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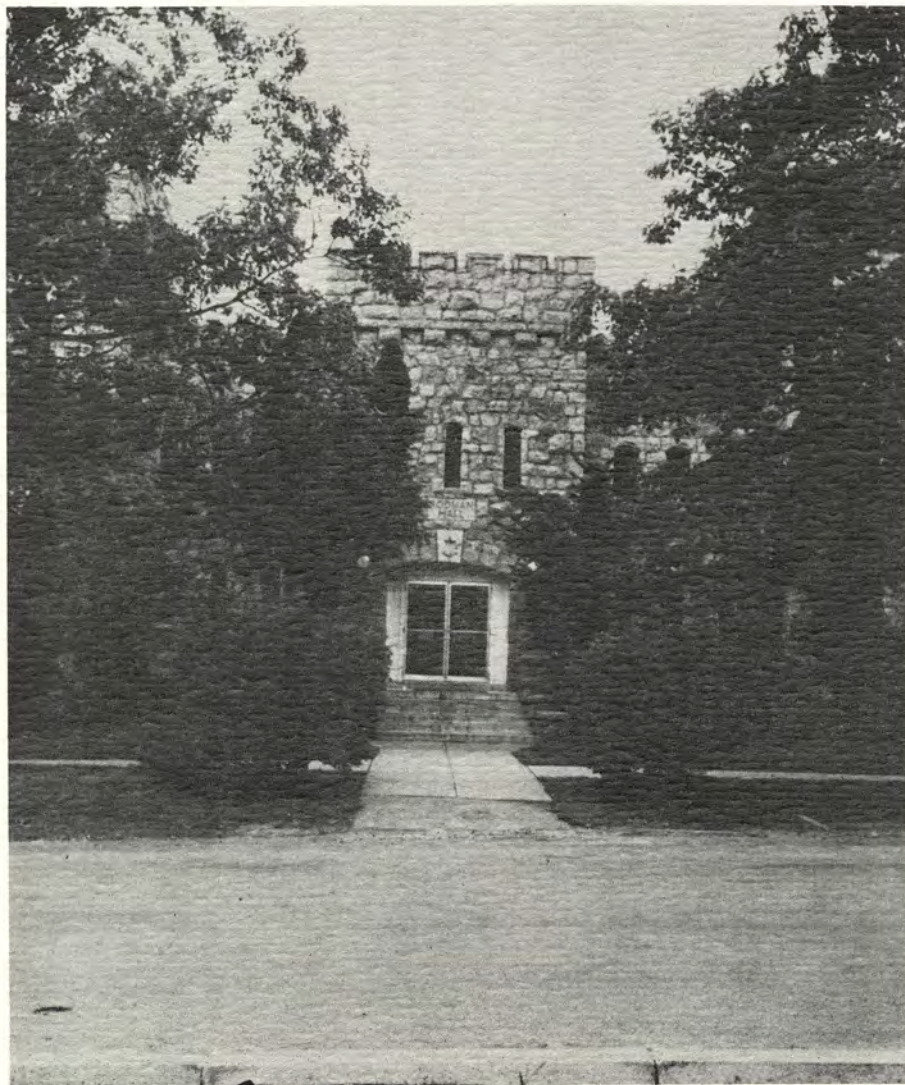
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Rhode Island Library Association BULLETIN



**Graduate Library School
November 1978**

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

November 1978

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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.

TABLE OF CONTENTS

Editor's Notebook	1
Letters to the Editor	2
Calendar	2
Jobline	4
GLS Report	6
Employment	21
Governor's Conference	26
Gallimaufry	28

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EDITOR'S NOTEBOOK

The Graduate Library School



This issue of the Bulletin deals mainly with the Graduate Library School at the University of Rhode Island. As many of us know, the American Library Association's Committee on Accreditation visited the school from September 24 to September 28. I would have liked to have been able to include the evaluative section of their report in this issue, but as of this afternoon it still has not been received at GLS. As it is, I have excerpted from the factual section of the COA report -- a report that follows closely the format of the GLS self-study.

Although the report is "only" factual some of those facts are impressive. It seems that many of the problem areas cited at the time of the previous COA visit have been addressed. Subsequent to that visit the COA recommended action in the following areas: program goals and objectives, curriculum, faculty, students, governance, administration, financial support and physical resources and facilities. Action has been taken in each of these areas and the results are encouraging.

Perhaps the most visible change that has taken place (not counting the presence of the new Dean) is the transformation of Rodman Hall from its armory and gymnasium status to that of a library school. Built in 1928, Rodman Hall has had its days of glory. It was here, or so Dan Bergen tells me, that Coach Frank Keany invented the "fast break" and thus changed basketball forever. Maybe in its new function the old hall will bring a different type of recognition to U.R.I. For despite its "military gothic" outside appearance, it now houses modern offices and classrooms which are peopled by faculty and students sharing a new optimism.

The other article on the employment status of 1977 GLS graduates presents some surprising albeit encouraging figures. For in spite of the school's loss of accreditation, its graduates are seemingly holding their own relative to graduates of other library schools.

I want to thank the U.R.I. archivist and my former mentor, David Maslyn, for providing the fine picture of Rodman Hall that appears on this month's cover.

Letters to the Editor



October 2, 1978

Editor:

Referring to your question in the Rhode Island Library Association Bulletin "Why are there so few school library media specialists in the state library association?" Most school librarians belong to the Rhode Island Education Media Association, formerly known as the R.I. School Library Association. Contrary to your opinion, we do consider ourselves part of the library as well as the teaching profession.

I have some questions for you. How many public librarians belong to the Rhode Island Educational Media Association? How many high school librarians are there out of the 34 school librarians in the Rhode Island Library Association? Are these school librarians in your organization college or university librarians?

In spite of my tough judgment I do feel that there should be more cooperation between public and school librarians. However, I do not think that the recent issue of the Rhode Island Library Association Bulletin tries to achieve this.

Elaine M. Campanelli, Librarian
Smithfield High School



CALENDAR

The RILA Calendar is maintained by RILA's Continuing Education Committee. If you have a date for any event of library/media interest, please telephone it to Pat Bisshopp, 438-9500, or mail it to her at Meeting Street School, 667 Waterman Ave., E. Providence, RI 02914. All meetings listed here are open to interested members of the library community, except as noted.

Nov. 16-17

RILA Ad Hoc Children's Services Committee National
Book Week Exhibit, State House, Providence.
10:00 a.m. - 5:00 p.m. each day.

