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RILA

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RILA

March 1977

# BULLETIN



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March 1977  
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EDITORIAL NOTICE:

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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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BULLETIN STAFF:

Leo N. Flanagan, Editor, Pawtucket Public Library, 13 Summer St. Pawt., R.I. (725-3714)

Carol Lynn Gold, Advertising Manager, R.I. Junior College, Warwick, R.I. (825-2182)

Jane G. Paster, Copy Editor, Dept. of Health Library, Prov., R.I. (277-2506)

Mary Champagne, Staff Secretary, Pawt. Public Library (723-5350)

Dena Janson, Production Editor, Rhode Island College (274-4900) ext. (202)

Ruth Corkill, Circulation Mgr., Pawt. Public Library (725-3714)

Myron L. Kirkes, Public and Regional Library News, Pawt. Public Library (723-5350)

Peg Caldwell, School & Special News, 104 Longview Dr., Warwick (737-7673)

Betsy Gates Kesler, Acad, Library News, Univ. of R.I. (792-2653)

Peter Bennett, Copy Writer, Pawt. Public Library (725-3714)

# EDITOR'S NOTEBOOK



OUTREACH ISSUE

*Stephanie Kirkes, Guest Editor*

*The members of the Outreach Sub-Committee decided to listen to what a variety of practicing librarians had to say about outreach. The results of those talks are presented here for your contemplation. We had hoped to present a cross-section, and thus we have a public librarian and a special librarian, a Yankee and transplanted Southerner, a native of R.I. and someone who moved here, some who favor outreach, some who aren't sure. We hope these articles will help you to consider and evaluate your own and your library's priorities in terms of reaching out to serve all the people. Your comments are most welcome.*

*The Outreach Sub-Committee  
Rhode Island Library Association*

- 1. Judy Einhorn, Peacedale Library*
- 2. Carolyn Ferren, DSLS*
- 3. Leona Johnson, VA Home-Bristol*
- 4. Ann Piascik, Cranston Library*
- 5. Susan Reed, Pawtucket Library*
- 6. Stephanie Kirkes, Cranston Library,  
Chairperson*

*P.S. The cover was done by Patrice Gousie, a senior at Tolman High School in Pawtucket. Pat participates in a federal funded program at the Art Center in Providence for gifted young artists and works in Pawtucket Library's reference department. Format design is Paul Woodbine's of the Woodbine Press, E. Providence, R.I.*

## *Letters to the Editor*



February 9, 1977

Dear Editor:

As my full-time teaching career at Simmons College draws to a close ( I am too young to die and too old to go for a Ph.D.), and as I diligently revamp my resume, you can imagine how heartwarming it is for me to see your recurring references to my unemployability in the RILA Bulletin. Under the circumstances, I hope you will warm my heart still more by letting me clarify two positions that you have attributed to me with what I think may be misplaced emphases.

First, in "Local publishing and librarianship" (RILA Bulletin, December 1976) you allege that four years ago I concluded that Rhode Island "cannot justify even a single monthly library publication." No such thing! What I was opposed to in the May-June 1972 issue of CALL (whence, I assume, your inference) was RILA's decision the previous year to denude the Bulletin of its article content and convert it to a primarily news-bearing medium. The article- (and news-) bearing RILA Bulletin under your own editorship is exactly the kind of publication I thought your state and association could - and should - justify. The news-bearing RILA Bulletin of the 1971-1972 era was not, in my opinion, justified; if you really think publication in your state was abysmal fifteen years ago, read the 1971-1972 issues. That's "abysmal"!

Second, and far more serious, in reporting (RILA Bulletin, June 1976) on my dinner speech at the 1976 RILA Spring Conference, you claim that I said that conferences and library literature stink equally "because they are continual - both experiences begin to depreciate as soon as they are concluded, for they begin to be forgotten." No such thing! The whole thrust of my address was that the use of library literature (books and journals) represents continuous education in contrast to attendance at meetings which represents continual education and that the former is superior to the latter, equality of stench notwithstanding. I think the distinction was fundamental to my approach.

Samuel Goldstein  
Editor and Publisher, CALL



## OUTREACH 1977: SERVING THE POOR

*An Interview with Carlton Rochell,  
Director of Libraries, New York University*

*- Stephanie Kirkes, Cranston  
Library, Cranston, Rhode Island*

The following consists of questions asked by me of my former employer, Carlton Rochell, who was Director of Atlanta Public Library and is now Director of the Libraries of New York University. Under his guidance and direction and initiation, many different outreach services were instituted in Atlanta. These include such projects as the Neighborhood Information Centers, and the Independent Learner Project. Dr. Rochell was the first to integrate the Hattiesburg, Mississippi Public Library and ever since then he has sought to serve all the people. Through his example, I have learned many of the marvelous things a public library can do, and it is to him that I dedicate this issue on outreach.

S.K. - In these times of economic crunch some libraries are having to cut back the outreach area of their services. Do you think that's a good idea, or should they cut back somewhere else? Is this one of the most important things that we should be doing?

Dr. R: - Hindsight availeth little, but the mistake that was made from the funding sources, primarily the federal government in many cases right on down to and through local public libraries is that outreach services were always treated and structured and funded as something extra. I'm sure you know from being there in some of the tubultous days in Atlanta that everything that I was trying to do was to insure that the projects would go on when the money ended. This was often not understood. It often came out appearing to be, in some cases, a lack of total commitment, but it was my view then and is my view now and certainly is being documented all around the country that these programs, because they were not institutionalized, so to speak, and not looked upon as bread-and-butter services, they're the first to go and I think that's a sad commentary because the basic tenets of the public library, fortunately or unfortunately, have not changed and that is that they are supposed to be for all the people. As we pull back from progress that was made over the last 8 to 10 years to an attitude that we'll stock the well-rounded collections and leave it up to the people to decide whether they want to use them, which seems to be happening in some places, it's an unfortunate situation and indicated that maybe a lot of the money was wasted if the programs can't go on and if it had no more philosophical effect than that on the profession as a whole.

S.K: - Would a practical solution to that be to write into the budget each year a certain allotted amount for outreach services?

Dr.R: - Certainly the budget ought to be made to reflect the population, however, you might do that. There ought to be access to services that people are going to use rather than saying that "we have four branch libraries and they are geographically located to serve all the people," and then set them up on a very middle-to-upper class model. I think one avenue of dealing with that is to try to maintain a part of the budget for innovation and deliberately, I guess, this is one of the good things that came out of the federal programs and some of the states, that the only people who were not committed enough to offer their local budgets at least had some loose money from other sources that they could build on top. But it really goes much deeper than that and until librarians themselves are trained and philosophically committed in the direction of outreach services, it's almost a hopeless task. I think this inexact science that we call library science, one of the fretful things about it is that you really never can document whether people are working to 50% of capacity or full capacity or no capacity. You have to pretty much depend on a person's professional commitment and if their commitments are not in the direction of serving all the people and reaching out to the people, then I'm not sure that money is the answer. It's a combination of things.

S.K: - Would you say that some of the degree granting programs at library schools should include something in the coursework about outreach services?

Dr. R: - On, I very definitely feel that only in the areas of instruction and information handling are library schools responding to my concepts of innovation and outreach. They have made some progress in that. But what you find in the library schools you find in the library. If they have a special federal grant to add on something, they add on a program for the disadvantaged or what-have-you, but when the money disappears, so do the courses. In terms of the people to whom we teach librarianship, you've got to somehow find a commitment and perhaps an expertise out of a field where there's not been a great deal of creativity in the public library arena itself. I guess library instruction is in the same mold and pattern that it was 50 years ago and they are not doing a very effective job with continuing education, that is, bringing people back for rereading. A few of them are, but generally this is, again, an add-on that gets sporadically dealt with and then oftentimes, not very

effectually. So it's a situation where many of us hoped that we could move the profession, if you want to use that political nomenclature, from somewhere to the extreme right of center to at least center, and that, in my judgment, has not happened.

S.K: - Are outreach services important enough not to have to depend on the writing of grants and piecemeal attention? We all have budgets for materials, and insurance, and utilities, but how about outreach?

Dr.R: - It should be so regular that we get away from calling things "service to the disadvantaged," "outreach," or any one of a dozen other code words that really are codewords for "this is special and when the special money is gone, the program is gone." I'm suggesting that the people who select materials, and people who design programs, the people who execute programs, they have got to be knowledgeable enough and committed enough to know what they ought to be doing with the materials budget or the program budget or the branch budget or, indeed, the library budget to reshape it. Unless you've got an administrator who is totally opposed to change, it is basically a mistake to try to pull it out of the budget and treat it as a special segment of the budget. Within the program itself and within the program of the budget, you ought to be able to shape the library to fit the needs of the population and so, in that sense, we ought to be able at the end of any year to show that the kid on the block in the ghetto got as much service as did the kid in the affluent suburb who happens to get kicked in the seat once a week by his mama and sent to the branch to pick up five books. It's a different kind of challenge that can be accommodated within the same framework of a budget. I suppose that the time when it's justified to treat it specially is if the leadership is antagonistic to it; then you have to pull it out to call attention to it. But the best of all worlds to me is that it all comes out as a program for the library and I think in this sense a program budget should say what you're going to do with the money, and that the professional staff ought to have enough determination and commitment to make sure that it says what they want it to say.

S.K: - Are there some programs you know of that have been done by libraries that could have been done by another agency, for example, the Independent Learner Project? Would that have been better, or reached more people, if someone else had done it?

