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## Bulletin of the Rhode Island Library Association v. 53, no. 4

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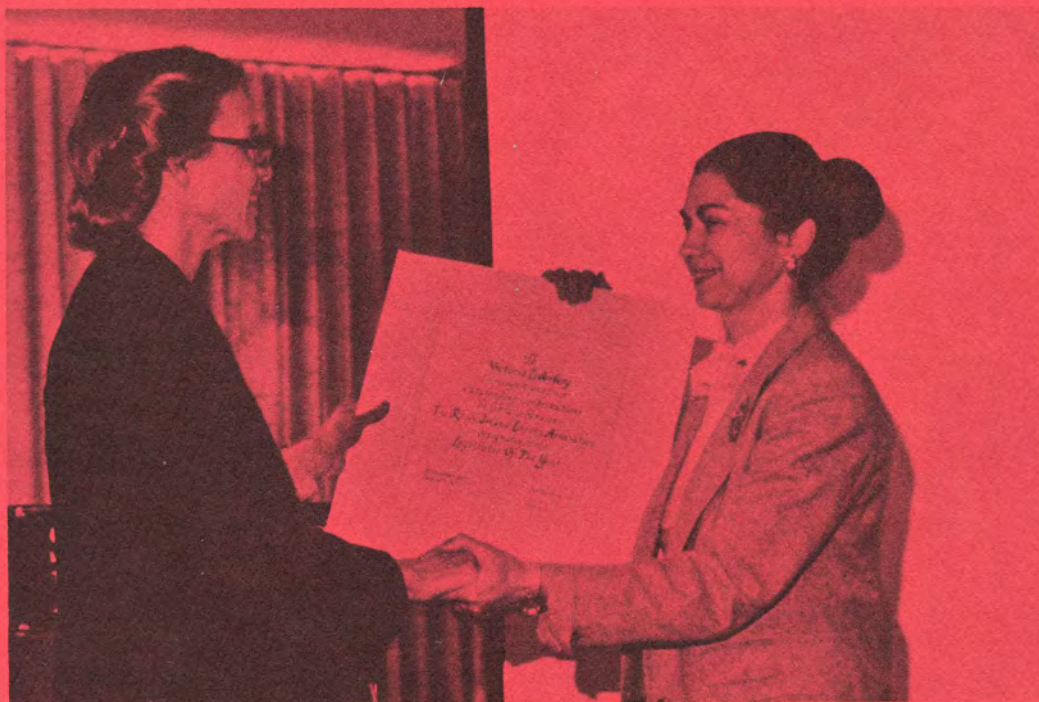
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# Rhode Island Library Association Bulletin



Representative Victoria Lederberg receiving the Rhode Island Library Association's Legislator of the Year Award from Louise Blalock, Past President, RILA.

- photograph courtesy of Dorothy Frechette and Jeffrey Vale

DECEMBER 1980

PERSONNEL



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

December 1980 Vol. 53 No. 4

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EDITORIAL NOTICE:

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

The Bulletin is a publication for public, school, academic and special libraries of Rhode Island. Published by the Rhode Island Library Association, the Bulletin welcomes news and discussion of interest to RILA members. Articles contained herein, however, do not necessarily reflect the ideas of the RILA membership, or the Bulletin staff or advertisers. All articles about library and media matters will be considered. All should be signed and should not exceed ten double spaced typed pages unless the editor is consulted.

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

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# EDITOR'S NOTEBOOK



This issue is a combination Personnel/Conference edition published a little later than usual so that the Conference material could be included. Guest editing this issue involved gathering articles with a common theme. These include a report by Earl Schwass, Personnel Committee Chair, an article on Personnel Committees by Lee Flanagan, CLA Personnel Committee Chair and former Bulletin editor, and a helpful article on volunteers by Diane Disney. (Incidentally, Diane will conduct the course on personnel document writing and critiquing for librarians this spring. The course will be jointly sponsored by the RI Department of Community Affairs and the Rhode Island Library Association; and the course will probably be offered as two day-long workshops).

A report on the Salary Survey by Tom Surprenant and Janet Levesque was scheduled to be included, but because of the late arrival of important data, it will be published in a Bulletin early next year.

The real work of editing this issue was done, however, by Shelley Schlessinger and the Bulletin staff. With her usual behind-the-scenes hard work, Shelley has solicited and edited contributions within a very tight time schedule from conference attendees and RILA's incoming President. Shelley and her staff must arrange and rearrange articles to fit available space, remind contributors of deadlines overdue, type, proofread, and do all of the other work necessary to bring the Bulletin out each month.

Thank you Shelley and staff for allowing space in this issue for the Personnel Committee. Thank you even more, however, for the remarkable job you do so efficiently and so regularly to help keep the Association and its members in touch through the RILA Bulletin.

Give a gift of memories

**HARVEST HOME SAMPLERS**

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Anne Parent, Chair  
Policies and Procedures Subcommittee  
RILA Personnel Committee





# Letters to the Editor



October 18, 1980

Dear Editor:

On Thursday, October 16 at the Cumberland Public Library a program on toddlers was held. It included speakers and was to present books, kits, toys and things of interest to toddlers and those dealing with this age group (educators, librarians, parents). I imagine that the program was most enjoyable and very beneficial however, I would not know. Because I am both a librarian and mother of a toddler I looked forward to the meeting and called the previous day to register. At that time I inquired as to whether this was open to parents, "oh yes" I was informed. The next question I asked was if we could bring our children, "oh no" was the reply.

Here was a library program of primary interest to parents with small children and at a time when those parents could attend, and yet, the doors of the Cumberland Public Library were not open to them. Who, I ask, deals with toddlers the most? Certainly not the educators, for children don't begin any formal education until they are 3½ or 4 years old. Definitely not librarians who in most cases refuse to deal with the 1, 2, and 3 year old except to moan when they descend upon the children's room. Parents (mostly mothers) are the early educators, the preschool librarians, the ones most in need of new ideas in helping these little ones grow emotionally, physically, and intellectually. Yet, they were not welcome because of the mere fact that they could not bring their children.

If we are going to have successful library programs we must reach out to all. And if we are going to be successful parents, raising happy, healthy children we must make sure that places like the library listen to us and will not close their doors.

- Hope Houston

Response from Melody Brown, Supervisor of Young Reader's Services, DSLS:

Dear Ms. Houston,

I am in full agreement with your concern over the crucial role parents play in a child's early development. Parents should be supported in their efforts through library programs and parenting collections,

and children three and under should be welcomed with trained children's librarians and materials designed for this age group. I think you will find that many libraries in the state are committed to making an effort in this area, Cumberland among them.

Recently, the Department of State Library Services sponsored a continuing education series on "Preschool Programming." Thirty-five librarians and volunteers attended sessions on child development, parent participation in preschool programs, and materials and activities especially appropriate for two year olds. Followup materials and sessions are planned, and consultant services are available from the Department on a continuing basis.

The majority of libraries in the state currently offer story hours for three and four year olds. Four libraries included two year olds last year in their preschool programming, and more plan programs during the next year. Several libraries have toys for use in the building and for loan. A bibliography distributed during the continuing education series serves as an initial buying guide for libraries wishing to expand their offerings to children three and under.

When programs for parents are held, the question of child care poses a real problem. A staff member is not always available to fill this gap, and many libraries suffer from space limitations. Parents could pool funds for a babysitter in the library. Perhaps Girl Scouts or Boy Scouts would take care of the children as part of their work towards a badge or as a community service. Senior citizens might be enlisted for this task. Creative solutions must be found as overworked librarians cannot be expected to babysit during adult programs and research encourages us to include parents in programs for young children.

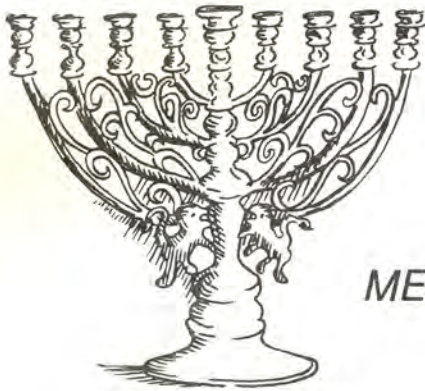
I hope you will contribute suggestions on how to work out this problem. And I thank you for heightening our awareness of the important needs of very young children and their parents still to be met.