- Nov. 19 Awards Ceremony for "Best Book I Ever Read."
Guest Speaker: Molly Bang, illustrator and adapter
of children's folktales.
State House, Providence, 3:00-5:00 p.m.
- Nov. 27-29 NELINET, Executive Committee Management Retreat.
Open only to Executive Committee members and NELINET
staff. W. Alton Jones Campus, Univeristy of Rhode
Island, 3:30 p.m. on 27th.
- Nov. 28 Adult Book Meeting, "Ethnicity,"
South Providence Branch, Providence Public Library,
441 Prarie Ave., Providence, 9:30 a.m.
- Dec. 2 Institute on Conservation Management in Libraries
and Archives, Unit II. Director: Dr. Josephine R.
Fang, Simmons College, School of Library Science.
- Dec. 4 R. I. Department of State Library Services/Providence
Public Library. "Getting Grants and Working With
Community Groups;" Cooperative Juvenile Book Review.
Providence Public Library, 9:00 a.m. (program
at 10:15 a.m.)
- Dec. 5 Adult Book Meeting, "Searching the Psyche; the
Literature of Psychology and Philosophy," Portsmouth
Abbey School, Cory's Lane, Portsmouth, 9:30 a.m.
- Dec. 7 RILA Executive Board Meeting,
Brown University Library, 2:00 p.m.
- Dec. 7 Massachusetts Library Association,
Midwinter Conference, Sheraton-Boston Hotel, Boston.
9:30 a.m. - 4:30 p.m.
- Dec. 11-12 Measurement and Evaluation of Library Services,
2 day course by F. Wilfrid Lancaster and Vernon
Eugene Palmour, Boston (hotel arrangements not
finalized). 9:00 a.m. - 5:00 p.m. each day.
- Dec. 12 Young Adult Round Table (YART). Topic: "Have you
Read....?" X11: Current Fiction for Young Adults.
Narragansett Pier Free Library. 9:30 a.m.



RILA•SRRT HOTLINE

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 the SRRT coordinator: Marcia Hershoff, 37 Greenbriar Rd., Greenville, R.I. 02828. In order for a job notice to appear in the *Bulletin*, it must be received before the 15th of the preceding month.

ANDOVER-NEWTON THEOLOGICAL SCHOOL, Technical Services Librarian. Full responsibility for technical services dept., including original cataloging, and supervision of cataloging, acquisitions, and processing assistants. Requirements: MLS + 3 years experience in LC cataloging; Knowledge of MARC format and OCLC; German. Knowledge of French desirable. Resume to: Ellis O'Neal Jr., Librarian, Andover Newton Theological School, Newton Center, MA 02159. (Boston Globe Oct. 1)

WILLIAMS COLLEGE, Serials Cataloger. Cataloging and classifying in LC; 1/4 time to be spent at Reference Desk. Requirements: MLS + 2 years experience. Salary: \$10,000-12,000. Resumes to: Williams College Library, Williamstown, MA 01267. (Chronicle of Higher Ed. Oct. 2)

NEW HAMPSHIRE, head librarian for small southern New Hampshire town. Equivalent of New Hampshire certification or better essential. Send resume to: W-290, Boston Globe Office. (Boston Globe Oct. 8)

LINCOLN, MA. PUBLIC LIBRARY, Head Librarian. Requirements: MLS + 5 years experience, including some supervisory experience. Salary to \$15,000. Apply to: Trustees, Lincoln Public Library, Lincoln, MA 01773 (Boston Globe Oct. 15)

NORTH KINGSTOWN FREE LIBRARY, Library Director. To head library in community of 26,000. Requirements: MLS, considerable professional experience, and proven administrative ability. Salary: \$14,500. Available Feb. 1, 1978. Send resume by December 1 to: Board of Trustees, North Kingstown Free Library, 100 Boone St., North Kingstown, R.I. 02852.

PAWTUCKET PUBLIC LIBRARY. Reference Librarian, for general reference and collection development; some reference experience desirable. ALA accredited graduate degree. Speaking knowledge of Spanish or Portuguese desirable. \$9,630, excellent fringe benefits. Some evening and Saturday work. Send resume and credentials to: Lawrence Eaton, Director, 13 Summer St., Pawtucket, R. I. 02860. Equal opportunity employer, by December 1, 1978.

DEPUTY DIRECTOR: Librarian with administrative experience to serve in the state library agency and act as Director in the absence of the Director. Correlates planning, policy and program; supervises the chiefs of two Divisions; provides consultant service for the state-wide library program; responsible for public library construction within the state. MLS with a minimum of 3 yrs. administrative experience. Salary range: \$19,705-22,403. Applicants start at beginning level. Applications must be received by Dec. 15, 1978. Apply to Diane Kadanoff, Chairperson, Search Committee, R. I. Dept. of State Library Services, 95 Davis St., Providence, R.I. 02908. An equal opportunity employer.

GREENVILLE PUBLIC LIBRARY. Director of Greenville Public Library and Coordinator of Libraries for Town of Smithfield. MLS required; 2-3 years experience preferred, minimum salary \$10,500, Blue Cross, 3 weeks vacation. Send resume to John Hannon, Chairman, Search Committee, Greenville Public Library, Putnam Pike, Greenville, RI 02828

HEAD, LIBRARY SERVICES (Division of University Extension). Responsible for collection development and library services for Providence facility plus four extension teaching centers. Participates in related faculty/professional activities. Reports to the Dean, University Libraries. Full position description and appointment criteria will be sent to qualified applicants.

Qualifications: ALA accredited degree, eight years (five, if advanced subject degree also held) professional library experience including progressive administrative experience in university extension library services or comparable branch/county library services, evidence of scholarship and/or teaching, ability to communicate effectively.

Available February 1, 1979. Associate Professor, minimum salary \$20,639. Send resume and letters of reference by January 15, 1979 to: Dean G. R. Parks, Chairman, Search Committee, University of Rhode Island, Kingston, R. I. 02881. Affirmative Action/Equal Opportunity Employer.

The Visit of the
American Library Association's Committee on
Accreditation: A Partial Report

From September 24 to September 28, 1978, a team appointed by ALA's Committee on Accreditation visited the School to re-evaluate it under the Standards for Accreditation, 1972. The team consisted of Dr. Jean Lowrie, Director, School of Librarianship, Western Michigan University; Ms. Jane H. Morgan, Director, Detroit Public Library; Dr. Lucille M. Wert, Professor of Library Administration and Chemistry Librarian, University of Illinois; Dr. John J. Farley, School of Library and Information Science, State University of New York at Albany; and Dr. James F. Govan, University Librarian, University of North Carolina at Chapel Hill, chair. During the visit, Ms. Elinor Yungmeyer, Accreditation Officer, ALA Committee on Accreditation, accompanied the team for the first two days.

During the visit, members of the team conferred with both full-time and part-time faculty; conferred frequently with the Dean of the School and his staff; interviewed the President of the University, the Vice-President for Academic Affairs, the Dean and Assistant Dean of the Graduate School, the University Librarian, and the University's Affirmative Action Officer. A meeting was held with alumni and employers of graduates of the School; a special luncheon meeting was held with the Graduate Student/Alumni Association, and numerous informal conversations were held with students. On the first day of the visit, an informational session was given for students and faculty of the School, and subsequent to this, members of the team visited a variety of classes.

The school had submitted a self-study to the Committee on Accreditation in April 1978, and additional information had been mailed to the team before the visit. Further information, largely the sources of evidence named in the Standards, was supplied the team during the visit. All requests for information were courteously and promptly met.

The following is an abbreviated version of Part I (Factual) of the COA Report. Part II (Evaluative) was not available at the time of this writing.

