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Rhode Island Library Association Bulletin



JULY / AUGUST 1980

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150 EMPIRE STREET

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The Bulletin is a publication for public, school, academic and special libraries of Rhode Island. Published by the Rhode Island Library Association, the Bulletin welcomes news and discussion of interest to RILA members. Articles contained herein, however, do not necessarily reflect the ideas of the RILA membership, or the Bulletin staff or 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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EDITOR'S NOTEBOOK



School is almost in session again, and librarians throughout the state are hectically trying to cope with the final rush of summer reading clubs and special programs, while at the same time prepare for the beginning rush of new and old students, teachers, parents, and preschoolers. What better time to take a minute of relaxation and enjoy the potpourri of information presented by this issue's authors.

Susanna Collins has guest edited the section of this issue dealing with Children's Services. She presents the readership with a draft of State Standards for Children's Services, while Michelle Valley describes a very successful innovation called "CranPOP" kits. Alice Forsstrom writes about prehospitization kits, and Melody Brown summarizes statistics gathered from around the state regarding school/public library cooperation. L.B. Woods writes about how children's librarians can increase circulation statistics.

The RILA Continuing Education Committee provides an update on local and national continuing education progress, as well as a needs assessment questionnaire (p4) which will help them plan for future programming.

Finally, a summarized text of the proceedings of the RILA/CRIARL Spring Conference should provide a good understanding of the history, concept, and future plans for implementation of the "umbrella" resolution.

This issue's cover art is an original design by Barbara Wilson, who is the Chief of Special Library Services at the Department of State Library Services.

RENEW YOUR RILA MEMBERSHIP NOW!!! SEE RENEWAL FORMS
ON PAGE 3. RENEWALS MUST BE IN BY THE END OF AUGUST.

Letters to the Editor



June 3, 1980

Dear Editor:

I want to express to you and to Professor Bergen my pleasure on reading his article in the May issue, subtitled "Everything That Rises Must Converge." Although it has been 12 years since I retired, I still scan the professional literature and have felt especially rewarded by the issues for this May. Dan Bergen's thoughtful and provocative article wins 4**** and it and the several articles on the bibliographic utilities in the May American Libraries complement each other and have been a mini-course for an old hand who began to feel almost lost.

It intrigues me to be informed that Flannery O'Connor and Teilhard de Chardin are the source of Bergen's subtitle; O'Connor is no stranger but Teilhard de Chardin is little more than a name. But, of course, it is hardly the type of saying one would find in a fortune cookie.

Sincerely,

H. Glenn Brown
Providence, RI

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THANK YOU FOR YOUR SUPPORT OF RILA.



AN ASSESSMENT OF CONTINUING EDUCATION NEEDS

The Continuing Education Committee of the Rhode Island Library Association is interested in obtaining input from Rhode Island librarians regarding the topics which they would like to have included in Continuing Education programs as well as other factors which may affect their participation in Continuing Education activities. If you would like input into the CE planning process, please fill out this questionnaire, and mail it to Connie Lachowicz, Membership Chair, RILA.

1. Suggestions for program topics. _____

2. Preferred length of program. (Rank numbers 1 - 3 OR check 4)
_____ 1. Short (one day or less)
_____ 2. Concentrated (continuous sessions for two or more days)
_____ 3. Extended (Weekly sessions over a period of several weeks.)
_____ 4. Have no preference
3. Does the day of the week make a difference? Are week-end programs (Saturday and/or Sunday) acceptable?
4. Does the type of program (workshop, institute, seminar, etc.) influence your decision to attend or is the topic the deciding factor?
5. To what extent does the cost of a program affect your ability to participate?
_____ 1. Will attend only if cost is under \$10.00.
_____ 2. Will attend if the cost is between \$10.00 and \$25.00.
_____ 3. Will attend if the cost is between \$25.00 and \$50.00.
_____ 4. Will attend if the cost is between \$50.00 and \$100.00.
_____ 5. Cost not usually a determining factor. (e.g., if employer pays your way)
6. Would you be more likely to attend if credits or a certificate were offered?
_____ Yes _____ No _____ Doesn't matter



STANDARDS FOR CHILDREN'S SERVICES
*by Susanna Collins**

The following is an incomplete first draft of standards for children's services to be included in the standards for Rhode Island public libraries now being drafted. The children's segment is based on standards from other states and needs expressed by Rhode Island children's librarians in the survey of children's services conducted in 1978.

Certain positions which need to be integrated in the overall standards have not yet been written - e.g.

1. staffing for populations well above 10,000
2. audio visual material and equipment
3. collection size
 - in relation to total population served or
 - in relation to total collection

The author would like to have comments - either pro or con - and suggestions of areas that need strengthening or which have been omitted. Comments can be sent to Susanna Collins at the Westerly Public Library.

STANDARDS FOR CHILDREN'S SERVICES - AN INCOMPLETE DRAFT

I. not yet drafted

II. Staffing:

- A. Under 3,000
Librarian responsible for both children's and adult services
- B. 3,000-6,000
Library assistant (supervised by head librarian)
Clerical help
- C. 6,000-10,000
Children's librarian
Clerical help

* Susanna is Children's Librarian at the Westerly Public Library.

- D. Over 10,000
Children's librarian
Library assistant
Clerical help

Staff increases above these related to population served, hours open

Responsibilities of Children's Librarian

1. Serving children of community and child-related needs of community
2. Selecting, evaluating and weeding of children's materials
3. Planning and carrying out children's programs
4. Proposing, developing and carrying out children's area policy
5. Proposing a budget for children's services
6. Professional development
7. Supervising other staff and volunteers working in children's area

The children's librarian needs time to plan and arrange programs. The children's librarian should be paid for and expected to work during hours in which children's room is not providing direct service: this uninterrupted time is necessary for planning programs, designing and setting up displays and reviewing and selecting children's materials.

III. Budget and Materials

- A. Should be written selection policy covering selection of children's materials
- B. Should provide materials to meet needs of children in community
- C. First priority in purchasing children's materials should be creation and maintenance of an attractive book collection which includes both current and classic children's books
 1. Size of collection (not yet drafted)
- D. AV material and equipment (not yet drafted)
- E. An adequate budget for children's materials is essential
 1. Approximately 30% of the materials budget should be allocated for children's materials
 2. Should be a budget for children's programs
 3. Funds for materials and programs should be spent at the discretion of librarian in charge of children's services in consultation with head librarian

IV. Physical Facilities

- A. Every library should have a separate children's area
- B. Space within the children's area should be flexible

and divided into various environments to accommodate the different interests and activities of children from pre-schoolers to young adults



YES SIR! YES SIR! THREE BAGS FULL!

by Michelle A. Valleye

Not three, but thirty-five bags full...otherwise called CranPOP kits. Cranston Public Library developed CranPOP (Cranston Preschool Outreach Project) to 1)help preschool agencies make more and better use of picture books in their curriculum, and 2)offer coordinated curriculum packets to teachers, who actually need more time to prepare, rather than search for concept related materials.

Leslie Peltier, then our Children's Services Coordinator, and myself, Children's Librarian, had often discussed the wealth of learning material closeted within a picture book, and it has always been our ambition to somehow lead preschool teachers in the direction of using picture books as an integral part of their curriculum. With that idea in mind, we applied for and received a \$2500 DSLS Incentive Grant in 1975.

Eileen McMahon, an Early Childhood Specialist, was hired as Project Director. And it was because of her creativity and dedication that the grant became and continues to be so successful. During the six months allotted to complete the grant, Eileen took our ideals and ideas and made of them a reality.

After researching the results of "readiness tests" in Warwick,

*Michelle Valleye is Children's Librarian, Cranston Public Library, Auburn Branch.

Providence and Cranston, and surveying Cranston's preschool agencies, Eileen determined that there were five general areas directly related to current preschool needs. The areas of readiness, enrichment, individual needs, social studies/science and holidays became the basic categories for the kits. Using picture books as the foundation, entire teaching plans were developed, consisting of a main lesson and readiness, physical, social and emotional follow-up activities. The materials (books, pictures, games, poems, music, felt activities, fingerplays, puzzles, etc.) along with the lesson guide were all included in a sturdy vinyl bag.

