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## Bulletin of the Rhode Island Library Association v. 52, no. 9

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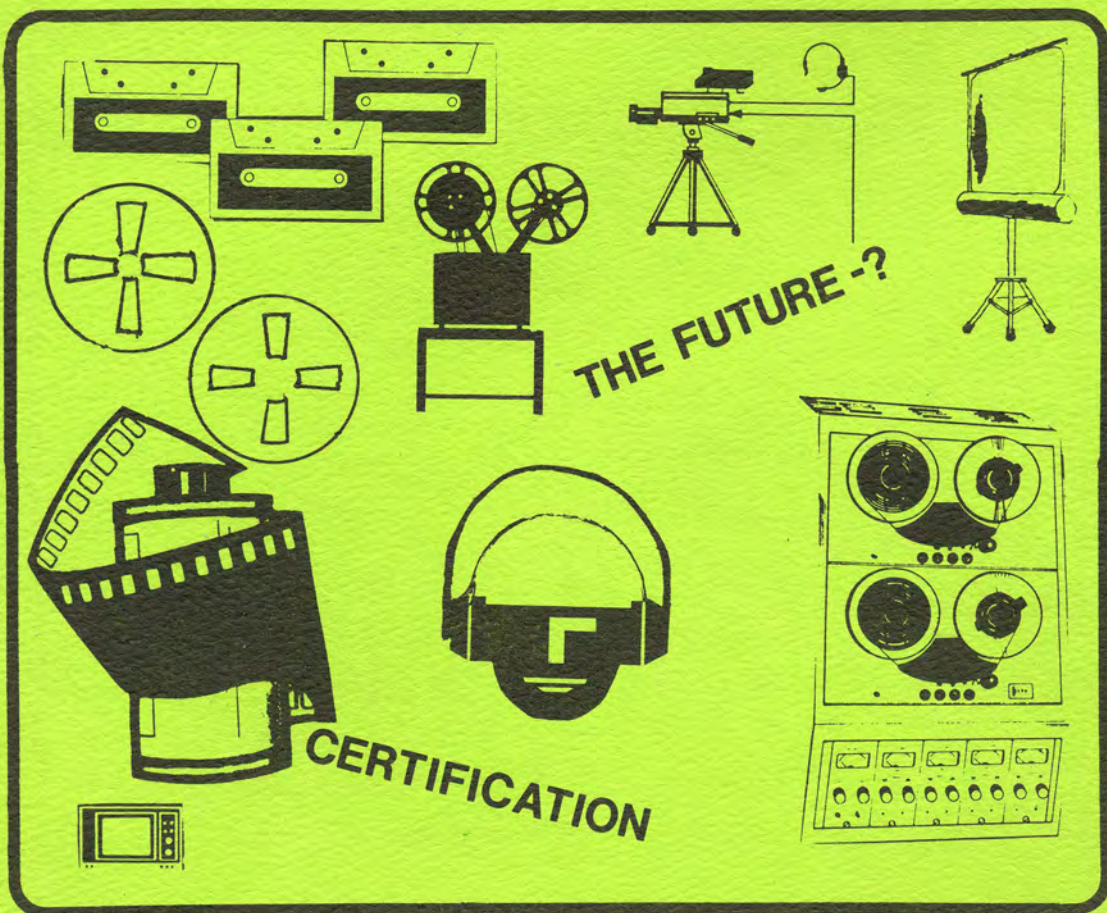
RILA, "Bulletin of the Rhode Island Library Association v. 52, no. 9" (1980). *RILA Bulletin*. Book 247.  
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MEDIA in the 80's

April 1980

# Rhode Island Library Association Bulletin



RHODE ISLAND LIBRARY ASSOCIATION

April 1980 Volume 52 No.9

150 EMPIRE STREET

Indexed in Current Awareness  
Library Literature

PROVIDENCE, RHODE ISLAND 02903

Z673R52

57-26438

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 ½ page, \$35 per ½ page, and \$50 per full page. Call the advertising manager for further information.

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Printed by East Side Copy  
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MESSAGE FROM THE PRESIDENT

by Louise Blalock

A Mid-Term Summary

Committees do the work of the Association and the President gets to report:

Conference considers programming the annual fall conference around an important subject - Money - and reserves the Sheraton-Islander in Newport for November 17 and 18.

Constitution examines the question of affiliates and sections for the Association - JMRT seeks affiliation, and Service to Children, currently an ad hoc committee, asks for section status.

Continuing Education prepares a position statement on the CEU (Continuing Education Unit) for Association acceptance. Upcoming report to the Board will include a policy statement on institutional responsibility to employees pursuing CEUs.

Government Relations informs the membership about this year's legislative process. Ellen Dittmer, the new legislative assistant, is coordinating the information network. The entire RILA legislative package for 1980 has been introduced into the Assembly, and librarians are lobbying. One representative told his local librarian "This is the first time, in my three years, that there has been an Association presence at the State House."

Intellectual Freedom prepares to survey the Rhode Island libraries in search of the correlation between statement and practice in the provision of materials for children and young adults. And is working to establish liaison with other IFCs in New England and with other Rhode Island groups with similar concerns.

Membership recommends a revision of the Association's dues structure. Membership is at an all time high, but the fiesty committee conducts a membership drive to actively recruit individual and institutional members with a special emphasis on URI/GLS students and new employees.

Nominating represents all types of Rhode Island libraries - six members have been appointed and begin work this month.

Outreach plans a workshop on the non-English speaking and Rhode Island Library service - scheduled for spring.

Personnel seeks legal advice on its proposed procedures for inquiry and mediation, and sponsors workshops on personnel policies and procedures in cooperation with the Department of Community Affairs - beginning this month.

Public Relations puts together a slide/tape program aimed at the Rhode Island business community promoting Rhode Island libraries' resources and services.

Service to Children prepares a statewide policy statement for public-

school library cooperation with Rhode Island school librarians and examines current school-public library cooperation practices around the state.