PART I: FACTUAL

GOALS AND OBJECTIVES

The School's self-study contains the following statement of Goals and Objectives:

The Graduate Library School (GLS) seeks to create an awareness

among students that the role of the library must be defined in terms of a basic understanding of the society within which it functions. In their approach to the issues confronting librarianship, students are encouraged to adopt an independent and critical attitude. The overall goal of the School is to educate librarians who will not only function effectively but also demonstrate the capacity to affect the course of librarianship.

GOALS OF THE SCHOOL

I. EDUCATION

- A. to provide a program of study leading to the master of library science degree
- B. to provide for the continuing education of its graduates and other members of the library profession
- C. to offer an opportunity for qualified persons not seeking a degree to study areas of librarianship in which they have a special interest

II. FACULTY

- A. to maintain a faculty of adequate size for carrying out the school's program and which, by education and experience, represents the diversity needed to provide students with a sufficiently broad perspective on librarianship as well as knowledge of specific aspects of the field
- B. to contribute to the advancement of librarianship by encouraging and supporting faculty research and publication
- C. to maintain active contact with, and involvement in, the library profession through faculty membership and participation in national, regional, state, and local library and related organizations

III. STUDENTS

- A. to select students of diverse backgrounds and interests with the capacity for achieving the educational objectives of the program and the potential for contributing to the future development of librarianship

IV. FACILITIES AND RESOURCES

- A. to provide adequate resources and facilities to support effective teaching and learning, research and service

V. SERVICE

- A. to serve as a center for conferences, workshops, seminars, colloquia, and institutes dealing with questions of concern to librarianship and allied professions

- B. to provide the state and regional library community with information, advice, and consultation on matters relating to libraries and librarianship
- C. to offer coursework, in conformity with the educational goals of the school, at other state universities in New England in partial fulfillment of its responsibilities under the New England Board of Higher Education Compact

VI. INSTRUCTION

Students will

- A. understand the nature of librarianship and the relationships between it and other disciplines
 - 1. be familiar with the historical development of libraries and librarianship
 - 2. be knowledgeable about the library profession, the diverse roles of the librarians, types of libraries, and the range of library services
 - 3. understand the nature of communication within the library field and between librarianship and other information professions
 - 4. be familiar with professional library literature, current research, and research methods in librarianship
- B. understand the reciprocal relationships, past and present, between the library and its environment and their implications for the future of librarianship and society
 - 1. be familiar with the changing cultural, social, and political functions of libraries
 - 2. understand the unique role of libraries in the communication process
 - 3. be able to identify and assess the library-related needs and expectations of the community
 - 4. be aware of current trends and developments in the library field
- C. understand the relationship between theory and practice in librarianship
 - 1. understand the theoretical basis of librarianship
 - 2. be able to apply theoretical principles to practical library situations
- D. be competent in those technical and interpersonal skills which are necessary for occupying professional positions in the various areas of librarianship
 - 1. be familiar with the ways in which libraries are organized and understand the principles and techniques for administering libraries
 - 2. be acquainted with the diversity of materials with which libraries are concerned and be able to develop resources appropriate for various types of library users
 - 3. know how to perform and supervise the processes involved in acquiring library materials, organizing them for use, and maintaining library collections

4. have the bibliographic knowledge and communications skills required to assist users in their utilization of library resources
- E. understand and examine the relationship between personal and professional values and attitudes and the practice of librarianship
 1. have a personal philosophy of librarianship based on knowledge of the role of the library in its historical context and current environment
 2. recognize the importance of ethical and moral considerations in the practice of library and information service
 3. be disposed toward active and creative participation in library activities, professional associations, and the community

The non-instructional elements of this statement were adopted during the 1976-77 academic year. They are based on a draft written by a senior faculty member which was subsequently reviewed by the entire faculty, the GLS Student/Alumni Association, and the GLS Advisory Committee. The instructional Goals result from a workshop in 1976 followed by individual faculty members' drafting of goals for the courses he or she taught. These statements, in turn, were reviewed by the faculty as a whole and by Student/Alumni representatives who together revised the statement and submitted it for review by the GLS Advisory Committee. After that review, they were revised again by the GLS students and faculty, and this revision, with the non-instructional Goals, were adopted by a vote of the faculty in April, 1977. Later, a faculty committee on Goals and Objectives and a consultant offered suggestions which were incorporated in the statement in 1977-78.

The self-study identifies that constituency of the School as persons interested in library education from the entire nation and foreign countries. With its emphasis on continuing education, the School sees its constituency, further, as individuals whose need for professional education range across all types of librarianship and every stage of their careers.

In addition to opening its regular courses to those interested in continuing education, the School has provided a series of late afternoon and early evening colloquia and has scheduled two one-day workshops, a three-day live-in seminar, two five-day live-in institutes, and an Annual Gathering for 1978. Aside from the regular program, the only other offerings of the School are courses offered at the University of Connecticut at Storrs, the University of Massachusetts at Amherst, and the University of New Hampshire at Durham, under the New England Board of Higher Education Compact. In this program, a student is allowed to take up to twenty-four hours at one of the regional centers and is required to take a minimum of twelve hours at the Kingston campus to attain the degree.

CURRICULUM

The Standards for Accreditation, 1972 state that "the programs of the school should provide for the study of principles and procedures common to all types of libraries and library services." (p.5)

Table 1 shows the courses which students are required to take which relate to all types of libraries and library services. All students in the program are required to take the following five courses:

- LSC 500 Introduction to Libraries and Librarianship
- LSC 502 Library Administration
- LSC 503 Selection of Library Materials
- LSC 504 Basic Reference
- LSC 505 Cataloging and Classification

These five core courses account for 15 credit hours or 42% of a student's total program of 36 credit hours. Through faculty advisement, the School is attempting to eliminate "the tendency on the part of the students to take elective courses before completing the core courses." (self-study report, p.32) Both full-time and part-time students are continually urged to take the required courses in their first two semesters. Since all five of the core courses, with one exception, have been offered three times a year from the Spring semester of 1974 to the present, students do not have a problem enrolling in these courses before taking additional work.

The core courses are intended to provide a basic introduction to the library profession and to the major areas of professional responsibilities. The specialized tracks are intended to allow for specialization, and the elective courses are intended to offer the opportunity to study areas at more advanced levels and in greater depth (self-study, p.28).

The curriculum of the regional program is the regular curriculum of the Graduate Library School. A selection of the School's regular courses is offered at each of the regional centers during each Fall and Spring term. No courses are offered in the regional programs during the summers.

During the six semesters from Spring 1976 through the current Fall 1978 semester the five required core courses (LSC 500, 502, 503, 504 and 505) have been offered several times each in the extension program. In addition, during the same period, sections of each of the following courses have been offered:

- LSC 513 Intellectual Freedom and Censorship (2 sections)
- LSC 520 The School Library (2 sections)

LSC 521	Public Library Service (3 sections)
LSC 522	College and University Library Service (1 section)
LSC 528	Multi-media and the Library (3 sections)
LSC 530	Reading Interests of Children (1 section)
LSC 531	Reading Interests of Adolescents (2 sections)
LSC 540	Library Materials in the Humanities (1 section)
LSC 543	Government Publications (2 sections)
LSC 562	Administration of Special Collections, Archives and Manuscripts (2 sections)

Students may complete 24 of the 36 required credits for the degree at Amherst, Durham, or Storrs, "if the credits are recommended by the adviser and the Dean of the Graduate School." The remaining 12 credits must be in library science courses "offered and taught on campus in Kingston."

