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Rhode Island Library Association BULLETIN



SCHOOL LIBRARIANSHIP ISSUE
September 1978

RHODE ISLAND LIBRARY ASSOCIATION
150 EMPIRE STREET
PROVIDENCE, RHODE ISLAND 02903

September 1978 Volume 51 No.2

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EDITORIAL NOTICE:

The Bulletin appears monthly except in August. News and articles should be submitted to the editor by the 10th day of each month for publication by the end of that month.

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 advertisers. All articles about library and media matters will be considered. All should be signed and should not exceed ten double spaced typed pages unless the editor is consulted.

The Bulletin subscription rates are \$7.00/year for agencies or individuals not holding membership in RILA. Advertising rates per issue are \$20 per 1/4 page, \$35 per 1/2 page, and \$50 per full page. Call the advertising manager for further information.

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EDITOR'S NOTEBOOK

School Librarianship Issue



September - the beginning of the fall term - is, perhaps, the most appropriate month for the School Librarianship issue. It also coincides with the beginning of RILA campaign to attract school librarians and school library media specialists to the Association. I sincerely hope that this effort will be successful.

In May of 1977 the Membership Committee analyzed the makeup of the Association and this analysis was published in the July-August 1977 issue of the Bulletin. Where did school librarians rank in RILA membership? Well, to say the least, the results were disappointing. No, not so good when you consider that there are 445 school libraries in the state and only 31 individuals affiliated with these libraries were RILA members. A later analysis, published in the February 1978 issue of the Bulletin showed a slight improvement, from 31 to 34 members.

A slight increase, but a welcome one, and yet these figures cause me to wonder, "Why are there so few school library media specialists in the state library association?" Do they not consider themselves as part of the profession? In her article, Evelyn Daniel makes a strong positive statement emphasizing that the profession of the school media specialist is librarianship. A profession that is practiced in an educational environment, but one which in its function and objective is more akin to that of other library professionals than it is to that of school teachers.

In her article, Ellen Spilka makes a tough judgement on school librarians in Rhode Island. Although she does not say it, it is implicit in her presentation that she considers all librarians-school, public, academic and special-as members of the same profession. What she does say, however, is that school librarians may lack commitment to the profession and think of themselves as teachers rather than librarians. And citing such things as institutional restrictions, Mrs. Spilka goes on to hypothesize why school librarians have never really acted in concert with fellow professionals in the state.

I look forward to response to either of these articles, especially from those who practice school media work. Do you support Dr. Daniel's position? Is Mrs. Spilka's assessment too harsh and inclusive? Or not tough enough? Whatever your opinion, I'll be interested in it.

But back to RILA membership. Let us suppose that all school librarians and school media specialists in Rhode Island consider their profession as librarianship. But let us also suppose that they ask the question "What can membership in RILA do for me?" My reply would be that membership in RILA must not be looked on as an investment from which immediate benefits will accrue. Instead, it must be looked on as a part of a librarian's responsibility as a professional. Librarians

are obliged to work with other professionals as a group in order to advance the entire profession toward achieving their major goal of helping people to cope with a changing society with ever-increasing informational needs.

RILA WANTS SCHOOL LIBRARIANS ! At the July Executive Board meeting Pat Folsom, Librarian at Ponagansett High School, suggested that copies of this Bulletin be sent to selected school librarians and that school librarians be invited to attend the RILA Fall Conference. I shall instruct the printer to print extra copies and hope to work closely with Pat in encouraging school librarians to become members of RILA.

This month's cover is the work of Judy Brown of Harmony, a first year art student at Rhode Island College.

To all librarians and media specialists!

In honor of NATIONAL CHILDREN'S BOOK WEEK, November 13-19, the Ad Hoc Committee on Children's Services of the Rhode Island Library Association is planning a special celebration, to include an exhibit of children's book illustration at the State House. During this week, an awards presentation will also be made to the authors of the favorite books of elementary school children in Rhode Island. In order to determine these favorites, there will be a vote in participating libraries and media centers by children in three groups - grades one and two, three and four, five and six - for "the best book I ever read." This vote will be taken during the week of October 1-7, 1978. For ballots, posters, and directions for voting and reporting results, visit your local public library (all materials will be sent to them), or the Regional Library closest to you. For further information, contact Dorothy B. Frechette at the Rhode Island Department of State Library Services, 95 Davis Street, Providence, Rhode Island 02908 Telephone 277-2726.

Plan to participate in this special celebration as we approach the INTERNATIONAL YEAR OF THE CHILD in 1979.

Rhode Island Library Association -- Fall Conference
November 1-2, 1978
Sheraton-Islander Inn, Newport, Rhode Island

Tentative Program

The official program, times and registration forms will appear in the October issue of the RILA Bulletin.

Wednesday, November 1, 1978

8:30-9:30 am	Registration
9:00-10:00 am	"Continuing Education in Rhode Island: Questions and Answers" Continuing Education Committee
9:00-10:00 am	"Halfway Houses" Mark Baldwin Outreach Committee
11:00-12:00 am	"The Librarian and the Health Care Consumer: Old Needs, New Responsibilities" Ellen Gartenfeld Coordinator of Community Health Information Network; Auburn Hospital
2:00-3:00 pm	"The Abusive Patron"
3:30-5:00 pm	"Copyright" SLA Mary Beth Peters Copyright Office, Library of Congress
3:30-5:00 pm	"Adult Books for Young Adults" Lillian Morrison New York Public Library
7:30-8:30 pm	Evening Program With Annalee Bundy

Thursday, November 2, 1978

8:30-9:30 am	Registration
9:00-10:00 am	"Governor's Conference"
10:30-12:30 pm	Annual Meeting
2:00-3:15 pm	"Two Approaches to Professionalism: ALA and NLA" Gerald Shields



REACH OUT
LIBRARIES SERVE THE MULTIPLY HANDICAPPED CHILD
by Carolyn L. Ferren

In an interview with Patricia Bisshopp, the librarian at Meeting Street School, she reported that increasing numbers of children at the school are being integrated into public school systems. This will have an impact on both public and school libraries, and we discussed how her library serves this special group.

Meeting Street School is an independent health care agency for multiply handicapped children, and is a project of the National Easter Seal Society in Rhode Island. The school has three programs. The first is a day school for multiply handicapped children which operates 230 days per year. The second is the infant program (Parent Programs for Developmental Management) which provides therapy on an as-needed basis for children from 0-3 years. The third is a diagnostic and evaluation unit which uses a team approach to make recommendations for placement.

The library at Meeting Street School serves three groups of people. The first is the professional staff, who have information needs in a variety of disciplines.

The second group consists of parents of children in the school and infant programs. Parental involvement in a child's program is encouraged at the school, and a book collection for parents has been developed to meet this need. This includes materials about handicaps in laymen's terms, materials on treatment and management for parents, and materials on normal child development.

The third group of users is the children themselves. The children in the school program range in age from 3-14, and vary greatly in the severity of their handicaps. Those with less severe handicaps use library materials in the same way as any kindergarten or first grade class. They visit the library as a group, choose their own books, and are responsible for the items they have chosen. The collection includes both children's literature for leisure reading, and curriculum-supporting materials.

Those children with more severe handicaps also use the library. But for many, their ability to use regular print materials is limited. The Talking Book program, which is administered by the Regional Library for the Blind and Physically Handicapped at DSLS, is heavily used. All of the children in the school and infant programs qualify for the service, and most are currently registered.

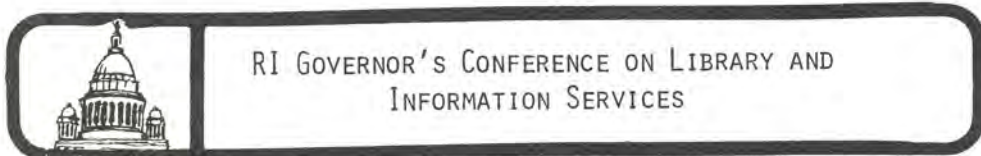
Another valuable means of making children's literature accessible to the physically handicapped is sound filmstrips. These are a favorite with both children and teachers, and are generally used with

automatic viewers with individuals or small groups.

Another popular library feature is the film program. The films are borrowed from the Rhode Island Library Film Cooperative through East Providence Public Library.

Children in the infant program also make use of the library. Ms. Bisshopp has compiled a list of one hundred good books for young children with perceptual problems, for distribution to parents of younger children in both programs.

Meeting Street School is nationally known for its work with handicapped children, and is concerned with disseminating information about handicapped children and their needs. Further information may be obtained by contacting Meeting Street School, 667 Waterman Avenue, East Providence, Rhode Island.



Report on Governor's Conference
24 August 1978

The Steering Committee for the Governor's Conference on Library and Information Services did not schedule meetings in July and August, but will meet again in September.


