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Rhode Island Library Association BULLETIN



**International Year of the Child
June 1979**

RHODE ISLAND LIBRARY ASSOCIATION

150 EMPIRE STREET

PROVIDENCE, RHODE ISLAND 02903

June 1979 Volume 51 No. 11

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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 $\frac{1}{4}$ page, \$35 per $\frac{1}{2}$ page, and \$50 per full page. Call the advertising manager for further information.

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EDITOR'S NOTEBOOK



The International Year of the Child 1979 provides the library profession with a unique opportunity to rededicate itself to the principles of children's rights formally articulated by the United Nations twenty years ago. Those principles, like the humanist goals of library service to children, represent an awesome responsibility to those of us whose work involves providing library environments that nurture children's innate rights to self-determination.

Within the last few years, however, we have witnessed a growing indifference and hostility toward children in our economically angry society. Physical abuse of children is commonplace, and children are further brutalized by having the funding reduced drastically for energetic child workers and their imaginative approaches to children's services.

In this tough economic climate, therefore, children's librarians are being called upon to justify their long-held contentions that children need experiences of joy, discovery and self-expression in order to develop their hearts and minds. Part of our responsibility, then, in advocacy of the rights of children to quality library service, is to support our ideas with sound financial rationales. Among other things, we must be more discriminating than ever before in the selection of materials and programs that we propose to offer with the public funds.

This issue of the Bulletin is intended to be a means of sharing the ideas and activities of those connected with materials and programs for children. Not all areas of concern are treated -- regrettably, there are no contributions dealing with non-print media. And the subjects discussed herein by the contributors are by no means exhausted. But the issue is, like the International Year of the Child itself, an honest beginning at re-evaluation.

- Susan R. Klein,
Guest Editor, June Issue



Letters to the Editor



May 9, 1979

Dear Editor:

I wish to correct an erroneous impression given in the report of my resignation as Treasurer (Bulletin: April 1979, p.7). I did not resign "in view of this [Eaton's alleged] conflict of interest." My resignation was to protest the Executive Board's mismanagement of the entire sequence of events leading to its decision to remove Eaton from that Chair -- an action I believe to be unfair and inappropriate, and the discourteous and unprofessional manner in which he was (not) informed of that action (both he, and I as an Executive Board member, eventually had to inform ourselves by grapevine method). I believe also that the naive (politically) and emotionally-based action was not in the best interests of the total membership of R.I.L.A. For all of the above reasons, I felt that I could no longer work effectively with the current leadership of the organization.

And having mentioned professional conduct, it may interest you that to date, more than a month and a half since my letter of resignation was received by the Board, I have received no response whatever -- verbal or written -- acknowledging or accepting my resignation (until reading about it in the Bulletin), nor any acknowledgement to communications from me offering to help effect an orderly transfer of responsibilities to an interim appointment.

Sincerely,
Ruth E. Corkill
Coordinator of Adult Services
Pawtucket Public Library

Editor's note: The Chairperson of the Government Relations Committee was notified of the Executive Board decision March 15th. A letter accepting Ruth Corkill's resignation with regret was sent March 30, 1979.



RHODE ISLAND LIBRARY ASSOCIATION

Membership Application/Renewal Form

July 1, 1979 - June 30, 1980

Membership Rates (due and payable July 1, 1980)

<u>Individual</u>		<u>Institutional</u>
First Time Member (other than a student)	\$ 5.00	Budget \$ 0,000 - \$ 24,999 \$10.00
Student (one year only)	3.00	25,000 - 99,999 20.00
Trustee	5.00	100,000 - 299,999 30.00
Income		300,000 - and above 50.00
\$ 0,000 - \$ 4,999	5.00	For each \$10 of institutional dues paid, one non-member will be allowed to attend major con- ference at member rate, but without voting privileges.
5,000 - 6,999	7.00	
7,000 - 8,999	9.00	
9,000 - 10,999	11.00	
11,000 - 12,999	13.00	
13,000 - and above	15.00	

Your dues include receipt of the RILA Bulletin (11 issues/year).
Non-member Bulletin subscription - \$7/year.
and reduced conference rates.

Association dues support such activities as legislation, continuing education, intellectual freedom, public relations.

Membership fees are tax deductible; please retain this section for your records. _____ (Amount paid)

PLEASE COMPLETE THIS SECTION AND RETURN WITH PAYMENT.

All listings in the annual MEMBERSHIP DIRECTORY are taken from the information provided below. Would all RENEWING MEMBERS please check your listing in the May 1979 Directory, and indicate whether the information on the form below represents a change from your current directory listing. If so please check here _____. Please notify us of future changes of address, affiliation, position or telephone number.

Name _____ Position _____

Mailing Address _____ Street _____

_____ City _____ State _____

Library or Affiliation _____ City _____

Business Telephone No. _____ Dues amt. _____

If you do not wish your listing to appear in the annual Membership Directory, indicate by checking here: _____

Mail this form and payment to: RILA, Attn. Connie Lachowicz, South Kingstown Public Library, 603 Kingstown Rd., Peace Dale, R.I. 02883 (Telephone - 401-789-1555)

RHODE ISLAND LIBRARY ASSOCIATION FACT SHEET

What is RILA?

Rhode Island Library Association is an organization of members from the public, academic, school, and special library community who work together to promote library and information services in Rhode Island, and to encourage interest in libraries and librarianship.

Why should you join RILA?

Benefits of membership include:

1. Eleven issues of RILA Bulletin per year - subscription rate for non-members is \$7/year.
2. Reduced member rates at RILA conferences.
3. Opportunity to be active in areas of importance to the profession through participation in the following committees:
 - a. Conference Committee - plan programs and make arrangements for meetings of the Association.
 - b. Continuing Education Committee - develop and implement a program of continuing education for all library personnel.
 - c. Government Relations Committee - sponsor and work toward passage of library-related legislation.
 - d. Intellectual Freedom Committee - work to safeguard the rights of librarians and library users.
 - e. Membership Committee - attract new members and recommend ways of maintaining active members.
 - f. Nominating Committee - present slate of candidates for RILA officers and Executive Committee members, and conduct elections.
 - g. Outreach Committee - Provide guidance and formulate direction for libraries and individuals concerned with outreach programs.
 - h. Public Relations Committee - promote libraries, librarians and library education.
 - i. RILA Bulletin Committee - publish news and discussion of all issues of interest to RI public, school, academic, and special librarians and libraries.
 - j. Trustees Committee - work with Trustees in a continuing effort to help achieve excellence in library service.
 - k. Constitution and Bylaws Committee - interpret, review and propose modification of the constitution.
 - l. Personnel Committee - to establish procedures to protect employment rights and to define employment responsibilities of library personnel.

How can RILA membership help you professionally?

Membership in RILA provides you with the opportunity:

1. To keep informed of issues and happenings in the profession.
2. To maintain your own program of continuing education and to broaden your perspective.
3. To develop contacts both professionally and socially with librarians throughout the state.
4. To share information for education and problem-solving purposes.
5. To keep informed of current job openings.

Why does RILA need you?