Dr. R: - In terms of my concept of independent learning, no, it couldn't have been done better, and no, it wouldn't have reached more people. If people define independent learning as it should be defined, then you're really after the same audience that anonymously comes in and checks out your books, or uses your reference department, or perhaps an audience that doesn't come at all but an audience that certainly isn't going to be reached by a formal educational program such as a junior college or an urban university that happens to have a continuing education segment. There are audiences for those programs, there are audiences, both real and potential, for sequential learning through the public library and I don't think those audiences necessarily overlap. I think when they do overlap it is in a mutually supporting sort of way. The library that is really about its business ought to be building the business of the educational programs and evening schools and adult education programs and continuing education programs. And people who are dealing as educational brokers in the public library ought to know when it's more appropriate to refer someone to one of those courses than for them to try to deal with it. All in all, the library is still the least threatening learning institution that exists in our society. If all we're concerned with is designing programs and not concerned about how many people they reach, then you can design it most any place. The great thing about the Independent Learning programs for the public library is it's a natural and very basic role that fits so well. And the sadder part of it is that it fits so well that a lot of librarians were saying that they've been doing that

all along, which is not true. In its totality, the concepts of the Independent Learner Project, the informational brokering segments of the Neighborhood Information Centers program, all of this comes down to being good informational service that any library ought to offer. If we stay with the code-words and don't look for the substance, then they're probably not going to make it. One of them already hasn't made it and that is the Neighborhood Information Centers project, which is in a shambles all over the country.

S.K: - Why is that?

Dr. R: - Because it was "special" and because at the very outset, there were some design flaws in it. It was a program in which a design was decided upon that presumed that you could set up an information center in a neighborhood, independently of a central data bank. I opposed that when it started and then I opposed it when it ended and indeed, I went in the other direction, as you know, and tried to create a central clearinghouse for that kind of information. But basically that's the thing that went wrong with the program all over the country. The other was an assumption on the part of several of us, and I was included in the group, that the library had enough credibility that it could get involved in an effective way in advocacy. People didn't believe it and it never was demonstrated in any way to anybody's satisfaction that it could do that. The information given, and that is being given, again involves the broader concept of generally what the library ought to be about anyway and that's giving accurate, speedy information to anyone who needs it. To me, the value of the program, at least in terms of the library I know best, and that's Atlanta, was that it loosened the whole system up philosophically to be able to know that at this time the effects of the program are still visible, although the program in name is gone. The effects are that there is voter registration in every branch. There's notary public service in several of the branches for free. There is a thing called the Government Information Center which was institutionalized and is now computerized, and which is the file of Neighborhood Information that everybody was talking about, and it's now a safe central library service that is an effective service in that it's working. The closing of the loop that I envisioned had not happened when I left there and I don't know if it will happen. I felt that there was a logical tying-together of the concepts of independent learning, of government information, of neighborhood information, in other words, one massive central information bank that would be brokered to all these constituencies and we're very close to that. One difficulty is that various people march to different drummers, and some of the evaluations that were done by outside consultants, couldn't see or didn't see the end of the vision, and perhaps it was just a vision, since it didn't come about. One very positive result of all this is that one library that wasn't involved in any of it, the Memphis, Tennessee Public Library went through and picked out the best people from several of the places and set the thing up as it should have been set up, and profited from the mistakes of all of us, and now have a very effective service which is country-wide and supported as a part of the library budget and is institutionalized in the best sense. Detroit still has effective parts of this program despite their many budget problems. When I look back on several mistakes and several successes, I have to come back to something I started to feel maybe five years ago, that the one place that we could constantly and in a very dynamic sense deal effectively was with children no matter where they come from. When I think of the early days when there were no programs and no activities in these small storefront libraries and elsewhere around the city, all those things started in those places and now they're all over the system, rich, poor, black, white, and those things have become institutionalized, I come back to a point I made in a half-hearted way 5 to 6 years ago that I'm almost ready to say is just about the limit of the public



library's effectiveness with the urban poor, that it ought to concentrate on shaping minds that are young and concentrate a great, great deal of resources on pre-schools and first graders on up through elementary school, and perhaps to make a rather cold decision to write off a generation or two of people as people that the public library as presently designed will not and cannot reach.

S.K: - The older ones?

Dr. R: - I haven't seen an effective program that would do in any way for people who are hungry, and people who are jobless, and people who are in sub-standard, rat-infested houses. What can you do for them as a library? Not much. I'm saying that if we can do something for and with their children, then at least that's something.

S.K: - Before they get to that position?

Dr. R: - That's right.

S.K: - If you were back at a public library and had a huge sum of money to spend on the development of some children's programs, what would you like to do?

Dr. R: - I would like to have the library completely wired for sight and sound. I had ordered complete video playback equipment for every branch in the system and several units for the central library. The givens are that we already had all of the other paraphernalia, the record players and 16 millimeter equipment. For really giving a branch librarian a weapon that you just wouldn't believe, the video market is just now starting to come into its own. We have a generation of youngsters and no matter how poor they are, they seem to have a television. If we start with that we can hope that, through a combination of P.T. Barnum-type showmanship and liveliness and a multi-faceted kind of grabbag that children can plug in no matter what their interests are. This is the direction I would go. I would equip the librarian in every possible way with every conceivable, innovative bit of technology that I could, and then I would expect delivery of that.

S.K: - Suppose we go the opposite way then, and say that we have zero money. It would seem that then the most important thing we have is the person that's there in the library, their personality, their liveliness, their compassion.

Dr. R: - I think that's really the most important ingredient in either case. If you have nothing but some leftover books and a body, then that person can, with the proper committment, do a great deal. I don't know of a library that's so poor that it can't afford a \$15 cassette player and a few books.

S.K: - One of the librarians I talked with yesterday told me she hasn't been able to buy a book for a year.

Dr. R: - These are some problems that hopefully President Carter will be more responsive on than some of his immediate predecessors. It's happening all over the country and there's a pattern to it. The New York Public Library, Enoch Pratt, Philadelphia, you name it, they have those really great central library research facilities, and by the time you prop those up there's not much left for anything else. This is one of the critical national needs, that we define those libraries that are regional, state, national assets, that is, those central libraries that are both the cause of the problem and the cause of the strength and deal with them on a state/national funding basis.

S.K: - You think the chances for that look fairly positive?

Dr. R: - Well, they look more positive than I have seen them in many, many years. I think we have a President, and in the appointments he has made, Commissioner Boyer in Education, and Barry as Deputy Secretary in HEW, who are committed people, committed to libraries. If the library profession can get it together to express itself in direct terms, noncompetitive terms as to what is needed, I think we've got the best opportunity we've perhaps had since the early 60's to get a defined, national posture for libraries and national support for them.

S.K: - Will the White House Conference on Libraries speak to that need? Will we all be able to get together and tell him what we want?

Dr. R: - I should speak to the need, not as one or two or three establishment types presenting a want list, but as a groundswell of people from hopefully the pre-White House Conferences in every state coming up to a final conference that will

give substance to why we need things, rather than just saying we've got to have X millions of dollars to do the same things we've been doing. I think there's some danger, that if the White House Conference should take that direction that it do more harm than good. So I hope that it will obviously be a people kind of happening that will allow the nation to, in a sense, bring its needs from the grass roots right on up to the highest point and refocus exactly what our priorities are in terms of libraries. But if we just submit our warmed-over list of whatever it is that we desire, it won't do much good at all.

S.K.: - You spoke a moment ago about children watching television. Would you think it appropriate for libraries to put some energy into the development of or sponsorship of television programs, or television commercials about libraries?

Dr. R.: - There's no question that, despite budget problems of libraries, as individual and collective entities, public libraries spend a smaller share of their budget in advertising and promoting what they do have than any other thing in our society. Even education does a better job than libraries do. When you think of a 4 or 6 or 10 million dollar corporation that would have the fantastic product that a public library has, and I do believe that it's fantastic, and fails to sell it, then I think it's foolhardy. Certainly there's a great deal to be done on the local level with that sort of thing. One of the things that was somewhat startling in Atlanta was when we were ready to start the campaign for the new central library building which, as you know, was successful, I had a marketing survey done and despite all the innovation and outreach and our own concepts of how important we were as an information center, the opinion of the voters before the campaign started was that they would vote for the library, if they voted for it, for two reasons: one was for civic pride, and the other was for children. In a sense, we had no impact on the attitude of the public at all about what libraries were. If you had asked them 20 years ago, that's what they would have said. Certainly the broad general public knows very little about what the library can do for them and that's far more true of the population that we're talking about today, the population that needs the extra effort, the outreach.

S.K.: - Are there some programs that you've done that you wouldn't do over again? Or are some things that you really liked doing, that gave you a good feeling about, things that you might recommend?

Dr. R.: - I would certainly recommend, again in terms of children and young people, that we loosen up a great deal and recognize that this is an age that's wired for sound and sight and even if reluctantly deal with it accordingly. I guess the bits and pieces of several of the programs that we've already mentioned, the NIC, the Independent Learning, the central data base of information, all those are, to me, part and parcel of what a library is all about. I guess the things that I would not do again is that I would not assume that I could go out and pick out of the community grass-roots individuals who knew the problem and turn them into librarians or information-brokers. It's easier to teach a librarian the concepts of what community is all about if they care than it is to try to train an individual who's a total stranger to what libraries are all about. I would opt for the librarian. In the early days, and this was probably before you got to Atlanta, I fiddled around with documentary films and, really groping for what the library ought to be, I think I perhaps stretched it beyond what it really could accommodate in that we did really produce several 16 mm documentary films-complete packages. They were done under grants and were part of the loosening up process I was talking about earlier. Those are very, very expensive kinds of operations that I'm not sure, in that form and format, belong in the public library. At this time, however, the video camera is a very powerful tool to have in the library in terms of local community activities and documentaries on various things that go on in

the city or an area; and it is, even to the very small library, a very sound investment at this point to have a video recording capability and playback capability. I had tried to get the library to sponsor a film for television, based on a book of local R.I. fiction to be shown as a television program. It would have been a library project. It might have shown the public, in one way, what we had for them.