All of the sub-committees have been meeting on a regular basis throughout the summer months and work is progressing well on all sub-committees. Task forces are being formed, broadcast and press release schedules are being formulated, the Biltmore function rooms have been booked, and the delegate selection process is close to finalization.

The Speak Out schedule for the state is set and is as follows:

South County Speakout Peace Dale Library	October 3rd 7-10 P.M.
Providence Speak Out Providence Public Library	October 5th 2-7 P.M.
Western Speak Out Scottish Rite Auditorium Rhodes-on-the-Pawtuxet	October 12th 7:30 P.M.

- Sept. 28 Adult Book Meeting, "Cancer: Facts and Falacies,"
Department of State Library Services, 9:30 a.m.
- Oct. 3 South County Speakout (Governor's Conference),
Peace Dale Library, 7:00 - 10:00 p.m.
- Oct. 5 Providence Speakout (Governor's Conference),
Providence Public Library, 2:00 p.m. - 6:00 p.m.
- Oct. 12 Western Speakout (Governor's Conference),
Scottish Rite Auditorium at Rhodes-on-the-Pawtuxet
2115 Broad Street, Cranston
- Oct. 16 Northern Speakout (Governor's Conference),
Fogarty Housing Community Room, 214 Roosevelt
Avenue, Pawtucket, 7:30 p.m.
- Oct. 19 Island Speakout (Governor's Conference),
Rogers High School, Newport, 7:30 p.m.

**18,000
LIBRARIANS
KNOW...**



... there's more to running a library than checking out books and checking in periodicals...

There's the exhilaration of introducing a five-year-old to Dr. Seuss. Or locating the periodical that gives precisely the information the student is searching for to document his term paper.

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NEWS FROM RILA

by MATTHEW HIGGINS

The RILA Executive Board held its first meeting in Kathleen Gunning's presidency on July 13, at the University of Rhode Island library.

Treasurer Ruth Corkill gladly reported that at the end of fiscal 1978 RILA's cash balance was the highest its ever been. The report shown below, was accepted as presented.

TREASURER'S REPORT

As of June 30, 1978

RILA Budget 1977-1978 (July 1, 1977 - June 30, 1978)

Account Number	EXPENDITURES				
1	Bulletin Committee	\$4300	\$4840.30	\$1200	\$1715.48
2	Conference Committee	3400	3172.90	3500	4877.66
3	Public Relations Committee	300	17.50	1000	98.48
4	Education Committee	50	3.02		
5	Intellectual Freedom Committee	75	21.25		
6	Government Relations Committee	300	191.00		
7	Outreach Committee	200	159.71		
8	Membership Committee	100	130.56	6000	6581.10
9	Personnel Committee	50	0		
10	Trustees' Committee	0	0		
18	Reserve Committee Fund	725	40.70		
20	Postage	300	558.81		
21	Stationery/Supplies	300	351.30		
22	Printing/Copying	150	38.92		
23	Telephone	200	144.28		
24	Travel	750	29.60		
25	Dues	0	50.00		
26	Contributions	0	100.00	0	643.51
27	Lobbying	400	237.00		
28	Executive Assistance	50	45.00		
34	Interest			50	92.95
35	Miscellaneous	100	27.93	0	.94
	TOTALS	11,750	10,159.78	11,750	14,010.12

SUMMARY:

	Checking Account	Savings Account
Balances forwarded:	\$ 487.31	\$3,843.56
Deposits - June	995.00	1,767.00
Sub-totals:	<u>1,482.31</u>	<u>5,610.56</u>
Expenditures - June	991.77	0
BALANCES - As of June 30, 1978:	\$ 490.54	<u>\$5,610.56</u>
 TOTAL CASH = \$6,101.10		

Ruth E. Corkill, Treasurer

Also approved by the Executive Board was a \$13,000 budget for the Association in fiscal 1978-79. Patricia Eolsom, librarian at Ponaganset High School, presented several suggestions as to how RILA could attract school librarians for membership. Discussion was held on several other topics including finding a new RILA lobbyist, requesting that the RILA vice-president elect be the RILA representative at the monthly meetings of the State Board of Library Commissioners, and the writing of the proposal, now in process, dealing with the Student Intern Project.

The Conference Committee distributed a proposed program for the Fall Conference (see tentative program in this Bulletin). The board also heard reports from the Outreach Committee, the Governor's Conference Committee, the RILA Bulletin, the New England Library Association Councilor and the American Library Association Councilor (see this Bulletin for report on ALA annual conference). The 1978-79 slate of RILA officers, which also appears elsewhere in this Bulletin, was presented.

Also at this meeting, a model policy on continuing education for personnel development, submitted by the RILA-CE Committee, was adopted. The policy is printed below:

NEW ENGLAND LIBRARY BOARD MODEL POLICY ON
CONTINUING EDUCATION FOR PERSONNEL DEVELOPMENT

PURPOSE

Improvement of library services to users is the primary purpose of continuing education for the development of personnel. Some learning activities are designed to train personnel for the specific needs of the institution and those who use it. Others are initiated by the individual staff member to update or extend present knowledge. This policy has been formulated to aid libraries of all types in developing or refining their own procedures.

DEFINITION

Continuing education is any activity that involves updating or refreshing a person's education, diversifying to a new area within a field, acquiring knowledge greater than or different from the body of courses required for entrance into the field, or increasing one's skills in a specific job to fill institutional needs. The individual carries the basic responsibility for his/her own development and recognizes that lifelong learning is necessary for everyone to prevent obsolescence.

RESPONSIBILITIES

The library administration should:

Recognize that continuing education is essential to the effective performance of every job and should be encouraged for personnel at all levels.

Facilitate continuing education activities for the staff by providing funds as a line item in the budget.

Initiate the development of a continuing education program, including criteria for participation and guidelines for evaluation.

Involve the staff in formulating continuing education policy.

Arrange flexible scheduling, released time, or leave without pay to enable staff members to take advantage of continuing education opportunities within the framework of essential library services.

Work toward the establishment of incentives for persons pursuing continuing education.

Encourage the application of knowledge gained and skills acquired to improve library services.

Library staff members should:

Seek continuing education opportunities.

Share learning experiences.

Apply knowledge gained and skills acquired to improve library services.



SCHOOL-PUBLIC LIBRARY COOPERATION

by Ellen P. Spilka, Coordinator

Northern Interrelated Library System

"Libraries must abandon debate over who is to control or manage what information, at what site or in what facility, and meet the real challenge: humanizing and using the media to create and reinforce people contact and interaction."

*Philip Baker
"School and Public Library
Programs and Information
Dissemination"*

School Media Quarterly, Winter, 1977

I. THE SCHOOL-PUBLIC LIBRARY COMBINED

The most basic, down-to-earth, type of school-public library cooperation is the concept of the local school library combined with the public library in one building. Citizens may well ask the question "Why are we supporting two libraries in this town? Here we have an expensive high-school library and an expensive public library and probably have the same books in both, etc., etc."

It isn't only the duplication of buildings and materials, but also two professional librarians and two staffs, and two of everything that bother lay people who are paying the bills. It is certainly a legitimate question to ask, especially in these days of taxpayer revolts. And it is a question that really isn't going away. In Washington, D.C. the newest branch of the public library is occupying "spacious quarters on the second floor of the Garnet C. Wilkinson elementary school. The branch will provide reference and information services and has a meeting room." In Jal, New Mexico, a new \$1,000,000 building will house the public library and the school library. In Douglas, Massachusetts, the head librarian of the public library is also the school librarian. In South Dakota the state library actually encourages this type of combination due to the economics of trying to support separate facilities for a rural size area with a sparse population.

There is nothing new about the idea of course. It is over 100 years old. There are many cities and towns in the United States where school and public libraries have always been combined. Some-

times the school library came first and opened its doors to the public because there was no public library in the town. Sometimes it was the other way around - the school, forced to meet accreditation standards but unwilling or unable to pay the bill, might ask the public library to establish a branch in the school.

There are probably hundreds of instances of a small group of volunteers trying to establish a community library with no money. Schools often furnished a rent-free room in return for library services to the school. In northern Rhode Island the Sherman-LeClerc branch in Cumberland was a perfect example of this type of arrangement. Begun in 1955, the Sherman-LeClerc public library was located in a school until 1972 with Marguerite Wegimont as librarian for both the school and the public library. In order to fill both roles the library was open one night a week, remained open in the summer, but often had to close during school vacations because of the difficulties in keeping the library heated. This is a typical development. Schools are schools and the sympathy and interest from a school administrator or a school janitor about running a public library within the school are bound to be limited.