"Three bags full" is almost what you get with some of the kits. One good example is the kit entitled, "Everything has a shape and everything has a size." The kit's main emphasis is the book of the same title by Bernice Kohn, accompanied by Shapes by Miriam Schlein, Square is a Shape by Sharon Lerner and Make-a-face, by Lynn Yudell. The following nonprint materials are included with the books:

- 4 wooden shape frames with holes and laces for "sewing"
- 1 wooden sorting box and a variety of paper shapes
- 1 DLM form puzzle
- 5 vinyl shape mats
- 6 large and several small sandpaper shapes
- 1 bag of wooden building blocks
- 4 large three-dimensional plastic shapes
- 1 collection of round objects
- 8 Trend Ent. animal shape posters
- 1 cassette with shape songs
- 1 free standing bean bag board with bean bags

A supplementary list of books and media, sheet music for Sesame Street shape songs, and poems and fingerplays on shapes is also included with the detailed lesson guide.

This kit is one of the five readiness kits, which cover areas directly involved in the root learning concepts. The others in this category are "Big and Small, Short and Tall" (opposites), "Count and See" (numbers), "My Slippers are Red" (colors), and "The Alphabet Book" (alphabet). There are nine enrichment kits, dealing with areas that are informative and enjoyable, but not essential. Some of these are "The Toolbox" (fathers' occupations and uses of tools), "Mommies at Work" (mothers' occupations, women's roles in and out of the home), and "Rosie's Walk" (spatial concepts, story sequence). Six individual needs kits explore being afraid and alone, the uniqueness of every person, cultural differences, feelings of anger, and size consciousness. Social studies and science concepts are covered in eleven kits that develop awareness of the world and people that affect our daily lives. Among these are "All Kinds of Babies" (animals and

their young), "Busy Wheels" (transportation concepts), "Red Light, Green Light" (traffic rules, safety signs), and "The Snowy Day" (winter, thermometers, freezing/melting). "Your Country" deals with patriotic holidays and three other kits deal with Easter, Halloween and Thanksgiving. With the exception of our one-week holiday kits, each kit circulates for three weeks. To fill demand, those kits anticipated to be most popular were duplicated, including three copies of each holiday kit.

In order to introduce our kits to the preschool personnel, school departments, and public libraries, part of the grant's budget and time was reserved for a workshop. In the workshop we were able to demonstrate the use of the kits and to encourage teachers to try them. Dr. Philip Very, of RIC Psychology Department, spoke about the theories of Piaget, and how they applied to the CranPOP kits. Preschool personnel then discussed ways of incorporating the kits into their daily classes.

With today's shrinking dollar and the expanding need for preschool education, CranPOP is a popular service. Each year since its completion, more and more kits travel throughout the state. From Westerly to Woonsocket, they are used by Nursery Schools with enrollments small as nine, and by nationally known preschools, with large enrollments. Special education teachers, primary grade teachers, day care centers and headstart groups, librarians and even college professors are among the long list of borrowers.

Evaluated in terms of its usefulness and ever increasing circulation, the Cranston Preschool Outreach Project can only be called successful. "Yes Sir! Yes Sir! Three (and thirty-two) bags full. One for my master, one for my dame, and one (most definitely!) for the little boy who lives in the lane!"



Library Circulation: Getting That Extra Boost
Case Study: An Interview with Diana Young*
by L.B. Woods**

At a time when public libraries nation-wide are experiencing financial problems, some are also experiencing circulation decreases or finding that circulation is not keeping pace with population growth. This is often most noticeable in children's circulation in the public library. The reason is usually attributed to fewer children, better school libraries that attract potential public library patrons, competition from TV, or higher reading levels of children who graduate to adult departments at earlier ages. The purpose of this article is not to argue with these assumptions but to show what one children's librarian, Dianna Young, did to overcome them in a branch library in Dallas Texas. As a result of her outstanding programming, she is now coordinator of children's services for the North Carolina State Library. In an interview with the author, Mrs. Young gave the following suggestions:

Public contact is the cornerstone on which I place major importance. "Reach out to kids and they come back to you." The kind of neighborhood/community doesn't matter. The key factor is to become an integral part of it. Most people have no idea what a library can offer. You have to say "here are the materials and here's how to use them." Salesmanship is an important part of being a librarian: selling yourself, your service, and your library.

In selling yourself, you must be where the action is: in city parks during the summer giving puppet shows, visiting school libraries to give book jacket talks, providing story hours in the library, and/or providing all these services at the bookmobile. Above all, it is being available at any time of day. "You don't work from nine to six," says Mrs. Young. "Professionalism doesn't mean punching a time clock, but working when you're needed. Your time schedule should be flexible. You must have breaks to refresh yourself, and if you need thirty minutes extra at lunch to talk to a school librarian, you should have it."

Schools and preschools are vitally important to the circulation of children's materials. School principals are often leery of letting public librarians invade their domain, but persistence and understanding usually pays. School and public libraries can then complement each other. Programs presented by the public library in the school library can be rewarding to both. The materials presented are immediately checked out, while the overflow goes to the public library after school. Programs presented to not more than sixty children often prove successful. The format may include an attention grabber - a story or a puppet

*The body of this article is both paraphrased and directly quoted from the interview.

**L.B. Woods is Professor of Library Science, URI Graduate Library School.

show - followed by an introduction to the public library and concluded with ten minutes of brief jacket talks with books in hand. Current library publicity and/or a list of books given to participating children helps to jog their memories. Be in your library after the school visit. Have a special display of the books talked about. Seeing you and the books gives reinforcement to the fact that the books are really there, that they can be checked out, and that you really care for the children.

Present special appeal programs during the school year. For example, the Dallas Public Library invited a police helicopter to land in its parking lot, and the fire department once brought a fire engine and its own Sparky Safety Puppet Show to the library. If you supplement these types of programs with on-going reading clubs and craft programs, you can then focus them on reading with the hope that if children read as children, they will continue to read as adults. Says Mrs. Young, "The heart of adult circulation is juvenile. If you don't read as a child you are less likely to read as an adult. Adult readers produce child readers, and child readers become adult readers." It is generally agreed that most readers go through period of not reading, but they usually return. The key is to make the library experience a pleasurable thing for the child. "Sitting in the lap of an adult who is reading can bring about feelings in the child of closeness, warmth, harmony, and happiness that in turn becomes associated with reading and libraries."

Though Diana worked in a predominantly black neighborhood, she was quick to point out that she did nothing different from what she previously had done in a predominantly white neighborhood. Significantly, results were the same: circulation increases that ranged from twenty percent to seventy-five percent.

Mrs. Young also observed that a good children's department contributes to an increase in adult circulation. If a child's parents take an interest in his reading, it is an easy step for them to discover the adult department. To increase circulation, the librarian must increase interest. This is easy to do if librarians study the needs of the community and then accommodate themselves to those needs. As Mrs. Young says: "The key is programming:" of which salesmanship, public contact, caring, cooperation, and professionalism are the major and most important ingredients.



PREHOSPITALIZATION KITS

*by Alice Forsstrom**

Librarians who work with children have long realized how apprehensive parents become when their child faces surgery. Because there are many times when books alone prove inadequate in preparing children for this frightening experience, the idea of a media kit was born. It was the brainchild of Leslie Peltier, former Children's Librarian at West Warwick Public Library. In 1978 she asked Virginia Carter, Director of the Coventry Public Library, and me, to combine our efforts and together we applied for a DSLS Incentive Grant to develop kits for parents of children to be hospitalized at Kent County Memorial Hospital. Before writing the proposal, we discussed the idea with Ed Quinlan, public relations officer for the hospital. He in turn presented it to the administrators, and they agreed to give us a letter in support of the proposal.

Upon receiving the grant, we hired as our official advisor Gloria Bennett, a Licensed Practical Nurse who works in pediatrics at Kent Hospital and who was recommended by her fellow staff members. The four of us then tortured ourselves and each other and wrote "The Parents' Handbook", the part of the kit which we felt was of utmost importance. We had read several articles and book chapters (including Spock!) on the subject, and of course our nurse had firsthand experience. The hard part was in choosing the words that would convince parents that the child needs loving preparation from his mother and father - that the hospital staff can't do it all. When the document was finished, Mr. Quinlan had it typed and duplicated.

