries will pay \$1000 apiece to the authors of the eight most outstanding articles received in the next several years. Articles for the first \$4000 in awards must be submitted by December 31, 1977. Editor Arthur Plotnik stresses that this contest is a first step in eradicating a "Swamp of verbal density and muddy thought in library literature." See the December 1976 American Libraries (pp. 684-685) for guidelines. And feel free to contact the Bulletin editor if you wish additional assistance. I'd like very much to see these awards go to young librarians rather than the established fogs in the field.

\* \* \* \* \*



## QUOTABLE QUOTES



*My aim is to teach you to pass from a piece of disguised nonsense to something that is patent nonsense.*

- Ludwig Wittgenstein

*"...She ventured to hope that he did not always read only poetry; and to say, that she thought it was the misfortune of poetry, to be seldom safely enjoyed by those who enjoyed it completely; and that the strong feelings which alone could estimate it truly, were the very feelings which ought to taste it but sparingly."*

- Jane Austen, Persuasion



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LIBRARY SERVICES DIVISION

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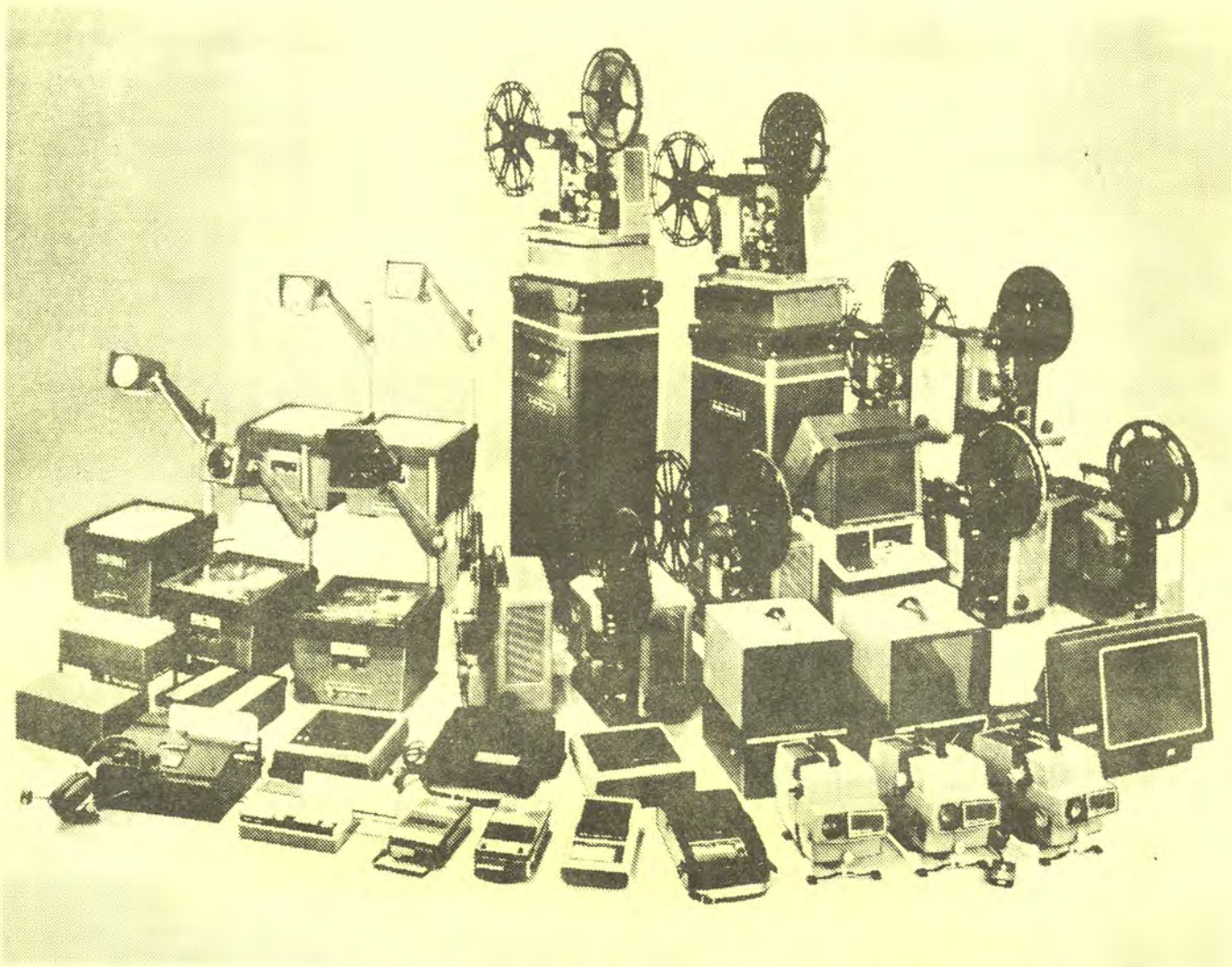
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