Standards is preparing recommendations on areas of library service, and formulating step progressions to meet the qualitative standards which will be developed based on the population of the community served. "Umbrella" plans jointly with the Conference Committee for an early June meeting on the organization of library services at the state level - scheduled for Leeds Auditorium, Brown University.

Comment on the activity of the Association is welcome.

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# CALENDAR

- Apr. 15 - May 27 "Library Personnel Administration," course offered by the RI Department of Community Affairs, seven Tuesdays, Warwick Public Library, 9:30a.m.-12:30p.m. For information call: 277-2877.
- Apr. 23 On-line Searching - Pro and Con. Sponsors: SLA, JMRT. 6:30p.m. at the URI University Club, Kingston, RI. Call: Carole Twombly, 861-2900.
- May 2 Wine Tasting Social. Sponsor: RI JMRT. 7:00-10:00p.m. Old Colony House, Newport, RI. Fee: \$5.00. Call: June Wilson 847-8720.
- May 4 - 6 Massachusetts Library Association. Annual Conference. Seacrest, North Falmouth, MA. For information: Dale Thompson, Forest Park Library, 380 Belmont Ave., Springfield MA 01008. (413-733-7019)
- May 5 "Art of Origami in Storytelling," Cooperative Juvenile Book Review. Greenville Public Library. 9:00a.m.-12:00noon.
- May 8 RILA Executive Board Meeting. URI Library.
- May 8 - 9 AACRII Workshop. Sponsor: RI JMRT. First day: DSLS; Second day: Brown Rockefeller Library. Speakers: Maggie Horn, Sandy Gallup, Celia Dulik, Barbara Gates. Fee: \$10.00. To register call Bonnie Buzzell 863-2174, or Mary Ann Varoutsos, 841-3052.
- May 14 "Previews of films for children," Warwick Public Library.
- May 16 - 17 "Institute on Library Materials and Services for the Handicapped," URI

Graduate Library School Continuing Education Program. Staff: Keith Wright, Shelley Schlessinger, June Shapiro. Fee: \$90.00. To register, call Stewart Schneider, Graduate Library School, 792-2878.

May 28 - 29

Connecticut Library Association. Annual Conference. "Shape of things to come." Special focus on legislation with Representative Ernest Abate, Speaker of the House. Place: University of Connecticut, Storrs, CT. For information: Mohini Munkur, Library, Univ. of Ct, Storrs, CT, 06268. (203)486-2523.

May 29

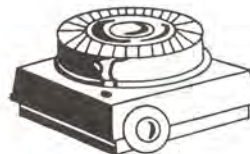
RILA Public Relations Committee meeting. 9:30am at DSLS, Media Resource Center.

June 27-28

"Research - the How and Why of it - Basics for Better Planning of Services to Children and Young Adults." Sponsors: ASLC, PLA, YASD. Preconference will include speakers on methodology, costing, and reporting, sampling techniques, questionnaire design. For information: Association for Library Services to Children, American Library Association, 50 East Huron St., Chicago, Illinois, 60611. Deadline for preregistration is May 15.

Jul. 11-12

"Institute on On-Line Systems and Library Management," URI Graduate Library School Continuing Education Program. Staff: James Schmidt and Bernard Schlessinger. Fee: \$90.00. To register, call Stewart Schneider, Graduate Library School, 792-2878.







MUSING ON THE 80's - AN ESSAY

*Thomas T. Surprenant\**

Cable antenna television (CATV) is coming to Rhode Island! So are the videodisk, new and improved microcomputers, data bases, and a host of new electronic technology. Will librarians in Rhode Island be able to cope with the impending changes in the decade of the 80's? This essay considers the future in an attempt to identify the basic problems, and to suggest some possible solutions.

The information environment can be divided into two distinct parts; the information itself and the carrier of that information, be it a book or a computer tape. During the decade both will undergo change.

The major change in information will probably continue to be its rate of accumulation, presently increasing dramatically. More and more evidence indicates that we are evolving into what has come to be called the "information society." Information, along with the ability to locate pertinent data in a specified form, will be at a premium. The person, or organization, that knows how to find the right information at the right time will be highly valued as decisions become more complex and need to be made quickly. Certainly, the potential for librarians to play a pivotal role in the information environment will increase as the decade progresses, but challenges to the traditional roles of the information profession will come from commercial computer-based data services as well as specialized independents who will sell information to those who need it. The demand for expert management of information will force librarians to become increasingly specialized in the manipulation of information and to learn to provide it quickly, accurately and, probably, for a fee.

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\*Tom Surprenant is Assistant Professor at the Graduate Library School of the University of Rhode Island.

In the second part of the information environment, namely the carrier or medium of information, new media forms of the electronic technology are now emerging that will increase the complexity of ways by which information is stored. Our traditional information carrier, the book, will not die as some have predicted. Rather, the book will have to be reexamined in terms of its special attributes. New media forms will be book hybrids in that they will contain written information in electronic form. Just as television forced radio to redefine itself, so will books have to undergo the process of identifying their unique role in the information environment.

### The Role of the Professional

The changes in information environment referred to above will force changes in librarians. They will be forced to make professional adjustments as well as to assess the effects of these adjustments on the clientele, and to react to those effects. Two specific areas of concern will be 1) the librarian's role as interpreter of the electronic technology to the culture and 2) the control of which new and beneficial technologies are allowed to be introduced.