The Western Regional Office loaned us the services of its artist, Roberta Richmond, and she designed our title page, posters and flyers. Books on hospitalization were examined, and two books, Curious George Goes to the Hospital by Margaret and H.A. Rey, Houghton Mifflin, Boston, 1966, and Let's Find Out About the Hospital by Eleanor Kay, R.N., Watts, 1971, were chosen to be included in the kit. Curious George Goes to the Hospital was selected because kids love Curious George, and the second title

*Alice Forsstrom is Children's Librarian at the Warwick Public Library.

was selected because it appeared to be less geared to one hospital than the others. Two booklets published by HEW were also included: a bibliography entitled Books that Help Children Deal With a Hospital Experience, Publication No. (HSA) 76-5402; and a handbook called When Your Child Goes to the Hospital, Publication No. (OHD) 76-30092.

We bought puzzles depicting doctors and nurses, stethoscopes, and small suitcases, and the hospital generously donated ID bracelets, operating room caps, nose cones and johnnies. Our nurse took her young nephew through a simulated operation and photographed each step involved in the process. Ironically, the youngster's mother was one of the first to borrow a kit; he had to have his tonsils out! Captions were written for the pictures selected for a photo album which would be a major part of each kit. Two types of albums were prepared, one for general surgery, the other for tonsillectomies. Twelve kits were assembled, each with a value of \$50. A list of pertinent articles was inserted into each handbook. The participating libraries were given a kit of each type; the rest are kept in the Children's Room of the Warwick Public Library as back-ups. A circulation system similar to those used with toy collections was set up, and we were ready to go. The hospital arranged for newspaper publicity, and distributed flyers to doctor's offices. In the libraries we put up posters and made flyers available to the patrons. The news traveled quickly beyond Rhode Island, and soon requests began to come in for sample kits! Nobody, however, sent us the \$50.

Evaluation: Demand has not reached the enormous proportions that we expected, but circulation figures prove that the need exists. After two years, we are approaching the 65th loan. Some procedures at the hospital have changed, and the handbook and some of the photos need to be revised or replaced. Comments from patrons have been very favorable and demonstrate that proper preparation does indeed alleviate the fears of young children who are facing surgery. Comments and suggestions from borrowers have been considered, and may be incorporated if the hospital staff declares them valid. The realia, especially the photo album, has been especially successful. There has been considerable interest expressed by nursery school teachers who would like to borrow kits for the schools. Each of these requests has been considered individually, because the intention of the proposal was to involve the parents rather than the teachers.

It is gratifying to know that the South County Hospital was sufficiently impressed to work with Phyllis Goodwin and

the South Kingstown Public Library in producing a similar kit for their prospective young patients. Perhaps other libraries which are located near hospitals might consider a similar arrangement. We feel that it has been well worth time and money spent.



SCHOOL/PUBLIC LIBRARY COOPERATION:
THE PUBLIC LIBRARIAN'S VIEW

*by Melody Brown**

Introduction

The ultimate goal of the Ad Hoc Committee on Children's Services has always been to improve library service to children. During the past year, the committee has been particularly concerned with school/public library cooperation. It is in the process of formulating a policy statement to be approved by both RILA and RIEMA which will serve as a guide to future developments for librarians, administrators, trustees and school boards.

In preparing a policy statement, the committee decided that it was necessary first to gather information, on the current levels of cooperation existing in the state. This report summarizes the data gathered from public libraries through a survey. Many frustrations are felt and there is room for progress, but the results indicate that more cooperation has been occurring than was suspected.

Melody Brown is Supervisor, Young Readers' Services at DSLS, and a member of the Ad Hoc Committee on Children's Services.

The motivation for the interest and activities in the area of increased cooperation does not stem so much from a negative Proposition 13 reaction of cooperate or perish as it does from a positive desire to provide the best possible service to library patrons. Economic realities are factors, but the response is not, "If we don't hurry up and cooperate, the town will do something dreadful like a merger." Rather it is, "If we work together, we can provide such and such a service (increased AV offerings, more bilingual materials, better reading lists)." Granted, a lack of funds often prevents higher levels of cooperation (resource sharing, for instance, is limited without bibliographic access to each of the collections involved and an efficient means to deliver materials). But by and large, the cooperation that does exist is carried on without special funding or staffing. Hopefully, the information included here will inspire librarians to try new forms of cooperation and to look to one another for support and for creative ways to overcome obstacles. One of the committee's most important functions is to serve as a clearinghouse for the exchange of ideas.

Survey Results

39 of 42 library systems (93%) responded to the survey. The first section asked in which of several types of cooperation the library participates. One library is active in all the areas listed, and one experiences no cooperation whatsoever with schools in the community. 24 library systems share resources with schools in their area. 21 share books, and 12 share audio-visual materials, with 9 of these sharing both types of resources. Some of the respondents noted that the actual amount of sharing is limited and that AV use is restricted to hardware.

The other area of special interest to the economy minded who wish to avoid duplication is joint book selection/purchasing. Only 3 libraries are participating in this level of cooperation. It appears that all three confer on book selection, but do not purchase materials jointly. In at least one case, there is a conscious effort to develop different strengths in the collections of the school and public libraries.

Do you cooperate through...	
resource sharing	62%
books	54%
audio-visual materials	31%
joint book selection/ purchasing	8%

Not suprisingly, the traditional service of school visits involved the most libraries. 34 have school visits; 31 have

classes come to the public library, and 25 send a librarian to visit classes at the schools. 22 of these offer both forms of school visiting. 7 of the libraries tell students and their families about the public library through an orientation letter distributed at school.

Do you cooperate through...

school visits	87%
classes coming to the library	79%
librarian going to the school	64%
public library orientation letter distributed at the schools	18%

Equally as common as school visits is program notification. 34 of the libraries in some way inform the children through the school of public library programs. Communication is not as frequent in the other direction, however. Only 14 libraries reported receiving notification of school assignments, and 5

Do you cooperate through...

program notification to the schools	87%
assignment notification to the public library	36%
sharing reading lists	51%
joint meetings	31%

of these gave qualified responses ("occasionally, sometimes"). The answer "rarely" (3) was interpreted as a negative reply, along with "never" and "NO". The sharing of reading lists is an only slightly less emotional issue for public librarians, yet 20 are already cooperating. 12 libraries enjoy the communication that is possible at joint meetings, although a few point out that their meetings are informal or infrequent.

The final area for cooperative activities explored was programming. 7 public libraries do programming for both children and parents. An additional 9 do programs just for children. 22 do book talks and/or story hours for school classes. As in most of the areas listed, further

Do you cooperate through...

programming by the public librarian	41%
for children	41%
for parents	18%
book talks and/or story hours for school classes	56%

questioning is needed to determine more specifically the extent of the cooperation and the nature of the activities. Descriptive narratives from 20 public libraries telling about their school/public library cooperation are on file with the Ad Hoc Committee currently.

The second half of the survey was revealing as to factors limiting cooperation. In response to the question, "What is your

biggest problem in trying to work with schools," the leading response given by 14 librarians was failure of the schools to notify the public library of assignments. More than one librarian pointed out distressingly that "the school librarians have the same problem."

The next two highest responses were closely related. 10 librarians complained that teachers gave assignments that were unrealistic vis-a-vis available library materials. 2 librarians had difficulty providing service since reading lists were not shared with the public library. Common problems included "too many students asking for the same title," and requirements that students use a certain number of sources excluding the encyclopedias. As a result, one librarian bemoaned the he "cannot prevent research from becoming a frustrating experience." Further discouragement was felt by 10 librarians who had encountered a lack of support for cooperation in the schools, especially from teachers. 4 felt they were hindered by bureaucratic red tape, and 3 noted that there was simply no communication.