Dr. R: - I've just been involved in a project in Mississippi that's called "Climate for Genius." Mississippi, despite many negative things it's known for, is also known as the center for some of the greatest writers that this country's produced, Faulkner, Welty, and so forth. That project, which was funded by the National Endowment for the Humanities, linked an academic humanist with public librarians and libraries and they did a series of documentary films, not on the works themselves but on the authors. The way it took place was that they would get an authority to discuss Faulkner in lay terms and with very professional video recordings of the country Faulkner wrote about, capturing a sort of a feeling of the area of Faulkner and Welty and others. It was all designed as programs for public libraries and they played all this series on educational television.

S.K.: - What did the librarian have to do with it?

Dr. R: - The academic humanists wrote pamphlets that went along with the educational programs, the librarians made sure that all the books were in the libraries and that the pamphlets were available in the libraries. The program was publicized all over the state and the academic humanist came into the public libraries and had a series of programs that the public was invited to.

S.K.: - What did you have to do with it?

Dr. R: - I was a consultant, and just went over there two or three times to advise them on evaluation and that sort of thing. Conceptually it was a very good direction because it formally and informally linked up scholars in academe with public librarians and they found that each had underestimated the other. The result is that the project is probably going to go on. It was started under National Endowment for the Humanities funding and it may not go on at such a glamorous level, but the librarians and the academics have decided that the linkage should go on and they will continue to do programming together. The same thing happened to a group of libraries that had Independent Learning Programs. Since their original funding dried up they have restructured themselves into the Union for Experimenting Libraries.

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S.K.: - Are there some programs that you've done that you wouldn't do over again? Or are some things that you really liked doing, that gave you a good feeling about, things that you might recommend?

Dr. R.: - I would certainly recommend, again in terms of children and young people, that we loosen up a great deal and recognize that this is an age that's wired for sound and sight and even if reluctantly deal with it accordingly. I guess the bits and pieces of several of the programs that we've already mentioned, the NIC, the Independent Learning, the central data base of information, all those are, to me, part and parcel of what a library is all about. I guess the things that I would not do again is that I would not assume that I could go out and pick out of the community grass-roots individuals who knew the problem and turn them into librarians or information-brokers. It's easier to teach a librarian the concepts of what community is all about if they care than it is to try to train an individual who's a total stranger to what libraries are all about. I would opt for the librarian. In the early days, and this was probably before you got to Atlanta, I fiddled around with documentary films and, really groping for what the library ought to be, I think I perhaps stretched it beyond what it really could accommodate in that we did really produce several 16 mm documentary films-complete packages. They were done under grants and were part of the loosening up process I was talking about earlier. Those are very, very expensive kinds of operations that I'm not sure, in that form and format, belong in the public library. At this time, however, the video camera is a very powerful tool to have in the library in terms of local community activities and documentaries on various things that go on in

the city or an area; and it is, even to the very small library, a very sound investment at this point to have a video recording capability and playback capability. I had tried to get the library to sponsor a film for television, based on a book of local R.I. fiction to be shown as a television program. It would have been a library project. It might have shown the public, in one way, what we had for them.

Dr. R: - I've just been involved in a project in Mississippi that's called "Climate for Genius." Mississippi, despite many negative things it's known for, is also known as the center for some of the greatest writers that this country's produced, Faulkner, Welty, and so forth. That project, which was funded by the National Endowment for the Humanities, linked an academic humanist with public librarians and libraries and they did a series of documentary films, not on the works themselves but on the authors. The way it took place was that they would get an authority to discuss Faulkner in lay terms and with very professional video recordings of the country Faulkner wrote about, capturing a sort of a feeling of the area of Faulkner and Welty and others. It was all designed as programs for public libraries and they played all this series on educational television.

S.K.: - What did the librarian have to do with it?

Dr. R: - The academic humanists wrote pamphlets that went along with the educational programs, the librarians made sure that all the books were in the libraries and that the pamphlets were available in the libraries. The program was publicized all over the state and the academic humanist came into the public libraries and had a series of programs that the public was invited to.

S.K.: - What did you have to do with it?

Dr. R: - I was a consultant, and just went over there two or three times to advise them on evaluation and that sort of thing. Conceptually it was a very good direction because it formally and informally linked up scholars in academe with public librarians and they found that each had underestimated the other. The result is that the project is probably going to go on. It was started under National Endowment for the Humanities funding and it may not go on at such a glamorous level, but the librarians and the academics have decided that the linkage should go on and they will continue to do programming together. The same thing happened to a group of libraries that had Independent Learning Programs. Since their original funding dried up they have restructured themselves into the Union for Experimenting Libraries.

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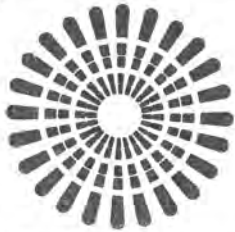
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AN INTERVIEW WITH CLASHING CATHY COMPTON:  
SERVING THE ELDERLY:

- Susan Reed, Outreach Subcommittee,  
RILA, Pawtucket Public Library

I came to the Pawtucket Public Library, on a rather non-descript day, a day I hadn't planned to come, after receiving a call that if I wanted to interview Cathy it would have to be this afternoon or not at all. Cathy Compton, Senior Awareness\* Librarian, was spending her last day in the Pawtucket Library. Then Cathy would be on the road delivering books and films, saying farewell to her friends in the nursing and convalescent homes, and good-bye to librarianship.

I interviewed Cathy in the Library conference room where, with a small heater at her feet, she was seeking solitude and warmth in order to finish her paperwork.

SR: - What is your philosophy on outreach programs designed to meet the needs of residents of nursing and rest homes?

CC: - My philosophy stems from the economics of the times. Most elderly people in nursing homes or rest homes are people who have had very little throughout their lives but have worked very hard. They have done the more menial, physical labor types of jobs. They have little means of support besides the 25 dollars a month in welfare they get from the government because their job categories were often not covered by social security. It seems to me that those who control the community's resources have an obligation to these people to make their lives better now than they have been in the past. Nursing home residents should be entitled to book and film services that the library can provide. After all they paid taxes, too.

SR: - Do you think the Senior Awareness Program is a one shot deal or an idea whose time has come?

CC: - It is something all libraries will have to do eventually. In 1980 15 to 20% of Rhode Islanders will be over the age of 65. After the year 2030 when people born in the postwar baby boom reach 65+ the percentage could be as high as 50%. Libraries are going to be forced into establishing outreach departments to serve the elderly as their numbers and political awareness increase. There won't be any other way. Libraries will have to do this because of the elderly vote. Their record in voting is, as a group, one of the highest in the U. S.

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\*The Senior Awareness Program was originally funded by a United Way grant to bring library materials to class II nursing homes. It is now funded from Northern Interrelated Library money at first destined for Pawtucket Library's book budget. This money will run out June 30, 1977.

SR: - Statistical evidence of the elderly's political power might not have reached the library but you must agree that it has reached some politicians.

CC: - Well, sure they're getting Meals on Wheels and Visiting Nurse services which are essential services, but still books and library services are a fringe, which I think is wrong. You have to have mental sustenance to go with your food. As long as you have food and still have to stare at four walls you're not going to live very long. Man cannot live by bread alone.

SR: - What about outreach to other groups besides the elderly?

CC: - I would rather see librarians try to bring library services to people who want and are aware of them for now.

SR: - Have your Senior Awareness patrons always been aware of library services and have they always used them?

CC: - The elderly didn't always have the time. Now that they have the time they want Library service and are not able to get it themselves. But to answer your question, no, most elderly people that I serve were not aware of library services, although they were exceedingly grateful when they began receiving them. Now they would be very upset if they were to lose them.

SR: - What about minority groups like Spanish or Portuguese speaking people?

CC: - Spanish or Portuguese people are primarily concerned with survival, getting that first job, getting training. As much as you can learn from books, I think on-the-job-training is important in that situation. These lower income groups are the successors to the elderly I now serve. They too postponed reading in favor of survival. Reading may be "psychic income," but it's a luxury of leisure that few in the lower income group can afford.

SR: - What about their children?

CC: - I can't see their kids coming to the public library on their own, especially kids aged five to fourteen because at that age they are going to need rides which working parents can't give. I think you're working on a dead end. It is a weird kind of philosophy to say you don't think that you should take outreach to children of immigrant families on a sustained, ongoing basis. I feel that if the library has only x number of dollars and x number of staff, you have to decide who is going to benefit most from your programs. I'm not saying lower income groups shouldn't have a chance. I just think the schools can do the job better than libraries. On the other hand, the elderly have no means other than the library.

SR: - What do you see in the future for outreach?

CC: - My money is on serving the elderly as a beginning for an institutionalized outreach program before reaching out to the Spanish, Portuguese and other minorities. Once you get your foot in the door the rest is going to come. Libraries will begin to benefit from the clamor raised by the elderly within the next 10 to 15 years, as the number of elderly increase. They will be far more vocal than other impoverished minorities. Outreach will prove itself in service to the elderly, and once that is institutionalized, movements to serve the others will find far more success when it comes budget time at the city council.



## OUTREACH PUBLICITY IN PUBLIC LIBRARIES: SERVING EVERYBODY

*An Interview with Bee Lufkin*

*-Carolyn Ferren, Librarian for the  
Blind, DSLS*

Bee Lufkin is the Supervisor of Adult Services at the Rhode Island Department of State Library Services. Basically, she is a resource person, working with public, school, academic, and special libraries in the state. She helps anyone with a library-related problem, and she's "the person to call if you don't know what to do." Her past projects have included weeding libraries, planning programs, and consulting on collection development at various libraries. Other aspects of her job are selecting books for the adult collection at DSLS, co-ordinating Adult Book Meetings and Young Adult Round Table meetings, planning displays to represent Rhode Island libraries at shopping malls and community gatherings, and representing Rhode Island at regional meetings. She is a dynamic, creative librarian, with very definite ideas on outreach, as the following interview shows.