The Master's degree, according to the 1977-1978 Graduate Bulletin is not awarded for the "accumulation of credits without a planned program of study." Students who choose to take 24 of their credits at a regional center, then, cannot merely register for whatever library science courses happen to be offered at that center for a given number of semesters. Whatever courses are taken for credit towards the Master's degree must be recommended and approved as part of a planned program of study -- "a well-developed and coherent program," according to published University policy.

During the five semesters from Spring, 1976, through Spring, 1978, 35 sections of courses were offered at the three regional centers. Of these 35 sections, 11 were offered at Amherst, 13 at Durham and 11 at Storrs. Twenty instructors taught in the regional program during these five semesters. Four of the 20 were full time faculty members from the Graduate Library School at Kingston who taught a total of nine of the 35 sections.

The faculty also realizes the need to strengthen several areas of the curriculum which have become important to librarianship in recent years. These are information and computer science, media programs, and interpersonal relations in management. The curricular offerings in the first two areas have already been expanded, while the third area remains to be developed.

The faculty has restructured LSC 595, Professional Field Experience, which originally was designed as a 6 credit practicum for the school library/media center certification program. The course is now designed as an internship for all students. It can be taken for a minimum of 3 credit hours or a maximum of 6 credit hours. The students are not allowed to take an internship which duplicates previous experience. They also must work a minimum of 45 hours for each credit earned.

The length of the GLS program at the URI for a full-time student is one academic year plus two summers. An occasional student will

complete the program in one academic year plus one summer. However, this schedule necessitates taking 4 courses for 12 credit hours in both Fall and Spring semester and in the Summer session as well.

Transfer credit may be requested for graduate work taken at other accredited institutions of higher learning. Such credits may not exceed 20% of the total credits required for the program. The transfer work must be taken at the graduate level, with a grade average of B or higher, and should have been taken not more than five years prior to the date of request for transfer into the Master's program. The credits must have a clear and unquestioned relevance to the student's program of study. The credits must be for courses equivalent to URI 500 and 600 level courses.

In the case of credit by examination, the student must pass a written examination developed by the instructor who teaches the course and based upon the content of the course. In the case of credit by equivalency, the student must produce documentation showing that he/she is familiar with the content of the course; e.g. outline of work experience, etc. These two options are not publicized by the GLS faculty. They encourage that the students enroll in the courses, and very few students have exercised these options.

Course profiles have been developed by the instructors of the various courses for each course in the program. These profiles were available for examination by the team. While they varied somewhat in content according to the subject of the course and the instructional methodology used for teaching the course, the majority contained the following information:

- Course number and title
- Credits
- Required/Elective
- Prerequisites
- Description
- Instructional Goals: 1) Knowledge or theory 2) Skills, and
3) Values and attitudes
- Evaluations (student)
- Topical Outline
- Reading Lists
- Problem Sets
- Student projects from previous semesters

Each course profile provides detailed information of the ways a student's work will be evaluated and graded. In addition to the individual course evaluations, a student is required to take a comprehensive examination at the end of the program. This examination is a Graduate School requirement for programs in which a thesis is not required. At the end of each semester, the GLS Curriculum Committee prepares the comprehensive examination for that semester. The examination consists of six essay questions of which the student must answer three satisfactorily. The student spends four hours writing the examination and is given two opportunities to pass the comprehensive.

Through a series of continuing education seminars, institutes, and workshops, the GLS is promoting professional growth of its alumni and librarians in the New England area. A list of these programs for the current year is included in the up-date to the self-study (p. 2-4).

FACULTY

As of the fall semester, 1978, nine (9) faculty, including the Dean, were employed in the Graduate Library School, Kingston campus. Since the original self-study was submitted, one faculty member retired in December, 1977; one new faculty was appointed in January, 1978; and another appointed in September, 1978. The latter appointment increased the faculty by one person. The two new appointments have the responsibility respectively for (1) teaching cataloging and classification and coordinating the regional centers and (2) teaching instructional technology and reference course work, plus establishing the new media center laboratory within Rodman Hall.

Currently, three of the faculty hold doctorates, but none of these is in library science. Four of the faculty are working toward a terminal degree: one in instructional media, one in library science, one in education, and one in jurisprudence. The faculty, when compared with faculty in six professional degree programs in the University, ranks fifth with respect to percentage of doctorates in the Fall of 1977. In comparison with 14 University colleges and schools granting terminal Master's degrees, the GLS ranks last in faculty doctorates. All faculty have had experience in library and information science centers and from 2 to 14 years of library science teaching experience.

Four of the regional faculty members had some kind of library experience. The one who has had no library experience has had experience in audiovisual education, in educational administration and in college-level teaching. The principal library experience of nine of the part-time regional faculty has been in academic libraries, of four in public libraries, and of one in special libraries. Twenty instructors taught in the regional program during the past five semesters. Four of the 20 were full-time faculty members from the GLS at Kingston who taught a total of nine of the 35 sections.

Teaching competency is a top priority both in current practice and in the Plan. It is also included in the promotion and tenure policies which are defined in the AAUP agreement. Faculty are reviewed through the Annual Review process established by the University. There is an evaluation form, machine scored, which is used by all departments. The Graduate Student/Alumnae Association also does an informal evaluation of courses and faculty for student perusal. After a person is tenured, he/she does not necessarily need to have an Annual Review, unless he/she is coming up for promotion. Merit review is carried out by the faculty, with the Dean forwarding their recommendations to the administration. The Goals and Objectives Statement of the School calls for continuing analysis of faculty

strengths and weaknesses as they relate to curriculum and the profession. "The Plan of Excellence" undergirds this analysis with a number of projected activities involving both the Dean and the faculty.

There is presently no minority person on the staff, and only three of the nine faculty are women. The Dean has committed the GLS to vigorous recruitment of both faculty and student minority representation. An Affirmative Action Committee of the faculty has been created. The School works with the Affirmative Action Officer, who is governed by a University policy.

Analysis of GLS Faculty by Rank, Sex, and Ethnic Group
(Revised)

<u>Race/ Ethnicity</u>	<u>Sex</u>	<u>Asst. Professor</u>	<u>Assoc. Professor</u>	<u>Professor</u>
White	F	2	1	0
	M	2	2	2
Minority	F	0	0	0
	M	0	0	0
Total		4	3	2

STUDENTS

Information about the GLS and its program is disseminated through the University's Graduate School Bulletin, which describes all graduate programs offered at the University of Rhode Island and through the School's own brochure, which provides more detailed information about the Master of Library Science program. The School's brochure, which was last revised in the Fall of 1977, is mailed regularly to nearly 200 institutions and organizations and to individuals who request information about the School.