What is your biggest problem in trying to work with schools?

notification of assignments	36%
teachers' unrealistic assignments	
vis-a-vis library materials	26%
lack of support from schools	26%
insufficient time	18%
difficulty finding a time for meetings	13%
bureaucratic red tape	10%
insufficient staff	10%
reading list sharing	5%
communication	5%
laziness of public librarians	5%
low budget	5%
federal funding restrictions	3%
money	3%

Other problems included insufficient time for cooperative activities on the part of public librarians and the absence of a common time for meetings to communicate with school librarians. One respondent remarked that "they are building-bound." 4 libraries are hampered by a lack of adequate staff. But 2 librarians felt that public librarians do too much talking about cooperation without enough action.

Surprisingly, only 4 librarians referred directly to money although insufficient time and staff reflect financial problems. One of the librarians referred to a general lack of

money. Another cited the occasional effects of federal funding restrictions on resource sharing. Two pointed to the debilitating results a low budget can have on the collection, in one case at a school library and in the other at a public library. Neither has much to offer for cooperative use.

Conclusion

For cooperation to succeed each library must contribute from its own strength. It is a mistake to assume that cooperation can make up for an already inadequate budget. Cooperative efforts in certain areas can lead to more effective and efficient service to patrons as well as make better use of both staff and materials within a community.

However, one of the difficulties in cooperating is that some public libraries are private rather than public institutions or come under a different governmental authority than the schools. Regional schools draw funds from more than one town. City, state and federal monies may all be involved. This situation complicates the simple demand of a taxpayer to have "the town" buy only one copy of an item that will receive limited use.

Another difficulty was implied in the comment, "contacts can only be developed over numerous years." Most cooperative efforts exist because two people arranged them, usually the two librarians. A change of personnel often means the end of the joint activity. Administration must be involved in the creation of policy that supports continued cooperation. For instance, one major public library requires children's librarians to visit the schools regularly and has an established policy regarding the loan of materials to schools.

Policy changes must be accompanied by changes in attitudes. The responses to the survey indicate a strong need to educate school personnel, especially teachers, as to the potentialities and limitations of both the school and public library. Awareness of the strengths of the collection and interlibrary loan procedures will encourage the development of more appropriate assignments (fifty copies of Johnny Tremain will never be available) and point out the need for early and regular communication between the schools and the public library. Most libraries can obtain supportive materials if they are notified of an assignment in advance. "Library Alert" is one possible form to aid in this process. The appointment of a student as class library liaison might be another alternative. A means of communication can always be worked out if the commitment is there.

Public librarians on the whole are committed to attempting cooperative efforts with schools. The major areas of concern must

be communication, resource sharing, and programming. One respondent, despite problems, was still able to say, "I have hope." That positive attitude seems to be the most necessary requirement for overcoming obstacles to school/public library cooperation.



CONTINUING EDUCATION UPDATE

RILA/CE

Continuing education has always been a "motherhood and apple pie" issue for librarians. Through the adoption and implementation of specific goals and objectives, the RILA Continuing Education Committee hopes to translate this essentially "nice" concept into concrete planning and activities. Primarily we hope to increase awareness on the part of administrators, librarians, trustees and support staff of the importance of continuing education and its direct correlation to quality library service.

But beyond that, we also hope to function as an effective clearinghouse for CE activities in Rhode Island. Specifically through an on-going needs assessment (see reverse of RILA membership renewal form) the CE Committee hopes to identify CE interests and priorities of our membership. Once needs are pinpointed, the committee will assist organizations and institutions offering CE programs by: 1) suggesting programs to be held, 2) acting as a resource for those programs, and 3) maintaining an informal schedule of CE events so the CE planners can avoid duplication.

Those involved in long range CE planning should contact any member of the CE Committee to "clear" scheduling dates and specific topics.

NELB/RILA Model Policy for Continuing Education

In December 1978 the Continuing Education Committee published the results of a survey taken to determine participation and support of CE activities in Rhode Island. Of those public libraries responding (28), 85% endorsed staff participation in CE but only 75% have written policies outlining that endorsement. The following guidelines were formulated and adopted by the New England Library Board and also adopted by the Rhode Island Library Association in 1978.

New England Library Board Model Policy on Continuing Education for Personnel Development

PURPOSE

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

DEFINITION

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

RESPONSIBILITIES

The library administration should:

- Recognize that continuing education is essential to the effective performance of every job and should be encouraged for personnel at all levels.
- Facilitate continuing education activities for the staff by providing funds as a line item in the budget.
- Initiate the development of continuing education program, including criteria for participation and guidelines for evaluation.
- Involve the staff in formulating continuing education policy.
- Arrange flexible scheduling, released time, or leave without pay to enable staff members to take advantage of continuing education opportunities within the framework of essential

library services.

- Work toward the establishment of incentives for persons pursuing continuing education.
- Encourage the application of knowledge gained and skills acquired to improve library services.

Library staff members should:

- Seek continuing education opportunities.
- Share learning experiences.
- Apply knowledge gained and skills acquired to improve library services.

DAL at URI

One of the more exciting developments in continuing and advanced professional education in librarianship is the Diploma of Advanced Librarianship (DAL) which is in the planning stages at URI.

The DAL would involve 30 credits beyond the master's (24 plus 6 for the thesis). Of the above, 15 credits would be required: Seminar in Library Administration (3), Business Management (3), Research Methods (3), and Thesis (6). It is recommended that one course in Media and one in Information Science also be included if not covered in previous library science course work.

Other possible offerings of an elective nature are Building Facilities Design, Networking, Human Relations, Library Finance and Budgeting, Program Design and Evaluation, Public Relations, Futures in Libraries and Bibliographic Instruction.

The committee sees four tracts evolving - academic, public, school library and special - with specific courses being suggested for the academic and school library personnel.

The nature of the DAL would necessitate the individualization of the program under the supervision of an advisor. Some courses could be offered by other departments of the university, as part of the Continuing Education Program or as independent study.

On May 2nd, Bernie Schlessinger, and Lucy Salvatore presented the DAL to the URI Graduate Council. The GLS will continue to pursue university approval. Letters of support, suggestions and comments are welcome.

Continuing Education at the Graduate Library School - 1980

Two programs remain in the 1980 series of Continuing Education opportunities sponsored by the University of Rhode Island's Graduate Library School. On Friday, September 19, Professors Jonathan Tryon and L.B. Woods of the GLS faculty will conduct a Workshop on Censorship of Materials for Children and Young Adults. Cosponsored by the Intellectual Freedom Committee of the Rhode Island Library Association, the workshop will explore the problems and legal aspects involved in providing sensitive materials and services for children and young adults and the various approaches to resolving them.

On Saturday, October 25, Professor Thomas Surprenant and Dean Bernard Schlessinger will conduct a Workshop on Bibliographic Instruction which will provide assistance in planning programs of instruction for library users and in developing evaluation procedures for existing programs. The workshop will be cosponsored by the Bibliographic Instruction and the New England Bibliographic Instruction Collection Committees of the New England Chapter of the Association of College and Research Libraries.

Both programs will be held at the Whispering Pines Conference Center on the University of Rhode Island's W. Alton Jones Campus, which is located off Route 102 in West Greenwich. The \$35.00 workshop fee includes materials, refreshments, and lunch. Please contact Professor Stewart Schneider at the Graduate Library School for further information or registration forms.

The first program in the 1980 series, an Institute on Library Materials and Services for the Handicapped, was held on May 16 and 17 and brought to the campus two nationally recognized authors in the field: Dean Kieth Wright of the College of Library and Information Sciences at the University of Maryland, author of Library and Information Services for Handicapped Individuals; and Ruth Velleman of the Human Resources School in Albertson, NY, author of Serving Physically Disabled People. Shelley Schlessinger, librarian for the blind of the Rhode Island Department of State Library Service's Regional Library for the Blind and Handicapped, spoke on "Materials and Services for the Blind and Physically Handicapped" and June Shapiro, Director of Library Development for the Connecticut State Library, discussed "Access to Facilities and Services."