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THE WHITE HOUSE CONFERENCE: ONE YEAR LATER

Senator Claiborne Pell spoke on the "White House Conference: One Year Later" at the State House on October 23, 1980. He addressed the question of legislation with emphasis on S2859, the National Library and Information Services Act. The bill would provide for expanded responsibilities for libraries within the Department of Education, provide funding for networks, authorize federal matching funds for construction and renovations, federal grants for special users, and the support of state planning and training of people. He noted the bill will be introduced in the next Congress. Speaker of the House, Matt Smith, was unable to attend, and his speech was presented by Representative Victoria Lederberg. Louise Blalock and Joan Reeves presented reports on the Minnesota meeting on the implementation of the WHCLIS resolutions, called the "Committee of 114." The elected steering committee, with representatives from each region of the US is responsible for planning the implementation of the White House Conference Resolutions. Finally, Bruce Daniels briefly spoke on the RI Governor's Resolutions. Among his points were the preparation of a five year plan by the Dept. of State Lib. Serv., and Cable TV regulations released that morning by the Public Utilities Commission. Unfortunately, space limitations have prevented the BULLETIN from publishing the texts of the talks given. However, further information can be obtained from the speakers themselves.





## MESSAGE FROM THE PRESIDENT

To the Membership:

Welcome to a new year! It is with thanks and appreciation to the outgoing Executive Board for their hard work and expertise that I end my year as Vice President/President/elect. I would like to extend my thanks to the membership for the election of another excellent Board with which I can work in the following year as President. With the announcement of the members of the new board at the annual meeting of the Rhode Island Library Association, we began what will prove to be a very interesting and challenging year. The incoming Board must deal with questions arising from the new situations that the 80's have brought: a Republican administration at the federal level and a Democratic administration at the state level, both concerned with fiscal restraint; a new legislature with whose members we must become familiar; inflation; the proposition 13 or 2½ mood of taxpayers; AACR2; censorship; and numerous opportunities which we must tap in the area of new technologies - cable television, fiber optics, micro and mini computers, uses of data bases, conversion of data to machine-readable form and many others.

Reflecting on my first few days in office and on the year ahead, I would like to share with you my concerns and the possible future directions for the Association and its members.

1) One of the highlight programs at the Annual Conference has provided us with a good guide to dealing with present and future concerns as Senators Irene Smith, Robert Janes and Robert McKenna and Representatives Robert Tucker and Victoria Lederberg responded to questions from a panel of Government Relations Committee members. The legislators stressed local contacts, citizen support, becoming well-known to legislators and the education of legislators on library matters as essential to the success of our efforts.

In light of their responses, the efforts directed to "Legislative Breakfasts" in regional areas should be reinforced. Continued support and assistance by the membership will make these breakfasts successful. Meet and talk with your legislators and local officials about library concerns. These breakfasts will launch our legislative efforts for the year.

- 2) I urge all librarians to work with their community governments, citizens and library groups to prepare testimony for upcoming hearings on cable TV in December and January. Commissioner Burke hopes to have the final rules and regulations formulated by the end of January! If librarians do not speak now, libraries may be locked out of full use of the cable system. Meetings will be announced in the newspaper.
- 3) The RILA Executive Board at its November meeting, approved a legislative package including the State Documents Depository Bill and support for DSL's request for a 10 percent increase in aid to libraries. The formation of a Task Group to propose a "Pre-Legislative Model" for the "Restructuring of State Library and Information Services" was approved for joint appointment with CRIARL.
- 4) A Legislative Information Network (LIN) is being set up through the regional libraries, research centers and individual contacts in libraries. This network will be vital in following legislation, organizing testimony for bills and informing the membership quickly of important proceedings. If you wish to volunteer for the network, call Peggy Shea at 277-2726.
- 5) A Legislative Information Assistant will again be hired to assist the Government Relations Committee and the Executive Board in their legislative efforts.
- 6) The Past President will be working with groups from New England and the Committee of 114 to promote national and regional library support.
- 7) Cooperation between RIEMA, CRIARL, and RILA is being initiated.
- 8) The Executive Board will be looking closely at the draft report from the planning conference on Library Services for Rhode Island in the 80's which was held in early November at URI.

In concluding my observations about the year's work ahead, I cannot stress too much the importance of the membership's part in all of this. Without your cooperation, support and active participation, the Association cannot meet its goals. The standing committees of RILA are the activity centers of the Association which the Executive Board guides and supports. They fulfill the goals of the Association. I urge every member to become involved in the future of Rhode Island libraries through your association at whatever level possible. Committee appointments will continue to be made in the next month. Join us. Only a strong and active association will have an impact on issues of importance to its membership.

Thank you for your support!

Beth Perry  
President



SIGN UP FOR RILA COMMITTEES!

Name \_\_\_\_\_ Library Affiliation \_\_\_\_\_  
 Position \_\_\_\_\_ Telephone No. \_\_\_\_\_  
 Home Address \_\_\_\_\_

- I would like to serve on the following committee(s):
- \_\_\_\_ Conference Organize and run RILA program meetings
  - \_\_\_\_ Constitution Interpret, review, and propose constitutional changes
  - \_\_\_\_ Continuing Education Develop continuing education programs
  - \_\_\_\_ Government Relations Sponsor and work for library legislation
  - \_\_\_\_ Intellectual Freedom Protect the rights of libraries and librarians
  - \_\_\_\_ Membership Recruit new members and maintain membership records
  - \_\_\_\_ Nominating Select slate of officers and conduct election
  - \_\_\_\_ Outreach Encourage and provide plans for outreach programs
  - \_\_\_\_ Personnel Establish procedures to protect employment rights and responsibilities
  - \_\_\_\_ Public Relations Promote libraries, librarianship, and library education
  - \_\_\_\_ RILA BULLETIN Publish articles and news of interest to Rhode Island librarians
  - \_\_\_\_ Standards Propose set of standards for Rhode Island public libraries

If you would like more information regarding any of these committees, any of the officers or chairpeople would be glad to discuss them with you. Their names and telephone numbers are listed on the inside back cover of the RILA BULLETIN. Please return this form to: Beth Perry, RILA President, Rhode Island College, 600 Mt. Pleasant Avenue, Providence, RI 02908. (401) 456-8053.

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RILA EXECUTIVE BOARD MEETINGS -1980-81

Thursday 2 - 5

- |                   |  |
|-------------------|--|
| December 11, 1980 | Rhode Island College                                 |
| January 15, 1981  | Barrington Public Library                            |
| February 12, 1981 | Brown  |
| March 12, 1981    | So. Kingstown Public Library-Peace Dale              |
| April 9, 1981     | Cranston Public Library - Auburn                     |
| May 7, 1981       | Providence Public Library                            |
| June 4, 1981      | Museum of RI History at Aldrich House Reception Room |
| July 9, 1981      | Westerly Public Library                              |
| August 6, 1981    | DSLS (if needed)                                     |
| September 3, 1981 | Rhode Island College                                 |
| October 1, 1981   | Providence Public Library                            |
| November 5, 1981  | Rhode Island College                                 |



JOBS JOBS JOBS JOBS JOBS JOBS JOBS JOBS JOBS JOBS

Beginning September 1, 1980 the ACRL office will start a new telephone JOBLINE to provide librarians with up-to-the-minute information on job openings. Simply call (312) 944-6795 for a prerecorded summary of jobs listed with service. The tape will be revised weekly and listings received by 1:00 pm on Thursdays will be included on the tape starting the next day. For the cost of a phone call, you can now hear the most up-to-date JOBLINE for academic and research library positions throughout the country.

JOBS JOBS JOBS JOBS JOBS JOBS JOBS JOBS JOBS JOBS



## LIBRARY INFORMATION NETWORK

Sometimes information about library legislation - federal or state - comes up so fast that it is difficult to get a significant number of people to act in time. This is especially true in the case of hearings on bills - there are times when we find out at 10:30 AM that a particular matter will be considered that day at 2:00 PM.

Sometimes, also, there are so many sources of legislative information that people assume everybody must know already about a particular development; often, people would like to spread the word, but don't know who would be the most appropriate person to inform.

RILA's Government Relations Committee would like to coordinate the handling of all this information and make it easier for librarians and other interested parties to "pass it on."

The Committee has formed a sub-committee, LIN - Library Information Network - one of whose purposes is to establish a workable method for relaying information.

Here is how it will work:

Anyone with political or legislative information of interest to the library community should call one of these three people:

Ellen Dittmer, RILA Legislative Liaison - 272-6015

Fran Farrell, Coordinator, PPL - 521-7722, x.228

Dick Olsen, Director, Adams Library, RIC, and Federal Information Coordinator - 456-8126

The person you call will make sure that the other two are contacted, and then Fran will teletype the message to all regional centers, special research centers, and DSLS.