You are an individual with your own ideas, needs, concerns. RILA needs individuals sharing their ideas, concerns, information, and energy to be a viable organization. RILA needs the support and involvement of all libraries and librarians in the state to be effective. RILA NEEDS YOU!! JOIN RILA TODAY!!



PUBLIC LIBRARY SERVICE TO CHILDREN

Position paper of the RILA Ad Hoc Committee on Children's Services

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

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

The Rhode Island Library Association Ad Hoc Committee on Children's Services was formed to:

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

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

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

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



UNITED NATIONS DECLARATION OF
THE RIGHTS OF THE CHILD

Adopted on November 20, 1959

Principle 1: The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2: The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

Principle 3: The child shall be entitled from his birth to a name and a nationality.

Principle 4: The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5: The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6: The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and

of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of state and other assistance toward the maintenance of children of large families is desirable.

Principle 7: The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

Principle 8: The child shall in all circumstances be among the first to receive protection and relief.

Principle 9: The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

Principle 10: The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

RILA 1979 MEMBERSHIP FEE DUE JULY 1.

SEE APPLICATION/RENEWAL FORM P.3



GETTING A PERSPECTIVE ON THE GOALS OF CHILDREN'S SERVICES

In the Nation ---

by Susan R. Klein

Within the last several years, children's services librarians have sporadically raised questions about the relationship that exists between their specialty and the administration of the institutions in which they serve. Marion Gallivan's oft-cited bibliography of published research (covering 1960-1972),¹ for example, revealed a wide range of studies which focused on school librarians' patterns of staff involvement in the process of managerial decision-making. However, admittedly absent from the bibliography (as well as from the broad field of professional literature) were studies of patterns of participation by children's specialists in the management and planning of public libraries. The implications of that absence of research were concisely stated by Gallivan in her preface to the citations:

The scarcity of research on public library service to children is very unfortunate. In a period of economic cutbacks and taxpayer revolts, a crying need exists to identify, examine, and evaluate the public library's role in providing services to children.² (*Italics mine.*)

What underscores the desperate circumstances remarked upon by Gallivan is that the initiatives provided eleven years earlier by LaBounty's studies³ and Gross's more extensive report⁴ were to have been followed by intensive research efforts by ALA and the Department of Education aimed at a national survey of public library service to children. But these developments did not materialize (and still have not). During the last several years, quantitative and qualitative measurements have been pursued with varying degrees of success at the state level with notable results achieved in California, Illinois, New York, and Ohio. Again, one might expect that the inclusion since 1971 of separate statistics on juvenile collections and loans in the U.S. Office of Education's Statistics of Public Libraries Serving Areas with at Least 25,000 Inhabitants would have provided a starting point for developing national standards; but thus far there is not evidence of such a project being undertaken either by ALA or by the Office of Education. Symptomatic of the condition which afflicts the overall library profession, the children's services

specialty lacks specific guidelines for defining its usefulness in the community -- a serious disadvantage in light of the current funding patterns and need for economic accountability.

FOOTNOTES

¹Marion F. Gallivan, "Research on Children's Services in Libraries," Top of the News 30 (April 1974): 275-93.

²Op. cit., p. 276.

³Maxine LaBounty, "Public Library Children's Services: Two Studies," Library Trends 12 (July 1963): 29-37.

⁴Elizabeth Henry Gross, Children's Services in Public Libraries: Organization and Administration (Chicago: American Library Association, 1963).

In Rhode Island ---

by Susanna A. Collins

In response to both national as well as statewide concerns, the Ad Hoc Committee on Children's Services of the Rhode Island Library Association developed a questionnaire to obtain specific information about the quality and quantity of children's services in Rhode Island. In Spring 1978, the questionnaire was distributed to each public library in the State, including branches and bookmobiles. Statistical work was done by the members of the Ad Hoc Committee with the aid of Bernard S. Schlessinger, Robert E. Giordano, and Lucy Salvatore.

In the process of attempting to digest the results of the survey, it may be that the Ad Hoc Committee bit off more than it could chew. Therefore, instead of producing one coherent, reasoned report, the Committee is providing a series of overviews, while it tries to absorb and correlate the incredible mass of data it innocently acquired.

While the bulk of the questions could be simply tabulated, the final three were specifically aimed at the individual librarian and/or situation. These concerned goals for one (table 1) and five years (table 2) and problems encountered (table 3). Most of the goals were program and collection oriented. The problems can be summarized as money, staff, and space.

Question: What are your primary goals for services in the coming year?

Collection Development	28.9%
Programming	34 %
Cooperative Efforts	8.4%
Circulation	10.8%
Other	10.9%
No Response	7 %

Table 1

Question: What are your primary goals for the coming 5 years?

Collection Development	31 %
Programming	32 %
Cooperative Efforts	16 %
Circulation	1 %
Other	10.4%
No Response	9.6%

Table 2

Question: What problems have you encountered in providing children's services?

Space	21.1%
Staff	21.1%
Money	14.9%
Time	12.7%
Transportation	10.7%
Schools	12.7%
Lack of Children	6.3%

Table 3

In most cases, the person answering the questionnaire, whether a professional or not, had a quite clear idea of what could and should be done to improve the quality of service provided to the children in their area, if...if there was more staff or time to plan and conduct programs, if there was more space to have programs, and if there was more money to build up the collection.

Children's librarians need to be able to provide concrete evidence to support their requests for increased funds that will convince both library directors and library trustees of the benefits that will come with increased staff time, or space, or a greater percentage of the book budget. With the current demand on library budgets these requests need to be thoroughly reasoned and carefully prepared. Since neither the Ad Hoc Committee nor RILA itself can solve the specific problems, perhaps the biggest contribution we can make is to provide some training in planning and goal setting which takes into account these realities.



FOREIGN CHILDREN'S BOOK ACQUISITION IN 1979 -
HOW, WHERE AND WHY
*by Sandy Ferguson **

As children's librarians observe the International Year of the Child, it seems an appropriate time to broaden their collections by adding foreign children's books. Almost every library would be enriched by a small representative selection, and certainly many libraries are in need of foreign language materials to serve the requests of ethnic patrons. In the realm of international children's books, however, demand and supply lie a world apart. How to obtain these books is admittedly a real problem.

Often a librarian's first impulse when ordering foreign books is to address the foreign publishers. However, working directly with foreign houses usually introduces difficulties for the librarian which would better remain the concerns of the experienced international book dealer. Some problems to be encountered are: 1) multiple invoices and payments in foreign currencies; 2) inevitable shipping delays and customs hassles; 3) unpredictable price and/or currency returnable shipments; 6) long distance correspondence with the foreign publishers. Most librarians who have flirted with foreign book acquisition have learned that orders should be placed with a minimum number of reputable sources, preferably suppliers who are based in the U.S., and who distribute imports through their regular sales channels. At least, in this way the purchaser gains a stronger assurance of cost and availability while minimizing order and payment problems.

Another concern expressed by many children's librarians is the dilemma of selection. How does one choose foreign books for the collection, usually sight unseen and written in an unfamiliar language? Fortunately, increasing numbers of organizations and professionals are devoting efforts to the promotion of reputable international children's books. Perhaps among the most helpful lists are those published by Booklist, Bookbird (IBBY publication), Best of the Best (International Youth Library, Munich), the International Center for the Study of Children's Cultures, Children's Book Council, and recommendations from a few qualified foreign book distributors.

