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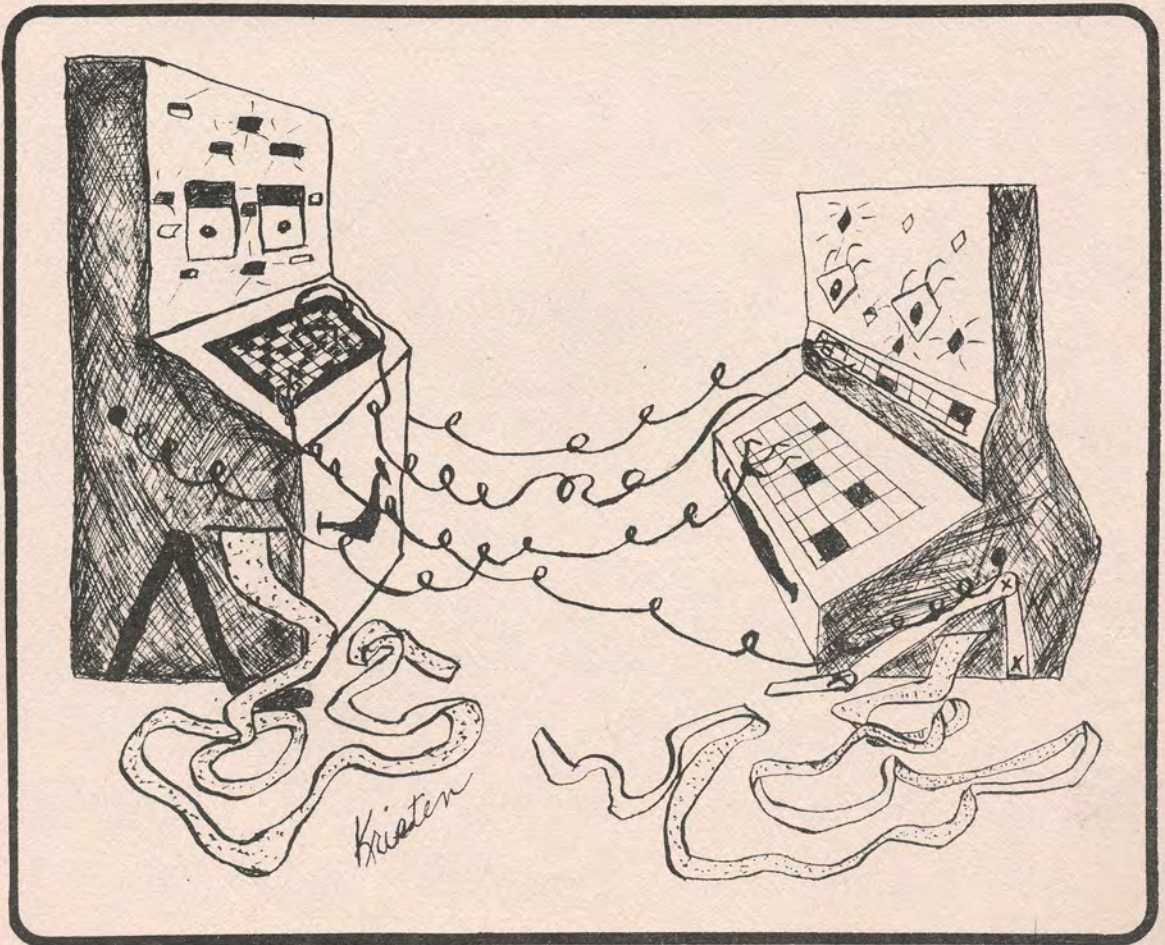
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# Rhode Island Library Association Bulletin



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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.

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# EDITOR'S NOTEBOOK



This issue offers two perspectives on OCLC instruction. Patricia Jensen describes the OCLC component of the URI Graduate Library School cataloging courses, and Carol Hryciw recounts her experience teaching nonprofessionals on the job.

Even the Government Printing Office has discovered OCLC, but depository libraries are only beginning to follow suit. Judith Stokes points out the advantages of joining the system, in terms of improving access to government information. Improving government access to information is Donna Mansfield and Mike Heines' topic, and they offer the assistance of New England Innovation Group's computerized search service to librarians who take up that task.