The Coordinators will be meeting with librarians soon to set up a system of chain calls in each Region. Each special research center will devise its own schedule for passing information along.

We hope that this network will help to fill in some of the existing communications gaps; and will make librarians and their friends more informed about legislative matters.





When I reviewed the activities of the RILA Personnel Committee's first year in the September 1979 issue of the BULLETIN, I called the Committee the "new kid on the block" of RILA Committees. Now, after two full years of activity, it is fair to say that the Personnel Committee has arrived, and is accepted as a full fledged member of the Association's committee structure.

When the RILA Personnel Committee was formed in February 1978, it was charged by the Executive Board with a variety of tasks that could be grouped under three general headings: security of employment, personnel procedures and policies, and conditions of employment (salaries). The Committee has undertaken positive steps in each of these areas. Factfinding and grievance procedures have been put into final form and are now in place to assist any RILA members who might wish to invoke them. At this time the Committee does not contemplate further action in this area. When the factfinding process is invoked for the first time, a great deal of careful work will be required on the part of the Committee to ensure the smooth functioning of this untried process. There has been some discussion of testing the procedures in a moot case and this may be done in the forthcoming year.

In the area of personnel policies and procedures, the Committee has concentrated its efforts on training and education. A very successful work shop on personnel policies and procedures was sponsored by the Committee and offered by the Department of Community Affairs at Warwick Public Library. There were 23 participants, mostly library directors, attending from all parts of the state. A follow-on workshop on preparation of personnel documents is planned for early 1981 and regional workshops are planned for a later date. By enlisting the cooperation of the Department of Community Affairs the Personnel Committee was able to offer a program that could not have been supported by the resources of RILA alone.

A survey of salaries in public libraries in Rhode Island was recently completed and will be reported on in an upcoming issue of the BULLETIN. This survey is another model of cooperative effort in which the Committee enlisted the cooperation of the Department of State Library Services and the URI Graduate School. The achievement of this initial survey is an important step in the collection of data on library personnel, - data that is essential to any program or plan to improve employment conditions.

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\*Earl Schwass is the Chair, RILA Personnel Committee.

For the future, the Personnel Committee will devote its efforts to additional training and education of librarians in the preparation and understanding of personnel policies and procedures and, possibly, to the production of model personnel documents. The salary survey will be repeated and perhaps extended to other types of libraries. Contacts with the personnel committees of other professional associations in the region will be continued with a view to exchanging information and learning of programs that might be useful in Rhode Island.

Since a principal reason for the existence of the Rhode Island Library Association is to promote the welfare of its members, the Personnel Committee is convinced that its activities will always be at the center of the Association's concerns.



RHODE ISLAND EDUCATIONAL MEDIA ASSOCIATION  
LOGO CONTEST GUIDELINES

The Rhode Island Media Association is an organization which serves the needs of professional and technical media personnel in educational institutions in Rhode Island. The logo entries should convey energy and activity, an active force on paper; the logos should be easily recognizable, distinctive, and unique; the logos should be simple, easy to reproduce and flexible.

1. Entries to be submitted in black on white and be mounted so that a black border is formed.
2. Overall size must not exceed 9 inches by 12 inches.
3. Simplicity of design is important because the final design, at times, may be reduced to about 1 inch.
4. Design should be one color, no screens or tints.
5. All designs must be original.
6. Names and addresses of entrants and school and grade, if a student, must appear across bottom of entry.
7. Deadlines for entries is: December 15, 1980 at the Lincoln Public Library, Old River Road, Lincoln, RI 02865.
8. First prize winner will receive a \$50.00 savings bond. One honorable mention winner will receive a \$15.00 gift certificate for art supplies.
9. Entries will be judged according to these guidelines by a committee of four: two RIEMA members, one from the printing industry, and one from the art/advertising business.
10. All entries will become the property of the Rhode Island Educational Media Association. The right is reserved to work with the artist of the winning design in order to refine it for printing.
11. The judges may accept or reject any and all entries.





LIBRARY ASSOCIATION PERSONNEL COMMITTEES

by Lee Flanagan\*

"And thou shalt love the Lord thy G-d with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, thou shalt love thy neighbour as thyself. There is none other commandment greater than these."

Mark, Chapt. XII, v. 30-31.

It has long been my impression that even the beauty of the King's English has not conveyed the meaning of the Great Commandment to many public librarians. At the awful risk of pontificating, allow me to simply to say that what the Great Commandment indicates is that one must love goodness first and fully. Then knowing goodness one must seek it for him or herself, and then having secured it, one must, in fact only then can one, share it with his or her neighbor. In other words, one must love oneself first in order to know and understand the very standard by which to love his or her neighbor. Self-sacrifice and servitude are specifically what are forbidden by implication. No one can sacrifice self and goodness for self and yet have anything to give to another.

In our own time as we read the best of current psychology, volumes such as Abraham Maslow's Toward a Psychology of Being or Carl Rogers' On Becoming a Person, as we read of the need for security for self, self-protection, growth of self, self-actualization, all necessary to become enough of a person to be socially useful, to be helpful to others, we are only rereading the Great Commandment. While the message has not been lost in twentieth century psychology, it seems to have been missed rather entirely in twentieth century public librarianship.

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\* Lee Flanagan is Chairman, Connecticut Library Association Personnel Committee, c/o Region One Cooperating Library Service Unit, 267 Grand Street, Waterbury, CT 06702.

Of the three elements necessary to any library service, the user, the institution with its collection, and the librarian, too many public librarians have invariably taken the least interest in the librarians, in themselves, and consequently, in the welfare of other librarians. This has not been the case with academic school or special librarians who by and large have established devices from certification to grievance procedures to unions to protect themselves, and consequently, their services. In contrast, the most cursory glance at the literature of public librarianship manifests an almost total concern with institutional procedure and patron service. The mentality of the public librarian seems to be, in short, one of self-sacrifice, one of the servant, and not the knowledgeable professional.

Sociologists tell us, in defining a profession, that the professional person is characterized by possession of a specialized knowledge, by efforts to increase that knowledge, by placing that knowledge in the public service, and by protecting that knowledge, that service, and themselves by firm codes of ethics and by membership in strong associations independent of institutional pressures. That public librarians value themselves and their special knowledge enough to pursue that knowledge systematically and intensively is not evident. For as salaries are diminished and staff are whittled, fewer librarians than ever manage to attend library workshops or courses of study. That public librarians value their knowledge, their training and technical skill enough to protect it through certification, licensing, strong associations and firm ethics codes has not been apparent. That public librarians value their special knowledge enough to exercise their independent judgment come what may, or even to demand appropriate compensation for that knowledge and the service provided with it, is difficult to see at almost any time in the field.

The irony of the servant attitude in public librarianship is that the very service to the public that librarians proclaim so widely is regularly jeopardized because there are no safeguards for the independence of their judgment, for minimal rewards to motivate provision of quality service, for incentives to increase their professional knowledge, and for standards to determine the quality of that knowledge. It is axiomatic in ethics that with every right comes a responsibility, and vice versa. Because public librarians have assumed little individual responsibility for their own growth, protection, and rewards, they have traditionally found that they have few rights to growth, protection, and reward.

In most public libraries, librarians have haphazard hiring procedures, vague job classification, almost no grievance or dismissal procedure, no binding appeal process, no contracts, no unions, no legal redress (unless there is an EEO or affirmative action violation of a city or town plan). Most public librarians in 1980 serve only "at the discretion," as the phrase goes, of their boards. Beyond their library collections, they do not know the meaning of effective organization.



The existence of a library association personnel committee is, of course, a step forward, a first indication of a willingness, perhaps finally, an eagerness of public library practitioners to protect themselves sufficiently, to in turn be able to protect quality library service, balanced collections, full access, and the development of library knowledge. There is no doubt that such personnel committees exist primarily to deal with personnel problems of public librarians, since faculty, teacher, and company unions already protect the interests of academic, school and many special librarians. However, even the protection of the interests of public librarians alone is a very complicated business, and any library association members seeking help or protection from a library personnel committee should be aware of a number of these committees' limitations.

To begin with, association personnel committees exist in only about a half dozen states. Where they exist, they are in the earliest stages of development. Neither their expertise nor their authority is of much significance at the moment. No member of an association at this stage of library history should expect a personnel committee to be an all powerful group of white knights capable of slaying any ugly dragon.