CF: - How do you feel about outreach?

BL: - Strongly!

CF: - What do you see as the reasons most people don't use libraries, and how would you counteract these reasons?

BL: - One of the things that people say when you're asking them about library use is: "What can the library do for me? What can it provide that I need?" Or they may say: "I don't have time to read. I'm too busy." But providing leisure reading is not the only purpose of a library.

The way to do an outreach program is to provide a service that you know is needed. And you must aim this information at non-readers. That's what I was trying to do last year in the auto program.

CF: - Could you explain that program?

BL: - It was an auto mechanics program. I decided that whether you work on your car or merely drive one, you have a really terrific information need -- whether you know it or not! We're all pressed economically now, and car maintenance is a big item in anyone's budget, especially if you're driving an older car.

To work on a car, you need detailed, specific information. You need tune-up specs (specifications). Public libraries already have this material in Motor's or Chilton manuals, but people on the street don't necessarily know it. One purpose of the workshop was to tell the public that libraries have this material -- material that can be useful to them.

CF: - How did the actual program work?

BL: - I went to local libraries and showed audiences there how to do a simple tune-up and some basic maintenance. I did an actual tune-up, and involved the audience in "hands-on" experiences with their own cars. It was very successful. There was radio coverage in most areas of the state, heavy newspaper coverage, and TV coverage.

Part of the publicity came because I was a woman working on cars, but a lot was because people really want to know how to deal with their cars. It's simple, you don't have to be an expert to do it, you save a lot of money, and all the information on how to do it -- from basic car care books to sophisticated tune-up specifications -- is available at your library, and nobody knows it. And I think the program really did communicate that.

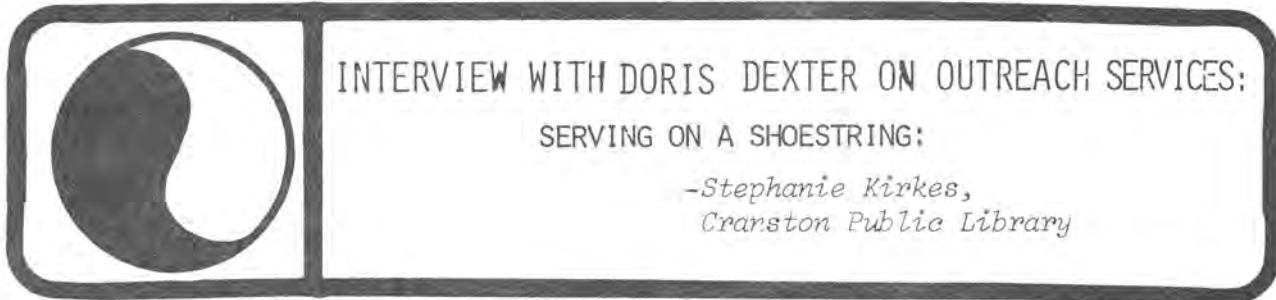


It was also successful in that it showed public libraries how easy it is to do a program. You've got experts of all sorts in your community. And you really don't need an expert to do a basic program on anything. For instance, get someone from a hardware store to come in and show how to insulate your home. You'll get people at a program like that who don't come in and borrow gothic novels. You have to publicize, but if you provide something that's unique, the media will respond enthusiastically.

CF: - Do you have any specific ideas on programs that you would like to see tried in libraries?

BL: - I would like to see libraries respond to information needs -- to provide survival information. Solar heat, resume preparation, "how to" materials, and money management are some areas to be explored.

Libraries should be information centers. Figure out what the information needs of your local community are (and they are all different) and meet them. Publicize the fact that you have the answers. And do it. Do it well.



SK: - The first thing I'd like to ask you, Doris, is how you got interested in library work?

DD: - Well, it was kind of an accident. I'd been reading for years and I read about five books a week, plus what I read to my children and the librarian at the library I went to told me that she was going to leave and would I be interested in taking her place. I said how could I, with four children, but I decided to try it, since it was part-time.

SK: - And then after you were working in a library, you decided to go to school?

DD: - Yes, I took some of the first Library Technician courses that were offered at the University of Rhode Island. The first Dean of the library school suggested that I get my B.A., and then I went on and got my Masters in librarianship.

SK: - Where did you work besides Pawtucket?

DD: - I started at Greenville, worked there for 11 years, and then I went to Pawtucket, where I was for almost 7 years. There I was in Regional office first, then went to Public Services, and finally became head of Technical Services.

SK: - And now you are at Harmony. Are you The Librarian there?

DD: - I am it.

SK: - Were you ever involved in outreach programs or services in your years as a librarian?

DD: - You mean getting out into the community?

SK: - Not necessarily. Outreach is such a nebulous idea, but for our purposes here, I think we could mean any type or programming that would get people to come into your library as well as any programs that you might do outside the library in the community.

DD: - Well, we always had story hours. And I would talk to clubs and church groups about the library, give book talks to them, too. That was at Greenville. At Pawtucket I did the story hours. At Harmony now, it's a whole new ball game. We have to get out, and not exactly drag people in, but make sure we publicize what we do and try to get them interested in what the library has to offer. We have child care and Headstart in the same building as the library, so I have those children come in for story hours.

SK: - Do you do anything with the senior citizens?

DD: - We've had a couple of programs, but this group seems to be pretty much self-contained, although they did say that I could talk to them about the library. I've mentioned that we have large print books available, but it's just that they do not read. They are interested in television and have groups that they join. They're really not that interested in the library.

SK: - Do you think that nursing home service is a good one for libraries to perform?

DD: - Sure, I think it's wonderful if they have the personnel to do it. I do service a couple of homebound people with books that I have selected for them. They really appreciate it since they can't get out.

SK: - Are there any programs that you would like to do but can't because of inadequate resources?

DD: - Well, I'm the only one who can go out and do anything. We've had some slide/travel programs on Sunday afternoons to try to get people into the library, which have been successful. Believe it or not, we've reached people outside of our own region. The people doing the programs have been all over the world. Their slides are wonderful and they have shown them in some of the nursing homes, too. I've also used prepared booklists in programs for remedial reading teachers and the parents of the children.

SK: - Suppose you were given \$10,000 and you could do some programs, either inside the library or anywhere out in the community. What would you do?

DD: - I'd like to see some more of these travel programs put on outside as well as inside the library. Of course, they wouldn't cost us anything except for refreshments. We don't have a projector so it would be hard for me to go out anywhere and do anything, but I sure would like to.

SK: - Would you buy a projector, then, with part of the \$10,000 I just gave you?

DD: - Either that, or borrow one from the Regional office. I'd like to go out to the Grange meetings and talk about the library. That would be the main thing.

SK: - Are there any programs that are going on that you've read about or heard about that you don't think the library ought to be involved in?

DD: - No, the things I've heard about have been very productive. Craft classes seem to have been very successful.

SK: - Are there any things going on, not just in R.I., that you think are just not appropriate for a library to be doing? Some libraries are getting into the individualized learning projects...

DD: - I don't think that's our job really. The remedial teachers that I've worked with have been just wonderful, they have some of the materials that I have used, but I wouldn't pretend to do any teaching. I'd feel the same way about any one-to-one program of learning, since most librarians aren't trained to teach. I don't think that librarians have the right to try to do something that's out of their field.

SK: - How about something like the information and referral centers that are springing up where files are kept on community agencies?

DD: - I like that idea. We have done some of that although we don't have that big a background of material to use. If someone calls and wants to know where such and such a health service is available, we can tell him what's available within the town.

SK: - How about the referral part? Do you think it's the duty of a librarian, considering that she might not have the time to intercede for a patron with an agency?

DD: - No, she shouldn't call the agency, but she can refer the patron to the agency. We had patrons at Pawtucket who weren't very good at speaking English and who were reluctant to talk on the phone, so we did call for them, but that's a different thing entirely. If they couldn't speak English, I'd be more than willing to call for them.

SK: - Were there any programs that you can recall that were real crowd-drawers or the reverse, programs that required a lot of time and effort and had no one show up?

DD: - It depends what else is going on in the town. Our biggest successes were the travelogues. It depends on so many things, the weather, for example. In the winter, you just don't get as many people. We expect to have a wine and cheese tasting party and the ones I've heard of have been very successful. I really haven't done much programming, except for the story hours in Pawtucket. In Greenville, the Board was responsible for the programming because I just didn't have the time.

SK: - Do you think that it is the business of the public library to do programs? Sometimes, I think that maybe we ought to just concentrate on our reference work, answering the children's questions, helping them with schoolwork. Planning programs takes so much time and energy. Should we abandon that?

DD: - No, we shouldn't at all. I know that the libraries that don't do anything are just not successful. I do think that you should do extra things to bring people in, to show that you are living.

SK: - Would that be your number one reason for doing programs, to draw people into the library?

DD: - Yes, to draw people in and to make sure that they knew that we are aware of their needs, especially if they express a desire for a particular program. The craft programs are a good idea if you can find someone to teach them. I wouldn't attempt to teach but I would be more than willing to set up the program. We've opened up the library to the class in parent-child relationships and a second session is to begin soon. It's a graduate credit program.

SK: - Is there any particular age group that libraries are not reaching?

DD: - The teenagers. We just don't seem to be reaching them, at least not in my library.

SK: - Why do you suppose that is?

DD: - A lot of them go out of town to school, and it doesn't leave them much time. They have a long day, from 7 in the morning to 4 in the afternoon.

SK: - Do you think that they are put off sometimes by some of the people who work in libraries?

DD: - Yes, and they may grow up with the idea that the library just doesn't have anything for them, an attitude sometimes fostered by their parents. So we are trying to get more attention by advertising in the paper that we do have materials for them.

SK: - If you could, what kind of a program would you do for that age group?