Traditional objections to combining public and school library functions in one facility make a long list. Schools are usually located in residential areas whereas the public library does better where the majority of people congregate near shopping and town buildings. Within the school the preferred location of the library is at the center of the building. Adults thus must walk a long distance within the building often struggling with hoards of students when classes are changing. Many adults do not think of the library as a public library when it is located in a school and the tendency is not to use it.

Another objection revolves around administrative conflicts. There are different interests in regard to hours open, heat, light, and janitorial service. Librarians in school-public libraries are often compelled to serve the school patrons first to the detriment of the general public. This conflict of interests is most obvious when the school administration schedules classes in the library, often one right after the other. Under the circumstances there is little chance for the public library function to take place.

Another conflict exists in the type of training required for the two separate roles. Training for a public library position emphasizes public library administration, public library book selection, and municipal relations. A school librarian's training includes educational psychology, practice teaching, school library problems and curriculum materials. Unless one person has received this double training he can hardly be considered ready to play out a double role.

If a community wants to save on heat, light, and janitorial services by combining school and public libraries, the best way to do it is to at least recognize the need for two professional librarians for the two separate functions. If these two individuals are not

some kind of saints but just ordinary humans, it is within the realm of possibility that they might not get along too well. Other people involved in the conflict of priorities would be the board of trustees, the school administration, the school board, and the staff.

In almost all cases where public libraries, once housed in schools, moved out to their own quarters, circulation doubled.

Arguments in favor of the public-school facility include economy (free rent, maintenance, heat and light for the public library); a larger book collection and longer hours for the school library; and more efficient use of school buildings. In certain instances librarians have felt that there is a basic difference in purpose and that it would be close to impossible to build a modern public library program under such circumstances. Aside from the built-in antagonisms between administrators and staff, the programs for adults and preschool children that play such a large role in the modern public library could hardly flourish or even survive in a huge modern high school with its own demands.

It would certainly seem that the public library would be losing the most. One example (among hundreds) is a recent project in New Jersey funded by a Library Services and Construction Act grant. Public library materials were placed in three schools and an effort was made to provide public library service from these locations. Total circulation at all three locations in six months was not as high as the regular public library's circulation in two or three days.

A more positive account of a public library located in a school comes from Debe Baxter of Orono, Maine. Since 1962 Orono has combined the public library with the high school library. Ms. Baxter is the public librarian and another professional is in charge of the school library. The public library has an advisory board of trustees but basically is accountable to the town manager. The budget for the entire facility is voted at one time. The collection is shared and circulation figures are combined. There is a separate entrance for the public and separate rooms are available for public library programs.

Ms. Baxter did not emphasize the money-saving aspects of this operation as much as the service aspects which she feels are a definite plus for the whole community. The public library is gaining the use of AV materials that would not be available unless it shared the school setting. The students are familiar with their public library from seventh grade on and it becomes part of their lives in a natural way. In addition, high school students in Orono have a library available to them twelve hours a day during the week, and seven days a week (Orono is open on Sundays).

Ms. Baxter feels that if such a facility is to succeed all those involved must see the advantages and work together with lines of communication open. This is obviously what has happened at Orono and the success of this venture has led to numerous requests from

other communities for information on how they can achieve the same results. From Orono's point of view this arrangement is practical and effective; Ms. Baxter believes the school-public library combination will be seen more often in the future because when handled correctly it can result in a community's receiving more service for less money.

Although Orono's experience is only one instance, it would seem that this is not an isolated opinion. In the Library Journal of February 15, 1978, a full report is given on a survey done on the question.

In general, reports of success with this type of operation outnumbered the failures or disappointments. However, the survey did reveal that most of these public-school combinations are in small towns with populations of between 500 and 20,000. Orono has a population of 9989.

II. SCHOOL-PUBLIC LIBRARY COOPERATION IN RHODE ISLAND

In 1968 five interrelated library systems (Island, Northern, Providence, Southern and Western) were established. In the five networks cooperative efforts with the schools have been encouraged and, as interlibrary loan has developed in the state, school libraries are now being served on an equal basis with public libraries. What this means is that schools may request any item, book or non-book, wither by phone or written request. The item will be searched throughout the state, if necessary, and direct delivery will be made to the school library by the regional driver.

In the Northern System this type of service is extended to fourteen high schools and two colleges. The Island System makes deliveries on a similar basis to high schools and to colleges. The Western System services nine schools; the Providence System, two. The South County Interrelated System delivers to schools "as needed" but does not maintain a regular delivery schedule to schools. In all the Systems, joint meetings between school and public librarians are held and cooperation is encouraged. Relationships with college libraries are especially emphasized in the Island region where the colleges (Barrington, Roger Williams and Salve Regina) constitute the major strengths of the region. Schools and colleges will be part of a union catalog being developed in the Island region. Union lists of periodicals have been produced in the state and these always include periodical holdings of the schools and colleges as well as public library holdings.

YART, the Young Adult Round Table, sponsored by the Department of State Library Services, brings public and school librarians together once a month and has been described as "the best thing going in the state."

Many other efforts at cooperation are made in Rhode Island. In 1972 a Periodicals-on-Microfilm Cooperative was started in northern Rhode Island. The idea was to build different periodical collections on microfilm that could be used for interlibrary loan purposes. Seven high schools, one college and two public libraries were involved.

School librarians are for the most part extremely grateful for the service they receive. Yet they tend to remain, in many cases, passive members of a System. They tend to be takers rather than givers. A cooperative system is cooperative only as long as there is a back-and-forth flow of materials, ideas and communication between libraries. This is a definite fact of life between public libraries in the Northern System. Public libraries are now accustomed to loan to each other through the device of the "Weekly Want Sheet," the "Heavily Reserved List" and by the development of cooperative collections. Requests that cannot be filled at the Regional Center are not automatically sent to Providence. Instead we are able to search for items in our own region and receive them, often the same day they are requested. Because of the cooperative attitude of public librarians towards one another, an effective interlibrary loan system has developed within our own region. Public librarians also share ideas and other services with each other, and there is an easy constant communication between public libraries in Rhode Island.

In northern Rhode Island, although books are delivered to fourteen high schools, few of these schools offer to loan the books requested on the "Weekly Want Sheet." This lack of give as well as take on the part of schools needs a great deal of attention in all the Rhode Island systems.

It has been suggested that school librarians do not feel free to loan outside their regular constituency due to restrictions imposed by school administrations. There may also be a fear of depleting a small collection through loaning to other libraries.

School librarians may not have the "in" feeling enjoyed by public librarians in statewide activities. Schools have never been allowed to join the Rhode Island Film Cooperative although they have long wanted to do so. School librarians are often not allowed to attend meetings to which they've been invited because of restrictions on leaving the school building. They are subject to the control of school administrators rather than fellow professional librarians. Perhaps many feel more like teachers first and librarians second, thereby lowering their sense of commitment to the library profession. These are some possible reasons why school librarians are not yet fully integrated into the Rhode Island cooperative system.

It is surely a Systems responsibility to work for a far greater degree of cooperation between school and public libraries in the next ten years.

III. COMMUNITY EDUCATION

Looking at library service in a larger perspective, planning for the future should take into account the current concept of total community education. Community education looks upon the education of all citizens as a lifelong process from preschool child to senior citizen. Where or when education takes place is really of little consequence. Therefore we may already be discarding our rigid notions of education from K-12 with four years of college immediately following, all to take place between the prescribed ages of 5 to 21. In the very recent past we have witnessed the rise of various community and other agencies involved in satisfying people's educational and informational needs.

The public library's reference service often overlaps other information services. Still, there is no free service as comprehensive in scope as that offered by the public library and probably never will be. Certainly part of the library's reference function is being aware of the hundreds of other sources of information available to the patron. If those sources seem to offer more comprehensive service on a given topic, then the librarian should know this and direct the patron to the proper source. Given an information sources explosion, where do school and public librarians stand in their attitudes towards the future? It seems obvious that to get ourselves all up tight in a jealous guarding of our own *raison d'être* serves no constructive purpose. Neither can we ignore the fact that we are not the only information source available. If we wish to continue as useful agencies ourselves then we must actively work with other agencies to make total information and educational opportunities available to every citizen. Of course any citizen can call his library rather than use the local newspaper's "Action Line" or use his library for career information, or call his library rather than the post office for a zip code number. If the average citizen does not think first of his library when looking for information then it is the library's fault in not adequately publicizing its own free information service.

In education and in information the key work will have to be "cooperation." We can no longer talk only about school-public library cooperation but instead must think in terms of community colleges, newspapers, universities, government information services and all educational outlets must become working partners with public libraries for the goal of the most efficient and complete educational service to all who seek it.

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- The author conducted personal interviews with Debe Baxter, Orono (Me.) Public Library; Marguerite Wegimont, Cumberland (R.I.) Public Library; Sidney Wright, Western (R.I.) Interrelated Library System. She received correspondence from Louise Dolan, Island Interrelated Library System (R.I.) and from Kay Hearn, South County Interrelated Library System (R.I.)