In the information environment librarians must act as interpreters of the electronic technology and of new media forms to the culture. Alvin Toffler put forth the concept of "future shock" in an attempt to categorize the feelings of uncertainty, hostility and helplessness that often accompany change. He states that the pace of change is becoming so rapid that society is in constant turmoil because it does not have time to get used to one change before another overtakes it. Evaluating the validity of change is also difficult because of the rapidity of change. Librarians, in attempting to reduce "future shock" in their libraries are caught between two responsibilities as professional information specialists. 1. They must bridge the gap between the old and new. This translates into incorporating the new technology as it is introduced while, at the same time, maintaining and expanding the older media forms. The retention of the older forms of media, and their information, provide the culture with an unbroken link to our entire cultural heritage, a necessary function of libraries. Further, many patrons prefer the older forms. But the responsibility to provide the new media electronic technology is also real. 2. They must interpret the new media to those who are potential users of it. Further, the interpretation must be an active, rather than passive, role. Outreach programs designed to inform, educate and integrate the new electronic media with user wants and needs are a must. These programs will serve to demystify media and ensure continued use of the library once the new media becomes more prevalent. Users have to become aware of the interrelationships, advantages and disadvantages of all media before they can make intelligent choices of which media to use.

In addition to the interpretative role discussed above, the librarian will be forced to control the introduction of new and beneficial technologies. This implies the ability to systematically evaluate the impact of new technology as it is proposed, introduced, extended or modified. To aid in this evaluation, it will be necessary to follow a set of specific steps:

1. defining the issues and problems that have to be considered in the systematic evaluation. A statement of why it is being introduced should be developed here.
2. describing the technology to be studied in-depth, including supporting software and competing technologies.
3. identifying and describing all of the major nontechnical factors that influence the introduction of the new technology into the library,
4. identifying those areas of the library, both staff and services, that will be affected,
5. tracing the impact of the new technology on every aspect of the library, including staff, facilities, services, clientele and the community served. Both pro and con should be identified with basic conclusions resulting from the impact analysis,
6. identifying library options to the new technology by listing and analyzing all possible alternatives open to the library,
7. examining the degree to which each option in #6 above would alter the impacts described in #5 above.

A number of specialized techniques are available to assist librarians in the assessment of the new electronic technology. The most popular are mapping techniques, Delphi, relevance trees, relevance matrices and cross-impact techniques. While most librarians are unfamiliar with these techniques they will become increasingly more important as the decade progresses. There is no reason why most librarians cannot learn how to use them effectively. At the beginning of the last decade few considered computers to be of real value to libraries. The necessity of using data-base systems such as OCLC have forced what turned out to be a reasonably simple adjustment. The same will hold for the assessment of new technological forms.

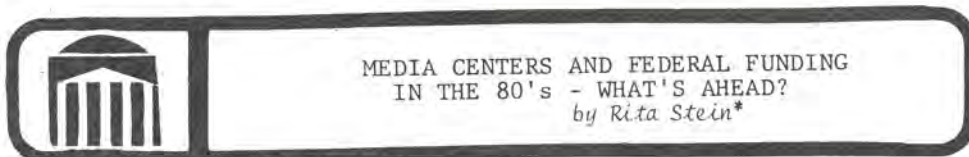
With the completed assessment in hand a rational decision to accept, reject or accept modified forms of the new technology can be made. The ideal place for such activity is at the national level where the profession can draw from a large pool of expertise. The regional association or an individual state association would be the next logical places for the conduct of such a study.

### The Rhode Island Scene

Librarians in Rhode Island are in a unique position because of

the compactness of the state. It would be quite easy to form a state assessment group to investigate new technological media and its effects on the information environment either independently or with other cooperating groups of librarians. In order for this to become a viable option for Rhode Island three requirements have to be met. First, librarians have to be convinced that such an endeavor is necessary. This seems obvious, since inaction would only mean the introduction of more and more technology that has the potential for adverse effects on libraries. Second, professional librarians in the state have to become educated in the various evaluative techniques necessary for such studies to be started. This implies a great deal of self-study, formal education, and/or continuing education in its various modes. Third, library training institutions will have to adjust curricula in order to accommodate the demands to educate professional librarians in the techniques described above.

The decade of the 80's promises to be an exciting ten years filled with challenges and change. It is certainly a critical decade for libraries and librarians. How we respond to this decade will set our course for many years to come.



For years, the federal government has been one of the most important sources of funding for school library media centers. The following paper highlights some of the history of federal funding for Rhode Island school library media centers, and examines librarians' options for future actions to ensure continued federal funding.

\*Rita Stein is Consultant, Libraries and Learning Resources, Rhode Island Department of Education, and President-Elect, Rhode Island Educational Media Association.

### A Look at the Past

In 1965, Title II of the Elementary and Secondary Education Act (ESEA) provided substantial grants for the development and expansion of school media centers. The rapid growth of library collections and the creation of model library programs made possible by this funding had tremendous impact on the role of the school library in education.

Following 1965, continued funding of library acquisitions under Title II assured librarians of strong support for their programs. However, in 1974, federal legislation consolidated Titles II and III of ESEA and Title III of the National Defense Education Act (NDEA) into a new Title IV-B of the ESEA. Under this new title, school library resources were still eligible for funding, but new program purposes were expanded to include minor remodeling and guidance counseling and testing. Thus, school media specialists found themselves competing for funds with subject teachers and guidance counselors. In addition, the 1974 legislation required the writing of proposals for funds. These proposals or grant applications had to include specifics on the planning process, including the identification of academic needs, student population to be served, behavioral or performance objectives, instructional activities, and program evaluation methodologies. Because local school districts are given complete discretion in choosing which categories they will fund with Title IV-B, school media specialists could not always count on receiving funds for their programs. This was a far different situation from the Title II years.

Despite these problems, the funding of school media center programs has continued under Title IV-B, both in Rhode Island and throughout the United States. In Rhode Island a total of \$563,692 was allocated for all Title IV-B programs in fiscal year 1978. School library resources and instructional materials and equipment were acquired with \$367,677 or 68.9% of the funds. Thirty-nine out of the forty school districts in Rhode Island expended some or all of Title IV-B funds in the category of school library resources. In fiscal year 1979, out of a total of \$628,071 Title IV-B funds, \$463,679 or 74.0% were spent for school library resources and instructional materials and equipment. A total of thirty-eight school districts budgeted for school library resources. These funds provided for the acquisition of print and nonprint materials, audiovisual equipment, microcomputers, and video equipment for use in media centers and academic programs in elementary and secondary schools, both public and nonpublic. Evaluations of these programs document the substantial impact of Title IV-B programs in the education of children in the state.