French, Spanish, and German books are relatively easy to obtain - and British and Canadian, of course. However, some of the "minor" language groups such as Portuguese, Polish, Italian, Vietnamese, and Scandinavian, present endless frustrations in both selection and acquisition. We can only suggest a few of the guidelines mentioned above -- but the task of building a foreign collection can never be expected to be as easy as the

development of a solid domestic one. Some perseverance and patience are required, and a few problems must be anticipated in creating an exciting foreign collection.

Those of us who have chosen to work with foreign children's books, whether in academic, library or business circles, all believe in a common goal - to make these wonderful books from many different cultures familiar to U.S. kids. Personally, I cannot think of a more worthwhile venture in this year of celebration for children than to spread international children's literature throughout our libraries.

*Sandy Ferguson is Managing Director of The Country Scholar, Inc., a distributor of children's books.



RECENT INTERNATIONAL BOOK AWARDS

1978 Nobel Peace Prize for Literature: Isaac Bashevis Singer.

International Year of the Child (1979) Candidate for the Nobel Peace Prize for Literature: Astrid Lindgren.

1978 International Reading Association Children's Book Award:
A Summer to Die by Lois Lowry (Houghton, 1977).

1978 Hans Christian Anderson Awards: Author: Paula Fox (U.S.A.)
Illustrator: Svend Otto S. (Denmark).

1977 Mildred Batchelder Award (announced 1/7/79):
Konrad (Watts, 1977) by Christine Nostlinger, illustrated
by Carol Nicklaus, translated from the German by Anthea Bell.

1978 Mildred Batchelder Award:
Rabbit Island (Harcourt, 1977) by Jorg Steiner, Illustrated by
Jorg Muller, and translated from the German by Ann Conrad Lammers.

1978 Jane Addams Children's Book Award:
The Child of the Owl (Harper, 1977) by Laurence Yep.



INTERNATIONAL LANGUAGE FOR YOUNG CHILDREN:

HUMOROUS ILLUSTRATION

by A.K. Petry, Ph.D. *

One of the current worries of children's book editors is a concern for obtaining quality translations. The most interested and diligent publishers are going to enormous (and expensive) effort to insure that texts which children will read "in translation" are fluid and expressive.

There are stories abounding, however, which require no translation, which have almost universal appeal, and which elicit the happiest of responses of children without further adult intervention. The stories to which I refer are those cheerfully contained in the humorous illustrations of notable wordless (or almost wordless) picture books.

A prime example is Mercer Mayer's A Boy, A Dog, and a Frog. Surely, wherever in the world children inhabit the earth along with small life-forms that slither or hop or hide, this book will be understood. More important, however: children will respond to the ever-changing facial expressions of the three characters. A "reader" shares contentment, adventure, alarm, surprise, triumph, mirth, dejectedness, and joy in "reading" these illustrations. The pictures are a language known to all children.

It is interesting to reflect on research regarding children's humor in the light of such books as A Boy, A Dog, and a Frog. Mercer Mayer's illustrations incorporate three elements of humor which scholars have found are especially appreciated by young children:

- a) the element of surprise or sudden resolution
- b) the minor disaster which characters survive without injury, and
- c) the "superiority" or clever-child theme, in which the young reader who has recently mastered a skill laughs at a book character who has a lower level of competence. ("I'd be able to catch that frog!")

Two other child-appropriate elements of humor can also be conveyed without words; these elements not only amuse but also stretch the thinking of children:

- d) incongruity - the sight of unlikely things in unlikely places, and
- e) exaggeration of physical size.

*A.K. Petry is a member of the Faculty of the Department of Elementary Education, Rhode Island College.

A very funny example of incongruity as humor is Animals Should Definitely Not Wear Clothing by Ron and Judi Barrett. Although this book has a simple text ("Animals should definitely not wear clothing...because it would be disastrous for a porcupine...make life hard for a hen..."), the illustrations convey the discomfiture of a variety of animals in a way which can be enjoyed quite independently of the text. As with many examples of incongruity, this book can be used as a sort of informal indicator of cognitive development. Very young children often make up a "reason" something is funny when they don't grasp the incongruity. A child's response to the question "why is this funny?" is revealing of his level of cognitive grasp of incongruity. One child may say that the picture of the clothed pig having his dinner is funny "because he's eating a carrot", another child, "because his tie and shirt are all dirty", and another, "because animals aren't supposed to wear clothes", thus showing an increasing order of understanding of the humorous element of incongruity, the real reason it is amusing.

The "Clifford" books, by Bridwell, especially Clifford, the Small Red Puppy, are beloved by many children, and may be used without the text, since simple line drawings show the antics of an out-sized dog. Exaggerated size not only causes problems which can be amusing in illustration, but may also give children who are anxious to "grow bigger" a way of laughing bravely at their own anxiety to grow up.

The study of humor is a serious scholarly pursuit. Multiple definitions and many theories can be defended. What seems clear (with or without theoretical background) is that "sense of humor" is a trait highly valued and universally honored. Adults may admit to faults of temper, say openly that they are "not honest in income reporting", and clearly claim all other manner of human failing; but almost no-one would ever say of him/herself: "I have no sense of humor"! It may be that the elusive quality we call sense of humor is the most prized of social qualities. There is evidence that "humor positively affects one's sense of well-being; lifts self-concept and self-confidence; relaxes tension; engages one in cognitive/creative problem-solving-like process; promotes group esteem, consensus, and solidarity...." (Beecher).

How appropriate, then, is the claim that the humorous illustrations in children's books are an international language - understood and responded to by children around the world who one day may (or may not) hear the sound of each other's verbal language.

The books listed below are for pre-school or primary children, and are chosen primarily for their amusing illustrations. Some

(especially Barrett, Mordillo and Krahn) may be enjoyed by older children who will perceive the humor at a different level.

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Out! Out! Out!, 1968.
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- Barton, Byron: Elephant, 1971.
- Baum, Willi: Birds of a Feather, 1969.
- Bollieger-Savelli, Antonella: The Knitted Cat, 1971.
- Bridwell, Norman: Clifford, the Small Red Puppy, 1973.
- Carl, Eric: Do You Want to Be My Friend?, 1971.
- deGroat, Diane: Alligator's Toothache, 1974.
- Francoise: The Things I Like, 1960.
- Fromm, Lilo: Muffel and Plums, 1973.
- Goodall, John: The Adventures of Paddy Pork, 1968.
- Goshorn, Elizabeth; Shoestrings, 1975.
- Hutchins, Pat: Changes, Changes, 1971.
- Krahn, Fernando: A Flying Saucer Full of Spaghetti, 1970.
How Santa Claus Had a Long and Difficult Journey Delivering His Presents, 1971.
- Mayer, Mercer: A Boy, A Dog, and a Frog, 1967 and subsequent Frog titles.
- Meyer, Renate: Hide and Seek, 1969.
- Mordillo, Guillermo: The Damp and Daffy Doings of a Daring Pirate Ship, 1971.