PROFESSIONALISM
AND THE SCHOOL LIBRARY MEDIA SPECIALIST
by Evelyn H. Daniel*

What is the profession of the school library media specialist? Is it a profession at all? And what difference does it make whether those who practice school library media work concern themselves at all with the question of professionalism? This paper will be addressed to these three questions and will be the author's own point of view based on previous experience as a school librarian in elementary, junior and senior high school, and on ten years of reading, reflecting and teaching about school library media work.

Let me state my position at the outset. The profession of the school media specialist is librarianship! It is very much a profession! It makes a powerful difference to ourselves, our clients, our institutions, and ultimately, to society as a whole for school library media specialists to be very much concerned with what it means to be a professional, to practice a profession, and to be actively seeking further professional development!

Teacher or Librarian?

The role of the school media specialist has changed significantly over the past several years increasing in scope, complexity and responsibility. As is often the case in periods of great change, other people's views of the school media specialist's position have not kept pace with these changes. Those with whom we interact - - the teachers, the principal, the parents, even the children - - hold a very limited and one-dimensional conception of the media specialist's role, seeing it predominately as materials provider. A natural step to take in trying to remedy this misperception is to identify with the dominant role within the school - - that of teacher. This does have the effect of reducing some of the isolation and may seem to give status to the role by adding a second dimension. However, the difficulty here is that the role of the media specialist is multi-dimensional. Materials provider, yes; teacher, yes; but also consultant, instructional developer, manager, administrator, curriculum generalist, information specialist. It is the combination of these dimensions which mark the emerging role of the school media specialist.

*Evelyn Daniel, formerly an Assistant Professor in the Graduate Library School, University of Rhode Island, is currently an Associate Professor in the School of Information Studies, Syracuse University.

To call oneself a teacher and to have others perceive us as teachers does violence to the other dimensions of the role. The school media specialist has no real discipline to teach. Information gathering and using skills cannot be taught in isolation out of a subject context. Yet how to find and use information is the most important skill that children must acquire before leaving school. Because of its central importance, it is a skill that must pervade the curriculum. It must be taught by all the teachers and cannot be the unique teaching province of the media specialist. Because the media specialist has greater knowledge of "library" skills, he/she must assume a consulting role with the teachers, advising them and helping them to design instruction around these skills. The media specialist must assume a managerial role in organizing resources and scheduling activities to enhance the probability that the information gathering and using aspect of problem solving is the center of all learning activity.

The primary client of the teacher is the child. The primary expertise of the teacher is subject knowledge. The primary responsibility of the teacher is to organize that knowledge in a coherent way and to lead the children systematically at ever deepening degrees into that subject knowledge. Conversely, the primary client of the media specialist is the teacher. The primary expertise of the school media specialist is metaknowledge - - knowledge about knowledge. The primary responsibility of the media specialist is to diagnose teaching/learning problems and to prescribe ways that information can help solve these problems and to organize the knowledge about knowledge in such a way that teachers and students can acquire it, evaluate it, and use it independently.

The closest counterpart to that role is that of the librarian. It is the profession of librarianship that is concerned with knowledge about knowledge and with the central process of diagnosing information needs and guiding users to information that will satisfy those needs. It is this conception of the school library media specialist's profession by those who practice and by those with whom the media specialist interacts that will best reduce the ambiguity and enable the media specialist to realize the powerful contribution that exists in potential form in the role.

Servant or Master?

For years, a debate has raged in public libraries over whether collections should be built on the basis of what the public wants or what the librarian believes the public needs. It is the latter case, of course, where true professionalism lies. It takes much greater courage and means assuming much greater responsibility to presume to act in the client's best interests rather than to act as a mere go-between providing what the client desires. Doctors and lawyers rest secure in the belief that they know more and can prescribe a better course of action for their client than can the client acting in his own behalf and thus are considered and consider themselves professionals.

School library media specialists do not face the same collection development dilemma. It is assumed that they have the greater knowledge necessary to select the best books, filmstrips, audio tapes, and other resources. However, the parallel conflict for the school media specialist rests in whether he/she should spend time in the way the clients want or in the way the media specialists believes the clients need. Should the media specialist be generally available on a first-come/first-served basis to provide whatever services and materials the teachers or principal think they want or should we take a more active role in determining what the needs are and then laying plans to best meet these needs?

"Librarians achieve intrinsic satisfaction from the very act of serving and are content to perform in minor and inconsequential capacities." So say Bundy and Wasserman in a profound and classic article entitled "Professionalism Reconsidered" (College and Research Libraries, 29 (Jan 1968) 5-26). It is easier to remain timid and to accept the low status that such timidity relegates us to than to take a leadership role in developing true information services in the school media center.

Bundy and Wasserman further contend, "The willingness to play an inept role may well have been reinforced by the fact that the librarian has some little knowledge about many things but not much genuine understanding of anything." And yet, who else in the school has the knowledge about how information can be found or how it can be applied across subject fields in ways that integrate knowledge and ensure understanding? Who else understands the myriad responsibilities of program planning, collecting materials and organizing resources so that the materials and the activities truly reflect the goals of the school?

We cannot afford the luxury of looking to others to tell us what to do. The others do not know. It is the nature of the professional's work that only he and others in the same profession understand its potential and how to make that potential actual.

Professionalism and Professional Development

Without a sense of professionalism, much will be lost. If we look to others to define our role, we should not be surprised if that role is reduced to a minimum. If we look to the principal and the teachers to tell us what they want, pressure will be exerted to schedule the greatest number of classes, to handle the greatest number of students, to produce the largest number of bibliographies, or some other arbitrary objective. These objectives seem to others to be instrumental in achieving the end of equipping children to cope with life. But school media specialists who exercise their professional sense realize that it is not that simple and direct and that possibly smaller, shorter contacts of a higher order with an intelligent plan underlying the provision of services will be the better way to attain the end goal.

To summarize my point of view on professionalism and the school media specialist, consider the following five points:

1) NOBODY KNOWS MORE ABOUT THE MEDIA CENTER AND ITS POTENTIAL CONTRIBUTION TO THE TOTAL SCHOOL PROGRAM THAN THE SCHOOL MEDIA SPECIALIST. One cannot ask others what to do but must assume a leadership role.

2) THE RESPONSIBILITY FOR THE SUCCESSES AND FAILURES OF THE SCHOOL MEDIA PROGRAM RESTS WITH THE MEDIA SPECIALIST. Because the responsibility rests there, one must act with the necessary authority to make sure that there are more successes than failures.

3) THERE IS AN ETHICAL CODE THAT UNDERGIRDS THE PROFESSION OF SCHOOL MEDIA SPECIALISTS. This code presumes that media specialists will provide equal treatment for all, will speak for intellectual freedom, and will work to guarantee each child's right to free access to information. Access here is used in the greater sense of being able to find and use information whenever and wherever it is needed.

4) THE WORK OF THE MEDIA SPECIALIST IS MORE THAN A 9 TO 5 JOB. It is a full-time, life-time occupation. One is a library media specialist all the time whether actively practicing or not. It is a true life commitment.

5) THE UMBRELLA PROFESSION OF THE SCHOOL MEDIA SPECIALIST IS THAT OF LIBRARIAN. The nature of the work with the client is a consultative one rather than a direct teaching one. The stance of the school media specialist is in education but not of education. There are more similarities between the work of the school media specialist and the public librarian or the academic librarian or the special librarian than there are with teachers where the role is more complementary than analogous.

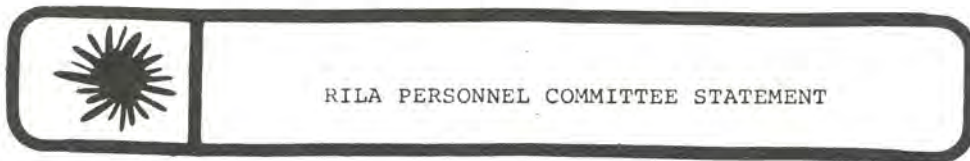
To see the role of the school media specialist as really professional can be somewhat frightening without the concomitant attitude that professional development means lifelong learning. One never knows enough. Knowledge of the curriculum, of the clientele, of materials, of better methods of organizing and promoting services can never be achieved in full. And there, of course, is the professional challenge and the final reason why it makes an enormous difference to regard oneself as a professional. It is in the growing and learning that life becomes vital and exciting, that one wakes up in the morning eager to rise and face the challenge.