The newly-hired Coordinator for the School's regional program has one of her responsibilities "recruitment" appearances in larger library systems and at professional library association meetings in the New England region. The Dean has made personal visits to libraries and library associations, including "update" appearances on association programs, as a recruitment aid. Most of the visits to libraries have been aimed at development programs which bring into the School library employees who work in paraprofessional posts and in many cases, can receive some financial support from their libraries (self-study, p. 142)

The Graduate Bulletin 1978-79 and the GLS brochure state that admission to the Graduate School is based on academic qualifications and potential without regard to age, race, religion, sex or preference, national origin, or handicap. For acceptance on full-status, applicants must hold a bachelor's degree from an accredited four-year

institution of higher education or its equivalent with an undergraduate grade point average of "B" or better (3.0 on a 4.0 scale). Applicants must also submit satisfactory test scores on the Graduate Record Examination or the Miller Analogies Test. A combined verbal and quantitative score of 1,000 is considered satisfactory on the Graduate Record Examination, with special weight being given to the Verbal score. Applicants with combined scores of under 1,000 may be admitted on full status if the score on the Verbal section of the examination is unusually high. Applicants submitting test scores on the Miller Analogies Test are expected to score in at least the 50th percentile. Although the School does not publish information on what it considers satisfactory test scores in the GRE or the MAT (because the faculty prefers to maintain the flexibility of balancing lower scores with high GPAs or vice versa), this information is supplied to applicants on request. Applicants from foreign countries must complete the TOEFL with a minimum score of 550. All applicants must submit three satisfactory letters of recommendation from persons qualified to assess the applicant's past record and potential as a graduate student and a member of the library profession. Each applicant must also submit an acceptable statement of objectives setting forth his or her reasons for wishing to undertake graduate study in library science.

Admission standards for regional students are the same as those for students at Kingston. The School allows conditional admission, but no figures are presented in the self-study concerning the number or percentage of students in the regional program, if any, who were admitted conditionally. Applications and credentials are to be submitted to the Dean of the Graduate School who, after obtaining the recommendation of the department concerned, notifies the applicant of either full or conditional admission, or rejection. Final decision rests with the Dean of the Graduate School. A student may enter the program in the Spring, Summer or Fall semester.

The general policies governing admissions, grading and evaluation are uniform for all graduate programs at the University and can be changed only by vote of the Graduate Council. The Library School has a representative on the Council, which functions as the principal policy-making body for graduate education at the University. The school's representative can request that proposals for changes in the policies governing admissions, grading, and evaluation, be brought before the Council for consideration. The GLS may modify the general policies noted above to some degree, if the modifications are in conformity with the regulations published in the Graduate School Bulletin and the Graduate Student Manual. Such policy modifications are usually proposed by the standing committee most closely involved with the matter and adopted by vote of the faculty.

Affirmative Action Assistantships are awarded in the same way by the same committee, augmented by the Affirmative Action Officer of the University. Regular graduate assistantships are allocated to each academic unit by the Vice President for Academic Affairs, in

accordance with established University procedures. Four students enrolled in the Master's program were awarded graduate assistantships during the Fall of 1977, while six participated in the Work-Study program. Effective in the Fall, 1978, nine graduate assistantships, reduced with the concurrence of the students involved from 20 hours to 10 hours per week, were assigned, increasing in effect the total for 1978 by 10 hours. Work-Study assignments for 1978 are not complete. Policies relating to the award of financial aid are adopted or changed by vote of the GLS faculty after being considered and proposed by the Honors and Awards Committee.

Newly graduated alumni of the School are surveyed during the year following their graduation to comment on the adequacy of their preparation and to ascertain whether they have been successful in obtaining employment in the library profession and at what salary. Those employed prior to graduation are asked to note any change in their status upon the awarding of the degree. In the Spring of 1978, the GLS conducted a survey of a representative cross-section of libraries employing its graduates to determine how employers rated the preparation which the School's graduates had received. Reviews of this kind are intended to provide the GLS with one means of partially measuring the achievement of its Goals statement in regard to students: "To select students of diverse backgrounds and interests with the capacity for achieving the educational objectives of the program and the potential for contributing to the future development of librarianship." In the Fall of 1976, an extensive survey of the GLS alumni was conducted in which graduates were given the opportunity to comment on all aspects of the School's program. It is anticipated that a major survey of this type will be undertaken on a regular basis in the future, probably at five year intervals.

Total first professional degree and non-degree enrollment in the GLS has declined from 166.67 (FTE) for Fall, 1975, to 75 for Fall, 1977. In the regional program the drop was from 78.67 to 32. Evidence from the self-study report indicates:

- 1) GPA for undergraduate work for the first professional degree and non-degree students averaged 2.89, with 57% under 3.0. The average GPA in the regional program averaged 2.79 (p. 133-4).
- 2) GRE scores for the first professional degree students averaged 573 Verbal and 488 quantitative with scores in the regional program averaging 613 and 510 respectively (p. 134).
- 3) In the MAT, the range for all students was 26-93 with an average of 63. For regional students the range was 38-93 with an average of 65 (p. 134).

GOVERNANCE, ADMINISTRATION, AND FINANCIAL SUPPORT

A. GOVERNANCE

The Dean of the Graduate Library School is one of fourteen Deans heading academic units at the University of Rhode Island. He reports to the Vice President for Academic Affairs on matters of finance and administration and confers with the Dean of the Graduate School on academic matters and admissions policy. The Dean is a member of the Council of Deans and is presently on the Joint Educational Policy Committee of the University. He makes recommendations to the Vice President for Academic Affairs on appointments, dismissals, or other changes in status of faculty members. He has good working relationships with other University administrators, but his salary is slightly below the average salary for a Dean at the University, as is the salary of his Administrative Secretary in that salary category.

The GLS is one of two schools in the University offering graduate degrees exclusively. It recommends students for admission within general guidelines established by the Graduate School, the final authority on the admission of graduate students. Curricular changes are initiated within the GLS, subject to the approval of the Graduate Council. The faculty is represented on all faculty governing bodies of the University and has representation on both the Graduate Council and the Faculty Senate. Faculty members have served on ad hoc committees of the University.

B. ADMINISTRATION

The Dean of the GLS was Assistant Director of the Division of Library Science at Southern Connecticut State College and, before that, had extensive administrative and research experience. Last year a full time Coordinator for the Regional Program was appointed. The Dean is assisted by an Administrative Secretary and two additional secretaries are available. There are five School committees, on which both faculty and students serve: Admissions, Affirmative Action, Honors and Awards, Curriculum, and Regional. Most faculty members serve on two of these five, but some serve on three. Ad hoc committees are appointed as the need arises. The Dean appoints committee members in May of alternate years, but the faculty has the opportunity to indicate their preferences for service. Committee appointments are recommended to the faculty, who meet once a week usually during the academic year. The Dean also has the counsel of the Advisory Committee of the GLS, composed of representatives of professional organizations in the region, the University Administration, the University faculty, the Alumni, and the student body.