When library association personnel committees do develop, they should be counted on as a last resort, for resolution of a conflict, in the worst of times, when all other hope has disappeared. They should be viewed only as a last resort, like lawyers in the case of divorce, like doctors in the case of disease, when a problem, a breakdown has already occurred. The better solution is to avoid the problem before a solution is required. The better approach is preventive.

Prevention of a difficulty is always preferable. Prevention of a legal or medical difficulty is rapidly seen to be the desirable course, especially when cure or the power to cure is uncertain. Medical prevention programs now reward an individual not only with good health for not smoking, but with reduced costs. Safe driving programs reward drivers not only with additional safety, but with lower insurance premiums. Personnel committees using a preventative approach could reward librarians not only with greater job security, but with reduced costs in terms of lost pay and lost legal fees consequent to lost positions.

What must be realized is that library association personnel committees do not really have the power to effect a cure in most cases. Associations do not have the budgets (nor for that matter do librarians ordinarily have the incomes) to meet the legal expenses of a member's labor dispute. Furthermore, associations and their personnel committees do not have the legal authority to enforce a solution to a dispute. To date, associations have not even been able to pass legislative standards empowering them to act in and resolve labor disputes. Were they to seek such power they would have to undergo changes about which many librarians are in doubt. Associations would have to raise dues considerably to meet the costs of legal protection of their members. They would have to forego a tax exempt status. And

in defending the practicing librarian in one instance, a library's governing board in another, in attempting to defend both labor and management which comprises association membership, library associations face a new unexplored legal frontier which could bring them into conflict with established government mediation agencies. Should associations decide to defend only a majority of their member librarians on personnel issues, they would forfeit credibility on other important issues of librarianship with their trustee and institutional members- if they continued to have any trustee and institutional members.

In sum, library associations and their personnel committees have no legal authority, only a moral and advisory authority in a labor management dispute. They may have grievance procedures and fact-finding teams, and that is not laudable. Yet a fact-finding team may decide in favor of a fired librarian and the librarian can continue out of work. That is because the power of an association has no legal force. Its power to effect a solution to a serious dispute is not to be relied upon. Even if a library association did have legal authority to resolve personnel disputes, what sanctions could it apply to support its decisions? Presuming a librarian is at fault, it cannot remove certification, in effect, "disbar" a librarian because with the exception of a few states there is no certification, of librarians. Presuming a board of trustees is at fault a library association cannot use the most powerful enforcement device, without withdrawal of a library's financial support, because associations provide no such support. Traditionally, an association might publish a censure of offending boards, but now that procedure is under fire on grounds of possible libel. Even the setting of a recommended minimum salary for professional librarians by a state library association, a small thing to be sure, has been successfully challenged as "price fixing" in Massachusetts.

Library associations simply have no legal power to resolve management-labor disputes between public librarians and employers. Nor will the law look with favor on granting that authority, simply because another authority for arriving at such solutions has already been established in law: unionization, contract negotiation, and government mediation on an institution by institution basis. With unionization, not to mention affirmative action and equal rights actions, the courts already have their hands full, and are not likely to welcome another agency, such as a private library association, as a negotiator in the labor-management area. If unionization has been adequate for school, special and academic librarians, associations of public librarians will be hard pressed to convince legislators that yet another mechanism is necessary in labor disputes.

Therefore, no librarian should rush into a dispute with management, unless supported by a union within his or her own institution. No librarian should rush into a personnel dispute on the assumption that his or her state library association personnel committee will be able to save the day. The library association personnel committee may be able to serve as a fact-finder in a dispute - but only if both parties, labor and management, agree. A personnel committee may even be able



to arrive at a conclusion that one party is clearly right, the other is clearly wrong. But the committee cannot compel the party in the wrong to redress the wrong, or even admit it. It can only weep with the party wronged.

The function of a library association personnel committee is not then, in most cases a curative one. However, such a committee can have a full preventative function, it can assist public librarians and the public library from ever arriving at a point of irresolvable conflict. And a personnel committee's preventative function can be twofold, dealing with both the institution and the individual librarian:

1. In the case of public library institutions, personnel committees can assist libraries in establishing policies, on an institution by institution basis, on employment and dismissal, on minimum employment standards, and on affirmative action. Personnel committees can provide a clearing house for information regarding unionization. Personnel committees can provide workshops for both trustees and librarians regarding salary and benefit plans, interviewing techniques, job descriptions, personal relations, personnel regulations and handbooks. In most public libraries personnel policy and procedure is now in chaos, if it exists at all. And while a librarian or a trustee who gets himself or herself into trouble after years of serving with messy personnel policies and procedures surely deserves the trouble, trouble when it comes is inevitably very, very painful for someone, usually for a number of people. If a few policies and procedures can be instituted, and a good deal of human suffering avoided, it is better done so. Of course either a board or a librarian may ignore the most complete and humane and legally binding policies and regulations, and yet provoke a dispute. This tragedy I have seen on more than one occasion. But then the courts are willing and able to provide redress.
2. In the case of individual librarians, personnel committees could do something which to my knowledge they have never done, and that is to offer expert confidential counsel to library employees or boards when the possibility of a dispute first arises, rather than when a horrible dispute actually overwhelms a board and/or employee. Were such a service established, both library employees and employers would have to learn to rely upon it, before the very worst events come to pass, before ruptures in human relationships occurred that were not resolvable. When worse does come to worst, even if a dispute is resolvable, the question arises, what employee wants to work for an employer he or she has come to despise, what employer wants an employee he or she finds intolerable? Better that gestures of reconciliation be initiated at the outset of a disagreement, when differences may often be resolved easily and personally and informally. Obviously, the very best course is to make every effort to resolve a dispute with another human being on a completely personal basis, without ever going to a committee in the first place, yet alone to the law.

So library association personnel committees may function most effectively to prevent rather than solve employer-employee disputes.

However, there is much to be done with any state association's personnel committee to put it in the way of so functioning. As noted, most state library associations do not even have personnel committees. In the few states where they do exist, they are comprised of only a handful of belabored librarians. Building grievance and fact-finding procedures, writing model policies and procedures, operating the score of workshops that would have to be repeated again and again, and maintaining an on-going personnel counseling service requires the assistance of many more public library employees than have so far expressed an interest in their own welfare. Perhaps not until at least half the employees working in public libraries actually decide that they love themselves enough to protect themselves, and their judgments about library service, will they be willing to do the work necessary for an effective personnel committee to help themselves. Only when most public librarians are standing squarely and proudly on their own feet, unashamed and unafraid to promote their views of service and to protect themselves against unjust interference, then and only then will the image of public librarianship be improved, and more importantly, then will public library service be strengthened, then will our neighbors, both other librarians and library users, feel our pride and confidence and concern for others.



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## VOLUNTEERS NEED CAREFUL PLANNING

by Diane M. Disney\*

When nonprofit governmental agencies face budgetary constraints, board and staff members alike often propose a simple solution: using more volunteers. But without proper planning, such a proposal can lead to disillusionment, added expenses, morale problems, and other unexpected (and generally negative) outcomes.

Seldom do advocates of the use of volunteers recognize that this use represents an employment exchange between individuals supplying labor and agencies providing compensation. Volunteers are often regarded as "good" people willing to devote themselves to a cause, "well-intentioned" sorts who cannot do much harm or good, or people who do not "need to work." Such stereotypes are both limited and misleading. Volunteers are, first of all, people, specifically people willing to perform without monetary compensation those tasks which conventionally carry a stipend. Yet some type of compensation is required for the employment exchange to be complete, with neither party feeling ill-used.

If money is not involved, what can the compensation be? More specifically, what can it be for libraries? Answering this question involves an examination of the reasons people volunteer. There are some who volunteer simply from a desire to help others. Others want

- to learn new skills;
- to refresh old skills for an attempt at returning to the paid labor force;
- to find friends;
- to add a feeling of significance to their lives;
- to use leisure hours constructively;
- to use a particular skill or knowledge that might not be demanded elsewhere;
- to gain prestige, recognition, or status;
- to have fun;
- to support a cause of local, statewide, national, or international

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\* Diane Disney is a management consultant who has been developing and presenting training seminars on a variety of topics for several years. One of the recent sessions concerned personnel administration for librarians. Ms. Disney is also president of Volunteers in Action and active in numerous other nonprofit organizations. She currently heads the staff at the Rhode Island State Council on the Arts.