The MLS program is one recognized route to professional development as are other formal courses, workshops, conferences, institutes, etc. We are a learning society so the opportunity to partake of formal continuing education is abundant and we must exercise this. In addition to this, we can read and, in fact, we must read to stay abreast. We must read SLJ, WLB, SMQ, AVI, Media and Methods, the RILA Bulletin at a minimum to find out what is going on in our pro-

fession. We must skim the teachers' journals and on scheduled occasions read an issue thoroughly. We probably should study one new textbook in our field every year to reinforce the ethic, to pick up new ideas and to recollect old ones. We must examine curriculum guides, check school textbooks, read reviews and systematically read our own collections to be able to serve as intermediaries between our store of knowledge and our clients. Finally we must read contemporary fiction and nonfiction in order to understand the human condition.

Not only courses and reading but the cultivation of people allows us to develop professionally. We need to seek out those who know more to serve as role models. We need to interact with others like ourselves who hold the same aspirations and professional ideals in order to reinforce these aspirations and ideals. Professional associations provide a context for meeting others and for helping us to formulate our ideas and to plan courses of action to attain our goals. Through our professional associations we speak with a louder voice and with greater authority. The value and the power of professional associations rests in the recognition of ourselves as professionals and the acceptance of our responsibility to participate in them.

School media specialists are perhaps the most valuable part of the library profession because their potential to shape and change the world of tomorrow through their impact on the education of children is the greatest. It seems to me essential that this potential be realized and that the avenue to its realization is through an internalized conviction by school media specialists that they are professional librarians who must grow in their professionalism.



The Rhode Island Library Association Personnel Committee has adopted with the approval of the RILA Executive Board, the following statement of the functions of the Personnel Committee: The Personnel Committee will:

1. Recommend for adoption by the Association guidelines for written personnel policies and procedures in Rhode Island libraries.
2. Recommend for adoption by the Association procedures for inquiry into and mediation of employment disputes in Rhode Island Libraries.

As a first step in establishing these policies, the Personnel Committee recommends to the RILA membership that the American Library Association Policy Statement on "Security of Employment in Libraries" be adopted by the membership of the Association at the Annual Meeting in November 1978.

The ALA Policy Statement is reprinted here for information and study. Members are encouraged to send comments on this proposed action to the Personnel Committee.

RILA Personnel Committee
Earl Schwass, Chairperson
Helen Giles
Frank Hannaway
Christian King
Karen Light
Dick Olsen
Anne Parent
Nancy Peace
Susan Waddington

Editor's note: Comments from readers and findings of the ALA Staff Committee on Mediation, Arbitration, and Inquiry (SCMAI) have made it clear that full publication in American Libraries of ALA's policy on security of employment would be helpful at this time. Passed by ALA Council in July 1974, the statement is official ALA Policy 106.1.

Libraries exist for the common good: They collect, organize, and disseminate the graphic records of man's past actions, present concerns, and future aspirations. Libraries operating under the policies set forth in the *Library Bill of Rights*¹ support the continuing development of an informed citizenry by enabling all persons to educate themselves and thereby participate responsibly in the decisions affecting their lives and society as a whole.

If the needs of all library users and of society in general are to be satisfied, librarians must be provided with security of employment. Security of employment enables a librarian to work responsibly without fear of interference or of arbitrary or unjust dismissal. Security of employment encourages a librarian to make professional decisions for the common good without fear of reprisal. Security of employment provides a sufficient degree of economic security to make the profession of librarianship attractive to men and women of ability. Security of employment protects a librarian against dismissal for carrying out the principles of the *Library Bill of Rights*.

Security of employment means that following the satisfactory completion of a probationary period, the employment of a librarian under permanent appointment² carries with it an institutional commitment to continuous employment. Professional competence, in accordance with the aims and objectives of librarianship and the official policies of the library's governing board, should be the criteria for acceptable performance for a librarian with permanent appointment,

who shall not be terminated without adequate cause, and then only after being accorded due process.

Interpretation of this policy on security of employment in libraries should include the following:

1. The precise terms and conditions of every appointment should include a clear statement of the institution's practice in regard to probation, security of employment, and retirement. This statement should be in the possession of both the institution and the prospective employee before the appointment is made.
2. Adequate cause is limited to: demonstrable incompetence; mental or physical incapacity; willful neglect of duties, mandatory retirement; bona fide financial exigency.
3. Due process includes at least the following: statement of charges followed by opportunity for a fair hearing; the right of counsel if desired; the right to present evidence and to cross-examine; a decision based on the record of the hearings; the right to appeal a dismissal judgment.
4. Permanent employment status shall not preclude evaluation of performance at regular intervals according to applicable institutional policies and procedures.
5. Permanent employment status shall not preclude realignment of responsibilities within the library to meet changing needs of the institution, provided that such realignment is done according to applicable institutional policies and practices, and provided further that such realignment does not result in reduction in rank (if any held) or salary.

Footnotes

¹ *Library Bill of Rights*: adopted June 1948, amended February 1961 and June 1967 by ALA Council.

² Permanent appointment in different types of libraries is variously called tenure, continuous appointment, career service, regular contract, etc.



The RILA *Bulletin* editors ask local library employers in Rhode Island, Massachusetts and Connecticut to send us news of upcoming openings at any level in their libraries. There is no advertising fee. Write or call Barbara Cohen, Adams Library, Rhode Island College, Providence, R.I. 02908. Telephone 401-456-8125.

Job-seekers desiring a copy of the most recent monthly Jobline may obtain one by sending a self-addressed, stamped envelope to either of the SRRT coordinators:

Candice Civiak, Providence Public Library, Providence, RI 02903
Marcia Hershoff, Woonsocket Public Library, Woonsocket, RI 02895

HARVARD UNIVERSITY. Preservation Librarians. Two one-year positions - identifying, organizing and preparing for preservation, microfilming rare and fragile library materials. One position will work with English and Western European material; one with posters, broadsides and pamphlets in Hebrew, Yiddish, and various European languages. Judaica position requires experience in Judaica cataloging; knowledge of Hebrew and Yiddish; and academic training in Jewish Studies. Both positions require MLS or equivalent; 3 yrs. prof. experience in a related area, and reading knowledge of 2 European languages. Previous work in preservation desirable. Salary: \$10,900-\$14,000. Available Oct. 1. Send resumes to: Philip E. Leinbach, Harvard University Library, Cambridge, MA 02138.

SIMMONS COLLEGE. Faculty Position to start Spring 1979. Asst. Prof. level. In combination of areas including children's services, and library experience desirable. Salary \$14,500 + doc equal. Extra comp. for Summer. Apply by Sept. 15. Inquiries and resume with references to: Robert Stueart, Dean, School of Library Science, Simmons College, 300 The Fenway, Boston, MA 02115.

PACE - needs software librarians. Call (617) 890-9050 (Boston Globe. Aug. 13)

ENERGY RESOURCES CO. Library Cataloger. Cambridge based energy and environment R & D firm seeks part-time, experienced technical cataloger. 20-hour week. Requirements: MLS and science background. Send resumes to: Personnel Dept. Energy Resources Co., Inc., 185 Alewife Brook Parkway, Cambridge, MA 02138. (Boston Globe. Aug.13)

RHODE ISLAND HOSPITAL. Associate Librarian. Responsible for coordination and supervision of all technical services, including audiovisual media. Functions also include some reference work and selection in specified subjects. Qualifications: MLS from an ALA accredited library school; knowledge of biology and chemistry; reading knowledge of a foreign language desirable; familiarity with medical terminology, and two years experience in library-related work. Send resume to Irene Lathrop, Director of Library Services, Rhode Island Hospital, Providence, RI 02902. An Equal Opportunity and Affirmative Action Employer.

EAST PROVIDENCE PUBLIC LIBRARY. Librarian II -- Technical Services Division. Head of Technical Services Division under direction of the Library Director. The Technical Services Librarian assumes primary responsibility for overseeing all activities performed in the Technical Services Division--Cataloging, Aquisitions, Serials, Simple

Bookkeeping, and Materials and Personnel Statistics. Qualifications: Ability to instruct and supervise the work of subordinates; ability to plan, organize and direct entire technical operations of the East Providence Public Library, and to develop guidelines for possible future computerization of these operations. Salary: \$10,877-\$13,075. Obtain applications from: Director of Personnel, City Hall, East Providence, RI 02914.