### A Look at the Future

What is the outlook for continued federal funding for school

media centers in the decade ahead? The good news is that ESEA was again amended in 1978 and extended until 1983. The categories of minor remodeling, guidance counseling and testing were removed as eligible program categories under Title IV-B. Federal regulations now require consultation with school media specialists in the Title IV-B planning process.

The bad news is that budgetary appropriations for Title IV-B will continue to be made on an annual basis. The amount of money allocated for Title IV-B and other federal programs will be influenced by economic conditions which seem to be steadily worsening. Recently, the Office of Management and Budget recommended budget cuts in federal appropriations for libraries, including a 50% cut in Title IV-B funds for the coming fiscal year. Fortunately, the projected cuts were restored and at the present time the Title IV-B funds in the Fiscal Year 1981 budget total \$171 million. This is the same figure budgeted for Fiscal Year 1980. With no increase to offset increasing costs of materials because of inflationary pressures, the same amount of funds will necessarily buy less next year.

What can we, as librarians, do to ensure continuation of needed federal funds for media center programs? How can we affect what happens with Title IV-B both nationally and at the local level? The most obvious strategy is to communicate our concerns to our legislators and other government officials reaffirming the need for Title IV-B funds. (Hearings are now being held in Washington on the Federal budget for Fiscal Year 1981).

The American Library Association suggests writing letters to members of Congress, particularly the House Committee on Appropriations, Representative Jamie L. Whitten (D-MS), Chairman; Labor-HEW Appropriations Subcommittee, Representative William H. Natcher (D-KY), Chairman; Legislative Appropriations Subcommittee, Representative Adam Benjamin, Jr., (D-IN), Chairman; Treasury-Postal Service-General Government Appropriations Subcommittee, Representative Tom Steed (D-OK), Chairman. In the Senate, the Committee on Appropriations is headed by Senator Warren G. Magnuson (D-WA), who also heads the Labor-HEW Appropriations Subcommittee. The Legislation Appropriations Subcommittee is chaired by Senator James R. Sasser (D-TN), and the Treasury-Postal Service-General Government Subcommittee is headed by Senator Lawton Chiles (D-FL). The House Committee on Budget is chaired by Representative Robert N. Giaino (D-CT), and the Senate Committee on Budget is headed by Senator Edmund S. Muskie, (D-ME). Although Rhode Island representatives and senators are not listed as committee members they should be informed of the need for continued federal support of library programs. Senator Pell has long been an ally of libraries and is aware of our needs and concerns.

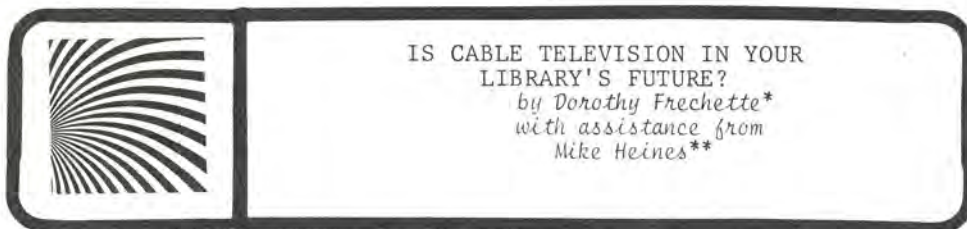
The federal government plans ongoing studies of its role in education. Rhode Island State Representative Victoria Lederberg was recently appointed by President Carter to chair the Federal Advisory Panel on Financing Public School Education. Representative Lederberg was a Rhode Island Delegate to the White House Conference on Library and Information Services in November, 1979, and had previously served as Chairman of the Steering Committee which planned the Rhode Island Governor's Conference on Libraries and Information Services. We as librarians are fortunate in having an interested and informed advocate on an important panel which will review and make recommendations regarding federal financing of education in the future.

Professional organizations play an important role in the funding process by informing their members of trends and issues affecting libraries and librarians. They also constitute a strong lobbying force at all government levels. The American Library Association maintains an office in Washington which issues the Washington News-letter on legislation concerning education and libraries. ALA staff also testifies at legislative subcommittee hearings on library financing. The Association for Educational Communications and Technology (AECT) and the National Audiovisual Association (NAVA) are also actively involved in library and media center issues. Library and media specialist support of national and state professional associations is vital if we are to be informed and effective members of our profession.

At the more immediate level, school media specialists should continue to work to strengthen library services and to increase the visibility of school media programs in the education process. In the school districts where the Title IV-B contact person is either the district media supervisor or a school media specialist, the cooperative efforts of the school librarians and teachers have produced proposals in which the media center continues to serve as the resource area for academic programs funded by Title IV-B. In some school districts, guidance counseling services and media centers are jointly involved in Title IV-B career information programs for secondary school students. The name of the game is cooperation, visibility, and involvement. Evaluation of media programs, which is required under Title IV-B, can provide data needed to support the continuance of funding of school library resources and programs.

Present economic problems may force library professionals to look for ways to maximize services in a time of shrinking budgets. ALA Washington Newsletter of March 5, 1980, reports on testimony of U.S. Office of Education officials regarding "...a shift in the Federal investment, from that of expanding access to libraries to that of improving the efficiency and effectiveness of our Nation's libraries and support for demonstration activities." This new interest

in resource sharing, interlibrary cooperation, and networking may signal the trends of the future and may well affect the course of federal funding for libraries of all kinds.