On July 11 and 12, Dean Bernard Schlessinger and James Schmidt, University Librarian at Brown University, conducted an Institute on On-Line Systems and Library Management. The third offering in the series, a Workshop on Planning and Producing Audio-Visual Programs, was held at the Flanagan Campus of Rhode Island Junior College on August 4. Cosponsored by Rhode Island Junior College and conducted by AV specialists from the RIJC

staff, the workshop provided participants with a hands-on opportunity to produce a slide/tape synchronized program and a video-tape program.

The Graduate Library School welcomes suggestions for future Continuing Education programs. Please address your communication to Professor Patricia Jensen, Chairperson, Continuing Education Committee, Graduate Library School, University of Rhode Island, Kingston, RI 02881.

RIEMA

Continuing education activities are integral components of Rhode Island Educational Media Association programs. These programs are designed to provide information on the latest technology in educational media and to increase management skills and experience with new equipment. During the past year RIEMA sponsored meetings on microcomputers and cable TV. At the annual RIEMA Conference workshops were held on AV production, materials for special student populations, AV software selection, and teaching library skills.

RIEMA cosponsored a program on public and school library cooperation at the annual RILA conference in Newport. RIEMA cohosted a meeting at the Department of Library Services on Three Dimensional Reading and cosponsored with DSLS a Meet the Author Program featuring Jay Bennett.

In this coming year RIEMA is planning several meetings and workshops dealing with innovative media programs utilizing print and nonprint materials. The calendar will be made available through the RILA Bulletin.

Rita Stein and Louis Leveillee will continue to represent RIEMA in the RILA Continuing Education Committee. RIEMA will present a program at the November RILA Annual Conference and RIEMA members will also participate in the RILA Continuing Education survey on CE needs in Rhode Island.

RI Department of Education

The Title IV office of the Rhode Island Department of Education held a series of informational meetings on preparing proposals for Title IVB applications. The Department of Education in cooperation with RIEMA will sponsor a course beginning in Fall, 1980 on "Training school librarians and media specialists to serve the Handicapped Student." For information call Rita Stein, 277-2617.

ALA

ALA is also climbing on the Continuing Education bandwagon. At Midwinter (1979) the ALA staff proposed a three-year project to establish a Center for Continuing Library Education in Chicago. The continuing education service unit would aim to gather and disseminate information on CE, develop innovative programs including home study projects, and establish a Center which would become self-supporting in three years. During the three year demonstration, the Center will:

1. Produce a fully tested plan for continuing education to serve the profession. It could also be used as a model by other professional associations. In addition the plan will provide direction on structure, governance and funding for an ongoing program.
2. Establish a support system at ALA headquarters that will strengthen the Association's overall ability to provide educational activities as well as those of individual units.
3. Develop the methodology for and results of a user impact study that will be designed to evaluate how better trained librarians affect the library patron. This model could then be used by other CE producers.
4. Put into production a greater variety of quality learning activities presented through a variety of delivery systems.
5. Produce at least one innovative national program aimed at training librarians from several types of libraries in the delivery of an important public service.
6. Collect and develop materials that can be used in individual assessment tools and the development of competencies models.
7. Establish a strong cooperative network of CE providers with associations, library schools, state agencies, and other professions who can share information and complement each other's activities.
8. Establish ALA's ability to accurately forecast trends (in society and librarianship) and prepare the appropriate training in anticipation of technological and sociological changes.

In order to plan for a viable Center program to be operational by 1984, cooperative strategies and methodologies will be developed and evaluated within the following project components: Needs Assessment, CE Information Clearinghouse, Technical Assistance to CE Providers, Program Production, Staff Training, Liaison/Promotion, and Evaluation of Educational Programs.

The fundamental strategy for assuring the success of programs produced by or with the assistance of the CE Center

emphasizes systematic determination of continuing education needs of the field. During the proposed project strenuous efforts will be made to identify methods for determining where gaps in training exist for all types of librarians.

While those activities are designed to produce better programming decisions for ALA, a parallel effort will be made to consider competency models and self-assessment tools as means of guiding individuals toward a better understanding of their professional skills, knowledge, and training needs.

Existing data will be collected and reviewed. If new data is needed, appropriate target groups will be surveyed, and a methodology for an ongoing needs assessment will be developed.



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PUTTING IT ALL TOGETHER: STATE LIBRARY
AND INFORMATION SERVICES A RILA/CRIARL
WORKSHOP

On June 5, 1980, the Rhode Island Library Association and the Consortium of Rhode Island Academic and Research Libraries cosponsored a "Spring Conference" during which 100 librarians from the New England area spiritedly discussed the Rhode Island Governor's Conference "Umbrella" Resolution. All of the speeches given, the ensuing discussions and the attendees' conclusions came together to provide an informative, useful, and rousingly successful morning for the group. Presented below is a kaleidoscope of the presentations - some in summary form, some reprinted in their entirety.

The Rhode Island Governor's Conference on Library and Information Services adopted the following resolution:

The Rhode Island Governor's Conference on Library and Information Services adopted the following resolution:

Resolved that ...

The Rhode Island General Assembly enact legislation to establish a Board of Commissioners, appointed by the Governor, for library, archives, and information services. The Board shall govern a newly formed Department of Library, Archives, and Information Services, which is to have responsibility for all of the functions and activities currently under the Department of State Library Services (DSLS), the State Library, the State Archives, the State Records Center, the Court Records Center, and the State Documents Distribution System, in the following manner: a Division of State Information Services; a Division of Archives and Records; a Division of State Library Services. The Board shall prepare and submit to the General Assembly the annual budget request for all library, archives, and information service programs within the scope of its responsibility. It shall appoint as a Director of the Department a person who holds a master's degree in library science from a school accredited by the American Library Association and shall appoint administrators who have appropriate professional qualifications.

Nancy Peace, Professor of Library Science at Simmons University, on an overview of the issues:

The Umbrella Resolution:

How We Came to be Here Today

In 1973 the Rhode Island Historical Society (RIHS) library staff was trying to develop a collecting policy for published state documents. The society's existing collection was extensive, but had numerous gaps. Collection of currently published documents could only be described as haphazard. Since the society was a member of the Consortium of Rhode Island Academic and Research Libraries (CRIARL), and most other CRIARL members also collected state documents, we decided it might be helpful to ascertain what other CRIARL institutions were collecting before we made a final decision about our own collecting objectives.

CRIARL members were delighted to address the issue of state documents. They indicated that this material had been a tremendous problem for a long time. First, reference staff and government documents librarians were often unable to determine what was published because the state documents office did not produce catalogs or bibliographies. Second, those titles which were supposed to be delivered on an ongoing basis were often not received because the delivery system was unreliable. Finally, because the systems for bibliographic control and document delivery were so poor, both current and retrospective collection at all CRIARL libraries were incomplete.

After consultation with State Librarian, Elliott Andrews, who was responsible for the documents office, CRIARL members decided to form a committee to seek a way of improving the distribution of this important material. Reference and documents librarians from each CRIARL library served on the committee. Other interested parties were asked to join. Among those who joined the committee, which was named the State Documents Project, were Elliott Andrews, State Librarian; Elizabeth Meyers, Director of the Department of State Library Services; Paul Bazin, representing the Rhode Island Library Association; and the directors of the Warwick, Pawtucket, and Westerly Public Libraries. Providence Public Library was represented in the committee because it was a member of CRIARL.

Members of the State Documents Project devoted several meetings to ascertaining the scope of the problem. They concluded that the best course would be to employ a consultant, preferably from outside the state, who would study Rhode Island's existing documents delivery system and suggest ways of improving it.