UNIVERSITY OF CONNECTICUT. Head, Library Orientation and Instructional Services - Develop new programs for orientation and instruction. Requires 4-6 yrs. experience - two years supervisory experience, and two years experience teaching and orientation. \$15,000-\$17,000. The above position requires ALA-approved MLS. Send resume by Sept. 30 to: Administrative Offices, University of Connecticut Libraries, Storrs, CT 06268. (Chron. of Higher Ed. Aug. 14)

UNIVERSITY OF CONNECTICUT. Head, Art Library: Develop programs of service for new art library. Requires 3 years art library or related experience; reading knowledge of two modern European languages. \$14,000-\$16,000. The above position requires ALA approved MLS. Send resume by Sept. 30 to: Administrative Offices, University of Connecticut Libraries, Storrs, CT 06268. (Chron. of Higher Ed. Aug. 14)

UNIVERSITY OF CONNECTICUT. Head, Interlibrary Loan. Requires 3 yrs. as Reference or ILL Librarian or as bibliographer in academic library; knowledge of one foreign language. \$14,000-\$16,000. The above position requires ALA approved MLS. Send resume by Sept. 30 to: Administrative Offices, University of Connecticut Libraries, Storrs, CT 06268. (Chron. of Higher Ed. Aug. 14)

UNIVERSITY OF CONNECTICUT. Archivist - Develop an archival program of post-Civil War materials relating to economic, political and social history of Connecticut. Requires 2-3 yrs. of archival experience at similar level of responsibility. \$14,000-\$16,000. The above position requires ALA approved MLS. Send resume by Sept. 30 to: Administrative Offices, University of Connecticut Libraries, Storrs, CT 06268. (Chron. of Higher Ed. Aug. 14)

UNIVERSITY OF CONNECTICUT. Beginning Reference Librarian - Includes instruction; development of a subject specialty. Requires knowledge of one foreign language; previous library experience. \$11,000. The above position requires ALA approved MLS. Send resume by Sept. 30 to: Administrative Offices, University of Connecticut Libraries, Storrs, CT 06268. (Chron. of Higher Ed. Aug. 14)

COLBY COLLEGE. Head Catalog Librarian. Responsible for coordination and supervision of all cataloging activities. Qualifications: MLS, 3 yrs. cataloging experience in LC, proven supervisory competence; and a thorough knowledge of OCLC. Facility with European languages preferred. Salary: \$12,000 minimum. Resumes by Oct. 1 to: Director, Colby College Library, Waterville, ME 04901 (Chron. of Higher Ed. Aug. 14)

BOSTON UNIVERSITY. Instruction Librarian. Assistant Head of Reference for Library Instruction. Responsibilities include recruitment and training of volunteer library staff; coordination of programs with faculty; development of instructional materials; and preparation of budget proposals. Qualifications: MLS; demonstrated commitment to library instruction; minimum 3 yrs. experience in teaching/professional librarianship; and supervisory experience. Resumes to: Mr. Thomas J. Danisiewicz, Administrative Assistant Boston University Libraries, 771 Commonwealth Ave., Boston, MA 02215 (Chron. of Higher Ed. Aug. 14)

BOSTON UNIVERSITY. Catalog Librarian. Cataloger for African materials. Qualifications: Experience in original cataloging and with OCLC; knowledge of French; Portuguese; and/or Swahili desirable. Academic or working knowledge of African culture, geography, history etc. Resumes to: Mr. Thomas J. Danisiewicz, Administrative Assistant, Boston University Libraries, 771 Commonwealth Avenue, Boston, MA 02215.

BROWN UNIVERSITY. University Librarian. Responsible for the development and operation of the Brown University Library System. Applicants should have appropriate professional and academic credentials, including first-hand knowledge of scholarly research. Also they should have senior-level administrative experience. Salary commensurate with qualifications and experience. Applications and nominations with at least 3 references by Nov. 1 to: Chairperson, Library Search Committee, Box 1862, Brown University, Providence, RI 02912. (Chron. of Higher Ed. Aug. 14)

UNIVERSITY OF VERMONT. Catalog Librarian. Responsible for original cataloging of monographic materials including rare books and thesis; some training of para-professionals. Qualifications: MLS; knowledge of at least 2 foreign languages; 2 yrs. cataloging experience in original cataloging and with OCLC. Salary \$12,000-\$14,000. Send resume by Sept. 8 to: Barbara T. Gay, Head, Catalog Dept. Bailey Library, Univ. of Vermont, Burlington, Vermont 05401. (Chron. of Higher Ed. Aug. 14)

Middletown Free Library. Asst. Director for Children's Services. Duties include book selection, program planning and reference work in children's dept. Assists director with administrative functions. Requires MLS from ALA accredited school. Salary: \$9,000-\$10,000. Available immediately. Send resumes to: Elizabeth Weisberg, Middletown Free Library, 1521 West Main Rd., Middletown, RI 02840.

ANDOVER-HARVARD THEOLOGICAL LIBRARY. Librarian. (Harvard Divinity School). Responsibilities include administration of Library of 15 staff; collection development; participation in variety of cooperative activities. Qualifications: MLS and/or library experience; knowledge of several ancient and modern languages, including German; training in theological disciplines; experience in administration of a research library. Send resume to: Philip E. Leinbach, Secretary of Search Committee, Harvard University Library, Cambridge, MA 02138.

BOSTON PUBLIC LIBRARY. Asst. Director for Research Library Services. Responsible for planning, development, administration all activities of the Research Library. Qualifications: ALA accredited MLS; advanced degree in Humanities and/or Social Sciences; 10 yrs. of appropriate experience in major academic or research library, with at least 5 yrs. at administrative level. Salary open. Send application by Sept. 30 to: Director's Office, Boston Public Library, Copley Square, Boston, MA 02112. (Chron. of Higher Ed. Aug. 14)

NEW ENGLAND LIBRARY BOARD. Executive Director. Position open Jan. 1, 1979. Provide positive leadership to implement directives and policies of the six-state interlibrary compact board that serves New England library needs. MLS plus administrative background and experience in more than one type of library. Salary: Approximately \$22,000 plus benefits. Send resume with names of three references by Oct. 1, 1978 to New England Library Board, 231 Capitol Avenue, Hartford, CT 06115.

AMERICAN LIBRARY ASSOCIATION ANNUAL MEETING
-by Nadine Baer

First of all, a word of advice to all planning to attend Midwinter 1979. DON'T put your summer wardrobe away. DON'T make your hotel reservation in Chicago, and DON'T ask your administrator for January 21-27, 1979 off to go to ALA. Council voted not to hold our midwinter meeting in Chicago since Illinois has not passed the ERA. What better way to express our feelings about ERA? Washington, D.C. must receive the highest consideration as a possible site for Midwinter, but don't rule out President Shank's home state of California. By September we should know where we will be heading. We do know that we will be in a state or District that has passed ERA*.

ERA took up a large part of Council's business time. A resolution was introduced to relocate ALA headquarters in a state or an endorsing District that had ratified the ERA. This resolution was defeated. However, funds were authorized to pay for a charter bus to

*Editor's Note: According to American Libraries (July-August, 1978) ALA's 1979 Midwinter Meeting will be held January 5-12 in Washington, D.C.

take 44 members to Springfield, Illinois to explain the ALA position on ERA to Illinois legislators. The trip is scheduled for November. ALA will also support the ERA Extension Resolution, and our position on this will be communicated to Congress.

The Committee on the Status of Women in Librarianship introduced a resolution dealing with comparable wages for comparable work. This resolution was passed. All ALA publications, in which advertisements for open positions appear, must list the salary ranges for those positions. This requirement also applies to positions listed in any placement services that ALA or its units may provide.

Dean Schlessinger of the U.R.I. Library School should be receiving a communication concerning affirmative action, specifically, that ALA is encouraging ALA accredited programs of library science in the United States to implement their affirmative action programs in admissions and in employment. This resolution will be released to the library press. Other resolutions passed included one urging the U.S. Senate to remove the 5% reduction in the appropriations for the Library of Congress as acted upon by the house. ALA will also offer its assistance to the Register of Copyrights in conducting the five-year copyright review. ALA endorses the establishment of a national depository agency for federal publications. It will encourage the Library of Congress to establish a pilot project for the cooperative cataloging of state publications, and it urges the GPO to continue developing and reviewing its distribution program of microfilms.

The Chapter Relations Committee managed to get both Russell Shank and Bob Wedgeworth at its session. All agreed that the link between ALA and its chapters is the chapter councilor, but many councilors felt that they do not receive directions from the chapter. A two-way street must exist between ALA and the State Association. ALA needs grass roots involvement, solidarity and information on issues. Funding may be available for communications. As a chapter, we must define our needs to ALA.

Prominent speakers prevailed, meetings and conflicts were numerous, as usual, sociability was excellent, and I came home exhausted.

GALLIMAUFRY

-By Matthew Higgins

STATE CONFERENCES ON LIBRARY AND INFORMATION SERVICES: State conferences on library and information services are scheduled in the various states as follows: Connecticut, Dec. 6-8, 1978; Maine, April 23-25, 1979; Massachusetts, March 27, 1979; New Hampshire, Sept. 14-16, 1978; Rhode Island, April 6-8, 1979; Vermont, April 26-27, 1979. Massachusetts held the initial part of its Governor's Conference on April 26-27, 1978. A full series of "speakouts" throughout the state will precede the final session noted above.