- Raskin, Ellen: Nothing Ever Happens on My Block, 1971.
- Sendak, Maurice: Higglety, Pigglety, Pop!, 1967.
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INTERESTING, CHALLENGING, FRUSTRATING:
SELECTION OF SOCIAL STUDIES MATERIALS
*by Gretchen P. Bernier**

The selection of social studies materials for elementary school students is a most interesting and challenging, although quite often frustrating, responsibility of a librarian. My colleagues

*Gretchen P. Bernier is Area Consultant for School Library Media Services, Cranston Public Schools.

in the public library have indicated that perhaps the level of frustration is somewhat higher for them than for those of us in the school libraries. Certainly this is easily understood, especially in the initial step of selection - determining the needs of the students. Obviously the school librarian has the advantages of working in close harmony with teachers, having easy access to the textbooks and curriculum guides, and knowing the needs and abilities of students on an individual basis. As with all other subject areas, a vague social studies assignment can be quickly clarified with the teacher, and, if need be, an assignment can be revised if there is a lack of materials on a specific topic. However, be assured that needs are not constant from year to year or from class to class. Textbooks and curriculum guides usually permit much flexibility, and teachers will vary their emphases from year to year, and from class to class.

Assuming the needs have been adequately determined, the more difficult aspect of selection, the researching of materials, begins. For this discussion the materials are limited to books. However, most of the same approaches apply to non-print media also.

It seems that the crux of the problem is the current lack of high quality social studies books which emphasize the sociological and geographical aspects of a country or region. In contrast, the requests regarding historical aspects of the social studies curriculum continue to be much easier to fulfill. In discussing this perplexing problem with publishers' representatives, the lack of materials has been confirmed and explained as follows. This area is not lucrative for publishers since the market for these books is small (mostly school libraries). It is very expensive to produce these books which require many colored illustrations, usually photographs, and these books require constant revision if they are not to become obsolete in a world which is constantly experiencing social and political change. Again, the cost is prohibitive, says the publisher.

Therefore, the task of locating and evaluating social studies materials has required intensive and unceasing searching of many sources. Some of the sources and methods employed in the Cranston school libraries are listed below in random order.

1. Textbooks bibliographies and reading lists accompany units or chapters
2. Teachers suggest specific titles and topics will sometimes evaluate materials

- | | |
|---|--|
| 3. Curriculum guides | usually provide very general topics |
| 4. Professional organizations | free or inexpensive reading lists
e.g. National Council for the Social Studies (NEA)
American Association of School Librarians
National Council of Teachers of English |
| 5. Professional Reviews
(and sources for free lists, etc.) | Booklist
Bulletin of the Center for Children's Books (University of Chicago)
Childhood Education (Assoc. for Childhood Education International)
Language Arts (Nat. Council Teachers of English)
School Library Journal
Wilson Library Bulletin |
| 6. Children's Book Council | Free or inexpensive selection aids |
| 7. Exam copies | pre-publication copies provided by publishers free |
| 8. Publishers' sales reps. | provide sample copies for preview
provide book collections for display at staff meetings
provide pre-selected titles on approval for 30-60 days with no obligation to purchase |
| 9. Centralized file for all libraries | publishers catalogs and commercially produced selection aids |
| 10. Exhibits | available at professional meetings and conferences (also good for contacts with sales reps, for special services) |
| 11. Selection aids | Children's Catalog (Wilson)
Elementary School Library Collection (Brodart)
Reference Books for Elementary and Junior High School Libraries (Scarecrow Press)
Index to Young Readers' Collective Biographies (Bowker) |

Notable Children's Trade Books in
the Field of Social Studies
(leaflet-Children's Book Council)

Many of these sources must be used in various combinations to be successful, and often a procedure is a systemwide activity, not practical or possible on an individual basis. It may be that some of these activities could be shared within a district between school and public librarians.

A final remark. Contrary to the opinion of some lay-people, duplication of certain books is not only desirable, but necessary, in the public and school libraries. Therefore, why do we not take advantage of another selection source - our nearest public or school library?



INTERNATIONAL YEAR OF THE CHILD AT
PROVIDENCE PUBLIC LIBRARY

by *Ellie Chesebrough**

During this International Year of the Child, the Providence Public Library honors the rights of education and general culture for children. By sharing our successful program formulas with other Rhode Island libraries we hope you will adapt similar children's programs for your communities. Our goal is to get children to want to read. Small workshops, summer programs, individual reading guidance, tangible experiences, utilizing community resources all contribute to the Providence Public Library's evolving process of designing programs for the child.

Our program objective is always to surround children with words to give them reading encouragement. Crafts, field trips and food are used to enhance children's reading experiences. Programs gain added dimension with the use of resources obtained outside the library such as CETA, the Department of Recreation's lunch programs, the Mayor's Office of Community Development, MacDonald's, banks, the circus, !Improvise!, the Puppet Workshop, and many more.

A six-week Fun with Poetry program at the Washington Park Branch Library enticed ten children ages 6-13 years to work together with !Improvise! to search for a particular type of poem. Older

*Ellie Chesebrough is Coordinator, Providence Public Library

children helped the younger children with words difficult to read and understand. Non-print techniques used to have Fun with Poetry were sensory and included describing an object with one's fingers for the group to translate into a verbal description, smelling herbs and spices and writing poetry on the personal effects of the scents, and listening to outside sounds and describing them verbally. The children's librarian displayed the drawings and poetry which resulted from the program at the entrance to the library.

The Providence Public Library was the happy recipient of free tickets and posters for children when the International Monte Carlo Circus was in town this winter. The library took this opportunity to run programs on the circus and offered the circus tickets and posters to children who successfully participated. The circus program objective was to have each child read four books. Programs were designed for different age groups. The program for children ages 9-12 ran for six sessions. Print, non-print and consummable supplies included nine book titles, paints, paint brushes, paper, pencils, clay and newspaper. The six sessions were planned as follows: 1) Introduction; discuss the different parts of a circus; discuss what children like most about the circus, circus animals and what effect they have on the audience; assign books. 2) Discuss books read; discuss different kinds of clowns (happy, sad, clumsy) and their effect on the audience; paint the children's faces like clowns; assign books. 3) Discuss books read; discuss the acrobatic tricks used in the circus and their effect on the audience; divide children into groups to design a circus ring on paper; assign books. 4) Discuss books read; create circus rings modelling figures out of clay; assign books. 5) Discuss books read; continue working on circus display by finishing up with clay and beginning to paint. 6) Finish display and combine three rings to form circus. Reference materials were also used as a valuable resource for the program. The children happily attended the International Monte Carlo Circus.

The Providence Public Library has worksheet plans for programs on many topics some examples of which are folktales, jokes and riddles, Spring, five countries, planes/balloons/kites, "what if", Africa, monsters, the prehistoric world, dinosaurs, five senses, seasons, holidays, the seashore and pets. We would be delighted to copy worksheets on specific topics and age groups for any library wishing to duplicate these programs. We welcome in turn program ideas which have had success in your libraries. Let's celebrate the International Year of the Child together!