Cable television is about to happen in Rhode Island. Cable franchises have already been awarded for most of the state, and in the next few months rules and regulations for the operation of these franchises will be formulated, discussed at public hearings, and finally promulgated by the Public Utilities Administrator for Rhode Island, Edward F. Burke. The cable companies, meanwhile, are developing construction timetables, plans for programming, and strategies for laying cables and building their main facilities, called "head ends."

In many areas of the country, libraries are playing a vital role in community cable systems. Imagine.....

- producing your own programs in the library studio, and showcasing these programs over cable television with a regular hour-long program each week (Public Library of Columbus and Franklin County, Ohio)
- establishing a public access center in cooperation with the cable company (Eau Claire Public Library, Wisconsin)
- finding out that half of the viewers for your library's community video programs are not regular library patrons

\*Dorothy B. Frechette is Supervisor of Media Services, Rhode Island Department of State Library Services.

\*\* Mike Heines is an Information Specialist, New England Innovation Group, Inc.



(Pocatello Public Library, Minnesota)

- \* getting a free automated circulation system, which will be available through the cable television system and touch tone telephones to library patrons for catalog searching and circulation transactions (Lexington Public Library, Kentucky)
- \* being awarded an access channel for administration and production of programming, with operations financed by non-library sources (the public libraries of Boulder, Colorado, and San Jose, California)
- \* offering video reference service, providing telefacsimile of materials via cable (the public libraries of Casper, Wyoming, and Mobile, Alabama)
- \* leasing a cable channel for one dollar per year, operating it for the benefit of the public (the county library in Bloomington, Indiana)
- \* forming an advisory council for the local educational access channel (Marshfield, Wisconsin)
- \* cablecasting a collection of thirty-one video series and eighty hours of locally produced color television programs each week (Tri-County Regional Library, Rome, Georgia)

Can cable programming such as this happen in your library or your community? If the potential is built into the forthcoming regulations, cable could become a solution to some very tough outreach problems. Library programs, both the "Home-grown" variety as well as those purchased, borrowed, or rented to meet community needs, could be viewed by a much larger audience through cable television, regardless of weather, transportation, building accessibility, or other problems.

Your library could also serve as the community's access point to the cable system, providing a means for local government agencies, educational institutions, and community groups to reach out with programming - including such things as city council or town meetings, community service programs, adult education courses, debates on local issues, independently produced films and video tapes, and coverage of local events, religious services, and local history. Through the library's cable connection, cable television could be available to those who cannot afford the fees for cable, but do wish to have access to community cable programming.

In addition to other commercial programming, cable companies will probably produce some locally originated programs, such as community news and sports events for Rhode Island viewers. They need to be convinced, however, of the public's interest in access to cable for community-produced and cable-cast programs. The first concern of the cable companies will be to establish basic services including better reception of commercially broadcast stations

(adding distant stations as a part of this package), and pay-cable programming such as Home Box Office or Showtime which feature recent movies, sports events, and entertainment specials. These services will assure them of a profit, but the potential for Rhode Island cable services is much greater.

The Rhode Island Community Television Access Committee (RICTAC) was formed to explore the possibilities of cable for Rhode Island library, community, governmental, and educational groups; and to ensure that these possibilities are included in cable planning and regulations. RICTAC now represents through its members a wide range of interests, including local government, the Rhode Island State Council of Churches, educational and vocational institutions, independent film makers, and community arts agencies, among others.

Members of the Rhode Island Community Access Television Committee have read and researched cable, visited cable companies and local access facilities, attended cable conferences, and considered the needs and concerns of the groups they represent in order to develop parameters for a fully realized "telecommunications network" for Rhode Island. Community, government, and educational groups, the cable companies, and the forthcoming regulations must provide....

- a means for public input to the cable companies, indicating what programs and services are desired by the general public, government agencies, community groups, educational institutions, and service providers such as banks, hospitals, and data companies.
- a cable network that is capable of two-way communication, with communication going back to the "head end," and in the case of programs that are being produced by local agencies, retransmitted over the cable to the rest of the community. Programming such as this, that is produced for a small segment of viewers such as the handicapped, is called "narrow-casting."
- a cable system that can provide for "institutional networks" to enable educational institutions, hospitals, banks, and other agencies to share programming or data that does not go out to the rest of the cable subscribers.
- professional advice, equipment, and facilities provided through the cable companies to promote the production of local programming. Local access to cable can be guaranteed by regulation or by agreement with an individual cable company, but locally produced programs will not happen without a great deal of encouragement, including training, expertise, and facilities which may ultimately have to be secured through franchise fees or a set percentage of profits.

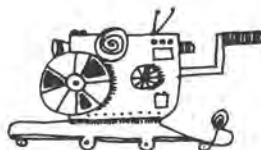
connections between the various cable companies, so that programs can be shared between regions or between agencies that are served by the same cable company. Through these interconnections, programs on Channel 36, for example, could be viewed by everyone served by a Rhode Island cable company.

What can you do about cable television?

- keep yourself and your patrons informed. Articles about cable television have appeared in many magazines and recently, in local newspapers. These materials, along with some recently published books will give you a good cable background and provide a basic resource for your patrons. (RICTAC is planning a bibliography. Please ask Dorothy Frechette at the Rhode Island Department of State Library Services for a copy.)
- sponsor a program on cable for your community. RICTAC will be happy to provide you with a speaker and a video tape to show your group the potential of community access to cable.
- join RICTAC or place your organization on our mailing list. We'll be happy to send you our fact sheets on cable television as we publish them.
- attend the public hearings on cable regulations, which could take place as early as May 1980.
- attend a meeting on cable television for librarians.  
(Check this issue or contact RICTAC for details)

"It is cable's inherent ability to deliver an entirely different kind of television -- at once more intelligent, democratic and humane -- that makes the cause worth our time and effort."

Douglas Davis, Newsweek, November 21, 1977,  
p. 29.