- importance;  
-to feel needed or useful; or  
-to gain experience or contacts that could lead to paid employment.

After recognizing this range of motives, the library's staff and board should consider which needs it could meet. The library might, for example, consider offering a training program that could enable volunteers to secure paid employment eventually. Another option might be a program of publicity that could enhance volunteers' reputations. Monthly social gatherings might help attract those who are lonely or new to the area, just as a chance to help select reading material could appeal to those wanting to participate in matters of city or state-wide importance. The key is to identify the types of "compensation" the library could offer and then to design a system for providing that payment.

Before recruiting anyone, however, the library must identify the specific tasks it is seeking to have performed. After all, paid employees do not arrive just to work; they must complete specific duties for their pay. The same procedure of role-definition also holds true for volunteers.

To add dignity to volunteer positions, a library should prepare job descriptions in a format similar to that used for paid employees. Regardless of the way elements are arranged, this format should first include information about the employer (name, address, telephone number) and should then outline the position. This description should cover the responsibilities, hours, place in the organizational structure, and benefits (such as free parking, training, and complimentary tickets to library-sponsored events). It should also outline the qualifications for the role and, ideally, the career path involved in the volunteer hierarchy. If the document is to be used for recruitment purposes, an additional description of the selection process should be included. (Incidentally, having paid staff members involved in developing these position descriptions can do much to allay fears, possible resentment, and even unrealistic expectations of volunteers.)

As the descriptions are being developed, the library should identify one person to be volunteer coordinator. Such a person will bear primary responsibility for recruiting, selecting, orienting, and training volunteers and will serve as their general supervisor. Just as important is that this assignment will provide the paid staff with a focus for their concerns and questions about the program as well as about individual volunteers.

This coordinator can then work with other staff members to expand the library's personnel policies to cover volunteers. Clearly not all of the policies will apply to nonpaid employees. Since they will comprise part of the library's total personnel force, however, it is important that the guiding principles for their "employment" be defined before they are recruited. Items which should be considered



here include promotional policies, access to paid positions, limits on working hours, and grievance procedures.

A next step will be the development of application forms, similar to those used for salaried employees. These forms can include sections for listing standard employment information as well as questions concerning reasons for volunteering and previous volunteer experience related to library work. Asking all prospective volunteers to complete such a form signals that the library values them and expects them to be serious members of the staff. It also serves as a screening device, for those prospects who are frivolous in their intent will generally fail to complete the forms or will complete them haphazardly.

When the position descriptions, coordinator, policies, and application forms are in place, the library can begin recruiting prospective volunteers. An effort of this kind will be most successful if it is planned as a general campaign incorporating strategies tailored to attract people to meet specific needs. Space does not permit outlining of such a campaign here, but Volunteers in Action can provide help with the plans development.

What must be mentioned is the need to interview all applicants, just as one would do for paid additions to the staff. This interview need not be lengthy; in fact, 15 to 30 minutes should suffice for reviewing the position description, discussing openings, and identifying likely placements. For sensitive positions involving contact with the public, rare books, or finances, it might be wise to make reference checks. In any case, the interview will give applicants a chance to remove themselves from consideration before making a commitment they do not wish to honor; it will also allow the library to stress the seriousness of the proposed labor exchange and to screen out unqualified or undesirable candidates. A further benefit is that of matching prospects to positions that meet their needs or provide the compensation they expect.

This process of planning a volunteer program may seem overly demanding for a library. But failing to take the time to plan before hiring even a single volunteer simply invites failure. Without the policies and detailed procedures, attempts to discipline or dismiss a volunteer may well seem like personal attacks; volunteers will feel purposeless and gradually drift away; and frictions between paid and unpaid staff members will be exacerbated by the slightest event. Proper planning will not guarantee a successful volunteer program; but its absence will almost certainly guarantee disappointment. The labor contract needs to be treated seriously if all parties are to be satisfied and the system is to be well served.

May Your Holiday Season Be  
Filled With Many Splendid Surprises!





# 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.

**ASSISTANT CATALOGER:** Qual: MLS plus three years experience. OCLC, supervisory and foreign language experience desirable. Residency requirement within 6 months. Available immediately. Send resume to: Free Public Library, 133 Elm Street, New Haven CT 06510 (203)787-8141 (NY Times 11/9).

**LIBRARIAN:** to develop resource center for national arson prevention program. Qual: BLS or equivalent experience. Sal: to \$14,000. Bilingual preferred. Send resume and salary history to: Dennis McCarthy, Urban Educational Systems, 153 Milk Street, Boston MA 02109 (no phone calls please) (Bost Globe 11/9)

**CHIEF LIBRARIAN:** Applicants must have sufficient experience, administrative abilities and familiarity with legal scholarship to be able to manage law school library and its staff, and to make and supervise acquisitions (including foreign language materials), cataloging (including computer technology), research and circulation policies. Position will be open late 1980 or early 1981. Applications should be sent to: Dean Edward A. Dauer, Yale Law School, Box 401A Yale Station, New Haven CT 06520 (LJ 11/15)

**CHILDREN'S SERVICES COORDINATOR:** Responsible for operation of children's department including supervision, programming, book selection. Qual: ALA-accred degree, several years' administrative experience. Sal: \$16,000. Send resume to: Lawrence Eaton, Director, Pawtucket Public Library, 13 Summer St., Pawtucket RI 02860 (LJ 11/15)

**CHILDREN'S LIBRARIAN:** Good communication skill, art and graphics ability, story hours, community outreach. Beginning position. Qual: ALA-accred Degree. Sal: \$10,200. Apply to Lawrence Eaton, Director (see above address) (LJ 11/15)

**REFERENCE LIBRARIAN:** Responsible for general reference, collection development, some evening and Saturday work. Qual: ALA-accredited degree. Entry level position. Sal: \$10,200. Apply to: Lawrence Eaton, Director (see above address)

**ASSISTANT CITY LIBRARIAN:** Administrative and supervisory responsibility. Qual: MLS, minimum 7 years experience, including supervisory and public service, primarily in public libraries. Sal: \$18,125-22,235. City residency required after 6 months. Vacancy February 1, 1981. Apply to: Public Library, 133 Elm Street, New Haven, CT 06510 (203)787-8141 (NYTimes 11/16)



REFERENCE RESEARCH LIBRARIAN: Consulting/research firm seeks librarian with strong skills to help build and administrate a business library. Position includes reference, cataloging and research. MLS required. Sal: \$12,500-14,000 depending upon experience. Write to: 0 326 Globe Office, Boston Globe, Boston MA 02107 (Bost. Globe 11/16)

SPECIAL SERVICE SPECIALIST: Provide book service to housebounds, nursing homes, drop-in centers and senior housing projects. Review books for organizations, prepare and present innovative programs to community, civic, church groups and more. Sal: \$13,499-14,864. Qual: Bachelors degree from recognized college or university; MLS or masters in literature or related liberal arts discipline from accredited institution; or professional experience or combination of education, experience and/or training to indicate ability to perform. Drivers license required; motor vehicle desirable. Send letter of application to: Personnel Office, Cambridge Public Library, 449 Broadway, Cambridge MA 02139 (Bost. Globe 11/16)

CHILDREN'S LIBRARIAN: Qual: MLS, experience in children's library work. Responsibility for story hours, collection development, staff supervision. Sal: \$10,255, excellent benefits. Send resume and three references to: Oscar R. Guilbault, Director, Rockville Public Library, 52 Union St., Vernon CT 06066 (LJ 11/15)

UNIVERSITY LIBRARIAN: Challenges all skills and expertise which can be brought to bear on management and further development of library and information services. In addition to guiding the application of new technology to entire library system and the strengthening of present Arts and Sciences libraries, will be involved in support for new schools and research centers and development of expanded libraries for Law and Diplomacy School and for health profession schools. Responsible to Provost for professional direction and coordination of all university libraries and directly administers libraries which serve Arts and Sciences programs. Will have academic rank. Qual: Graduate degree in Library Science and graduate degree in academic discipline (doctorate preferred); at least 10 years increasing responsibility in administration of strong academic library; innovative leader who has contributed to technological development in library operations and in emerging technology of information transfer as these support educational and research objectives of a university. Applications, nominations and requests for informatin should be sent to: Robert B. Shira, Provost, Tufts University, Medford MA 02155 by January 15, 1981. (NYTimes 11/16)

SUBSTITUTE PARAPROFESSIONAL LIBRARY PERSONNEL: Qual: Completion of 3 courses (preferable 6) in URI LTC program or equivalent. Sal: \$32.96/day (for 3 courses); \$34.46/day (certificate and 6 courses). Applications available from: Louis Leveillee, Coordinator of Media Services, 350 Newland Ave., Woonsocket RI 02895 or phone (401) 766-0770.