SUMMER CONFERENCES AND INTERNATIONAL EVENTS
OF INTEREST TO CHILDREN'S SPECIALISTS

- June 18 - July 2: "A New England Sampler," a study-travel program in children's and adolescent's literature. Academic credit granted to participants. Inquiries: Dr. Mary Lou White, Associate Professor of Education, Wright State University, Dayton, Ohio 45345
- June 18 - June 29: "Folklore and Fantasy" workshop. Fort Hays State University. 2 credit hours. Inquiries: Mrs. Donna J. Harsh, Fort Hays State University, Hays, Kansas 67601
- July 2 - 13: Uri Shulevitz Workshop on Writing and Illustrating Books for Children. Appalachian State University. Inquiries: Ms. Beulah Campbell, Dept. of Elementary Education, Appalachian State University, Boone, North Carolina 28608
- July 9 - 13: Seventh Annual Children's Books and Authors Conference. Lindenwood College. Graduate or undergraduate credit granted to participants. Inquiries: Ms. Nancy Polette, Lindenwood College, St. Charles, Missouri 63301
- July 9 - 27: "The Child in Literature: Songs of Innocence, Songs of Experience." Simmons College Center for the Study of Children's Literature. Inquiries: The Center, Simmons College, 300 the Fenway, Boston, MA 02115
- July 10- August 15: "Pictures from a Small Planet - #2," UNICEF - IYC Art Exhibit. City Hall, Boston, Mass.
(Complete art exhibit schedule: SLJ: 5/79,p.12.)
- July 16 - July 27: Uri Shulevitz Workshop. Inquiries: Lorelie Mintz, 563 S. Burlingame Ave., Los Angeles, CA 90049
- July 21 - August 11: Study tour of literary Britain and legendary Norway. Inquiries: Dr. Emily Hoover, Dept. of Continuing Education, Kent State University, Kent, OH 44242
- July 30-August 4: International Association of School Librarianship Conference. Middelfart, Denmark. Inquiries: Jean Lowrie, IASL, School of Librarianship, Western Michigan University, Kalamazoo, MICH 49001

- August 13 - 18: Twelfth Annual Loughborough International Seminar on Children's Literature. University of Stirling, Scotland. Inquiries: Elizabeth Burns, Principal School Librarian, Old High School, Academy Road, Stirling, Scotland, U.K.
- August 16 - 19: Summer Seminar on Writing and Graphics for Children, Kendall College, Evanston, Illinois. Inquiries: Marie C. Will, 24229 No. Kedvale Ave., Apts. 3-A, Chicago, IL 60641.
- August 18 - 21: Writers Conference in Children's Literature. Miramar Hotel, Santa Monica. Inquiries: Society of Children's Book Writers, Box 296, Los Angeles, CA 90066.
- Sept. 3 - 7: Rim Conference on Children's Literature. Melbourne State College, Carlton, Australia. Inquiries: Stella Lees, Melbourne State College, Carlton, Victoria, Australia.
- September: Seventh Biennale of Illustrations Bratislava (BIB), an international exhibition of children's book illustrations. Golden Apple Award and honors presented by an international jury.



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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 401-456-8225.

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, Woonsocket Harris Public Library, Woonsocket, RI 02895. In order for a job notice to appear in the *Bulletin*, it must be received before the 15th of the preceding month.

COORDINATOR, ISLAND INTERRELATED LIBRARY SYSTEM, BARRINGTON PUBLIC LIBRARY. Supervises systems service and promotes cooperative efforts for 22 member libraries in the East Bay region of Rhode Island. Required: MLS degree and public library experience. Skill in program planning and communicating ideas and information is important. Starting salary: \$13,025; fringe benefits. Resume and application by June 30, to Louise B. Dolan, Director, Barrington Public Library; 283 County Rd., Barrington RI 02806.

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE, LIBRARIAN. ALA-accredited MLS required; experience desirable. Equivalencies considered. Learn manual communication through free instruction. Some supervision. Salary: \$11,903. Send resume by July 15 to: Director of Library Services, Northwestern Connecticut Community College, Winsted, CT 06090 (Chron May 14)

ASSUMPTION COLLEGE, REFERENCE LIBRARIAN. General supervisory and reference duties. primarily during evening and weekend hours. Accredited MLS required. Salary: \$9000-10,500. Apply before July 2 to: Director, Assumption College Library, Worcester, MA 01609.

SALEM STATE COLLEGE, CATALOG LIBRARIAN. Responsible for subject and descriptive cataloging; LC searching; special BCL project cataloging; supervision of student help; filing and maintenance of the card catalog. Required: ALA-accredited MLS; evidence of demonstrated potential for professional academic or research library experience (sic); 2 yrs. experience with LC cataloging and classification. Experience in cataloging non-book media desirable. Salary: \$11,900-12,000. Submit resume by June 18 to: Affirmative Action Office - BB, re: Catalog Librarian, Salem State College, Salem, MA 01970 (Chron May 21)

MARBLEHEAD, MA PUBLIC LIBRARY, ASSISTANT DIRECTOR. Assists Director in planning, administrative duties, reference services, supervision of personnel. Required: ALA-accredited MLS and appropriate supervisory and administrative experience. Salary: \$12,251-14,704. Send resume and references by July 1 to: Genevieve Maloney, Director, Abbot Public Library, 235 Pleasant St., Marblehead, MA 01945 (AL May)

MASS COLLEGE OF PHARMACY, ASSISTANT LIBRARIAN FOR REFERENCE SERVICES. Required: 2 yrs. professional pharmacy or health sciences library reference experience, including familiarity with the use of on-line data bases, and with bibliographic instruction techniques; MLS or equivalent graduate library degree from ALA-accredited school; medical and/or chemical sciences background; ability to work happily with people and competently with informational materials. Send resume by June 17 to: Barbara M. Hill, Librarian, Sheppard Library, Mass. College of Pharmacy, 179 Longwood Ave., Boston, MA 02115. (Globe May 20)

EMERSON COLLEGE, PRE-PROFESSIONAL CIRCULATION MANAGER. Responsible for circulation control of all materials; supervision and training of student staff; maintenance of stacks; general reference work and bibliography services. Would like individual who is currently enrolled in an accredited library masters program; previous library experience not required. Submit resume to: Nancy L. Heller, Personnel Representative, Emerson College, 148 Beacon St., Boston, MA 02116 (Globe May 20)

MIT LIBRARIES: ASSISTANT SCIENCE LIBRARIAN FOR REFERENCE. Develops and coordinates orientation and instructional services in the Science Library, including tours, user aids, etc. Half-time prepares bibliographies, performs other library liaison services to US Dept. of Transportation. Serves at Science Reference Desk. Required: MLS, 2 yrs experience, preferably in Reference.

ASSOCIATE SCIENCE LIBRARIAN. Coordinates collection activities in the science libraries. Selection and user outreach in the life sciences. Overall Administrative responsibility for the science libraries in absence of Science Librarian. Required: MLS, 3-5 yrs experience in academic library, undergraduate degree in chemistry or biology or 3-4 yrs experience in a science library.