## TRAINING OF MEDIA SPECIALISTS IN THE 80's

*by James Davis\**

Each new decade is generally approached with a sense of excitement, an anticipation of better things to come. For many in the field of education the reverse is true. This doom and gloom view is probably most intense among media specialists and especially those who are in the business of educating those specialists. These feelings are further reinforced when one reads that of the teachers needed for the 80's, 80% are now in place; that the percentage of students enrolling in college education programs will decline to perhaps 3% of total enrollment by the late 80's; that retrenchment will continue with non-classroom personnel feeling the worst of this movement. Indeed this cannot be considered the best of times.

However, this writer prefers to take the approach that there are bright spots to be seen and that clearly discernable courses of action are available both to the practicing and potential media specialist. This is not to evade the fact that tough times must be faced and that many good people and programs will suffer varying degrees of discomfort, setback, and loss.

For those of us in the media field it should be helpful to reflect a moment on precisely where we are, what kind of skills we possess, and where we might go to utilize those skills. This sort of assessment can provide many helpful clues about the direction the media field should take, the training of media specialists, and the survival and growth of practicing media specialists.

Very early in the development of the media field the practitioners often were projector carriers. Before you scoff to excess, consider that these pioneers lugged heavy equipment up and down two, three, or more flights of stairs, searched long hours for films that could be used, and at times fought and argued against great

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\*James Davis, Ed. D. is Assistant Professor in the Department of Instructional Technology, Rhode Island College.

odds to get teachers interested in a non-verbal transmission of information. As time passed the media specialist became involved with less carrying and more supervision and distribution of not only films but every conceivable kind of visual and audio materials. Production of those materials gradually grew to become an established if not large component of the media programs.

Several years ago, many media specialists became more involved with what has come to be known as instructional development. This third phase has drawn its substance and operational guidelines from the need to concentrate less on the hardware/software approach and more on helping users plan and develop instructional and learning sequences using all those diverse resources. Solving learning problems has become the focal point of quality media programs. In those situations where the media practitioners have adopted this approach and rationale, the media programs have become an integral part of the overall educational design and subsequently less prone to cutback.

Within the past two years the field has adopted a set of definitions and a conceptual framework to identify educational technology as a free standing academic discipline. Unfortunately, not all media specialists have grown in pace with the theoretical constructs of the field and not all media specialists training programs have recognized and incorporated those advances into the courses and experiences. Many individuals have been attracted to the media field because of their interest in and ability to understand the intricacies of the electronic aspects, the production of materials, and the management and distribution of those resources. Many administrators look at the actual work being done by some media specialists and conclude that a less well trained and cheaper technician can do a similar if not equal job. And all too often there is more truth than fiction to this situation.

Of course, there is no simplistic answer to this problem. Certification plays a major role in the decision of whether to maintain, reduce or expand a media program. On this issue much work remains to be accomplished in Rhode Island. An analysis of the certification requirements of all fifty states and the District of Columbia shows that only four states have no requirements for media type competencies. As long as this situation prevails the training and employing of media specialists in this state will not grow whatever the personal qualifications, competencies, or attitudes of the practitioners and those who train them.

In yet a larger context, one must examine the educational pattern which is in use by over 95% of the educational systems today. This old, tried and true pattern has as its basic structure the following:

1. teacher is the primary source, a dispenser of information;
2. the form of presentation is verbal/oral;
3. the student is a passive receiver;
4. fixed time elements, in standard blocks, are the rule;
5. the form is group designed;
6. the responsibility for learning rests with the student.

This selective model provides only for those students who can adapt to it. And to give some credence to this model it does work well for certain kinds of objectives and students. But suppose a new model could be implemented which kept the best of the old and recognized more the needs of all students. A technological model would be comprised of different tenets:

1. shift from one or two media to many;
2. the role of teaching becomes a shared one, decisions are made using such others as are needed (including students);
3. students become more active and less passive in the learning process;
4. program design is achieved for combined needs of individuals and the group;
5. variable time plans are adopted;
6. the responsibility for learning is a shared one, includes teachers, specialists, students, and parents;
7. evaluation becomes very prominent in the overall design and operation.

The adoption of this sort of design would not only encourage the hiring of media specialists, the system would not function without them.

But what of the bright spots alluded to at the beginning of this article? Perhaps the best potential for employment of media specialists in the 80's is in non-school settings. At the moment, more money is being spent by the commercial, service sector to train and inform employees, clients, and others than is being spent by formal public education. During a visit to an area company which produces computers, the author learned that fifty individuals were working in the media services division of that company. What were their jobs? Working with other content specialists within the company they designed, produced, and packaged instructional and promotional materials principally in slide and video tape. Multi image was one of the fastest growing formats.

This writer recently conferred with an executive planning group of an area hospital which is considering the design and structure of a total educational program. An insurance firm is gearing up to produce materials for both employee training and sales promotion. What kind of people are these organizations seeking? They want

educators...or more precisely, media specialist educators.

Those who have their training and experience in traditional educational settings are often unsure that they could succeed in the corporate world or that they have any skills of interest to such organizations. First consider what skills the educational media specialist does have. A qualified media specialist can organize ideas and prepare objectives, plan a sequence of activities (instruction), produce a variety of media, present that media in an effective and efficient manner, and evaluate results. A media specialist can translate ideas into visual messages. A media specialist can relate to people by working with them to analyze what they want to communicate to others. The content of third grade social studies or high school dramatics is not so different as one might think from informing employees about a new pension plan or updating corporate managers on a new company policy about production goals. In fact, an educationally oriented media specialist may well be the best qualified type of individual to function in a business setting.

While this paper will not dwell on the levels of competency for a media specialist, there are some which must be considered in the design of any educational program which produces these specialists. Today's media specialist must be a manager of programs and personnel, a cataloguer, a storage and retrieval expert, a researcher, a producer of film and videotape, a graphic artist, a learning theorist, a computer operator, a facilities designer, a group leader, and of course, a teacher. The media specialist must be equally conversant about AACR 2, SLRs, CPP (Critical Path Planning or something similar to it). Above all, the media competencies must stress that the unique service provided by a media specialist is people-centered not hardware/software-centered. This writer has never met a media specialist who didn't subscribe to this contention, but has observed many who do not practice this axiom.