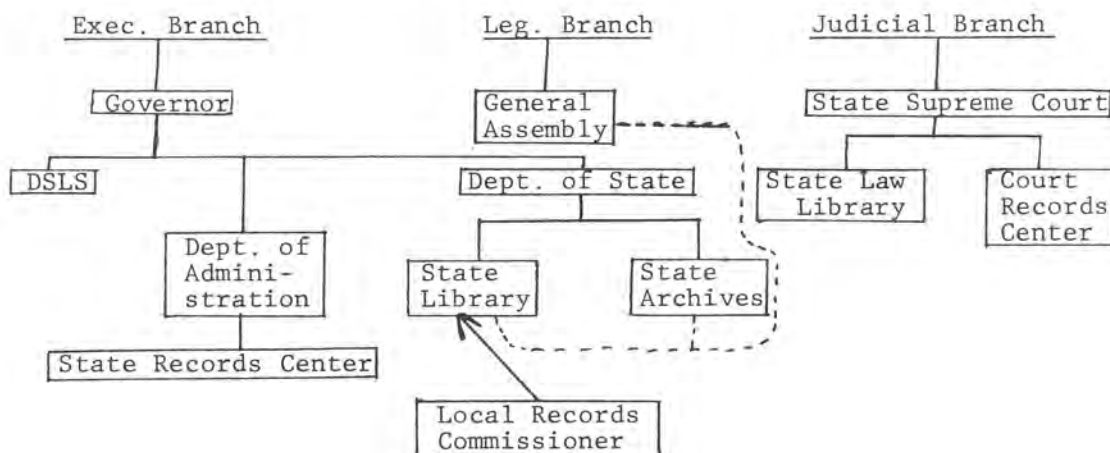
There were several reasons for using a consultant. First, members believed that a consultant's suggestions and recommendations would be likely to carry more weight with state administrators than would locally generated programs. Second, members hoped that because of broader experience, a consultant would be able to suggest several alternative solutions for members' consideration. Project members also believed that a consultant, especially one from out-of-state, might be more effective in gathering information because he or she could ask questions with less worry about future political repercussions. Finally, and perhaps most importantly, we realized that no one on the committee had the time to undertake the type of systematic study that was needed.

In order to raise the money to employ a consultant, each participating library contributed \$100.00 and the Rhode Island Library Association contributed \$200.00. Roger McDonough, of the State Library of New Jersey, and former ALA president was hired to be the consultant.

As State Documents Project members prepared for Mr. McDonough's visit, we became aware that the problems we were attempting to solve had been addressed before - twice. In the early 1960's, another consultant had been employed and he had also prepared a report between 1960 and 1962. John Humphrey, Director of the Springfield (MASS) Public Library, with the assistance of Lucille Wickersham, Assistant Director, Springfield Public Library, studied all types of library service in Rhode Island. Published by Brown University Press in 1963, Humphrey report, Library Cooperation: the Brown University Study of University - School - Community Coordination in the State of Rhode Island, recommended that all types of libraries join together in a statewide coordinated system. Humphrey also made specific recommendations for each type of library. He recommended that the state library be made a department of state government and that the position of state librarian be accorded the status of department head. He also proposed appointment of a board of governors to help formulate library policies and develop and administer a statewide library system. Many of the responsibilities Humphrey proposed for the state library were later assumed by the Department of State Library Services.

Humphrey also addressed the need for better archives and documents programs. He called for collection, organization and maintenance of a complete set of Rhode Island state documents and proposed development of a system of depository libraries. He also recommended that the state library serve as the state's archives.

The second group to focus on Rhode Island's archives and documents programs was a legislative commission established by the General Assembly in 1962. In its 1964 Report of the Legislative Commission on Libraries to the General Assembly of the State of Rhode Island and Providence Plantations, the commission, like Humphrey, advocated consolidation of all state library and archives services. Instead of heeding this recommendation, the General Assembly provided for the reorganization of the library extension and development programs only. The Department of State Library Services (DSLS) and the Interrelated Library System were created. The State Library, State Archives, State Records Center, Court Records Center and Law Library, however, remained independent of DSLS and each other. Therefore, when Mr. McDonough arrived for his visit, he encountered the following administrative structure:



Mr. McDonough visited each of the state agencies shown on the chart and met with various administrators, including the director of the Department of Administration, and the Secretary of State. Mr. McDonough's report provided the basis for the 1975 CRIARL report, and is contained as an appendix to it.

Among the Recommendations of the CRIARL report, Rhode Island Records and the Rhode Island Documents Depository System:

Study and Recommendations, were the following:

(1) expansion of the documents program, including collecting, processing and distribution. Addition of a professional librarian and a clerk was also recommended.

(2) designation of documents depositories, using a two level system. Full repositories would receive and be responsible for keeping all documents published by the state. Partial repositories would receive only those documents the librarian believed would be useful to that library's clientele. Partial depositories would have no responsibility for retaining materials in permanent collections. Only the state library and the University of Rhode Island library were proposed as full depositories.

(3) joining of the state records center, state archives, and state library into a single administrative agency within the Office of the Secretary of State. The report also called for development of a strong professional program with clearly defined responsibilities and job descriptions for the agency.

(4) construction of a new building which would house the Department of State Library Services, Archives, Records Center, and parts of the State Library.

(5) that future governor's papers be considered state papers and be placed in the archives.

While the CRIARL recommendations differed somewhat from the recommendations of the earlier reports, these differences were primarily the result of the existence, in 1975, of the Department of State Library Services. This department had assumed many of the coordinating responsibilities recommended by Humphrey and the legislative commission. Neither McDonough nor members of the State Documents Project believed that the political climate was conducive to incorporating documents, records and archives programs under DSLS - the legislature had rejected such a proposal in the 1960's. A parallel agency, within the Department of State appeared more feasible to most of us.

The timing of our work seemed auspicious. Shortly after our report was published, Congress passed the National Historical Publications and Records Act. Members of the State Documents Project and CRIARL acted quickly to submit a list of candidates qualified to serve on the State Records Advisory Board required by the NHPRC legislation. Rhode Island could have been the first state organized to apply for funds, but the governor took a year to appoint the committee. Work on a statewide records survey is finally underway and a master plan for archives and

records is being developed. These projects will come to nought however, unless legislation to insure a coordinated and adequately funded program of care for the state's documents, records and archives is enacted by the General Assembly. The legislation being discussed today is the fourth attempt to achieve such legislation. Let us all work to insure that it will be the last.

Kevin Logan** and Dr. Zofia Sywak*, of the Rhode Island Historical Records Survey on the

Rhode Island Historical Records Survey:
Proposals and Prospects

The Rhode Island Historical Records Survey Project shares the concern of the Rhode Island Library Association regarding the functions and activities of the State Archives. It was due to this concern that the Project came into existence. The Project was developed by the Rhode Island Historical Records Advisory Board, created by Executive Order in 1976. The Advisory Board was established at the initiative of the National Historical Publication and Records Commission (NHPRC) which requested each state to create an Advisory Board to assist it in evaluating grant applications from that particular state.

Originally, NHPRC was concerned solely with publication and has funded such notable works as the Woodrow Wilson Papers, the Alexander Hamilton Papers, the Thomas Jefferson Papers, the Frederick Douglass Papers, and currently the Nathaniel Greene Papers at the Rhode Island Historical Society. Working with programs that dealt with archives and manuscripts, NHPRC recognized that there was a greater need than solely that of preparing certain collections of national renown for publication. The whole area of archives and manuscripts needed a source of funding to develop new and innovative projects in the field and to assist some repositories in organizing and preserving their holdings. It was due to the latter activities that State Advisory Boards were created to assist NHPRC in identifying projects that warranted funding.

The Rhode Island Historical Records Advisory Board soon recognized that it had no frame of reference for judging which projects warranted funding, since no overview existed of Rhode Island records located in the State. Therefore, as its primary task the Board developed a project to survey all historic records and shortly the Project was funded and began its activities in July 1979.

Initially, the Project addressed itself to the problem of identifying historic records, first on the State level and later on the municipal level and in private repositories. As the Project developed, however, it became evident that a greater need existed - that of developing a records program for Rhode Island. As it was, the Project was already using various segments of records management to identify actual and potential archival records.

In the process of developing the preliminaries of a state-wide records program, the Project addressed itself to the concept of the State Archives, its functions and purposes, and why, as it presently exists, it is not as effective as it could be. In the search for answers, the premise emerged that the "State Archives" is the final step in a records program, the repository of all permanent official State records retained for the use of the State. This concept differs from the popular belief that the State Archives is the guardian of the history of Rhode Island for the use of the Ph.D. candidate and the general public. That is not to say that the Archives does not serve that function. It is the guardian of the history of the State so far as that history is contained in official State documents and it is open to the general public, be they scholars, researchers or just curious citizens. Its primary function, however, is to service the State itself and here it has sadly fallen short.