There are nine graduate assistants who work ten hours a week. In addition, the GLS has twenty hours of student help per week. There is also a recognized need for an administrative assistant for the Dean. No other administrative changes are contemplated for the immediate future, although the Dean's "A Plan for Excellence, 1977-82" does call for some additional staffing.

C. FINANCIAL SUPPORT

The following represents the expenditures of the School during the past two years and the budgets for 1978-79:

<u>Salaries and Wages</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
Instructional	\$217,303.72	\$199,424	\$217,284
Administrative	20,000.00	29,500	31,227
Students	23,636.04	20,078	21,700
Clerical, Support	15,732.46	17,036	17,128
	<u>276,672.22</u>	<u>266,038</u>	<u>287,339</u>
 <u>Grants</u>			
Funded Research		300	300
Scholarships & Fellowships		1,055	1,200
		<u>1,355</u>	<u>1,500</u>
 <u>Miscellaneous Expenses</u>			
Equipment, Supplies	4,449.50	3,317	7,361
Travel	1,347.83	2,177	2,500
Contractual Services	3,721.00	2,884	1,218
Other	4,956.92	5,407	8,016
	<u>14,475.25</u>	<u>13,785</u>	<u>19,095</u>
 TOTAL	 \$291,147.47	 \$281,178	 \$307,934

All funding is from the parent institution.

PHYSICAL FACILITIES

The move into the remodeled Rodman Hall in the Fall of 1978 consolidated the facilities of the GLS by bringing both office and class-room/laboratory space under one roof. It places the School in close proximity to the University library, where the "Z" collection and other print materials used regularly in course work and research are located. Moreover, the Audio Visual Center in the Chafee Social Science Center, serving the entire University, is on the other side of Rodman, so that production areas, additional equipment, and support staff are easily accessible. The Computer Center is just beyond this complex.

The new facility includes 11 offices for faculty and graduate assistants; an administrative area; laboratory space designated for computer terminals, audio-visual equipment, and the cataloging collection; and a conference seminar room. There are two classrooms which may have folding doors added in the future. There is no room currently indicated as a student lounge or gathering area for students. The floor plan provides easy accessibility to each room.

New furniture and equipment are being purchased. The total cost of renovating Rodman Hall has been estimated at \$150,000. In addition, the office of the Vice President for Business Affairs allocated \$9,000 for initial furnishing of the two class-rooms and the teaching laboratory. The Vice President for Academic Affairs supplied \$2,000 in capital funds to permit initiation of plans for terminal instruction in OCLC and Lookheed Services for each GLS student. In addition to Rodman Hall, a classroom and a student lounge on the third floor of the University library are specifically allocated to the GLS.

The University library estimates that 13,850 volumes are available for library education purposes (self-study, p. 183). It is also estimated that 3,400 volumes in library and information science have been added to the collection in the last two years. The library purchases 250 periodicals which may be useful to the School. 73% of the titles listed in Library Literature are available. Bound periodicals are shelved on the first floor. The "Z" collection as well as a small Dewey collection, current periodicals and the trade books for school, children and young adults use, are housed on the third floor of the library. Microfilm and fiche readers and printers are available throughout the University library.

The library science collections and budgets at the regional institutions are as follows:

University of Connecticut:

Books:	10,000 volumes in the "Z" and Dewey collections 10,000 volumes in bibliographic areas
Periodicals:	20 - 25 current titles specifically library science
Budget:	\$30,000 expended for library science and related materials

University of Massachusetts (Amherst):

Books:	13,596 volumes in library science collection
Periodicals:	404 volumes
Budget:	\$31,000 expended for library science and related materials

University of New Hampshire:

Books:	7,000 volumes in library science collection
Periodicals:	20 titles specifically in library science
Budget:	\$20,000 expended for library science and related materials

The University library contains 593,274 volumes in the facility on the Kingston campus with 17,481 volumes in the Extension Division Library in Providence. In 1976-77, 28,480 volumes were added to the library's collections. The Kingston campus facility is rapidly

approaching the point at which storage facilities and systematic weeding of the collection will be necessary. The library's capital budget for 1977-78, which includes materials and equipment, was \$636,000. The library is a member of NELINET and OCLC. In addition, it offers URICA, an on-line search service of major journal indexes, to individual users. The budget for materials supporting library education is allocated by the university librarian. It is estimated that in 1977-78, \$11,300 was spent including a percentage charge of OCLC/NELINET operations used by GLS students.

The size and total budgets for the libraries on the campuses where the regional programs are conducted are as follows: the University of Connecticut at Storrs: 1,026,973 volumes, \$2,500,197; the University of Massachusetts at Amherst: 1,084,438 volumes, \$2,990,103; and the University of New Hampshire at Durham: 698,752 volumes, \$1,598,373.

Other resources which are available to the GLS include the University of Rhode Island Extension Center in Providence and other New England University Libraries through inter-library loan services, the Providence Public Library, the Department of State Library Services in Providence, Brown University and other higher education institutions in the state. Collections in school media centers, public and special libraries are used regularly by students in field experience. Personnel resources in the region are called upon frequently. Professionals serve as guest lecturers, resource consultants and field supervisors. Field trips to New York City include visits to major publishers and such centers as H. W. Wilson and R. R. Bowker. Resources in nearby Boston serve as external consultants and visitation centers.

Audio-visual equipment is available through the School, the AV Center in Chafee and the University library. Location of this equipment is listed on p. 183 in the self-study, with the exception of the 16mm camera, which is not available. Equipment may be borrowed by giving at least one week's notice. The University library opened an audio-visual center in July, 1978, which is designed as an A.-V. "reserve" service for students. This includes fully equipped slide and tape carrells; TV and video tape players, which can be used for individualized instruction; and other materials. This center is supervised by a professional instructional technology person.

The Academic Computer Center has an ITEL AS/5 computer with 3072K of high speed storage; disk storage units; magnetic tape, card, and printer input/output devices; and an off-line plotter. The system's hardware and software accommodate both remote batch and interactive terminal usage as well as normal batch processing. Additional facilities are available in the Graduate School of Oceanography; in the departments of Electrical Engineering, Ocean Engineering, Computer Science and Experimental Statistics, and Chemical Engineering; and in the Rhode Island Nuclear Science Center. Use of the Computer Center is unlimited and free.

EMPLOYMENT STATUS OF 1977 GRADUATE LIBRARY SCHOOL GRADUATES

By Steward P. Schneider and Bernard S. Schlessinger

This paper presents the results of a survey of Graduate Library School 1977 graduates. Because of its timing (while the school is awaiting an accreditation visit after the loss of accreditation in 1976) it provides data often asked for as to how the loss of accreditation affected the ability of GLS graduates to secure employment in the 1977 library job market. A further reason for the survey was to get input from recent graduates regarding the adequacy of their preparation for employment in libraries, especially in view of the active consideration of changes in the curriculum.

A two-page questionnaire was sent to the 133 students who were graduated from the program in January, May, and September, 1977. Responses were received from 108, or 81.2% of those surveyed. Selected information obtained from the responses is summarized below.