A recent article announced that we are approaching the information age. While the implications of this are not yet well defined, there are some key points worth considering in the charge developed for the recent White House Conference on Library and Information Services. These seven points speak directly to the need to develop facilities and services so all can have easy access to as much information as is available. It is clear that the only way this goal can be reached is to utilize to the fullest extent every information technology available. The need for qualified personnel to design, implement, and operate this kind of system is indeed impressive.

Before this discussion concludes, a word must be added about a crucial aspect of educating media specialists in the 80's. Technology is changing so fast, and will continue to, that continuing

education (CE) should be considered a must. There is a strong trend today among certified professions to establish either voluntary opportunities or certification-related requirements for the practitioners to regularly enroll in seminars, workshops and courses to maintain state of the art competency and knowledge. However, most CE programs lack adequate design and planning to render this component fully effective and efficient. CE is all too often a one shot effort founded on a solution (not a problem) which is information centered (not skill) and profit oriented. Participants are rewarded for attendance rather than competence. Lacking objective standards the quality varies as often as such activities are offered. Certainly if the profession and the training agencies are to solve this problem, many changes must be accomplished.

The institutions responsible for training media specialists must get their act together in terms of present and future realities in the public school and corporate world. The professional associations must focus attention on changing certification patterns and encourage the adoption of standards for media programs in public schools. Individuals must assess their goals in terms of how and where they want to work in the media field. Flexibility and change have long been accepted concepts in the media field. We'll see if the field can stand the test of the times.

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## CELEBRATING THE YEAR OF THE FRENCH

On January 1, 1980, Governor J. Joseph Garrahy proclaimed 1980-81 as the "Year of the French in Rhode Island." "We are all Americans first," said Governor Garrahy, "but we all have a rich heritage which has had a strong influence in our lives. The French people in Rhode Island have made many, many contributions to the social, cultural, economic, religious, and political fabric of our state. This celebration will give all Rhode Islanders the opportunity to recognize the French for those contributions they have made and continue to make."

The Rhode Island Heritage Commission is very fortunate in being designated, by Governor Garrahy, as the coordinating agency for the entire Year of the French Celebration. With fourteen working committees (400 volunteer members) and many community organizations supporting this program the Year of the French will indeed be something the state will remember for many years. At the writing of this article, there are sixty (60) programs incorporated in the celebration. The Heritage Commission sees a continued increase in these numbers, daily. Many educational, social, cultural, civic, and religious groups are planning a wide range of programs. It truly will be a Rhode Island community program, as many of the organizations participating are not of French origin. Bringing the French community together with many other groups is both exciting and important. The understanding of one's own heritage can only lead to the understanding of the heritage of others. Leaving a heritage that our children will be proud of must begin with this understanding of ourselves, and our neighbors.

The concept of the Year of the French celebration began two years ago when the Rhode Island Heritage Commission and its military committee began the initial planning of the Bicentennial of Comte Jean Baptiste Donatien de Vimeur de Rochambeau's landing of 5000 French troops in Newport in July, 1780, and the subsequent march to Yorktown, Virginia in 1781. We rapidly became aware this project was much more complex than originally thought. We realized Comte Rochambeau was not properly credited in history for the role he played in the victory at Yorktown. To help fully understand his contributions we had to include the American French Alliance (1778-1783) and King Louis XVI commitment to the colonies. Upon reaching this stage of planning it became apparent the French Alliance was the turning point in the Revolutionary War. If we were

to celebrate the historic occasion of Rochambeau's stay in Rhode Island, the Alliance must be included.

The French Alliance represented many contributions in the form of military, monetary, and naval support, and the important recognition of the colonies' struggle for independence by a major world power. It began 200 years of friendship between our nations. Without the French Alliance, without the military and diplomatic genius of Comte Rochambeau, we might still be a British colony.

The contributions, however, did not stop in 1783. The people of Rhode Island who are of French heritage have made contributions to our society for these 200 years. If we were to celebrate Rochambeau's bicentennial, then it would be proper to celebrate the bicentennial of all the French people in our state. Thus, the Year of the French celebration was established to recognize all these accomplishments and to say "merci."

The Rhode Island Heritage Commission asks you to join with us and the Rhode Island community in celebrating this most memorable occasion. The Commission will assist you in whatever ways that are appropriate to make your program a success. If you have any questions please call me at 277-2669, or write to the Rhode Island Heritage Commission, Old State House, 150 Benefit Street, Providence, RI 02903.

- William H. Janowski, Executive Director

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During the first general meeting of the Rochambeau Celebration Working Committee, at the suggestion of Senator Robert McKenna, Cochairman of the celebration, a subcommittee of the Education Committee was formed, later christened with the ungainly title of the Rochambeau Celebration Subcommittee on the Participation of Libraries, Historical Societies, and Museums, with me, Elliott Andrews, as chairman. A few members of these organizations were pulled together to form the nucleus of a committee and were furnished with brochures on the background and preliminary plans. A general meeting was held at the John Brown House of the Rhode Island Historical Society. At that meeting it was decided to divide the committee into interest groups with public and school libraries combined under Louise Blalock of Barrington Public Library and Rita Stein of the Department of Education, while Ron Tracey would concentrate on historical societies and museums.

The idea is to have many libraries, historical societies, and museums participate on their own or in consonance with other organizations in their geographic or interest areas, in planning

exhibits and programs as well as taking advantage of materials, exhibits, and programs available through the Rhode Island Heritage Commission.

Future issues of the RILA Bulletin will carry schedules of events and information on committee activities. Why not join the parade?

If you wish more information contact one of the people mentioned above: Elliott E. Andrews, 277-2473, or Bill Janowski, 277-2669.