ASSISTANT LIBRARIAN/CATALOGER: Responsible to Director of Library for the cataloging of all materials purchased and received by the library. Participation in collection development, related library faculty activities, and professional organizations expected. Minimum qual: MLS (ALA-accredited); previous professional experience in an academic library; familiarity with AACR I and II. Faculty rank and salary dependent upon credentials and experience. Send letter of application, resume and names of three references to: Dr. William Burrell, Vice President/Dean of Faculty, the Newport College - Salve Regina, Newport, RI 02840.

**SERIALS CATALOG LIBRARIAN:** To maintain and input catalog records to OCLC and the University library catalogs produced from the system, and incorporate serials holdings in the separate data base of the Boston Consortium. Search data bases to identify existing records, annotate holdings information, tag workforms for input, search serials catalogs, and prepare original copy for input (Considerable portion of periodical collection in microtext); assist patrons at central information desk for weekly interval of two hours; perform other duties as necessary or as directed. Qual: MLS, 2-3 years experience cataloging serials and proficiency in Marc on-line system. Position available Nov. 1, 1980. Sal: Up to \$15,000. Send resumes to: Mr. Robert G. Murray, 12 Dodge Library, Northeastern University, 360 Huntington Ave., Boston MA 02115.

**ADULT SERVICES LIBRARIAN** responsible for operations of reference and circulation departments. Maintain and expand programming and outreach services. Evenings and Saturday work required. Qual: MLS, minimum 2 years reference and reader's advisor service. Must be personable, energetic and able to work well with staff and community groups. Salary: \$13,515. Closing date December 31. Available immediately. Send Resume and 3 references to Thomas Viti, Director. Westwood Public Library, 688 High Street, Westwood Mass. 02090.



REPORTS FROM THE RHODE ISLAND LIBRARY  
ASSOCIATION ANNUAL CONFERENCE 1980

This year's Annual Conference provided the membership with valuable answers and thought-provoking questions. Spirited discussion followed each of the programs, including the Annual Business Meeting. During the Business Meeting, the attending membership passed a dues increase proposal by a narrow margin of five votes; passed a resolution endorsing community access to Cable TV; passed a constitutional amendment which will allow the formation of round table affiliates to RILA; heard a report from the Personnel Committee on Salaries of Public Library Personnel in Rhode Island; and presented the Legislator of the Year Award to Representative Victoria Lederberg, and the Librarian of the Year Award to Gladys Segar and Charles Crosby. Also announced were the election results, which are recorded on the inside back cover of this Bulletin.



## WRITING AND READING AND SHARING EXPERIENCE

Standing at the podium, writer Betty Miles conveys an image of friendliness, alertness, and enthusiasm which encourages her listeners to settle themselves comfortably in their seats and give her their full attention. Speaking first of her dislike for the term "problem novels", Ms. Miles explained that she attempts to write not about problems but about people. In her books she endows her characters with honesty, love, and humor in order to make her readers aware of the fact that young people need not be "victims of adult circumstances." In fact, Betty Miles admits that she hopes her fictional characters will be models for her readers as they attempt to solve their own problems.

Ms. Miles also read from her newest book, Maudie and Me and the Dirty Book (Knopf, 1980). As the title suggests, the subject of the book is the ever present problem of censorship. In the book, two young girls innocently stir up a major censorship battle in their small New England town when they read a book about the birth of a puppy to a first grade class.

At the conclusion of her talk, Ms. Miles answered questions from the audience about her early background, her writing, and her feelings about censorship.

Debbie Barchi  
Meeting Street School

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## QUEST FOR YOUR BEST

Many's the time I groaned in despair: "There's got to be a better way to earn a living!" Betty-Carol Sellen, author of What Else You Can Do with a Library Degree, gave us several ideas to ponder when our jobs in the library begin to get the best of us.

She feels quite strongly, however, that she is not offering alternatives to a library career, but an expansion of the opportunities available to us because of the skills we've already developed...skills which include the ability to organize, supervise, research, interview (the famous reference interview) and even teach.

Most of these librarians, by the way, are calling themselves "information specialists" (there seems to be a stigma attached to the title "librarian" when outside of a library). They're working in the business world or in government agencies and have turned to the non-traditional type of job more for the challenge and the independence than for the money. They're working in records management; as free-lance consultants (one has organized and arranged a wine collection!) and indexers; for publishers and book stores. Some have compiled reference tools in special subject fields.

A library degree won't make you a brain surgeon, but it certainly can open doors other than those in a library!

Jan DiFranco  
Warwick Public Library

## QUESTIONS AND ANSWERS: CABLE TV AND RI LIBRARIES

Cable television (CATV) has constantly evolved as a communications and service medium. The presentation by the Rhode Island Cable Television Access Committee (RICTAC) not only informed those attending of the state of the art, but also provided them the current social, political, and economic realities of CATV in the state.

Beyond the extension of broadcast choices - including distant stations and subscription services - cable allows "narrowcasting" - programming produced for a specific part of a community or of interest to small areas. The equipment to produce programming is relatively cheap, and the techniques for successful programming are easy to learn. These circumstances invite community participation.

Besides programming, cable can be used for transmission of digital data, two-way visual communication, and fire and burglar alarm transmission. Conferences may be held on a scrambled-signal channel. Cable's potential is limited, it seems, only by imagination.

However, Rhode Island cable companies have been certified to operate in nine areas in the state with inadequate requirement to make much of this potential service widely available. A thirty-five channel cable with seven public access channels (free to any community group or individual) is proposed by the Department of Public Utilities (DPU). There will be enough competition for use of these seven channels that some groups will be unable to participate. Rhode Island cable companies will take in annually over thirty-five million dollars. DPU did not specify how much money will go back into services for the communities from which the companies receive their income.

DPU is currently considering regulation of cable. This process is crucial to future progress because the service awards were made in perpetuity - providing a virtual monopoly. RICTAC has produced an invaluable set of information sheets on CATV and its regulation in Rhode Island. Librarians should not only become aware of cable and the state situation, but should apply this awareness to their own local circumstances and participate in the DPU hearings in their area. Libraries should seek out those city administrators who will be involved in the formation of local policy and of local advocacy or review boards so that the library and its clientele will have representation.

Cable technology will grow, develop, evolve, and even mutate. As I see it, participation in directing the uses of cable technology is necessary to the continuance of libraries' service principles. Moreover, with these principles safe in hand, libraries may then have an exciting future utilizing cable.

Bill Bergeron  
Cranston Public Library

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## SPECIAL LIBRARY PROFILES

The Rhode Island Chapter of the Special Libraries Association sponsored a program at the Rhode Island Library Association's Annual Conference in Newport on November 17. The program, entitled "Special Library Profiles," was introduced by Jane Sanfillipo. Carole Twombly of Keyes Associates and President of the Rhode Island Chapter presented some general thoughts on special librarianship. She sees special librarianship as including the science of working in facilities created to fill specific information needs for a specific clientele. She also presented a brief history of SLA since its formation in 1909 at Bretton Woods, NH. The Rhode Island Chapter, formed four years ago, now has over 60 members.

Joseph Mehr, Librarian at the Providence Journal-Bulletin Company, introduced a slide presentation developed two years ago by the Newspaper Division of SLA. He then briefly described the resources of the Providence Journal News Library. Its main resources are the picture and clipping files created by clipping the eight editions of the Journal and the six editions of the Bulletin. Each edition is marked for subject and biographical content. The staff files approximately 500 clippings daily and 1000 photographs a week. The staff will soon begin building the data base for their electronic library. They expect to be on-line in about one year with full-text capacity. The library provides limited service to the public by appointment only and fees are charged to copy clippings.

Jane Miner then spoke about the Coastal Information Resources Library located on the Narragansett Bay Campus of the University of Rhode Island. Established in 1977, it was originally funded only for four years and now has to find its own source for continued funding. Its major goals have been to assess and inventory all coastal information in New England and to provide current information to groups and individuals in the entire Northeast region. The Library currently specializes in fishery information, including catch statistics. Librarians can call directly or refer patrons to the library. Services provided include the searching of their information and resource files, listing experts on the topic, compiling bibliographies, and where appropriate, conducting computer searches of appropriate data bases. Information can be packaged in a variety of ways to meet specific needs of the patron. There is no charge for this service except for computer searches and extensive photocopying. However, patrons should be cautioned that because of a small full-time staff they may encounter some delay in response to inquiries.