For both the above positions, send resume and names of 3 references to: Margaret Otto, Associate Director of Libraries, Room 14S-216, MIT, Cambridge, MA 02139 (NYT May 20)

HARVARD UNIVERSITY, RECORDED SOUND LIBRARIAN. Selection, cataloging, and reference for records and tapes; maintenance of audio equipment; and establishing a sound archive. Requires MLS or Master's in Music, or both; knowledge of recorded music and related literature, at least 3 yrs. relevant experience. Salary: \$13,500-15,000. Write: Philip E. Leinbach, Harvard University Library, MA 02138 (NYT May 20)

UNIVERSITY OF MASSACHUSETTS, HEAD, LIBRARY SYSTEMS DEPARTMENT. Administers the Library Systems Dept under the general supervision of the Director of Libraries; acts as head of the dept., including planning and directing operations; assigning tasks, training, evaluating results, and improving on-going systems where necessary. Also designs and evaluates new systems and procedures; coordinates departmental activities with users; and provides for documentation. Required; Bachelors degree and five years experience

in systems analysis and library automation, administrative ability, ability to work well with people in varied organizational relationships; knowledge of or experience with Data Communications, and willingness to work other than the normal working day. MLS desirable. Please send resume and salary history to: Richard F. MacDonald, Business and Personnel Manager, University of Massachusetts Library, Amherst, MA 01003. (NYT May 20)

RHODE ISLAND HISTORICAL SOCIETY, LIBRARIAN. Directs staff of 10 professionals and non-professionals; administers a departmental budget and a major historical research collection. Required, **MLS**; with MA in history preferred. Salary: \$13,000-14,000. Direct inquiries to Search Committee, Rhode Island Historical Society Library, 52 Power Street, Providence RI 02906.

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LEGISLATIVE ACTIVITY FOR RHODE ISLAND LIBRARIANS

by Judith Plotz

At the outset, I apologize for offering you an article on librarians and legislative activity by a novice on the subject: myself. While we have more experienced members in RILA, I could not ask them to write on short notice. The content of this article is based on reading some of the relevant literature and talking to half a dozen more knowledgeable people. I hope more experienced readers will point out any mistaken information, and that this attempt will inspire more members of our Association to become active in legislation.

The Current Situation

With the close of the 1979 Session of the Rhode Island General Assembly it appears that very little of the program supported by the Rhode Island Library Association (see RILA Bulletin, April 1979, p. 6) was enacted into law. For the four main points of the program: 1) increase in grant-in-aid to cities and towns, 2) increase in grant-in-aid to interrelated library systems, 3) increase to special research centers, and 4) increase to the RI Library Film Cooperative, the Governor's Budget 7% increase falls far short of requested amounts. Providence Public Library's bill, supported by RILA, resulted in \$160,000 increased funding for them. Pawtucket Public Library's bill, not supported by RILA, netted them an additional \$25,000. The Association seems to have very little effect at all on Rhode Island legislation for libraries. What is the appropriate role for RILA? How do we as an association achieve our aims? What should each of us be doing as individual librarians?

We cannot ignore that libraries exist in a political climate. If we do not convince the general public and their legislative representatives that libraries provide them valuable services, libraries will receive an ever-diminishing cut of the fiscal pie, until they exist merely as ineffective phantoms. Aside from funding, programs will suffer. Traditionally librarians have avoided political involvement, according to Elsie Jenkins and James Healey, writing in 1975.¹ Healey was then Associate Professor of Library Science at the University of Rhode Island, and Chairperson of the legislative committee of the Rhode Island Library Association, so he writes with knowledge of the Rhode Island situation. Jenkins and Healey go on to say, "this same passivity...prevents librarians from using one of the most profoundly effective tools for maintaining the library's freedom."

They recommend "action rather than reaction," that is, librarians should keep informed about proposed legislation that may affect libraries rather than wait to protest unfavorable legislation after it is passed.

Lobbying

The response of the Rhode Island Library Association to the need for political action has been to attempt to hire a lobbyist. We have not succeeded. The budget of \$500 originally allotted for lobbying in 1978/79 is simply laughable. We are too small an association to "buy" lobbying power. In the view of Jenkins and Healey, "Sincere, well informed librarians and trustees can better present the library's case" than lobbyists. We would do better to develop lobbying ability in our own ranks. David Green, Interim Chairman of the Government Relations Committee, would like to see not necessarily a lobbyist, but an information person. This person would simply keep RILA informed, promptly, of the status of library legislation. This idea is worth developing.

Techniques

If we do not hire an "expert," what must we do ourselves? Direct personal contact is best. Get to know the representatives from your library's area. Find out their interests. If they are interested in libraries, fine. If not, show them how libraries are related to their interests. Librarians have much to offer legislators, as well as to ask of them. Provide the reference services of the library for the legislator's own information needs. Personal experience will convince them best of the value of library services. "Invite a legislator to tea," suggest Jenkins and Healey. This is an opportunity for the legislator to see the library in action. It also provides an opportunity for the legislator to get favorable public exposure. In addition to asking your legislators' support for upcoming library legislation, remember to thank them when they vote for it. A thank you is a welcome change to legislators besieged by requests. It is also a reminder that someone is watching how they vote.

In general, there is much to be learned on both sides between librarians and legislators. Waldrop describes the unflattering portraits each group has of the other.² Librarians consider politicians to be narrow-minded: concerned only with their own constituents and only with short-term goals, motivated only by political advantage. Legislators return the favor by thinking librarians are snobbish and fuzzy-thinking, at war with each other, and ignorant of the work of compromising and negotiating necessary to produce legislation. Librarians can open communications

by learning to see library issues in legislator's terms. Librarians need to make clear the overall purpose of libraries as well as the "facts and figures." Essentially the way to learn to talk to legislators is through experience.

Besides direct contact between librarians and legislators, librarians can mobilize other resources for library legislation. Trustees are an ideal group to champion library programs. Librarians should keep their trustees informed on legislation, so they can work together on a plan of action. Librarians can foster satisfied and vocal groups of library users. This kind of group of constituents is likely to carry most weight with a legislator. Further, for any specific piece of legislation muster as wide support possible. Depending on the issue, librarians may find allies in the American Civil Liberties Union, museums, bookstores, or other media. Certainly the various library associations should stand unified in support of a library program. This may be crucial. Jenkins and Healey write, "the greatest obstacle to the passage of library-favorable legislation has to be the lack of unity in the profession itself. Few librarians think of library with a capital L, of what is good for library service in a general sense to benefit the public." Other writers concur that legislators refuse to take seriously interest groups that cannot agree on a program.

Restriction on Political Activity

None of these methods are really unknown to librarians. What, then, holds back librarians from using them? "Hatch Act" turned up in some pertinent citations, and I suspected I had a clue. The Hatch Act prohibits political activity by federal employees. Employees of educational institutions are excluded. In the case reported in Wilson Library Bulletin,³ the U.S. Civil Service Commission ruled that Mark Morse, Director of Mifflin County Library in Lewistown, Pennsylvania, might not run for a seat on the County School Board of Directors. Morse believed the library to be an educational institution, and therefore he should be exempt from the Hatch Act prohibition, but he withdrew his candidacy for the School Board. Thus several issues appear: Are public library employees bound by the Hatch Act because their libraries receive LSCA funds? Are public libraries educational institutions? What constitutes "political activity"? Clearly running for office is political activity. I believe most of the activities recommended above can be construed as "provision of information," which is certainly within the role of librarians. Librarians should feel they have a right to participate in the legislative process, up to a point.