- Elliott Andrews, State Librarian

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# GALLIMAUFRY

LIBRARY PUBLIC RELATIONS: Citizens for Rhode Island Libraries, Inc., is planning a Rhode Island Library Awareness Week for Sept. 28-Oct. 4, 1980. Several events are contemplated, and the group welcomes all additional suggestions from the library community. Please send your ideas to Janet Levesque, Corresponding Secretary of CRIL, at Greenville Public Library, Greenville RI 02828.

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LIBRARY PERSONNEL ADMINISTRATION COURSE OFFERED: The Rhode Island Department of Community Affairs is offering a seminar for librarians and trustees entitled "Personnel: Administration and Policy Development." The Seminar was developed by the Community Development Training section of the Department of Community Affairs in cooperation with the Rhode Island Library Association, Personnel Committee, and will deal exclusively with personnel issues in libraries. The course is endorsed by the Department of State Library Services.

The seminar consists of seven three-hour sessions and deals with such topics as the organization, job classifications, job descriptions, personnel actions (ex. hiring, probation, firing, etc.), staff training, morale and conditions of work and board/director relations.

Through intensive small group work, participants will learn the skills needed to develop and implement sound, equitable personnel policies. An important feature of the seminar will be the creation of a personnel policy guidebook by the participants, which can be used as a basis for developing personnel manuals in the individual libraries.

Diane M. Disney, President of Disney Lightfoot Lee Ltd., a management consulting firm, will lead the seminars. A representative from the Boston office of the US Civil Service Commission will also participate.

Enrollment in the course is limited to 30 people. All sessions will be held at Warwick Public Library, on seven consecutive Tuesdays, starting April 15. Classes will meet from 9:30am until 12:30pm each day. For additional information call Joan Barrett Fuller at 277-2877.

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HAPPENINGS AT THE GLS: The first of this year's Continuing Education programs will be held Friday, May 16 and Saturday, May 17 at the GLS, Rodman Hall, University of Rhode Island. The staff for the program

include Keith Wright, author of Library and Information Services for Handicapped Individuals, Shelley Schlessinger, Librarian for the Blind, Rhode Island Department of State Library Services, and June Shapiro, Director of Library Development, Connecticut State Library. Topics include building requirements, special materials, and the implications of mainstreaming for library materials. Fees are \$90 and include the institute, materials, refreshments, lunches, one evening social hour, and dinner. Checks may be made out to the University of Rhode Island and sent to the Graduate Library School, Rodman Hall, Univ. of Rhode Island, Kingston, RI 02881.



## 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 402-456-8225.*

*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.*

RHODE ISLAND JUNIOR COLLEGE, DIRECTOR OF LEARNING RESOURCES CENTER. Responsible for integration and organization of Learning Resources Center from existing Library and Instructional Technology Department. Subsequently, will administer and coordinate all LRC programs, services, and activities, including bibliographic instruction and reference/information services; computer-assisted instruction development and programs, and audio and tv (closed-circuit and microwave) productions. Required: ALA-accredited graduate degree in library science and accredited degree in instructional technology; additional education or degree in computer science and management preferred; at least 5 years administrative

experience in academic library, instructional tech. dept., or both; experience in computer operations, classroom instruction and/or educational administration is highly desirable. Salary: \$25,508-30,254. Submit resume with letters of recommendation, postmarked no later than May 7 to: Office of Personnel Services, Rhode Island Junior College, 400 East Ave., Warwick, RI 02886 (Chron 10 Mar)

DEAN JUNIOR COLLEGE, HEAD LIBRARIAN. Responsibilities include supervising library and AV staff, collection development, budget administration. Required: ALA-accredited MLS, administrative experience, 3 yrs. experience in academic library. Available July 1. Send application and list of 3 references to: Dr. David Haskell, Dean of Studies, Dean Junior College, Franklin, MA 02038. (Chron, Mar 10)

RHODE ISLAND HISTORICAL SOCIETY, LIBRARIAN. To direct staff of 10, administer departmental budget, and a major historical research collection, comprised of printed materials, manuscripts, and graphics. Required: MLS, MA in history preferred. Salary: \$13,000-14,000. Direct inquiries to: Search Committee, 52 Power St. Prov, RI 02906 (LJ, Mar)

NEW MILFORD, CT PUBLIC LIBRARY, DIRECTOR. Required: ALA-accredited MLS, and 1-3 years supervisory experience. Salary: \$17,000-18,000. Send resume by May 1 to: Rev. A. Russell Ayre, 36 Main St., New Milford, CT 06776 (NYT 9 Mar)

WHEATON COLLEGE, ARCHIVIST/SPECIAL COLLECTIONS CURATOR. Responsible for the organization, development, and preservation of the college archives, and the library's special collections located in new library wing. Required: Minimum 2 yrs. archives or special collections experience, including reference service, plus MLS or MA in history. Apply by April 30 to: Sherrie S. Bergman, College Librarian, Wheaton College, Norton, MA 02766 (NYT Mar 9)

HARTFORD PUBLIC LIBRARY, CIRCULATION HEAD. To direct conversion to automated circulation system. Required: MLS, library experience, and systems knowledge. Apply to: Librarian, Hartford Public Library, 500 Main St. Hartford, CT 06103 (NYT 9 Mar)

RHODE ISLAND HISTORICAL SOCIETY, ASSISTANT REFERENCE LIBRARIAN. Half-time. Responsibilities include receiving and registering patrons; distributing and sorting mail; directing patrons to library sources; and answering inquiries by mail and telephone, as well as in person. Also, as needed, will shelve and page materials, and work on special projects. Required: High school diploma; Experience with library procedures and genealogical research preferred. Hours, 10-2, Tuesday - Saturday (Mon-Fri during summer) Salary: \$3400. Contact: Marie F. Harper, Reference Librarian, 331-0448. Candidates should bring resume and names/phone numbers of two previous employers.



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