DD: - I really don't have any ideas, as I have never done any teenage work. It's always been the grade school children that we've had things for.

SK: - Besides story hours, what kinds of things have you done?

DD: - Teenagers have sort of dropped into the adult category and that's the problem. Most libraries have discontinued their young adult sections, because it just wasn't being used. I think the children growing up now will be more aware.

That's what we're working on now, with the pre-school story hours, thinking that if we start them off that young maybe they'll continue to use the library throughout their lives.



## THE MULTI-PURPOSE SOCIAL TASK: DETERMINING WHOM TO SERVE

- Ann Piascik, Graduate Library  
School Student, Univ. of R.I.

A tall redhead named Gerry McKenna, a CETA worker at the Pawtucket Public Library, talked about his task, a survey he is compiling for the Pawtucket Public Library. Gerry's also a library science graduate student at the University of Rhode Island and although he has had some experience in Pawtucket's Reference Department and three months experience in the Senior Awareness Program, most of his time at the library has been spent working on the survey.

At our interview in January, I asked Gerry how he became involved in the survey. As a sociology and social sciences major at Rhode Island, Gerry had produced two previous surveys. So he had the background needed to compile the Pawtucket Public Library survey. Former director, Curt Bohling and Ruth Corkill asked Gerry if he would produce a third survey, this time for the library, focusing on the information needs of the Pawtucket Community. Both Bohling and Corkill had attended a seminar at Syracuse University's School of Information Studies and there got the idea of "analyzing information that is around you and putting it to use for the library." The information needed would come from the Census data, redevelopment agencies, employment bureaus, school departments and city hall. Along the way other agencies and organizations would also supply additional information. Most of the information was free and a good part of it was documented.

Gerry was asked why the library chose someone within the system to compile the survey rather than hire an outside consultant. Again, Gerry's background in sociology and social sciences had prepared him for such a task. And consultants cost a great deal. It is natural for him to think of the "library as a social institution, the library in society, in the city, and in urban development." To think in terms of society means thinking in terms of communities and libraries within the communities. Apparently, libraries have not always successfully achieved this outlook. Gerry complains that, too often, libraries have a "slipshod attitude towards what they are trying to do." Outreach service, for example, may be inadequately incorporated into general library service. The probable cause could be that not enough is known about the community. As Gerry smartly phrased it, "How would you know about Outreach when you don't know about your community?" To single out an instance, "in Pawtucket, over 14% of the population is over 65. That is about 14,000 people. Yet Outreach service at Pawtucket only reaches 100 or so" of these people. A survey with its list of statistical data could point out such gaps in service.

Gerry goes on to say that "this survey is only a beginning; it is not an all inclusive report." When completed, it will be comprised of four major sections - on the population in general, on city environment, on library resources, and on recommendations based on the first three sections. The demographic section takes much data from the 1970 Census. Statistics on population, income, years of school completed, unemployment, and occupational characteristics are some of the areas quoted from the Census. The information is straightforward and objective. While compiling the information, Gerry was able to compare national, state and city statistics. In the case of number of years of school completed, the national average is 12.2, the state is 11.4, and Pawtucket is 10.8. From these statistics, Gerry was able to deduce that a good percentage of Pawtucket's population is blue collar workers. Occupational characteristics, too, disclose the large percentage of blue collar workers. These findings are accessible to the library which now has to face the blue collar issue. "The library then has to ask, what are we going to do? What programs are we going to offer?"

The next stage of the survey deals with the City's environment. More precisely, it pertains to "the environment in which the library must exist." This part of the survey "entails city hall, highways, educational facilities, cultural activities, civil and social organizations and groups, and industry as a whole." Surveying the different sectors of the community, Gerry as analyst can describe what "the community is doing, what it has been doing, and what is its future development." One environmental fact, housing in statistical analysis, showed in Pawtucket that the population density chart showed that there is an average of 8,748 people per square mile. Yet in spite of the high population count, Pawtucket is losing the part of its population which is between 20 and 44 years of age. "Now that's your basic tax payer; those are the people you want to encourage to come to the city. Now you are left with the very young and the very old." The library cannot directly alter the situation but as a "catalyst for change," the library can make recommendations and incorporate them into its overall operating structure. The population density information, too, could be utilized in program direction. Questions could be asked such as, "Should we deal more with the elderly? the young children?"

In the survey's industry section Gerry formulated a table called "The Index of Impact." The City Planning Department of Pawtucket took the 1967 Census data on business and compiled it; Gerry "took the basic tables and updated it to 1972. The Index of Impact was based upon the percentage of all jobs and all wages generated by the four activity areas - manufacturing, retailing, servicing, and wholesale." From the survey Gerry was able to conclude that manufacturing contributed more to jobs and wages than any of the other areas. Thus, another point is made in support of the blue collar thesis on the community. Highway and communication systems data among other aspects of the environment are also in the survey and the library may exploit that information at a later date. "It's always good to know all available resources, even if the library can't use them today," observed Gerry.

In the third section of the survey, "The Library" the community is viewed in terms of the existing library itself. Questions are answered in regard to "how the library started, its organization, financial support, materials collection, registration and borrowers file and circulation statistics." Library statistics reflect what percentage of the population is actually using the library, what age levels and what sectors of the collection are extensively used by the community.

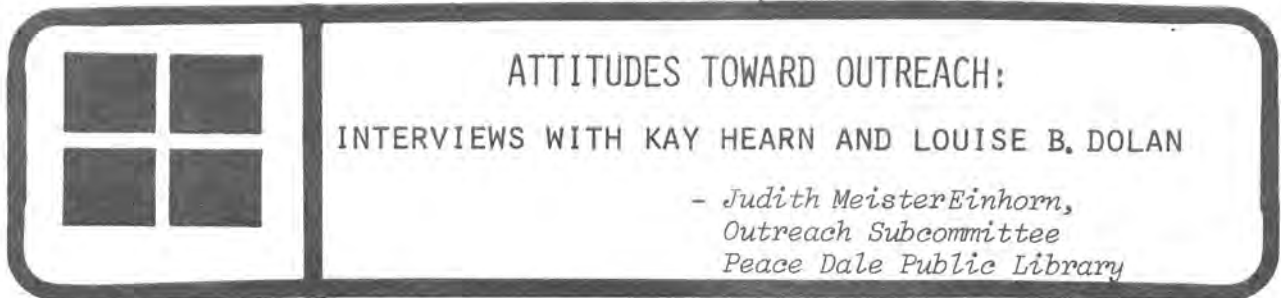
The "Recommendations" section of the survey is still in the working stages. Yet Gerry could comment that programming is an essential consequence of analysis of the survey and overall, final recommendations should "help library operations to run more smoothly."

Instructions for compiling surveys can be found in basic textbooks. The undertone of this survey cannot. Gerry has experienced the discovery that each community is unique. The surveyor must "go through a period and get a feel of the community." The survey should be able to provide a sense of "where the library stands in the community." For too long, according to Gerry, the library has wanted "to stay in its own little world. The library is so status quo." Instead, the library should watch the trends of its community like other agencies do and act upon them. Stop & Stop has a census data bank area in Boston which compiles additional information from the Census. The census tape information helps determine where Stop & Shop will put its next stores. "If they use it, why can't the library use it?"

In the present energy and economic crunch, there is one special reason for a library to take a good hard look at its community. "Taxes are tight and libraries need to prove their existence." Libraries should be able to account for themselves as "a needed social agency." A city might very well decide that funds allotted this year to the library may be funds for another city agency next year. However, if the library is providing necessary service and can prove it, the chances of this happening are minute. To strengthen the bond between the library and the community, Gerry would like to see the "library as a catalyst for other social agencies." A library "catalog of other social agencies within the city" can be invaluable. A library patron can be given information on the function and services of these various agencies and how to contact them.

Without knowledge of the community's information needs there are only "turned-off patrons and frustrated librarians." In the end, "the job doesn't get done."

Among the other consequences of this Pawtucket Public Library Community information needs analysis, Gerry has changed the image of librarians in the City. "The stereotyped view of a librarian as a bookworm" does not hold up in the Library's campaign to reach out into the community and find out what it wanted. "Local agencies simply didn't think that the library could or would do such a survey" Gerry concluded. It took Gerry McKenna to change that.



The term outreach is applied to a variety of programs which have in common the objective of extending library service. One way of promoting this objective among librarians is to share both successful experiences and problems. While practical information is valuable, a unified approach to outreach must consider the attitude of librarians. I interviewed two librarians who have successfully extended library service because I wanted to learn from each how she sees herself and others in relation to outreach service. The first interview is with Kay Hearn, Regional Coordinator of the Southern System, and the other with Louise Blalock Dolan, Coordinator of Children's Services, East Providence Public Library.

#### Kay Hearn

JE: - How would you define outreach service?

KH: - Outreach is doing more than just standing in the library waiting for someone to come in.

JE: - How have you used the term outreach in your own experience?

KH: - When I started the Library for the Blind in 1967 at the Department of State Library Services I didn't use that term. In 1969 we had an outreach workshop and when I heard it explained I thought that people like Sally Henderson in Foster and Gladys Seeger in Hope Valley and other rural librarians had been doing outreach for years. I thought that I had done more outreach than most in starting the Library for the Blind.

JE: - Would you say that has been your most successful outreach experience?

KH: - I can't really discriminate between what is ordinary and what is outreach in my own work as coordinator because I think the purpose of my job is to offer alternatives, to do all the things that outreach is supposed to do.

JE: - What groups of people, i.e. children, seniors, gain the most from outreach services presently?

KH: - Those people who stand to gain the most from outreach are those with the most limited outlook. The middle class who think they are against the ERA without realizing their rigidness, have the most to gain for they have the most expansion to do.

JE: - It seems to me that most programming in libraries is for children: do you feel adults are overlooked?