TOTAL NUMBER EMPLOYED AND NUMBER EMPLOYED IN LIBRARIES

Table 1 presents the employment status of the 108 responding 1977 GLS graduates. Of those responding, 92 (85.2%) were employed. Five respondents indicated that they were unemployed by preference, so that the percentage of respondents who desired employment and were working was 89.3%.

Eighty-five (92.4%) of the 92 employed respondents are engaged in library work. Of these 67 (78.8%) indicated that they held professional positions. The other 19 graduates were employed in para-professional or clerical positions, but several noted that they were doing professional work even though their positions were not classified as professional. One graduate held two part-time jobs and has been * counted in both the professional and para-professional categories.

Eighty-five (92.4%) of the 92 employed respondents are engaged in library work. Of these, 67 (78.8%) indicated that they held professional positions. The other 19 graduates were employed in para-professional work even though their positions were not classified as professional. One graduate held two part-time jobs and has been counted in both the professional and para-professional categories.

It should be noted that 11 graduates (12.9% of those employed in libraries) reported that they were employed on a part-time basis, with 8 of those working in professional positions.

Of the 16 (14.8%) graduates who had been unable to find library employment of some kind as of March, 1978, 11 were unemployed and five were working in non-library positions while still seeking employment in libraries. Two others who were working in non-library positions noted that they were not looking for library work at the present time.

TABLE 1: Employment Status of 108 Responding 1977 GLS Graduates

	Professional positions	Para-professional or clerical positions	Total %	
Number Employed in Libraries	67	19	85*	78.8
Number Employed in Other Than Library Work			7	6.5
Number Unemployed			16	14.8
Unemployed by Preference			5	4.6

EMPLOYMENT BY TYPE OF LIBRARY WITH AVERAGE SALARY

As may be seen in Table 2, 26 (30.6%) of the graduates engaged in library work were employed in school libraries. Twenty-three (27.1%) were working in public libraries while 19 (22.4%) were employed in academic libraries. Fifteen (17.6%) were working in special libraries. Two graduates (2.3%) were doing professional library work in non-library settings.

Sixty-three of the graduates employed full time in libraries provided information about their salaries. The minimum annual salary reported, for those graduates working in the United States, was "about \$5,000", while the highest was \$19,650. The annual average salary for those graduates who secured their positions after graduating from library school was \$10,217, which was \$1,480 less than the average for graduates who were working in the same jobs which they held while attending school.

TABLE 2: EMPLOYMENT BY TYPE OF LIBRARY WITH AVERAGE SALARY

Type of Library	No. of Males (with avg. salary)		No. of Females (with avg. salary)		Per- Totals centage	
School	2	\$8750	24	\$11,957	26	\$11,636 30.6
Public	3	\$9993	20	\$10,022	23	\$10,017 27.1
Academic	6	\$10,100	13	\$10,500	19	\$10,433 22.4
Special	5	\$10,440	10	\$10,288	15	\$10,346 17.5
All Libraries	16	\$9,990	67	\$10,874		\$10,700*

*Totals do not include 2 graduates engaged in professional library work in non-library settings.

EMPLOYMENT BY GEOGRAPHIC REGION

Table 3 shows that 29 graduates (34.1% of those employed in libraries) were working in Rhode Island while 42 (49.4%) were working in libraries in other New England states. Altogether, 83.5% of the graduates engaged in library work were employed in New England. Only seven were located outside the Northeast, two of whom were working overseas.

TABLE 3: GEOGRAPHIC PLACEMENT OF GLS GRADUATES

<u>STATE</u>	<u>NUMBER</u>	<u>%</u>
Rhode Island	29	34.1
New England States	71	83.5
Northeast	78	91.8
Other Areas	7	8.2

Sources of Job Information

The Graduate Library School had established its own job listing program in the fall of 1976 and used the questionnaire to find out how many 1977 graduates had found employment through this service. Table 4 shows that 8 (12.7%) of the 63 graduates who obtained positions or moved to new positions following graduation indicated that they had first learned of the opening through the listing in the GLS Newsletter or Joblist.

Eleven graduates (17.5%) reported that they had learned about their jobs through newspaper advertisements. An equal number indicated personal contacts as the source from which they first obtained information about their positions. Eight said that they obtained their jobs by making inquiries and/or sending out resumes. Four graduates had utilized placement lists other than those circulated by the School and three had learned about their jobs through state employment agencies. Two had found their jobs through the placement services provided at ALA conferences while only one had obtained a position through an advertisement in a library periodical. One reported that volunteer work had developed into a paying position while another noted that her present employer had taken the initiative in contacting her.

Eight graduates reported that they were promoted or were given new positions after they received their MLS degrees. Four had obtained employment in libraries in which they had pursued internships as students.

TABLE 4: SUCCESS IN USE OF SOURCES OF JOB INFORMATION

Source of Job Information	No. of Jobs Obtained	%
Newspaper Ads	11	17.5
Personal Contacts	11	17.5
GLS Newsletter or Joblist	8	12.7
Making Inquiries and/or Sending out Resumes	8	12.7
Placement Lists of Other Schools	4	6.4
State Employment Agencies	3	4.7
ALA Conference Placement	2	3.2
Library Periodical Ad	1	1.6

Adequacy of Preparation

Fifty-eight (74.4%) of the 78 graduates who answered the question, "Was your preparation at GLS adequate for the position you now occupy?", responded in the affirmative while 20 (25.6%) indicated some degree of dissatisfaction with their preparation.

While comments detailing weaknesses in preparation did not center around any single element in the School's program, those mentioned by more than one graduate included the following: coverage of non-print media, the practical aspects of administration (budgeting and finance, personnel management, public administration), acquisitions procedures, some aspects of cataloging, teaching library skills, and public library work with children. Several graduates emphasized the need for more practical experience in conjunction with their academic preparation while others felt that their preparation would have been strengthened if they had been able to take certain specialized, elective courses not available at the School (e.g., art librarianship).

Several graduates indicated that they had originally anticipated working in positions different from those which they eventually obtained and had not, therefore, taken the courses which would have best prepared them for the type of work which they were doing. Sixty out of 79 respondents (75.9%) indicated that they were working in the area of specialization for which they had prepared while at GLS.

Plans for Further Formal Education

Sixty-one (56.5%) of the graduates who responded to the survey indicated that they planned to continue their formal education in some way. Forty (37% of those responding) expressed interest in a sixth-year program at GLS while 56 (51.9%) indicated that they would be interested in other types of continuing education activities at the School. Several respondents indicated interest in both a sixth-year program and in other types of continuing education. Forty-nine (45.4%) either were engaged in, or had plans to undertake, advanced study in fields other than librarianship.

SUMMARY AND CONCLUSIONS

In spite of the School's loss of accreditation, 1977 graduates of the GLS do not appear to be having greater difficulty in obtaining employment than are the graduates of accredited library schools. The overall library employment record for 1977 graduates of the GLS (63.9% employed in library work) is better than the national average of 56.8% for 1976 graduates of 53 accredited library schools, the latest year for which statistics are available.¹ One of the country's best known library schools, the Graduate School of Library Science at the University of Illinois, reported in March, 1978, that 81 out of 138 students who graduated in 1977 (58.7%) had secured employment in libraries.²

The relatively good employment record of last year's GLS graduates should perhaps be qualified in light of the fact that a significant number (30, or 35.1% of those employed in libraries) held their present positions or were employed in the library where they are now working while they were attending library school. Only 11 (12.9%) of those employed in libraries reported that they had had no library work experience before graduating from library school.