- Judith Stokes  
Guest Editor

## \*\*Editor's Note\*\*

The BULLETIN is pleased to announce the appointment of Ms. Fay Zipkowitz to the position of Director, Department of State Library Services. She assumed the position on January 5 of this year, and this issue of the BULLETIN includes an interview with her.

Finally, this month's cover art of two computers, male and female, "Punching Each Other's Keys" is courtesy of Kristin Oberg, art student at Rhode Island College.

## Errata:

Please add the following signatories to those listed on page 4 of the January 1981 BULLETIN: Dcrene L. Morin, Rachel A. Young, Barbara Spaulding, Sandra Gallup, Bonnie Buzzell, Janet C. Hampton, Ethel M. Lee, Stephen L. Thompson, Elizabeth H. Schumann, Howard C. Stone, Ann Randall, Barbara A. Gates, Marguerite E. Horn, Mary T. Russo, Rita H. Warnock, John J. Finni, Wendy Lougee, Florence Kell Doksensky, Sydney Wright, Caroline M. Helie, David A. Green, Betty Heller.

Please make the following change in the December 1980 BULLETIN, page 13, paragraph 2. "not" should read most.

# Letters to the Editor



Dear Editor:

Carol Pezzelli's article, "Library Service to the Hispanic Community," in your October issue was a well-researched, skillfully written piece. It showed an evident knowledge and sensitivity to problems encountered in seeking out and serving the multi-faceted Hispanic community.

Her suggestions, albeit brief, on improving the system's ability to meet the needs of Hispanics deserve attention. More importantly, they deserve action from those in a position to allocate money for building, staffing and publicizing top-notch Spanish collections.

Thank you for publishing this important piece. I look forward to reading more incisive articles by Ms. Pezzelli.

Sincerely,

Beth Griffin  
Rye New York



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## MEET FAY ZIPKOWITZ

Ever since Fay Zipkowitz found herself putting pockets into books and charging them out to her friends at the age of 7, some people thought she might become a librarian. She did, and as of January 5, 1981, the Rhode Island library community will be benefitting from her expertise as she assumes the position of director of the Rhode Island Department of State Library Services. Prior to her appointment by Governor J. Joseph Garrahy, Ms. Zipkowitz served as Coordinator of Library Systems for the Worcester (Massachusetts) Area Cooperating Libraries, a consortium of fourteen academic, special and public libraries. Ms. Zipkowitz has also served on the staff of the library of the University of Massachusetts/Amherst and the Cleveland Public Library. In addition she has taught courses for the University of Rhode Island Graduate Library School.

Ms. Zipkowitz holds a Doctor of Arts degree from the School of Library Science at Simmons College, a Master of Arts degree in English from the University of Massachusetts, a Master of Science degree in Library Science from Case Western Reserve University and a Bachelor of Arts degree in English from Long Island University. In 1973 Ms. Zipkowitz was a recipient of a fellowship from the Council on Library Resources.

Active in both regional and national library associations, Ms. Zipkowitz is currently President of the New England Chapter of the Association of College and Research Libraries. She is also serving as a member of the Board of Directors of NELINET, Inc.

The BULLETIN editorial staff has taken the opportunity to ask Ms. Zipkowitz a few questions that we feel are on the minds of our readership. They follow:

Q-- What importance do you see automation as having in the state's libraries in the future?

A-- For expanded and improved library services, automation is necessary and inevitable. The question no longer is should we automate, but how and when. In approaching automation, my real concern is developing systems which make sense for the statewide network and will be compatible with what is already in place, both automated and manual services. Good design is the most important aspect, perhaps more important than the choice of hardware. To achieve that we must coordinate our efforts and concentrate on a design that is sensible, integrated and has the capacity to provide the services that Rhode Island libraries need.

Automation can be frightening to library staffs, because it appears to threaten the replacement of people with machines. But I believe that while a few jobs will eventually disappear, many more will be upgraded in terms of responsibility, and the time freed from repetitious and frustrating tasks can be used for more human interaction with the users of libraries. Existing services can be improved, and new more sophisticated services can be offered. Part of the responsibility of DSLS is to foster the development of librarians to take an active role in these service improvements. Computers are very good at keeping track of things, counting things, and allowing for multiple access points to individual blocks of information. People - intelligent and well trained people- are needed to be sure the information is stored correctly, accessed correctly and to provide the link between the users' information needs and the information retrieval. Access to information is a library's mission; automation can aid the library's communications, processing, outreach and response time.