KH: - I always want to change the world, you know. I would like to see local public librarians go out and talk to people more. I had an interesting experience in Ashaway helping them do a survey. I made up and helped pass out some orange flyers asking what kind of library service people wanted. I could tell the kind of service the community needed by seeing what size clothes were on the clothes lines. I found handicapped children, wives left at home, women who thought they were just housewives but who had all kinds of abilities they weren't able to use. I would like to encourage everyone to go into a housing development with something in your hand so people don't think you are a bill collector, and see what your reception is and how you might serve them better. Then you might find that what you would like is not what they would like. That you don't really know what they need.

JE: - What do you think the attitudes of librarians in South County are toward outreach?

KH: - I think they are very well disposed to outreach. I generally don't think librarians in South County limit themselves.

JE: - Do you face any obstacles in working with them to promote more and better library service?

KH: - I have always tried to find out what the librarian does best and to get that person to do more of it. If you like to go about things in a methodical way, go ahead and do it. If your mind goes in every direction, let it and let my role be one of pinning you down. I don't like to tell people their basic temperament and personality but I like to recognize individual personalities and use them to advantage.

JE: - If you see a need and the librarian is hesitant and reluctant to recognize it, what have you been able to do?

KH: - Sometimes you just can't do anything. That's the challenge. You can see the need but you have to see if that person will also see the need, and chances are they do, but they don't know how to satisfy it. I can't say that I have had complete success but that is where the fun is. If you can see them clearly enough, then you can give them a suggestion in a way they will accept it.

JE: - In these times of budget cutbacks and increased costs do you have any suggestions about new sources of funding or alternative sources to fund outreach?

KH: - First you have to decide what you want to do. The way I have evaluated people in the past is to say money is no object, what would you like to do? Some people want to complain and some people think of \$10,000 worth of things they'd like to do. If you can see what to do clearly then finding the money is not that difficult. If you are thinking of offering programs for senior citizens then naturally you will go to the Division on Aging. What should come first is the service and then think of all kinds of sources. You have to know what you want and you package it to suit the source.

JE: - Do you have any specific ideas about outreach in South County in the future?

KH: - To take advantage of personnel available I'd like to be able to be in a position to hear what people say they want and help them do more with their talents.

JE: - What do you think is needed to make that kind of situation possible?

KH: - There is discussion now in the Legislative Committee about funding for regional libraries and I have tried to make people face the fact that all regional libraries should provide certain basic services. What I miss most is another person who has a specialty in South County. There is a real need for a newsletter, a round-robin of information. There is a need for a person who would assist in adult services. I would love to do it but I find that I always have to do something else. To have someone sit down with librarians in a give-and-take situation and be able to discuss the best way to go about adult services, to see how someone else is going about it and see if that meets the needs of your own community. That takes complete concentration and thought. I'd like to do it but if I can't then someone else ought to be doing it in the region.

JE: - I would like to see some means of making librarians more sensitive to individual differences. Do you think it is possible?

KH: - I think it is a 20th century phenomenon that the individual is not seen. That should be the purpose of libraries - to strengthen the individual. There is so much in society that works to make the individual think he is ineffectual and should not stand up for certain truths that he believes, and go from something he believes in to action. So many things now make people say I don't agree with that but I don't think I can do anything about it. Whether it is in the home, in personal things, people don't look into them too thoroughly because they are too complicated to understand, they don't question anything because they don't think they can do anything about it. I think that if you are going to believe in the humanity of people and people's ability to develop then you ought to help them to see themselves more clearly and to make people think they can do something. All over you run into people who are apathetic about what they want out of life, out of government, out of the library. Libraries aren't going to do it alone but it would be nice if they recognize that this is something they have to fight.

#### Louise Dolan

JE: - How would you define outreach service?

LD: - It seems to me that I've heard about outreach, thought about outreach and done outreach with children for such a long time that it seems commonplace, not new or innovative. I define outreach as taking services and materials out of the library.

JE: - Do you feel there is a distinction between outreach and library programming?

LD: - Absolutely. When I go out of the library I may reach people who would have come to the library but I'm not aiming at those people. When I do programs in the library they attract people who would ordinarily come to the library, who have some relationship with the library.

JE: - What was the impetus for doing summer street storytelling?

LD: - I started doing that when I was a student in library school. In my children's services class we had to do a project. I knew that I didn't want to work in a formal situation. I wanted to try something else. I'm not exactly sure where I got the idea. I went to a library and asked if I could do it. I just took a basket of books and it was very informal. I was familiar with the books and had some idea of what I wanted to do but I would change my program according to the children I met. After I had done it for about six weeks in increasingly cold weather, I was in New York state in mid-October, I realized that there was a need to bring the materials with me. I had the books with me but I had to put them back in the basket and go back to the library. What the children needed was to be able to put their hands on the material. So when



I came here (East Providence) I expanded that idea, and I took a whole wagonful of paperback books. I prefer it to preschool programs. It seems more real. In a preschool program there is a formula. Its a good formula but to some extent you manipulate the children. I don't feel that at all on the street. If it's not a good situation I don't have to stay very long. I can deal with the children as they are.

JE: - Would you say the summer street storytelling project has been your most successful outreach experience?

LD: - Its been the most successful to me in terms of doing something I consider really vital. I think it's vital that children have books and that children have stories. It's assertive, it's not just waiting for people to come in. I can reach more children by doing a book talk in a school. What I did last spring was go to every single fourth grade in the school system and do a book talk. You reach hundreds and hundreds of children.

JE: - Do many of them come to the library?

LD: - Oh yes, some of them do. But that's not my objective when I go out on the street. I want them to have a nice experience with books and stories and with me and whoever I'm working with as library people so that there is some kind of identification that library people are okay and the library is okay. And I think that is achieved.

JE: - Do you think that programs such as book talks are more effective than puppetry or creative dramatics for promoting use of the library?

LD: - If you are talking about book circulation then things that are book related increase circulation and things that are not book related do not and sometimes trying to make some kind of relationship is artificial.

JE: - Do you think that having a pleasant experience in the library might encourage people to look around and pick up books?

LD: - That theory exists but I'm not sure that I've ever seen it work. I think it is important to have programs that people enjoy and make them feel good about the library but I think you ought to recognize that as your goal and that you are not necessarily promoting books and reading. I also feel that first and foremost I care about the promotion of books and reading and that really should get my major effort. It takes me a long time to prepare a book talk but I would rather spend the time doing that than preparing a crafts program. I'm interested in another payoff. Children's librarians cannot be everything and they should concentrate on books and reading; they should be literature specialists.

JE: - How do you think the cooperative programming project has been effective?

LD: - We started out with storytelling, then puppetry, and now we're into creative drama. When I wrote that proposal I wanted to see, to test the idea that there is a connection between those three art forms and books and reading. I think storytelling is the most powerful. There is a real magic in storytelling and something intangible from the person who is telling the story, and there is some kind of feeling that the children receive. There is the feeling of caring and the love of literature and I think the children catch that and that's what makes the magic.

JE: - Do you feel that other groups are overlooked?

LD: - I think there should be more programming for adults. I don't think there has to be so much age segregation. It is possible to program and not exclude.

JE: - Why do you think so much attention is given to children?

LD: - I think that children's librarians have missionary zeal. I also think that by and large people who teach children's literature in library schools have served as models and have been inspirational which is probably lacking in the area of adult services. I do think the same concepts and the same ideals are applicable to work with adults and young adults.

JE: - Do you think the difference is in attitude?

LD: - I think partly we are prejudiced against older people. People think there is hope with children. Librarians probably spend too much time with preschool children and that is partly because there is so much hope. If we can reach them at that age we can make an impression on them and people don't feel that way about adults. It seems to me the real genius of the public library is that it works with individuals. Nobody is ever finished. We need that kind of positive attitude about people. Also when you work with adults you are a little more departmentalized. When you work with children you are doing everything and you are involved with them totally. But if you are doing inter-library loan or reference or circulation you tend to deal with part of a person.

JE: - What kinds of obstacles have you faced in trying to do outreach?

LD: - I had anticipated library obstacles more than community obstacles. I was really not prepared for the resistance I met on the part of parents in some communities. They really are suspicious and defensive and the reason is because they have had some bad experience previously with the library. The library is an institution and is in there with the schools and authority and overdue books and all kinds of hassles.

JE: - What did you do to break that down?

LD: - First of all you have to make a real commitment to the program. When you do something like this and pick a low-income neighborhood there is a feeling of resentment of the do-gooder for after all the do-gooder goes home at night to a much better environment and in a way is only playing for a while. So if you say you will be there for eight weeks then you have to be no matter what you meet. You have to let them know you are really coming. You do break down resistance. After a while you are commonplace. Secondly, I felt instinctively that what to do with people who resisted was to make real contact with them. So I would shake their hand, introduce myself and look them in the eye. And that was the big difference.

JE: - Did the parents have to take responsibility for the child's participation?

LD: - We didn't have any circulation system, and fines, any trauma over lost books. They weren't responsible, the transaction was between me and the child. But that is something about which I feel strongly I think children should be autonomous as far as their dealings with the library. We have a lot of children in East Providence who can't get permission; sometimes its a language barrier, sometimes its a socio-economic barrier. But I don't think for those reasons that the child should be denied the right to use the library.

JE: - Did you meet any resistance from other librarians?

LD: - Essentially the branch librarians were very cooperative and supportive. Sometimes the staff doesn't always understand what you are doing. I did have some unpleasant experiences with children whom we had seen on the streets. Maybe they are less clean, maybe they are noisy, maybe the library has had some dealing previously that hasn't been pleasant, so the staff has a negative response when the child comes into the library.

JE: - How can you deal with that?