POLICY STATEMENTS ON CONTINUING EDUCATION: The Continuing Education Task Force of the New England Library Board is requesting aid in setting up a collection of policy statements on library staff participation in continuing education activities. The purpose is to enable institutions of common size and type to draw upon the successful efforts of other libraries in establishing written policies on continuing education. Copies of statements may be sent to Mary McKenzie, New England Library Board, 231 Capitol Avenue, Hartford, CT 06115. It is requested that the name, type and volume size of your library be included.

NONRESIDENT LIBRARY FEE PLAN: The Providence Journal reports that Miss Jewel Drickamer, Director of the Department of State Library Services, said that the Providence Public Library is "swimming against the tide" in its proposal to charge out-of-towners a \$5-\$10 annual fee for a library card. Citing a precedent, Miss Drickamer pointed to libraries that are currently charging fees, and went on to say, "I can't very well say that Providence would be acting illegally if they charged a fee, but on the other hand, I would be acting irresponsibly if I encouraged it." She further thinks that imposing a fee would undercut her longstanding efforts to convince the state of Providence's need for increased funding. In reference to Providence's claim that it serves 35,000 nonresidents, Miss Drickamer said that she was not sure of the figure's validity. In her opinion many of those who live outside the city may in fact work or own property there. She also said that many of the present nonresidents might think twice about using the library if the fee were too high.

CONTINUING EDUCATION OFFERINGS: Simmons College School of Library Science offers the following in its Continuing Education Program for Fall 1978; Oct. 21, Institute on Library Automated Circulation Systems; Dec. 2, Institute on Conservation Management in Libraries and Archives-Unit II; and on Oct. 10, 17, 24, 31, Nov. 7, 21, (6:30-9:00 p.m.) Basic Course on On-Line Data Base Searching. For further information please write to Dr. Ching-Chih-Chen, Assistant Dean for Academic Affairs, School of Library Science, Simmons College, 300 The Fenway, Boston, MA 02115. Telephone 617-738-2224.

REFERENCE AT BROWN: RILA President Kathleen Gunning, in the Reference Department at Brown University since 1974, has been promoted to Head Reference Librarian for the Brown University Libraries.

SPECIAL LIBRARY ASSOCIATION COOPERATION:: The R. I. Chapter of SLA is currently engaged in communications with the Rhode Island Library Association Board concerning ways in which they may cooperate and coordinate their activities to the benefit of the membership of the various library organizations in the State. The R. I. Chapter is considering sponsoring a program at

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the RILA Conference in Fall 1978. The topic under consideration is Copyright. According to Executive Board Meeting Minutes, Connie Andrews has volunteered to act as a clearing-house for copyright information to the Association.

CANDIDATES FOR RILA EXECUTIVE BOARD 1978-1979

VICE-PRESIDENT/PRESIDENT-ELECT

LOUISE BLALOCK DOLAN
Regional Coordinator
Island Interrelated
Library System
1977-



EDUCATION: School of Library and Information Science, State University of New York at Albany, M.L.S., 1971; Trenton State College, Trenton, New Jersey, B.A. 1955. PROFESSIONAL EXPERIENCE: Coordinator of Children's Services, East Providence Public Library, 1974-1977; Project Coordinator of Cooperative Library Programming Project (Storytelling, Puppetry, and Creative Dramatics); School of Library and Information Science, State University of New York at Albany, Instructor, 1973; Empire State

College Library, Saratoga Springs, New York, Acting Director, 1972; Hackensack Senior High School, Hackensack, New Jersey, English Teacher, 1955-1957. PROFESSIONAL ORGANIZATIONS: American Library Association; New England Library Association; New England Round Table of Children's Librarians; Rhode Island Library Association, NELA Councilor; OTHER ORGANIZATIONS: Governor's Conference on Library and Information Services, Steering Committee; Rhode Island Library Film Cooperative, Collection Development Committee, Chairperson.

STATEMENT ABOUT RILA: It is time to connect more effectively with the Department of State Library Services in raising the standards for librarianship. It is time to connect with the other library organizations in the state to increase our ability to promote library use and effect legislative action. It is time to connect with the other New England Library Associations in order to bring our common concerns more forcefully before the New England delegation.

VICE-PRESIDENT/PRESIDENT-ELECT

JUDITH MEISTER EINHORN

Head Librarian and Coordinator of
Adult Services, Kingston Free Library
1977



EDUCATION: Univ. of R.I., Graduate
Library School, MLS, 1974; North-
western Univ., BA Sociology, 1971.
EXPERIENCE: Head Librarian, Peace
Dale Public Library, South Kingstown
Public Library, 6/76-3/77; Asst. Li-
brarian, Peace Dale Public Library,
6/75-5/76; Consultant, Westerly Pub-
lic Library, 9/74-5/75; Reference Asst.
Westerly Public Library, 9/74-5/75.
PROFESSIONAL ORGANIZATIONS: RILA-
Outreach Comm., 9/76- chairperson,
5/77-; RILA Membership committee, 9/76:
NELA; Clark Memorial Library Board of
Trustees, Treasurer, 11/74-12/76.
OTHER ORGANIZATIIONS OR ACTIVITIES:

South County Players, founding member and currently chairperson; South
County Women's Center, treasurer, 9/75- and founding member; author, Guidelines for Indexing Local Newspapers, 1976; Awarded "Cultural In-
tegrity Invincibility, and World Harmony Award" by Transcendental Medita-
tion Society, 9/77.

STATEMENT ABOUT RILA: I believe that RILA should assume a more active
role in representing the interests and needs of the R. I. Library com-
munity by becoming more responsive to the membership, thereby encourag-
ing greater participation on the part of members, by opening lines of
communication among all types of libraries, and by asserting leadership
in defining and defending the rights and responsibilities of the pro-
fession.

TREASURER

ANTHONY J. AGOSTINELLI
Member of the Faculty,
Rogers Williams College
1978-



EDUCATION : Master of Social Work,
Boston College Graduate School of
Social Work; Bachelor of Arts. St.
Michael's College, Winooski, Vt.
PROFESSIONAL EXPERIENCE: Consultant,
Urban Affairs, Prov., R. I. 1962-
present; Adjunct Faculty, RIC and Our
Lady of Prov. Seminary College, Soci-
ology 1973-76; Executive Director,
Urban Coalition of R. I. 1969-72;
Assistant Director, United Way of R.I.

1962-64 & 1968-69; Economic Opportunity Director, Office of the Governor, State of R. I. 1964-68; Administrative Assistant, Office of the Mayor, City of Prov., R. I. 1975-76; Caseworker, Public Assistance 1955 and 1960-62. PROFESSIONAL ORGANIZATIONS: Member of National Academy of Certified Social Workers; Member of the National Association of Social Workers; President, National Social Workers Vocational Bureau 1973-78; RILA, 1964-65 and 1978-. OTHER ORGANIZATIONS: Trustee, Providence Public Library 1977-; Member of the Corporation 1970-.

STATEMENT ABOUT RILA: To meet the demands of the "information explosion", conservation and security, growth of personnel requirements, and appropriate allocations of financial resources, RILA may consider the following agenda: Strengthen interlibrary systems, collaboratives and collectives; promote greater interchange and education among librarians, staff, trustees and public and private financing bodies; advocacy of, and articulation of library needs (material and financial) among all constituencies (greater use of total media); upgrade the community service aspect of libraries as a communication and education service.

TREASURER

RUTH E. CORKILL
Coordinator of Adult Services
Pawtucket Public Library
1974-



EDUCATION: University of Maryland, MLS 1974; George Washington Univ. BA 1973. PROFESSIONAL EXPERIENCE: Acting Asst. Director, Pawtucket Public Library 5/76-2-77; Acquisitions Librarian, TRACOR 1970-72; Librarian, Logetronics, Inc. 1966-70; Asst. Librarian, Planning Research Corp. 1969-70; Supervisor, Circulation Dept., Rockefeller Library, Brown Univ., 1960-65. PROFESSIONAL ORGANIZATIONS: RILA, 1973 to present; Treasurer 1977-78; Membership Com. Chair. 1976-77; Long Range Plan Implementation Com.; Bulletin Circulation Mgr. 1976-77; Ad hoc Com. on Last-copy storage. OTHER ORGANIZATIONS OR ACTIVITIES: Quota Club of Pawtucket, 1978 to present; Co-chair program com.; Pawtucket League of Women Voters, Recording Secy. 1977; R.I. Audubon Society; Save the Bay; Society for Preservation of Industrial Architecture; Co-leader Workshop on Community/Library study methods, 1977.