Hopefully, the Records Program will correct this problem. Once the State Archives becomes a viable institution serving the State, the existing problems of lack of space, staff, and funds will be rectified partly, if not completely. When the Archives plays a significant role in the activities of the State, when it is used by State officials and by the Legislature, and when it is effective in the services it renders to State government, the State will recognize its value and insure that sufficient funding is available for accessioning, processing and servicing of State records. By upgrading the processing and servicing of information for its own use, the State is making it so that much more is available to the general public. In short, the more effective and efficient the Archives is in serving the State, the more effective it will be in serving the public.

This Project aims at creating a viable State Archives whose primary function will be to service the State. To achieve this goal, the Project will address itself to the development of a records program during the 1980-81 fiscal year.

First, it will continue with the survey of all state records to identify the type of records created, their needs and function, and their volume.

Secondly, it will develop a program which will join the various records related activities under one administrative office. Presently the State Archives is under the Secretary of State and the Record Center is in the Department of Administration. Combining the various records related activities will make it much easier to track records through the various stages of their life span. In conjunction with this, records will be scheduled, that is, the various stages of their life span will be identified along with their final destination. Schedules will be developed in conjunction with legal specifications, fiscal needs and administrative needs and functions. Once schedules are developed one will know the value and final destination of a record the minute it is created, as well as the various stages in its life span.

Once a records management program is devised, the Archives program will be refined and implemented. This will entail the transfer of permanent and historic records to the Archives, the processing of various records series, the developing of finding aids and the restoration of certain records where necessary.

All of these activities will require eventual expansion of facilities, personnel and funds. Initially, the program will begin with existing resources.

Once the State Government recognizes the benefits that it can reap from the Project, its activities and needs will be expanded to produce an all inclusive records program which may even culminate in a State Archives Building as it did in Florida, New York and New Jersey.

To achieve this goal the Project will need all the friends it has and all the support it can get.

*Dr. Zofia Sywak is Project Director, Rhode Island Historical Records Survey.

**Kevin J. Logan is Assistant Director, Rhode Island Historical Records Survey.

The next two speakers, Nancy Chudacoff* and Judith Pontarelli**, focussed on various aspects of the "umbrella" resolution. Nancy described the process by which the resolution was drafted at the Governor's Conference, and the establishment of the "umbrella committee." She also impressed upon the group the need to look carefully at the reorganization plans, because "The purpose of the umbrella resolution is not only to give patrons and librarians the kinds of services that DSLS has traditionally provided, but also to see that patrons and librarians have access to the full range of information by and about Rhode Island, that the various state agencies can and should provide."

Finally, Judith spoke about the organizational patterns of other state library agencies, 47 of which combine direct library services to state government and library services to citizens through public libraries under one administrative unit. Judith's survey led her to recommend that the "umbrella" resolution be passed - "not as an intra-rational model, but as a practical vehicle: to provide a broader view and to share resources in Rhode Island."

After the presentations, the issues were discussed by small groups, each of which was led by a moderator and reported on by a recorder at the final general session. The group reports were distilled in concluding comments by Dean Bernard Schlessinger***, who made the following points:

- (1) The ultimate goal of the "umbrella resolution" is better control of and access to the resources of the state.
- (2) The politics of reorganization should include:
 - a) consciousness raising actions for legislators, librarians, and heads of agencies,
 - b) the coordination of new legislation by legislators, librarians, and heads of agencies,
 - c) considerable attention to the "power people" in the state (ie, personnel, advisory boards, the governor, and legislators),
 - d) a careful plotting out of monies involved,
 - e) attention to missing services, including direct

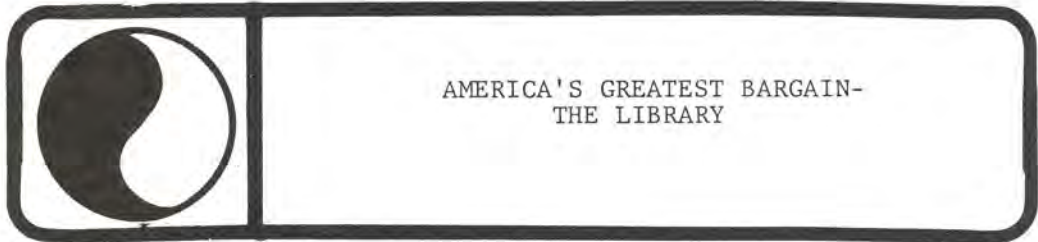
*Nancy Chudacoff is former director of the Rhode Island Historical Society Library.

** Judith Pontarelli is the Government Documents Librarian at Adams Library, Rhode Island College.

*** Bernard Schlessinger is Dean of the Graduate Library School, URI.

- services to citizens and legislators, referral services, identification and retrieval of documents, and better access to bibliographic data bases,
- f) the drafting of legislation to be refined at the RILA Fall Conference, and
 - g) active participation by the library community.

Certainly, Dick Olsen's* able organization and moderation of the proceedings of the conference will help to bring these suggestions to fruition.



RILA's Public Relations Committee is in the midst of preparing a slide-tape presentation, "AMERICA'S GREATEST BARGAIN-THE LIBRARY" that will introduce Rhode Island small business people to the world of information, resources and assistance available through their local public libraries. The presentation, written by a subcommittee chaired by Howard Boksenbaum**, portrays exemplary interactions of business people with their librarian and with other small business folk that demonstrate the usefulness of libraries.

Script written and storyboard mapped out, the committee is now casting and has begun shooting under the direction of co-chair Dorothy Frechette***. Voices are needed for a tool sales franchise operator, an established entrepreneur, and a late

* Dick Olsen is Director, Adams Library, Rhode Island College.

**Howard is Coordinator, Interrelated Island Library System.

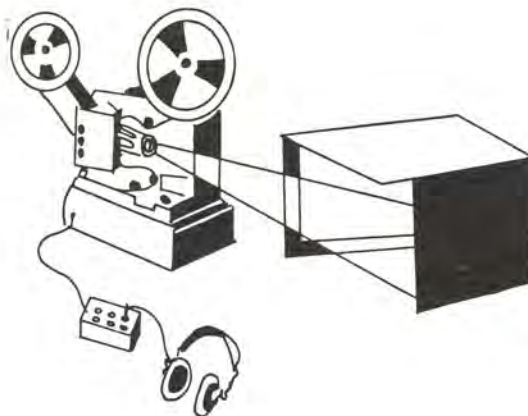
*** Dorothy Frechette is Supervisor of Media Services, DSLS.

middle-aged woman who plans to open a restaurant.

Photography is planned for a Woonsocket Harris Public Library location. Taping will be done separately under studio conditions. Popular radio personality and friend of libraries Salty Brine will provide narration.

The experience of putting the presentation together will be the nucleus of a PR Committee workshop at the Fall RILA Conference. Workshop participants will find out how much help is available to libraries who want to put themselves in the public eye (and ear) through similar presentations of their own.

If you are currently working on, or have already completed a slide/tape program for your library, please contact Dot Frechette (277-2726) or Roger Proulx (825-2216). We would like to hear from you, and get your ideas for our Conference program.





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 Elizabeth Rogers, Providence Public Library, Providence RI 02903. Telephone: 401-521-7722.

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.

REFERENCE LIBRARIAN: Interprets library's collection for qualified users; performs Data Base searches. Qual.: MLS; medical, biological or physical science background; ability to work with others and take direction. 35-hour week, with rotation of evening and weekend hours. Available immediately. Salary: \$13,700 minimum. Send resume to: Marion Levine, Countway Library of Medicine, Harvard University, 100 Shattuck St., Boston MA 02115 (Bost. Globe 7/13)

LIBRARY MEDIA SPECIALIST: Barnstable Public Schools invites applications for position of Middle School Media Specialist. Full time professional position beginning September, 1980. Certification as school librarian expected, certification as audio-visual/media specialist or unified media specialist desired. Experience in both library and media expected. Middle school experience preferred. Send letter and resume to: Media Specialist, Barnstable Schools, 230 South St., Hyannis MA 02601 (Bost. Globe 7/13).