LD: - When it's in the branch it is difficult because you aren't there. But I think that part of it is achieved by working with people, by involving them in the program. Communication is very important - to sit down and talk about what you are trying to achieve and what you care about. I don't know if you necessarily change attitudes but you can have understanding established.

JE: - How did you fund the street storytelling project?

LD: - The program does not actually depend on money. It requires staff and a small investment in paperback books which comes out of the budget for children's books. It cost under \$1000. for the entire system.

JE: - Do you have any advice for people thinking of writing grants or going outside their own library for money?

LD: - When I first came to R.I. I heard someone from R.I. Council on the Arts talk, and he said come down and see us. So I called him and said I wanted to come down and talk about what I wanted to do. This was very helpful because you can get an idea of their objectives and if what you want to do fits in to what they are trying to do. I think the toughest part is to figure out what you really want to achieve. They really want to know your goals. It would be very helpful for people within a library to sit down and talk about what it is that they are trying to do.

JE: - What would you like to see the RILA Outreach Committee do?

LD: - I think perhaps give people models.

JE: - Do you have any projects in mind or thoughts on the direction of outreach in the future?

LD: - One thing I think this sytem really needs to do since we have such a large proportion of Portuguese people and we have a back up for the region in Portuguese language materials is to have bilingual people in the library. We need to have pocket collections around the community and it would take a Portuguese person to have the rapport with various organizations within the community to get those pocket collections there. I think there is no way to properly serve them with Portuguese materials unless we are ready to take them out of the library.

\* \* \* \* \*

What impressed me most about the interviews is the positive attitude about people expressed by both librarians. The strength of the public library in its relation to individuals is a facet that is too often overlooked in discussion of information retrieval and centralization. The kind of outreach, the quality of outreach that the library will provide is directly related to the librarian's concept of library service. We need to know our goals, to give them expression, to rethink them periodically, and to maintain consistency between our thought and our action.

## RILA Spring Workshops

April 20 "Commercial Processing and Its Alternatives," sponsored by RILA Education Subcommittee, Cumberland Public Library, 9:30 a.m. - noon. Pre-registration required by April 8. See Pre-registration form in this Bulletin.

May 19 "Rights and Responsibilities of Librarians," sponsored by RILA Intellectual Freedom Subcommittee, Providence College, afternoon and evening. Watch April Bulletin for details.

June 2 "Workshop on Statewide Borrower's Card," sponsored by RILA Ad Hoc Committee on Statewide Borrowing Privileges, North Kingston Free Library, morning. Emphasis will be on free access systems in Connecticut and NY's Nassau County. Watch April Bulletin for details.

## THE QUALITY OF LEADERSHIP IS NOT STRAINED

- G.H. Wright, University of Toronto Library

This letter, a response to Thomas Galvin's "Beyond Survival" (LJ, 9/15/77) is reprinted here with the permission of the author because the RILA Outreach Subcommittee feels it is very important. Appearing in the January 1, 1977, issue of Library Journal, it was written by G.H. Wright, Director of Planning, Budgeting and Administrative Services, University of Toronto Library.

Does our survival depend on leadership based on 'aggressive' pursuit of any objective? It appears to me that aggressive techniques have led us into management by confrontation, into checkmate, and even stalemate.

Real leadership requires ability to inspire others to reach attainable goals or objectives not by ruthlessness but by ability, common sense, and honesty. Real leadership encourages others to accept that problems are a challenge to ingenuity and intelligence rather than symbols of failure and accountability. Whilst real leadership will command loyalty to the organization and pride in one's work, aggressive or weak leadership breeds discord and discontent.

Unfortunately, for too long we have deluded our masters and ourselves into believing that real leadership is measured by bigger funds, bigger bookstocks, bigger staffs in the rating table - when surely it's the ability to inspire others to reach a goal with minimal resources, minimum of fatigue, and maximum satisfaction.

## SENATE HEARING

SENATOR CLAIBORNE PELL  
ANNOUNCES A RHODE ISLAND  
HEARING ON THE

### LIBRARY SERVICES AND CONSTRUCTION ACT

WHEN: Saturday - March 19, 1977  
10:30 a.m. - 2:30 p.m.

WHERE: Providence Public Library  
150 Empire St., Prov., R.I.

#### FOR FURTHER INFORMATION CALL:

Rhode Island Department of State Library Services  
95 Davis Street, Providence, Rhode Island  
277-2726

*The R. I. Library Association strongly urges your attendance.*

# Commercial Processing and its Alternatives

**WHAT:** *A Workshop Sponsored by: The Subcommittee on Continuing Education of the Rhode Island Library Association.*

**WHERE:** *Cumberland Public Library  
Diamond Hill Road  
Cumberland, R.I.  
(2nd floor meeting room)*



**WHEN:** *April 20, 1977  
9:30 A.M. - 12:00 P.M.*

*(coffee and pastry to be  
served at 9:00 a.m.)*

*Presentations by the major commercial jobbers offering processing services to Rhode Island libraries will be followed by a question and answer period featuring a panel of R. I. librarians.*

*Due to limited seating facilities, pre-registration by April 8 is required. Please return the following form to Jo-Ann Fuchs, Pawtucket Public Library, 13 Summer Street, Pawtucket, R.I. 02860*

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NAME \_\_\_\_\_

POSITION \_\_\_\_\_

LIBRARY \_\_\_\_\_



# CALENDAR

- March 14 Young Adult Round Table, "Have You Read?/iv: Round-up of Current Fiction," Portsmouth Free Public Library, 9:30 a.m.
- March 17 RILA Theatre Party, "King Lear." Tickets \$7.00 each. For benefit of current RILA activities. Call Carol Ciallella, Barrington Public Library, for further information.
- March 19 U. S. SENATE HEARING ON THE LIBRARY SERVICES AND CONSTRUCTION ACT, WITH SENATOR CLAIBORNE PELL, PROVIDENCE PUBLIC LIBRARY, 10:30 a.m. - 2:30 p.m. FOR FURTHER INFORMATION CALL THE DEPT. OF STATE LIBRARY SERVICES, 277-2726. ALL WELCOME.
- March 29-30 Institute on Evaluation of On-Line Data Bases, Simmons College School of Library Science, Boston. \$50. Write Dr. Timothy Sineath, School of Library Science, Simmons College, Boston, Mass. 02115 for information.
- March 31 NERTCL, "Follow-up Workshop on Storytelling," Saxe Room, Worcester Public Library. Registration required: contact Ann Flowers, Wayland (Mass.) Free Public Library - 617-358-2311.
- April 1-2 Workshop on Public Relations for Library and Information Service,  
15-16 Simmons College, \$125. Write Dr. Timothy Sineath, School of Library Science, Simmons College, Boston, Mass. 02115 for information.
- April 4 Juvenile Book Review Meeting, "Planning Programs for Special Groups," Cumberland Public Library, 9:30 a.m.
- April 5 Young Adult Cooperative Book Review Group of Massachusetts, Tantasqua Jr. High School, Sturbridge, Mass., 9:30 a.m.
- April 5 Federal Documents Workshop, Chafee Social Science Center, University of R.I. Registration \$12, includes lunch and 4 seminars. For information contact Ann Shaw, URI Library, 401-792-2606. To register send check to Evelyne Henderson, Memorial Union, URI, Kingston, R.I. 02881.
- April 6 RILA Executive Board Monthly Meeting, Pawtucket Public Library, 3:00 p.m.
- April 6 "Polish Americans: an Unmeltable Group?" Speaker: Stanislaw Blejwas (Director of Polish Studies, Central Conn. State College), URI Extension Division: 7:30 p.m.
- April 11-15 South Kingston Library Week, Wakefield Mall, Wakefield, R.I. For further information contact Judy Einhorn, Peacedale Library, Peacedale, R.I., phone 783-4085; or Connie Lachowicz, South Kingston Public Library, phone 789-1555.
- April 12-13 "Automated Circulation Control Systems," 2 day NELINET seminar, Hartford, Conn. \$50 registration. Contact: Ann Vonder Lippe, Nelinet, 40 Grove St., Wellesley, Mass. 02181 or 617-235-8071 for information.
- April 13 "High School Women," Young Adult Round Table, Fuller Branch of East Providence Public Library, 9:30 a.m.
- April 14 Annual Membership Meeting, R.I. Library Film Cooperative, William Hall (Cranston) Library, 9:30 a.m.
- April 14 "The Dark Side of Mercury: How Intellect and Intuition. Can be Merged by an Author." a talk by Madeline L'Engle, author of a Wrinkle in Time and Arm of the Starfish. Easton Hall, Barrington College, 7:30 p.m.
- April 14 Monthly Adult Book Meeting, "Science Fiction," Portsmouth Free Public Library, 9:30 a.m.