Q-- Do you see any staffing changes in the Department of State Library Services in the future?

A-- Probably, but the form that these changes will take is hard to predict. I feel that organizations constantly change and need to reexamine priorities and rearrange internal organization accordingly. Some shifts of staff responsibilities will be needed because of these shifts in organizational priorities. The changes in staff will reflect the concentrations and responsibilities of the department in the future, and these in turn will be reflected 1)in our long range plans for automation, 2)in the direction that we decide to take with our collection development, and 3)in response to what the libraries in the state need. Increased staff looks unlikely for the near future, in light of the current economy. We will effectively utilize our staff to carry out our projects and programs, and make a very strong case for additional or replacement staff if necessary.

Q-- What kinds of cooperation between libraries in the state do you see as being either necessary or desirable?

A-- I consider that many levels of cooperation will be necessary because of the increased demands on local libraries, and because of increased demands on and from users of libraries. Access is the key question, not local ownership of materials. Libraries don't cooperate, librarians do. The process involves not only the organization, but the people involved and their recognition of the importance of this kind of access.

Q-- In light of the new administration in Washington and foreseeable budget cuts, what do you see as priorities for budgeting for the state's public libraries in the coming years?

A-- It's hard to assess exactly what budget cuts will come our way. Certainly the public libraries will need support to maintain their essential services and to lobby effectively for local funding. On the national level the actual impact may not be felt for two more years, but we will have to be ready - watching legislation, getting our message to our legislators and coordinating our lobbying efforts with all types of libraries. I think it is crucial that libraries act as a community in struggling for funding.

Q-- In what role do you see the Department of State Library Services functioning in the future?

A-- I think The Department of State Library Services needs to interact with all libraries and librarians in the state because libraries have more in common than differences. The department's mandate is to foster development and growth of library services in all libraries, with librarians who serve all segments of the population. The public libraries and institutional libraries are usually the closest and most vital to many people, and they are also the most vulnerable in funding; the DSLS must provide leverage as well as financial help, and the DSLS must provide the focus in the state for the best use of new technology.

Q-- What is your major goal for the next year?

A-- I am anxiously awaiting the report from NELINET on the automation study. The design and planning of automation in the state will have a significant effect on library services and library funding and will occupy a great amount of my time and thinking in the coming year.

Q-- Do you have any other comments?

A-- A sad irony of library life is that in bad economic times, libraries are used more than they are in good times. Libraries are needed more in stringent times, but it is exactly in these times that it is hardest for libraries to get and maintain economic support. We must lobby in a coordinated effort to counteract this.

Libraries provide the best access to information; we librarians need to develop new capabilities as new sources of information evolve and as new methods of access are made available. We must convince funding agencies that our services are essential and among the best for all citizens.

Learning to read was the greatest miracle of my young life; the public library was the next greatest. I would like to transfer my belief in libraries and my zeal for library service into activities and programs the Department of State Library Services can bring to Rhode Island libraries.





OCLC  
A Report from the Graduate Library School  
by Pat Jensen\*

The Graduate Library School at the University of Rhode Island has included instruction on the OCLC data base in both its basic and advanced cataloging courses for the past two years. It is intended that those in the basic course reach competency level in all search keys, including the more difficult types of searching. Additionally, students are introduced to tagging, editing, and preparing a workform for input to the data base. The advanced class deals primarily with serials and government publications searching and the more complex problems of tagging and editing. Soon to be introduced in both classes, with the appropriate level of competency, will be knowledge of the additional services now provided by OCLC, such as Interlibrary Loan and Acquisitions.

Instruction in the basic course is provided by a trained graduate assistant who introduces the skills/competencies in a class setting and follows up with a carefully planned demonstration on the OCLC terminal located in the University Library. Competency is then acquired by reading and doing exercises provided in a self-instructional manual developed and written two years ago by the cataloging professor and a student doing an independent study project; it has since been edited by the professor and a graduate assistant. The manual, in a simplified and direct approach, leads the student step-by-step through each of the processes prescribed for competency. The various exercises require that the student work at the terminal responding to specific requests and directions. All exercises are corrected and evaluated to determine the student's level of competency. Seldom, however, is it necessary for a student to go back through the learning process. At all times, the graduate assistant and the professor are available to answer questions and give additional instruction. The same procedures are followed in the advance course, but with more complex search strategies, levels of tagging, etc.