STATEMENT ABOUT RILA: RILA appears balanced in its activities & involvement; but due to its size, should not further diversify. Needs stronger efforts in PR & lobbying; should back-burner ineffectual committees, projects, and goals & concentrate on a few priorities where it can play an effective role.

SECRETARY



CAROL A HRYCIW
Head of Technical Services
Rhode Island College
1977-

EDUCATION: Simmons College, M.S. (Library Science), 1975; Univ. of Michigan, M.A. (Classical Studies), Brown Univ., B.A. (Classical Studies) 1968. CAREER EXPERIENCE: July 1877-Head of Technical Services, RIC; Jan. 1977-Jul. 1977, Acting Head of Technical Services, RIC; July 1975-Dec. 1976, Asst. Librarian in Cataloging, RIC; 1973-1975, Library Asst. III, Cataloging Intern Brown Univ.; 1971-1973, Library Asst. II, Cataloging Dept., Brown Univ. PROFESSIONAL ORGANIZATIONS: ALA 1976-. Chair: ALA Membership Promotion Task Force for R.I. 1976-1978; ALA Membership Com. 1978-1980; ACRL 1976-; New England Chapter 1976-; RTSD of ALA, 1976-; LITA (formerly ISAD) 1968-; NELA, 1975-; NETSL, 1975-; RILA, 1975; SRRT, R.I. Affiliate 1975-77; Chair: Conference Com. 1976, responsible for one day conference at RIC, "Making the Ethnic Connection," April 1976. OTHER ORGANIZATION OR ACTIVITIES: Classical Assoc. of N.E. 1970-; Council of RIC; Representative July 1976-; Departmental Advisory Comm. of Adams Lib. RIC Chair. July 1977-June 1978; Library Committees at RIC: Library Search Committees for Professional Appointments, March 1976-May 1976; June-Nov. 1977, Collection Development Committee, Oct. 1977-; Com. on Goals and Objectives, Nov. 1977-; RIC/AFT Elections Com. Sept 1975-June 1977; Published: John Hawkes: An Annotated Bibliography. Metuchen, N.J. Scarecrow Press, 1977 199 p.

STATEMENT ABOUT RILA: Now, more than ever before, in the light of the approval of Proposition 13 in California this summer, I believe that RILA should adopt as its primary immediate goal the promotion of libraries of all types in our state through the development and implementation of a strong public relations plan and by engaging an experienced publicist who is knowledgeable about library service.

NELA COUNCILOR



DIANE GORDON KADANOFF
Assistant Director
Cumberland Public Library
1972-

EDUCATION: University of Illinois, M.S. in L.S., 1968; Simmons College, B.S. in L.S., 1959.

PROFESSIONAL EXPERIENCE: Assistant Librarian, Journalism and Communications Library, Univ. of Illinois.

PROFESSIONAL ORGANIZATIONS: ALA: SRRT/Task Force on Women, Coordinator, 1976-1978; Committee on the Status of Women in Librarianship, 1976-77; Joseph W. Lippincott Award Committee, 1978; Leroy C. Merritt Foundation, Trustee, 1978-1981; RILA: Conference Committee, 1974-77; Membership Committee, Chairperson, 1975-76; Continuing Education

Committee, Chairperson, 1977; Intellectual Freedom Committee; Rhode Island Library Film Cooperative, Executive Board, 1976-78, Chairperson, 1977-78; Steering Committee, Governor's Conference on Libraries and Information Services; New England Library Board, Task Force on Continuing Education; NELA. OTHER ORGANIZATIONS: Providence Atheneum; National Organization of Women; ACLU; National Women's Political Caucus.

STATEMENT ABOUT RILA: I believe RILA can be the unifying force behind professional progress for all librarians in Rhode Island.



JANICE F. SIEBURTH
Assistant Professor and
Reference/Bibliographer, University
of Rhode Island Library
1974-

EDUCATION: M.L.S. Univ. of Rhode Island; B.S., M.S. Washington State Univ. OTHER TRAINING: Workshops on various aspects of computer searching (NASIC, BIOSIS, RECON).

PROFESSIONAL ORGANIZATIONS: ALA, ACRL, SLA, NELA, ASEE (American Society for Engineering Education), RILA (Conference Committee, 1976-; Co-Chairperson, 1977-78). OTHER ORGANIZATIONS OR ACTIVITIES: League of Women Voters, South Kingstown, President, 1968-70; Kingston Free Library Board of Trustees, 1974-76; South Kingstown Public Library Board of Trustees, 1975-.

STATEMENT ABOUT RILA:

Communication should be RILA's first goal -- among all segments of Rhode Island's library community. Continued efforts to work together on problems and interests of special concern to the state can benefit everyone. Increased dialogue with nearby local and regional library organizations through the Bulletin or joint meetings could generate ideas and opportunities for greater impact on concerns of mutual interest.

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EXPLANATION:

On June 7, 1978, the Rhode Island Library Association Nominating Committee met to nominate candidates for the Rhode Island Library Association Executive Board. The candidates' biographies, photographs and statement about RILA are now published in this issue of the RILA Bulletin. Ballots will soon be mailed to all RILA members and will be counted when returned. The results of the election will be announced at the RILA Fall Conference. I would like to thank the nominating committee for its work and Frank Iacono for providing the photographs.

Matthew Higgins
Editor

Cooperative Juvenile Book Review

TO: Everyone interested in new materials for children and finding out more about library services and programs for young people

JOIN US FOR THE COOPERATIVE JUVENILE BOOK REVIEW!! All meetings are on Monday. The program will begin at 10:15, and last approximately one hour. New books and other materials will be available from 9:00 a.m. to 12:00 noon. Coffee and refreshments are provided. The 1978-79 schedule is:

September 11	program: Libraries and the hearing impaired place: Rhode Island School for the Deaf Corliss Park, Providence (off Branch Ave.)
October 2	program: Library programs and creative dramatics place: Warwick Public Library
November 6	program: Aspects of realism in children's literature: a discussion of form, function, and content place: Meeting Street School, 667 Waterman Ave., E. Prov.
December 4	program: Getting grants and working with community groups place: Providence Public Library
January 8	program: Meet the Illustrator place: Department of State Library Services
February 5	program: American history for young people place: Woonsocket Harris Public Library
March 5	program: Biography for children place: Providence Public Library
April 2	program: Designing libraries for children place: North Kingstown Free Library
May 7	program: Science books and science fiction place: Robert H. Champlin Memorial Library, West Warwick
June 4	program: The poet in the library place: Newport Public Library

Cynthia Neal,
Chief of
Children's Services
Providence Public
Library

For those unable to attend these meetings, the new books and materials presented will be available for examination on the same dates as listed above, from 3:00 p.m. to closing at the Central Children's Room of the Providence Public Library.

Dorothy Frechette,
Supervisor of
Young Readers' Services
Department of
State Library Services

RILA EXECUTIVE BOARD MEMBERS

President: Kathleen Gunning, 138 Everett Ave., Providence 02906.
Bus. - 863-2167

Past President: Ardis S. Holliday, 80 Avondale Road, Westerly
02891. Home - 596-1561

Treasurer: Ruth Corkill, 145 Cleveland St., Pawtucket 02860.
Bus. - 725-3714; Home - 724-5436

Secretary: Connie Lachowicz, So. Kingstown Public Library System,
Kingston 02881. Bus. - 783-4085

Member-at-Large: Edna Nelson, Newport Public Library, Newport
02840. Bus. - 847-8720

NELA Councilor: Louise Dolan, 18 Elton St., Providence 02906.
Bus. - 245-3875

ALA Councilor: Nadine Baer, 12 South Road, Kingston 02881.
Bus. - 792-2662

Bulletin Editor (member ex-officio): Matt Higgins, Greenville
Public Library. Bus. - 949-3630

RILA COMMITTEE CHAIRPERSONS

Government Relations: Charles Churchwell - 863-2162

Continuing Education: Bee Lufkin - 277-2726

Intellectual Freedom: Kathleen Paroline - 521-7722

Conference: John Bucci - 781-2450
Janice Sieburth - 792-5904

Outreach: Judith Einhorn - 783-8254

Membership: Jane Gudelsky - 596-2877

Nominating: Nancy Chudacoff - 331-0448

Trustee: Christian King - 433-4811

Public Relations: Roberta Cairns - 245-3106

Constitution & By-Laws: Connie Cameron - 231-1200

Personnel: Earl Schwass - 841-2641

RILA AD HOC COMMITTEE CHAIRPERSONS

Service to Children: Leslie Peltier - 828-3750
Sue Collins - 596-2877

SPECIAL RILA REPRESENTATIVES

Steering Committee for the Governor's Conference on Libraries and
Information Services: Roberta Cairns - 245-3106

Graduate Library School Advisory Committee: Louise Sherby - 456-8125

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