The program provided a general overview as to the very different activities of a few special libraries and introduced the audience to some members of the Rhode Island Chapter of the Special Libraries Association.

Louise Sherby  
Rhode Island College

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## LEGAL ASPECTS OF INTERVIEWING

Opening the session was a mock interview situation, role-played with humor and zest by Jim Giles of the Cranston Public Library and Sue Waddington of the Providence Public Library, during which members of the audience were encouraged to listen for discriminatory or potentially illegal remarks.

This serio-comic simulation served as an introduction to the main presentation by speaker June S. Woolf, Personnel Manager of Keyes Associates, who began her discourse by differentiating between the policies of Affirmative Action and Equal Employment Opportunity.

Referring to the printed lists which were distributed, Ms. Woolf proceeded with a brief explanation of the Federal laws with which every employer should be familiar the Civil Rights Act of 1964, the Equal Pay Act, Executive Orders 11246 and 11478, and the Age Discrimination in Employment Act.

Restricted topics in the interview process (e.g. age, marital status, arrests, etc.) were then discussed at length, with the speaker pausing frequently to answer questions from the audience. Ms. Woolf stressed that, while it would not be illegal for a prospective employer to pursue any of these questionable areas, it is not permissible for the employer to consider in the hiring decision any potentially discriminatory information thus elicited. Therefore, the interviewer would be wise to avoid these restricted topics altogether since, in any job discrimination suit, the burden of proof is always on the employer.

In the second part of her discussion, on effective interviewing techniques, Ms. Woolf suggested "Interviewing by Objectives," in which questions formulated beforehand are based on a list of Needs and Wants, i.e., mandatory and desirable qualifications in the successful applicant. During the actual interview, she stressed the importance of being open, friendly, non-judgmental and receptive, i.e., observing body language and listening attentively to all responses. Relying strictly on job-related, basically open-ended questions, the employer can expect a good interview to last about forty minutes.

As legislation in the area of job discrimination is constantly being tested, employers should watch the courts for interpretation of the laws now in effect. A publication the speaker specifically recommended for this purpose is the Personnel Manager's Legal Reporter, published monthly by the Bureau of Business and Law.

In summary, the Personnel Committee's program offered a very concise but thorough coverage of the issues involved in the legal aspects of interviewing.

Janet Levesque  
Greenville Public Library

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### TEACHING LIBRARY SKILLS THE PAINLESS WAY

The program title conveys its content - teaching practical library use skills to children from kindergarten through 8th grade; but it doesn't reflect the quality or the enthusiasm evident in Mrs. Aldrich's professional approach.

Mrs. Aldrich, an elementary school librarian in Bristol, combined theory (predominantly Piaget's) with practical application (using many visual aids) to share with us her teaching methods. A very useful handout package was included in the workshop (covering learning theory, lesson plans by grade groupings, and sources of materials).

She emphasized that children need repetition and practice, with active participation in learning situations; that the key to learning is motivation - but the attitude of the teacher can greatly affect the learning process. How you teach is more important than what, and she recommends that many different methods be used to accommodate individual learning styles.

Mrs. Aldrich knows her field and materials thoroughly, is well organized, and is a fine example of a teacher possessing the "good attitude" she so strongly recommends.

Ruth E. Corkill  
Pawtucket Public Library

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### WHO DECIDES WHAT CHILDREN READ?

While parents, teachers, and librarians can encourage or discourage children regarding reading, Dr. Glazer pointed out that children retain the option to not read at all. If they choose to read, however, they are limited by what is available. Prevailing social values and the need of today's publishers to consider the bottom line of the balance sheet effect topics and language in children's books and limit the material printed from new authors.

As books are passed through the hands of the author on to the editor, the reviewer and the librarian, various views on the function of literature effect the selection process. Books can expand the child's range of experiences and imagination, serve as agents for social change or play a role in socialization to the culture. Adults often try to censor material for children, with various groups trying to inculcate their own values. The Gablers of Texas have been extremely effective in limiting textbook materials.

While parents can control their own child's reading, Glazer stated that they should not decide what other children can read. Instead,

materials representing a wide range of viewpoints should be made available, and children should be taught critical analysis. Sadly, by the time the books reach a child, many others have decided what is appropriate for that child, limiting his/her choice of reading materials.

Melody Brown  
Department of State Library Services

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#### MARKETING LIBRARY SERVICES FOR WIDER USE, GREATER SUPPORT

Speaker Alice Norton, of Alice Norton Public Relations, conducted a friendly and businesslike session on public relations for libraries. Practicing what she preached, she brought with her a display of posters and tables laden with books and periodicals basic to the topic. She covered the basic steps for public relations. And her talk was chock full of tips, such as: get a third person authority, such as a professional writer, to "tell your library's story" in print, and be sure to get hundreds of reprints to send out to publicize your library. The audience responded by bubbling over with PR ideas of their own in the small group discussions following the talk. People interested in another chance to hear Alice Norton should ask about the tentatively scheduled 2 day Public Relations Workshop in Spring 1981 planned by the Continuing Education Committee, Graduate Library School, University of Rhode Island, Kingston, RI 02881.

Judith Plotz

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#### THE PLANNING PROCESS FOR LIBRARIES

Robert Rohlf, president of PLA, introduced and offered commentary on the 1980 ALA document A Planning Process for Public Libraries. The thrust of this document, as Mr. Rohlf noted, is described early on. The forward reads, in part:

This publication represents a major change of direction for the Public Library Association (PLA). For many years, PLA has published national standards for public libraries - standards which, if followed, were supposedly guaranteed to produce good public library service. Most of those principles were useful once and some are still applicable today. But PLA leaders decided several years ago that a different kind of document would be needed to guide public library service in the 1980's. Instead of standards to be applied nationally, this publication described a planning process to be used by individual communities. Through the planning process outlined here, libraries will set up standards appropriate to the local conditions and needs; design strategies to reach them; and inaugurate a planning cycle which involves continuous monitoring of progress and regular adjustment of objectives as community conditions and needs change. (Martin A. Lowell, "Standards for Public Libraries," Library Trends 21 October 1972: 164-177.)

Mr. Rohlf went on to point out that the process involves citizens more than ever and creates a new relationship to the local administration and to power groups. He calls upon trustees and boards "to fight



the political fight" to solve the situation in which there is "no hit list for public libraries" but there are "no friends when budgets are tight." To accomplish this, the library must take part in its one destiny.

Not all the goals a library sets will come to fruition. There are some risks involved. However, these are greatly offset by the rewards of good planning and by the avoidance of losses inevitable by not planning.

Bill Bergeron  
Cranston Public Library

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#### IN YOUR OWN IMAGE: MAKING A SLIDE TAPE PROGRAM WITH LOCAL RESOURCES

Dorothy Frechette of DSLS and the PR Committee stated at the outset that those in attendance would be told about and shown what resources are available to people interested in producing a slide/tape program. Tim Tierney from the Audio-Visual Center at URI was the principal speaker to address these two goals of the session. Using a four-projector, two-dissolve unit presentation, Tim stressed the basic elements necessary to create a successful slide/tape program. With a minimum of equipment - a slide projector and a cassette recorder-player - and solid specifications, planning and production, we should all produce the best of programs. After Tim stated that a professional production would cost about \$1000 per program minute, the in-house production route seemed the most logical and cost-effective method for those of us in libraries to use. Suggestions about community resources and aids were practical.

Connie Lachowicz, Director of the South Kingstown Public Library, told the group how she made that library's slide/tape show "go public" via the local newspaper, town officials, and community groups. She felt that the program was a most successful PR effort and a rewarding experience. Dorothy Frechette explained about the two handouts - a local resources guide and a list of completed library slide/tape programs in Rhode Island.

Howard Boksenbaum, Island Interrelated System Coordinator and PR committee member, spoke about that committee's program - its purpose and proposed uses by the library community. The audience enjoyed viewing that program and the notable cast of characters. The program could be adapted to a local situation by changing a few slides. Deborah Brennan, Director of the North Kingstown Free Library, and Earleen P. Gamache, Director of the Lincoln Public Library, presented their slide/tape programs simultaneously and answered questions.