As noted in the data section, more than three-fourths of those responding indicated that they were working in the area of specialization for which they had prepared while at GLS. Even if none of the six respondents who did not answer this question are working in their preferred area of specialization, at least 70.6% of the surveyed graduates who are working in libraries were able to find jobs in the specialization for which they prepared. When coupled with the fact that 83.5% of the graduates were working in New England libraries, the record appears to indicate that the majority of the School's graduates were able to find jobs in the specializations for which they had prepared within the geographical area from which the School draws most of its students.

Only four of the 19 graduates working in para-professional or clerical capacities indicated that they were looking for professional positions. Full-time employment appears to take precedence over professional status for most graduates working in non-professional jobs.

The distribution of 1977 graduates among school, public, and academic libraries was relatively even. This represents a significant shift from prior years when a much larger proportion of the School's graduates found employment in school libraries.

The average annual salary for the graduates who provided salary information, \$10,710, was \$439 less than the average beginning salary reported for the graduates of 53 accredited library schools in 1976.³

While GLS graduates utilized a variety of methods to obtain information about job openings, newspaper advertisements and personal contacts appear to have been the most productive, followed by the School's placement services and the mailing of inquiries and resumes. Approximately 60% of the placements obtained by 1977 graduates resulted from the four sources noted above.

Most graduates appear to be reasonably satisfied with the preparation which they received at GLS although a few noted that they felt it was too early for them to make a definitive assessment in this respect.

Almost half the students who graduated from GLS in 1977 planned to continue their education in some formal way. A significant number (40) expressed interest in a sixth-year program at GLS although a larger number (56) showed a preference for other forms of continuing education in librarianship. The fact that 49 graduates were pursuing, or planned to pursue, advanced study in fields other than librarianship indicates the growing trend to supplement basic preparation in librarianship with competence in other areas.

REFERENCES

1. Learmont, Carol L. and Darling, Richard L. "Placements and Salaries 1976: A year of Adjustment." Library Journal. 102 (June 15, 1977): 1345-1351.
2. Illinois. University. Graduate School of Library Science. Annual Letter to the Alumni, 1978.
3. Learmont and Darling, "Placements and Salaries, 1976".



RI GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

The SPEAKOUT month of October is over and, generally speaking, the SPEAKOUTS were successful. A lot of work went into the SPEAKOUTS and everyone is to be congratulated on a job well done. One thousand people attended the SPEAKOUTS and a little more than 1/3 of those were citizens.

When we first started to talk about the SPEAKOUTS and to plan them, we were planning in terms of more people in attendance and a higher

percentage of citizens. Now, in relation to the SPEAKOUTS that have been held in other states, we have learned that ours compared very favorably in numbers of participants and percentage of non-library-related people.

The most important segment of the SPEAKOUTS was the number of issues that surfaced. All of the following were brought up at more than one SPEAKOUT:

MORE PUBLICITY AND BETTER PUBLIC RELATIONS FOR LIBRARIES
MORE BILINGUAL MATERIALS
COOPERATION BETWEEN SCHOOL AND PUBLIC LIBRARIES
FUNDING
BARRIER-FREE LIBRARIES
SCHOOL LIBRARY STANDARDS
USE AND TRAINING OF VOLUNTEERS
AUDIO VISUAL MATERIALS AND TECHNOLOGY
LIBRARY HOURS AND ACCESS TO LIBRARIES
HUMAN RELATIONS AND SENSITIVITY TRAINING FOR LIBRARY WORKERS
UNION LIST OF MATERIALS
EDUCATION FOR PUBLIC IN USE OF LIBRARY
LIBRARY FEES AND STATEWIDE LIBRARY CARD
LACK IN YOUNG PEOPLE'S SERVICES
BALANCE OF COLLECTION AND BOOK SELECTION
PROGRAMMING CONCERNS -- PRIORITY AND RESPONSIBILITY

It seems that the issues of highest concern involved the situation of school and public library cooperation, the attitudes of library personnel, and library public relations. Additionally, there was a concern for the "back to basics" issue in libraries.

Perhaps we learned from the SPEAKOUTS what we have suspected for sometime -- people who use libraries are relatively satisfied with the service they get. That message should make us aware of our situation and help us to re-order our priorities. Now is the time to do it -- the Governor's Conference can make a difference.

Remember to nominate delegates for the Conference. Nomination forms are available at the Department of State Library Services.

Task Forces are beginning to meet, so if you haven't signed up for a Task Force yet, contact Diane Kadanoff, or Mary Fallon, or the Department of State Library Services.

Roberta A.E. Cairns
RILA Representative to the Governor's Conference Steering Committee

GALLIMAUFRY

-By Matthew Higgins

THE MIRROR: Peg Caldwell reports that the 1978 Mirror, a URI Extension student publication is now available. This should be of interest to those collecting Rhode Island publications. Contact Dr. Wilfred Dvorak, English Dept., URI Extension, 277-3830. Price is \$2.50.

IN HOLLYWOOD: Jim Norman, former Director of the East Providence Public Library and familiar figure in the R. I. Library Community, is currently living at 1539 N. Bronson Ave., Hollywood, California.

NEW CHIEF: Matthew Higgins, Director at Greenville Public Library for the past three and a half years, has been appointed as Chief of Planning and Development at the Dept. of State Library Services. He is scheduled to begin at this position on November 13.

NELB COUNSELLOR: John P. Hannon, Librarian at Bryant College, has been appointed to the New England Library Board's Panel of Counselors representing academic libraries.

FILM CO-OP GRANT: The Rhode Island Library Film Cooperative has been awarded a grant of \$18,000 by the Dept. of Elderly Affairs. The grant is to be used for films of high interest to the elderly along with films that will raise the awareness of the general public regarding the problems, concerns, and interests of older people.



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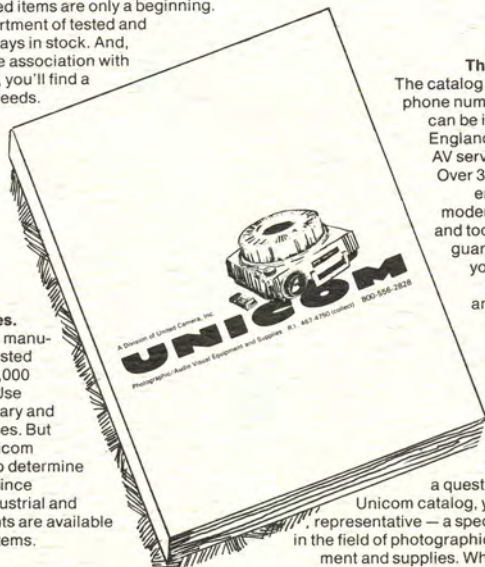
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