Basic Information

Lack of basic information may prevent librarians from taking

action. Simple questions are handled well by the Governor's Citizens Information Service, 277-2494, in the Providence area.

Legislative Information at the State House, 277-3333, provides detailed information such as what library bills are before the General Assembly, and where they are (in committee, on the floor). This service will mail a list of Rhode Island elected officials and give telephone numbers for them. Legislative Information will tell how any representative voted on a bill. A further source is the Rhode Island State Library at the State House, 277-2473. The State Library keeps the Journals of the House and the Senate, which record all business transacted there. It is usually available up to the preceding day, except in April and May at the end of the Session, when the printer may be a few days behind. Based on several inquiries I have drawn up a calendar of legislative activity in Rhode Island. At this point in the cycle we should be sending recommendations to the Department of State Library Service for inclusion in their budget request for Fiscal Year 80/81.

***** Calendar on Rhode Island Legislation *****		
*October	1	Department of State Library Service must submit budget request to Governor for Governor's Budget.
*January	2	RI Legislative Session opens.
*mid February		Governor's Budget must be presented to the Legislature by the 24th day of the Session.
*first week in April		Hearings are held on bills pertaining to libraries.
*April - May		Governor's Budget is available in printed form from public libraries or the RI Budget Office.

For thorough coverage of legislative activity I recommend a course, "Working in a Legislative Environment," currently offered by the RI Department of Community Affairs. The Department plans to offer this course again in the Fall. Let us develop more legislative knowledge and ability in our Association.

Notes

1. Elsie Jenkins and James S. Healey, "Invitation to a Smoke-Filled Room," Wilson Library Bulletin, 49(9): 640-646, May 1975.
2. Ruth W. Waldrop, "Simple Steps to Successful Legislation," School Media Quarterly, 5(2): 85-95, Winter 1977.
3. "Hatch Act Keeps Librarian Off Ballot," Wilson Library

Bulletin, 52(1): 16, September 1977.

Bibliography

Note: Both books discuss the Federal level of legislation, but I expect the principles apply to the state level as well.

Eric Redman, The Dance of Legislation, New York, Simon and Schuster, 1973.

Aaron Wildavsky, The Politics of the Budgetary Process, Boston, Little, Brown, 1964. Third edition, 1979.



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.

July	27	"Collective Bargaining and Affirmative Action in Libraries," workshop conducted by Nancy Peace, Assistant Professor at Simmons School of Library Science. URI Graduate Library School Continuing Education program. Fee: \$40. Register with Stewart Schneider, Telephone 792-2878.
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- Aug 3 - 4 "Seminar on Women in Management," including speaker Margaret Myers, Director of ALA Office for Library Personnel Resources. URI Graduate Library School Continuing Education program. W. Alton Jones Campus, West Greenwich. Register with Stewart Schneider, telephone 792-2878. Fee: \$100.
- Aug 12 Fox Point Neighborhood "Festival on the River." Poetry, music, sports and food; Main Pier, India Point Park. Sponsored by the Fox Point Community Organization with the help of DSLS and Providence Public Library. 12 noon - 8:00 p.m.
- Sept 28 "Programs for Children and Youth in School and Public Libraries," workshop with D. Philip Baker, Coordinator of Media Services Stamford Connecticut Public Schools. URI Graduate Library School Continuing Education program. Fee: \$40. Register with Stewart Schneider, telephone 792-2878.
- Oct 8 - 9 "Anglo- American Cataloging Rules II and the Implications of the Closing of the Library of Congress Catalog," seminar including Speaker Michael Gorman, Coeditor of AACR II and Director of Technical Services, University of Illinois Library. URI Graduate Library School Continuing Education program. Fee: \$100. Register with Stewart Schneider, telephone 792-2878.
- Nov 5 - 6 Annual Conference, Rhode Island Library Association, Sheraton-Islander, Newport
- Nov 15 - 19 White House Conference on Library and Information Service, Washington Hilton Hotel, Washington, D.C.

GALLIMAUFRY

ALA LEGISLATIVE DAY IN WASHINGTON: On Tuesday, April 3, the American Library Association held its annual legislative day in Washington. This day is set during National Library Week to encourage librarians from around the country to meet with their Congressional delegation to speak about Federal library legislation.

This year RILA was represented by David Green, Interim Chairperson of the Government Relations Committee. David met with Senator Pell and aides to Senator Chaffee, Congressman Beard and Congressman St. Germain. When meeting with these people David pointed out the drastic cuts President Carter has recommended for libraries. They are:

Library Program	FY 1979 Appropriation	FY 1980 Carter Budget
ESEA IV-B School Libraries	\$162,000,000	\$149,000,000
LSCA I Library Services	62,500,000	56,900,000
LSCA III Interlibrary Cooperation	5,000,000	3,337,000
HEA II-A College Libraries	9,975,000	-0-
HEA II-B Training	2,000,000	-0-
HEA II-B Demonstration Grants	1,000,000	-0-
HEA II-C Research Library Support	6,000,000	6,000,000

Obviously, Jimmy Carter has decided to save the government money by cutting or by stopping aid to libraries. By cutting LSCA I below the \$60,000,000 level he would negate the trigger mechanism that would give urban center libraries such as Providence Public additional funds. The ESEA IV-B cut would mean the loss of \$123,453 for school libraries in Rhode Island. The HEA II-A cut means the loss of \$52,478. The LSCA III cut would mean the loss of \$7,133.

When told of these cuts and the effects the cuts would have on library service in Rhode Island, the response from the Senators and Congressmen went as follows (paraphrased):

Senator Pell: Will work to restore all cuts. Will do the best he can.

Fran Paris, aide to Senator Chaffee: The Senator believes cuts must be made in all parts of the Federal budget.

John Dubinsky, aide to Congressman Beard: The Congressman has a deep concern for education and serves on the Labor

and Education Committee. He will review the information and work for the betterment of libraries and education.

Congressman St. Germain's aide: Was happy to receive the information and would pass the information on to the Congressman pointing out the effects the cuts would have on library services.

Jimmy Carter came out with strong words of support for libraries when he was a candidate for the Presidency. His actions in the face of double digit inflation belie his friendship. ALA intends to let the President know he is backing away from libraries. RILA should watch the actions of Rhode Island's Congressional delegation closely on library matters.

-- David Green

RHODE ISLAND COMMITTEE FOR THE HUMANITIES FUNDS LIBRARY PROJECTS: In its six year history, the Rhode Island Committee for the Humanities has awarded grants totalling \$843,000.00 to sixty-five non-profit organizations. The recipients have included universities, museums, historical societies, foundations, theatre companies, and departments of city and state government, but very few libraries.

According to RICH Executive Director Tom Roberts, "Only two Rhode Island libraries have ever approached the Committee with requests for grants and yet the libraries are particularly appropriate organizations for RICH funding. Literature, language, and history are the cornerstone of every library collection and they are, as well, among the most vital disciplines of the humanities."