- April 17-23 National Library Week - U. S. Senator Claiborne Pell, Honorary R.I. Chairman.
- April 19 ALA Legislative Day, Washington, D.C. - contact James Giles, Cranston Public Library, for information.
- April 20-22 Connecticut Library Association Annual Conference, Sheraton-Norwich, Norwich, Conn. 9:30 a.m. Wednesday - 4:00 p.m. Friday. Contact Joyce Reid, Terryville Public Library, Terryville, Conn. 06786 - phone 203-582-3121.
- April 20 "The Hazards of Being Different; Portuguese American children in the Public Schools," Speaker: Nelson Vieira (Brown Univ. Professor of Portuguese Literature), URI Extension Division, Providence, 7:30 p.m.
- April 20 "Workshop on Commercial Processing and Its Alternatives," sponsored by RILA Education Sub-committee, Cumberland Public Library, 9:30 - noon. Registration required by April 8 - see form in this Bulletin issue.
- April 27 NETSL, "Nuts and Bolts of Cataloging and Binding," at the Holiday Inn, Newton-Lower Falls ( junction of Rt. 128 and Grove Street - Ext. 53 off 128), discussions and dinner. Contact Sally Wilson, RIC, 456-8052 for further information.
- May 2 Juvenile Book Review Meeting, "Story Telling," Child Street School, Warren, 9:30 a.m.
- May 3 Monthly Adult Book Meeting, "Energy Resources for R.I.," Peacedale Public Library, South Kingston, 9:30 a.m.
- May 6-7 New England Educational Media Association, Spring Conference, Howard Johnson Conference Center, Windsor Locks, Connecticut. Contact Lee MacDuffie, Upper Walpole Road, Walpole, N.H. 03608. Telephone 603-445-5106.
- May 19 "Rights and Responsibilities of Librarians" RILA IFC Workshop, afternoon and evening session, Providence College. See April Bulletin for details.
- May 19-20 Massachusetts Library Association, Annual Conference, Treadway Inn, Chicopee, Mass. Contact Ann M. Smith, National Assessment and Dissemination Center, 9 Mellen St., Cambridge, Mass. 02138. Telephone 617-492-0505.
- June 2 "Workshop on Statewide Borrower's Card," RILA Ad Hoc Committee on Statewide Borrowing Privileges, morning session, North Kingston Free Library. See April Bulletin for details.
- June 16-23 ALA Annual Conference, Detroit Michigan, "ALA's Next 100 Years," see January 1977 American Libraries for information.
- Sept. 25-27 NELA Annual Conference, Sheraton-Sturbridge Inn, Sturbridge, Mass.
- November 14-15 RILA Annual Conference, Sheraton Islander, Newport, R.I., Starring Daniel Gore.
- March 31 Last Minute Announcement, "Demco Book Mending Workshop," sponsored by the Mohr Library, Johnston, R.I. 9:30 a.m.

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# GALLIMAUFRY

David Green, chairman of the RILA Publicity Committee, announces that RILA will run a "Telespot" about libraries on the Providence Civic Center during National Library Week.

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Ruth Corkill, chairwoman of the RILA Membership Sub-committee will commence the RILA membership drive May 1 in the RILA Bulletin. Every effort will be made to increase present RILA membership which already is the highest since the dues structure was last changed. Dues for fiscal 1977-78 will be due by August 1, 1977.

\* \* \* \* \*

Several pieces of new legislation regarding libraries are presently being submitted in the R. I. General Assembly. One would tax property acquired in the future by existing currently untaxed institutions such as endowed libraries. A second requests local police to vigorously enforce the laws prohibiting the display of "objectional material" where it may be seen by minors. A third would forbid the promotion for commercial gain or public entertainment of "indecent publications, pictures, shows, motion pictures, performances or articles." To promote is defined as selling, giving, lending, delivering, circulating or exhibiting. Excepted are educational institutions which may use "objectional materials" for research or study with those formally enrolled. RILA is already at work to modify this legislation.

\* \* \* \* \*

Henceforth, RILA's Education Subcommittee will maintain a master calendar of dates of all area library programs. Anyone planning a meeting can contact sub-committee chairwoman JoAnn Fuchs at the Pawtucket Library to find out if the planned meeting conflicts in time with one already scheduled.

\* \* \* \* \*

At Barrington Public Library, Director Roberta Cairns is busy making a series of bright new appointments. Ronald Reeves is now in his post as new assistant to the director. Carol Ciallella, regional coordinator, will shortly become the new head of adult services. And she will be succeeded by Louise Dolan, East Providence's children's librarian.

\* \* \* \* \*

CETA has announced a \$2.6 million grant at the state level to furnish training and summer jobs for disadvantaged youth. These young people will probably be filtered through local community action programs, and some will be available to libraries.

\* \* \* \* \*

At URI a special report announced on WICE February 27 suggests faculty status should be phased out for athletic employees and librarians.

\* \* \* \* \*

The RIC Special Collections has been given a collection of materials on Elizabeth Prophet (1890-1960), a Rhode Island black sculptress. Miss Prophet studied at RISD and in Paris at l'Ecole des Beaux Arts. Among the materials are photographs of both Miss Prophet and her works, and a metal bust entitled "Silence".

The Rhode Island Chapter of Special Libraries Association held its first business meeting on the 24th of February. President James Damico of Brown University presided at the meeting which was hosted by Pres-elect Ann Hinnov at Allendale Insurance Company in Johnston. This was the first meeting of the 47th official chapter of SLA.

\* \* \* \* \*

On April 27 NETSL will hold an afternoon session of panel discussions and talks on the "nuts and bolts" cataloging and binding. Pamela Darling, the after-dinner speaker will talk on "What should technical services librarians know about preservation." For more information call either Sally Wilson at RIC (456-8052) or contact Nan Berg, NELA Executive Secretary, Post Office Box 273, Holden, Massachusetts 01520.

\* \* \* \* \*

The Pawtucket Public Library has received a \$40,000 Community Development Act grant to do preliminary planning for building expansion scheduled in 1979. The success of the grant application, written last fall, gets Pawtucket underway on a project first envisioned a half dozen years ago. Speaking of Pawtucket, it will host a month of exhibits and lectures in March on Ireland, plus a performance of Irish folk songs on March 13. Phone Dorothy Buckbee or Ruth McDermott, 725-3714 for more information.

\* \* \* \* \*

At URI's Graduate Library School total enrollment, listed at 224 in spring 1976, has plummeted to 140 students this spring. This is the lowest in the school's history.

Today, more than ever ...

# Baker & Taylor is working to stretch your budget dollar.

Meet Michael Utasi, Sales Manager of Baker & Taylor's Eastern Division. Michael is a library specialist who can help you cope with today's shrinking book funds. He understands your problems, and works with our trained sales representatives and customer service experts to give you professional, economical solutions to all of your book and budget needs.

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#### **Highest Order Fulfillment Rates: A Single Source for All Your Book Requirements.**

From the hottest best-sellers to scholarly reprints, from mass market paperbacks to the latest scientific treatises, an order placed with us is an order efficiently filled, from one source. You'll receive more books in your first shipment than from any other source. Subsequent shipments will complete your order quickly and efficiently.

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**Michael Utasi**

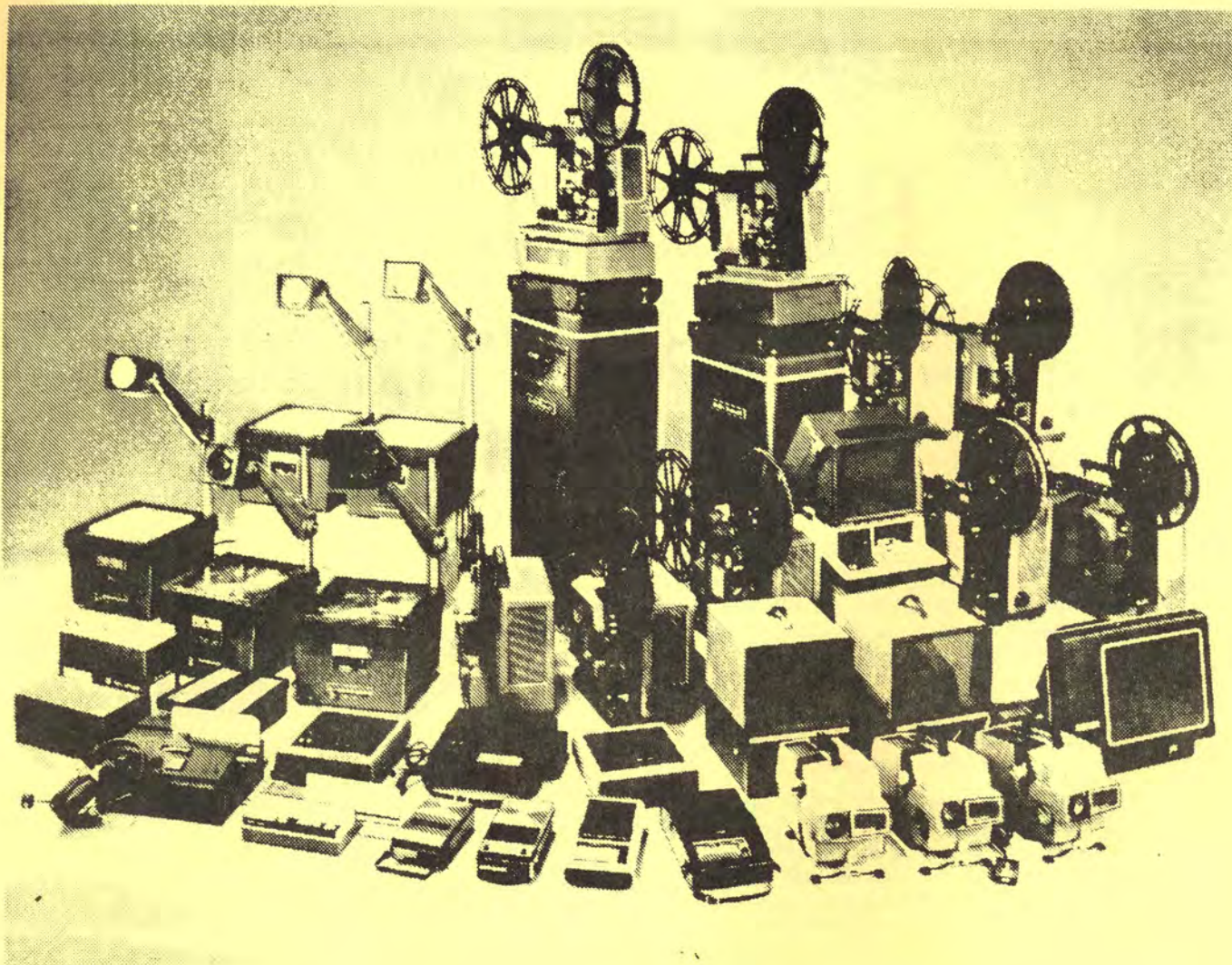
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