This was not a hands-on workshop but one that showed that slide/tape shows are being created in this area, quite inexpensively and with success. The lasting impression was that there are those in Rhode Island who are willing to help with expertise and practical advice. Before Cable TV blankets the state we should all be out in our communities practising program production and sharpening our skills.

Earleen Gamache  
Lincoln Public Library

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## LESSONS IN LITERACY: TUTORING ADULT NON-READERS

Representatives from two important organizations, the Rhode Island College Adult Academy of Basic Skills and Literacy Volunteers of America, discussed the goals and objectives of their individual programs. While they share many similarities, they do enjoy distinct differences. The Rhode Island College Adult Academy of Basic Skills is funded by the Department of education under the Basic Skills Legislation. Its attack on illiteracy is twofold - it trains volunteer adults to tutor nonreaders and it offers to help the nonreader improve his reading skills by matching him with a suitable tutor. This program has four primary centers - two in Providence, one in Cranston and one in Pawtucket. Each center has a staff resource person to aid both the volunteer tutor and the students. RIC Adult Academy of Basic Skills is distinct also in that it has a social work component. The academy is now in the process of developing secondary satellites, some of which are based in Rhode Island libraries. They offer to start and establish such satellites by supplying basic education collections and by training adult volunteers. It is up to the library satellite to continue to maintain such a program.

Literacy Volunteers of America, whose main headquarters is in Syracuse, NY trains adult tutors in Basic Reading Skills and also in tutoring English as a second language. LVA also trains its volunteers in program management. LVA is funded by both public and private monies - the program at the Coventry Public Library is being funded by a DSLS Incentive Grant. The success of both the Connecticut and Rhode Island programs was discussed in depth. Stanford Warshasky, Director of the Silas Bronson Library in Waterbury, Ct, highlighted the advantages of offering such programs in the library. He stressed that not only does this program attract new clientele (the new reader and often the adult tutor) but it also is great public relations for the library as it inspires goodwill. Such a program can be run on a relatively small budget and a Fund Raising Committee can easily be established for such a project.

Frank Iacono concluded the program by stressing that the DSLS is committed to literacy training as it is a vital service that all libraries should take into consideration.

Janet Place  
West Warwick Public Library

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## REPORT OF THE PLANNING CONFERENCE ON LIBRARY SERVICES IN RHODE ISLAND IN THE 80's

One hundred people listened for 1½ hours to the report of the planning conference on library services in Rhode Island in the 80's. The priorities contained in the Draft were introduced by Bernie Schlessinger, and read by a combination of Rita Stein, Howard Boksenbaum, Joan Reeves, Roberta Cairns, Jim Schmidt and Jim Giles. Copies of the draft were distributed and a lively discussion, lead by Louise Blalock, followed the readings.

The discussion centered on the format (the recommendations should be



printed so that they stand out), the time frame (should priorities be accomplished in 6 months, 1 year?), the value of standards, and the lack of attention to certain areas (local public libraries and children's services).

Bernie Schlessinger  
URI Graduate Library School

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#### RESEARCH LIBRARY INFORMATION NETWORK: A NEW SYSTEM

Barbra Higginbotham of Columbia University libraries described in considerable detail, and with enthusiasm Columbia's experience with transferring from manual cataloging to an automated system. The cataloging operation at Columbia is complex, with one main and many satellite libraries. The point was made that large research institutions using specialized card sets need considerable flexibility and that any system which tends to cater to what Ms. Higginbotham called "the lowest common denominator" is not adequate. After investigating various purveyors of automated systems, BALLOTS seemed more promising than the others, and was therefore chosen. It is now known as the Research Libraries Information Network (RLIN). RLIN now has 21 members and would like to have more. Interestingly, Harvard has decided to stay with OCLC.

In addition to cataloging and Interlibrary Loan, future RLIN programs will include the development of software for on-line catalogs, a master negative file for all libraries in the group, automated acquisitions and cost control, and "page-form catalogs," that is, catalogs on fiche, film, or in book form. These catalogs are expected to be implemented during the coming year and will serve as interim catalogs after Columbia closes its card catalog and goes on-line (in about 5 years). The page-form catalogs will also provide a back-up when the future on-line catalog is "down." Machinery is not infallible! Perhaps the most important (to catalogers) future program is an Interactive Authority Control for the entire data base. Ultimately, all holdings of all these research libraries will be input.

My own reaction to the presentation was that the sheep are now officially separated from the goats - the large research centers now have their own network, catering to their own special needs. This is probably a good thing. No single automated system could reasonably be expected to satisfy the requirements of all types and sizes of libraries across the country. As one of the goats, however, I cannot but hope that the networks will not become mutually exclusive, and that for Interlibrary Loan purposes, at least, new and unique titles now being input into the RLIN system will continue to be available to those outside the system when the need arises.

Elisabeth Burns  
Roger Williams College

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#### PUBLIC ACCESS TO PUBLIC INFORMATION

The speakers pointed out specific bills and legislation which pertain to public access to information.



THE ROCHAMBEAU CELEBRATION MOVES TOWARD  
YORKTOWN WITH DIVERSITY AND STYLE

by Elliott E. Andrews\*

I am sure that most of you because of the publicity given by newspapers, radio stations and TV and to many of the "Year of the French" events all the way from Newport beginning with the landing of the French troops to the special activities in the Blackstone Valley are aware of the variety and size of many of the events which have been sponsored by a great number of celebration committees and other organizations, but you may not have any idea of the extent to which libraries, historical societies and museums have participated.

The most consistent, varied and interesting library programs have been produced by the Pawtucket Public Library. This, as Larry Eaton himself says, was a natural for them with their large French oriented population. There have been monthly programs: French cuisine, one in cooperation with RISD, a French wine tasting seminar, a style show, dancing from the Can-Can to the French Minuet Ball on September 12 supported by the Rhode Island Heritage Commission and on it goes. All of these events were covered by the news media and, as a result were well attended by interested people from all over the state.

The Rhode Island School of Design with assistance from the Heritage Commission developed a series of exhibits and lectures, principally during the months of October-December. The exhibits included French paintings, furniture, wallpaper, luxury boxes, drawings and even children's art on a French theme. The lectures concentrated on the Ecole des Beaux-Arts, Paris and its effect on local architecture, French luxury boxes including snuff boxes, French furniture and other allied subjects.

The Providence Public Library in cooperation with the Heritage Commission opened on August 27 with a wine reception, "An Exhibition of Rochambeau Memorabilia and French Decorative Arts and Paintings of France by John N. Barron", to continue until October 15. Many of the articles on exhibition were loaned by the Newport Historical Society and had been used in an earlier exhibit at the Newport Art Association.

The Warwick Museum got into the act beginning July 8 with an "Exhibit of Paintings by Kent County Artists, celebrating the Year of the French" put together by curator Alice Holland.

I am sure that there were more local events of one kind or another which I

\* Elliott E. Andrews is State Librarian, Rhode Island.



have not mentioned because I did not hear about them. Also, in many cases, libraries, museums, and historical societies while they did not actually sponsor programs themselves did cooperate with local organizations to some form of activity built around "The Year of the French."

The celebration is not over, far from it. The next phase will be developed this Spring around the Yorktown March commemorating the movement of the French troops with their American allies to the successful campaign which was the lynchpin in reversing the fortunes of the American Revolutionary forces.

If you have an idea how your library, historical society, or museum might participate either acting alone or in concert with others, contact either Bill Janowski at the Heritage Commission or me at the State Library. We would be particularly interested in programs during the months of January, February and March of 1981 developed in anticipation of the Yorktown March.



## CALENDAR

*The RILA Calendar is maintained by Gaile DeStephano, at the Barrington Public Library. If you have a date for any event of library/media interest, please telephone it to Gaile DeStephano, at 245-3106, or mail it to her at the Barrington Public Library, County Rd., Barrington, RI 02806. All meetings listed here are open to interested members of the library community, except as noted.*

- January 21 InfoEx 1980-81. "Alternative Materials" Arlington Branch Library, 1064 Cranston Street, Cranston. Meeting starts at 10:00 am. Come for coffee at 9:30 am. For more information, contact Peggy Shea at DSLS, 277-2726.
- February 1-7 American Library Association, Midwinter Meeting, Washington, D.C.
- February 13 InfoEx 1980-81. "Booksellers" Westerly Public Library, Broad Street, Westerly. Meeting at 10:00 am. Coffee at 9:30 am. Contact Peggy Shea at DSLS, 277-2726 for more information.



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