In 1978, the Langworthy Library of Hope Valley was awarded \$9,713 for a project which explored the Historical Impact of Waterpower in the Pawcatuck River Basin. The grant enabled the Library to research and create a permanent collection of artifacts and documents related to both the sources of water power in the South County area and the thriving mill village society that existed there in the late 1800's. Under the direction of Gladys Segar, Librarian, and Betty Salomon, former Art Director of the Westerly Schools, a traveling multi-media exhibit was assembled and toured other South County Libraries. A bus tour of historic mill sites featured Gary Kulik, former Curator of the Slater Mill, now Curator of Textiles at the Smithsonian Institution. Mr. Kulik provided informative commentary on the mills and their historic importance.

In February 1978, the Newport Library received a \$900 grant

in support of an original thirty minute slide/tape presentation which examines the Progress of Religious Freedom in 17th and 18th Century Newport. Capt. E.B. Henry, Jr., Librarian and project director, has made the show available to area civic and church groups for use at their meetings without charge.

The Humanities Committee is an independent affiliate of the National Endowment for the Humanities. It receives its principal funding from the Endowment and, in turn, awards several kinds of grants - Public Project, Media, Planning and Early Response Grants - to organizations which sponsor projects which draw upon the methods and substance of the humanities disciplines. RICH has also just instituted an Annual Book Award which will each year provide publication support for one completed manuscript.

The twenty-one member volunteer Committee meets five times annually to make decisions on Public Project proposals. There are no fixed limits to the amounts that may be requested. Grant awards in the past year have ranged from \$525 to \$29,000.

Early Response Grants have a fixed limit of \$1,000. Requests can be submitted and processed at any time during the year and the Committee's decision is usually reached within two weeks. All RICH grants are matching grants.

The Committee encourages libraries to come to them for assistance in developing project ideas. Guidelines and application procedures are available by request and the RICH staff will meet with prospective applicants to provide encouragement and advice in developing proposals for Committee consideration.

The RICH offices are located at 86 Weybosset Street in Providence and information may also be obtained by calling 521-6150.

COURT OVERTURNS OBSCENITY LAW: The Rhode Island Supreme Court has struck down the state obscenity law passed in the 1978 Session of the General Assembly, ruling that the statute is "overbroad" and as such "does not pass constitutional muster." This legislation was opposed by the American Civil Liberties Union and the Rhode Island Library Association.

HONOR TO JEWEL DRICKAMER: The School of Library Science, Case Western Reserve University has selected Jewel Drickamer, Director of the RI Department of State Library Services, to be an honored alumna at the celebration of the 75th Anniversary of the School, May 24, 1979. Miss Drickamer merits honor for her contributions to librarianship, including the innovation of an intertype state-wide library system in Rhode Island, and continuing state support for public library construction.

URI LIBRARY JOURNAL: Current Studies in Librarianship, Vol. 2, No. 1 and 2, Spring/Fall 1978 is available. It is the newly published periodical of the Graduate Library School, University of Rhode Island. This issue features automation and technology in the library, student instruction in academic libraries, barrier-free construction, communication in reference, and selections in Afro-American history. Issues are \$5.00 each, from Dr. L.B. Woods, Editor, Current Studies in Librarianship, Graduate Library School, University of Rhode Island, Kingston RI 02881.

RHODE ISLAND LIBRARIAN/AUTHOR: Elizabeth Gallup Myer, retired after a fruitful career in librarianship culminating with the Directorship of The RI Department of State Library Services, has published a study entitled The Social Situation of Women in the Novels of Ellen Glasgow, Exposition Press, 1978. Miss Myer analyzes the social, economic, political, religious and educational situation of women in the novels, providing a view of the history in which the emancipation of women took place. Miss Myer is still active in librarianship at her home in Barrington, Rhode Island.

ERA RESOLUTION: Recently the GLS Graduate Student/Alumni Association received a letter from the student organization of the Graduate School of Library and Information Science at Drexel University in Philadelphia. They are concerned about the effect of the ALA Membership vote to return the midwinter meeting to Chicago.

Previously ALA had moved to hold the midwinter meeting in states which had passed the Equal Right Amendment. That decision excluded Illinois as it has not yet ratified ERA and resulted in law suits for ALA.

The Drexel Student Library Association feels the vote to return to Chicago reflects the concern of membership for the organization's legal and fiscal commitments rather than their view of ERA. They plan to submit a resolution to ALA Council in Dallas as a way for ALA to continue its support of ERA. The following is a draft of the resolution:

DREXEL STUDENT LIBRARY ASSOCIATION ERA RESOLUTION

Whereas, the American Library Association has stated support for ratification of the Equal Rights Amendment, which would bring full and permanent equality to all citizens of the United States of America;

Whereas, ERAmerica is a coalition of diverse groups which have joined to organize and sustain both a nationwide campaign in support of ratification of the Equal Rights Amendment and lobbying efforts in unratified states;

Therefore, let it be resolved that ALA demonstrate this support by a contribution of \$1.00 per institution and individual member of ALA to

ERAmerica to aid in ratification of the Equal Rights Amendment.

They are asking that students, faculty and librarians write letters of support for the resolution to Council Members in their region. Our Graduate Student/Alumni Association will be gathering names to send to Council Members. If you are in the Kingston area please come to Rodman Hall and sign our letters, or write directly to the Rhode Island Council Member:

Nadine Baer
University of Rhode Island Library
Kingston, RI 02881

- Emily Schuder

NEW STAFF APPOINTMENTS AROUND RHODE ISLAND: Louise B. Dolan is now Director of the Barrington Public Library. She is Vice-President/President-Elect of the Rhode Island Library Association. Emma D. Beebe, formerly Coordinator of Community Services at Pawtucket Public Library, is the new Director at the Cumberland Public Library. N. Lee Eaton is now Coordinator of Community Services at Pawtucket.

AWARDS TO PAWTUCKET: The Library Public Relations Council has awarded top honors for 1979 to Pawtucket Public Library in two categories: best annual report for Pawtucket's 1978 Annual Report, and best public relations campaign. The Awards will be presented at the ALA meeting in Dallas this month.

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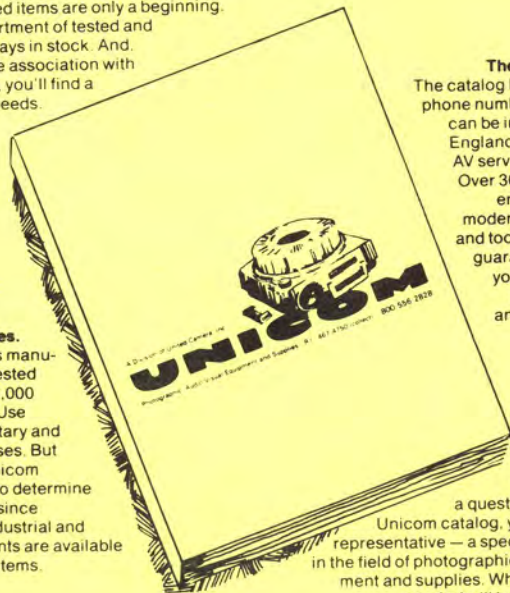
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