CATALOGER: Full-time opening for experienced professional cataloger. Qual.: should include MLS, competence in LC classification, thorough knowledge of AACR and OCLC, experience in serials cataloging. Some familiarity with the cataloging of rare books and manuscripts would also be desirable. Good interpersonal and communicative skills are essential. Salary: \$12,500 up. Benefits include 3 weeks vacation, TIAA/CREF, excellent health and dental plans. Send resume with 3 recent references to: John Philip Harrison, Chief of Technical Services, Boston Athenaeum, 10½ Beacon St., Boston MA 02108 (AL 6/80)

LIBRARY DIRECTOR: Public library serving city of over 40,000 population, with a book collection of over 170,000 vols. and budget of over \$200,000. Main library and one branch with a staff of 3 professionals and 13 clerical workers. Qual.: MLS from ALA-accredited school; 3 years supervisory experience

in library work. Position available July 1. Send resume to Mrs. Burton Resnic, Holyoke Public Library, 335 Maple St., Holyoke, MA 01040. (LJ 6/15)

HEAD OF TECHNICAL SERVICES: The library of the Museum of Fine Arts in Boston is seeking a qualified individual for the position of cataloger. Candidates must have a MLS and should demonstrate experience in administration and on-line LC cataloging. A Masters Degree in art history or equivalent advanced study, reading knowledge of 2 major European languages and familiarity with all current AACR and LC standards will be important qualifications for the successful candidate. Forward resume to: Personnel Dept., Museum of Fine Arts, 465 Huntington Ave., Boston MA 02115 (LJ 6/15)

LIBRARY ASSOCIATE: To assist with book selection and acquisition, journal receipt records and claims, MED-line, circulation, interlibrary loan, reference, patient library service and photocopying. Qual: BA in Library Science, typing and previous medical library experience. Position will relocate to Burlington, Mass, in late 1980. Call Personnel Dept., 617-261-5340 for interview appointment. Lahey Clinic Foundation, 654 Beacon St., Boston MA 02115 (Bost. Globe 7/13)

ASSISTANT LIBRARIAN: Reference services. Position avail. August 1. Indiv. will be in charge of references services. Qual: minimum of 2 years professional pharmacy or health science 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 with people and competently with informational material of the health sciences. Competitive salary and benefits. Send resume to: Barbara M. Hill, Librarian, Sheppard Library, Massachusetts College of Pharmacy and Allied Health Sciences, 179 Longwood Ave., Boston MA 02115 (Bost. Globe 7/13)

LIBRARY SERVICES ASSISTANT: ~~C~~irculation desk supervision. Qual.: Minimum of 2 years college or equivalent, pertinent academic library experience. Ability to work well with people, capability of organizing and scheduling own work and that of others, accurate typeing, knowledge of simple book-keeping procedures and media. Send resume to : Susan Patterson, Mass. College of Pharmacy and Allied Health Science (see above address) (Bost. Globe 7/13)

SHARED RESOURCE COORDINATOR: Qual.: MLS from accredited program, knowledge of automated bibliographical retrieval systems and a foreign language; three years reference experience. Apply to: Gloria E. Hagberg, Assistant to the University Librarian, Brown University, Prov, RI 02912 (URI)

LIBRARIAN-ASSISTANT IN CHILDREN'S ROOM: Qual.: Bachelor's Degree, MLS preferred; experience in a library or working with children is desirable. Sal.: \$10,000. Apply to: Mrs. Butterfield, Waterford Public Library, 49 Rope Ferry Road, Waterford CT 06385 (URI)

LIBRARY TEACHER: Full or part-time. Qual.: MLS. Salary: Open. Apply to: Sister Magdalena, St. Xaviers Academy, 60 Broad St., Prov, RI (URI)

LIBRARIAN: Apply to: Mr. W.T. Cingoloni, Plymouth Carver High School, Plymouth MA 02360 (URI)

HEAD GENERAL LIBRARY SERVICES DIVISION: Qual: MLS from ALA-accredited program, 5 years experience, including adult services at significant responsibility. Apply to: Office of the Head Librarian, Worcester Public Library, Salem Square, Worcester, MA 01608 (URI)

GIFTS AND COLLECTION MAINTENANCE LIBRARIAN: Responsibilities include management of material received by gift and activities concerning collection of maintenance (preservation), excluding Special Collections. Qual.: MLS from ALA-accredited library school; broad liberal arts academic background; working knowledge of two modern foreign languages; previous experience in the book trade and/or academic libraries desired. Appointment range: \$13,300-\$16,600. Benefits include 12-month contract, one-month vacation, TIAA-CREF. Send letter of application, resume and names of three references by September 1 to: Gloria E. Hagberg, Brown University Library, Providence RI 02912.

CATALOG LIBRARIANS (John Carter Brown Rare Books Project): 2 temporary positions (appointment from October 1, 1980 - Sept. 30, 1981). Responsibilities include cataloging and classifying books about America published in Europe during the Sixteenth and Seventeenth Centuries using current cataloging rules, LC classification and subject headings. Qual.: MLS from accredited library school; undergraduate or graduate courses in Modern European and Early American History; reading knowledge of one modern European language (Spanish preferred) and one Classical language (Latin preferred); experience with early printed books; knowledge of AACR and AACR2, LC classification and subject headings; knowledge of MARC format desired. Appointment range: \$13,300-16,600 based on experience. Benefits include 20 days vacation, TIAA-CREF. Interested candidates should send letter of application, resume and names of three references by Aug. 15, 1980 to Gloria E. Hagberg at above address.

CATALOG LIBRARIAN - RARE BOOKS: Temporary appointment: October 1, 1980-September 30, 1981. Responsibilities include cataloging and classifying scientific materials in a variety of languages published before 1800 using current cataloging rules, LC classification and subject headings. Qual.: MLS from accredited library school: undergraduate or graduate degree in History of the Sciences; reading knowledge of Latin and French or German required: knowledge of AACR and AACR2, LC classification and subject headings; knowledge of MARC format desired. Appointment range: \$13,300-16,600, based on experience. Benefits include 20 days vacation, TIAA-CREF. Apply by August 15 to above address.

CATALOG LIBRARIAN - SHEET MUSIC: Temporary appointment: October 1, 1980-September 30, 1981. Responsibilities include cataloging and classifying

selected sheet music related to World Wars I and II using current cataloging rules, LC classification and subject headings. Qual.: MLS from accredited library school; undergraduate or graduate degree in Music and courses in American Civilization or Twentieth Century US History; reading knowledge of AACR and AACR2, LC classification and subject heading required; knowledge of MARC format desired. Appointment range : \$13,300-16,600, based on experience. Benefits include 20 days vacation, TIAA-CREF. Apply by August 15 to above address.

CATALOG LIBRARIAN - SHEET MUSIC: Temporary appointment: October 1, 1980-September 30, 1981. Responsibilities include cataloging and classifying selected sheet music by and about black people using current cataloging rules, LC classification and subject headings. Qual.: MLS from accredited library school; undergraduate or graduate degree in Music and courses in Black Studies; reading knowledge of two modern European languages; experience in music cataloging; knowledge of AACR and AACR2, LC classification and subject headings required: knowledge of MARC format desired. Appointment range: \$13,300-16,600 based on experience. Benefit include 20 days vacation, TIAA-CREF. Apply by August 15 to above address.

PART-TIME POSITION: 20 hours a week. Hours may be arranged. Position available for one year starting in July, 1980. Set up Information and Referral System for 6 urban libraries in the Northern Interrelated Library System. Collect and compile information on area social service agencies, educational agencies, clubs and organizations in preparation for an I and R service. Prepare directories and brochures relating to the service. Prepare publicity for the service. Participate in library workshops on the subject. Successful applicant must be able to organize and arrange information and work successfully with librarians and community groups. Initiative, imagination, organizational skills, and writing skills are necessary. Position provides excellent library experience in reference and I and R services as well as experience in working with non-library resources. College degree required. Apply with resume to: Ellen P. Spilka, coordinator, Northern Interrelated Library System, 13 Summer St., Pawtucket, RI 02860. 401-723-5350

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