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\*Pat Jensen is Assistant Professor, Graduate Library School,  
University of Rhode Island

Despite the infancy of the inclusion of OCLC instruction in the two cataloging courses, a number of graduates of the GLS program have reaped the benefits of such instruction. Because of their demonstrated competency with the OCLC data base, professional positions have been offered them which would not have been otherwise offered from the academic and public libraries here in Rhode Island and outside the state. To date, each has met the challenge!

Of course, there continues to be planned effort toward improving instruction and learning opportunities for the GLS students, particularly those enrolled in the basic course. However, there are some competencies that can only be acquired on the job where the policies and the profiles of the particular library can be learned and applied. The GLS will continue to prepare graduates to be ready for that stage in their learning experience.

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# Award of Appreciation to UNICOM

For outstanding support of the  
Rhode Island Library Association BULLETIN

For the BULLETIN  
*Shelley Schlessinger*  
Editor

For the Association  
*Beth S. Perry*  
President

December 1980

This month, the Rhode Island Library Association presented UNICOM with the award featured above, in appreciation of the company's long association with Rhode Island libraries and the State Association through its advertisements in the RILA BULLETIN. For several years, UNICOM has advertised on the back page of the RILA BULLETIN, providing needed income for the publication, and helping to maintain and improve the publication's quality. The Association hopes that the benefit that UNICOM derives from its advertising will continue to be as helpful to them as it has been to the RILA BULLETIN.



Teaching a Mini-Course on OCLC:  
A Personal Perspective  
by Carol Hryciw\*

January 14, 1980 - a nippy, but otherwise perfectly acceptable winter's day...A group of five people huddled before an OCLC terminal... The leader of the group uttering something akin to a foreign language: "Logging in," "Bringing the cursor to home position," "end of field terminator," and "author/title search key" are snatches of what we can overhear. Are these initiated being instructed in a modern-day religion? CIA agents plotting the best way to infiltrate Soviet intelligence sources? A bevy of economic experts attempting to develop a new strategy for attacking the ever-rising, intractable inflation rate? Hardly! Yet the intensiveness with which the group is considering the topic at hand leads one to believe that something momentous will come of the endeavor.

How true that perception! What the invisible visitors witnessed was the first meeting of staff members at the James P. Adams Library of Rhode Island College who were to be taught how to search for, edit, and produce catalog cards from records contained in the OCLC database for federal government publications received in deposit by our Government Publications Department. Implementation of these processes would eliminate much of the time-consuming typing and reviewing of catalog cards for these publications in-house. For several months prior to this date, Judith Stokes, Government Publications Librarian, had worked on the specifications and procedural changes which would be required by this new method, aided in some instances by information that I could provide to her as a user of the OCLC Cataloging Subsystem and as liaison to NELINET, Inc., our broker for the OCLC system. When asked to act as instructor of the new terminal operators, I was excited by the prospect but concerned about taking the proper and most effective approach in presenting a mini-course in the OCLC Cataloging Subsystem. Thus, January 14 was a landmark day for Judith and for myself. It started, happily enough, an experience which I would gladly repeat.

\*Carol A. Hryciw is Head of Technical Services at Adams Library, Rhode Island College

My students were staff members from the Order Department, who would be helping Government Publications while learning the basic steps in interacting with the OCLC Cataloging Subsystem in preparation for utilizing the OCLC Acquisitions Subsystem, due to be implemented in fall 1980. Never having worked with the OCLC database before, these new students unknowingly exhibited the same symptoms as many another OCLC beginner at her/his first training session: a large measure of curiosity, a goodly amount of excitement, and a pinch or two of apprehension. As I began the lesson I recollected my own initiation into OCLC procedures some years before. Back then I had feared disrupting the computer system with stupid errors and was somewhat timid about bidding the computer to carry out my every command. I knew, too, that just as had happened with me, within a few weeks my students would attain the confidence they would need to make them proficient terminal operators and converts to the wonders of library automation.

What then should be my primary goal? To build the students' confidence at every opportunity, both in the group sessions and in the individual practice sessions. Gradually, and not without some minor frustrations, the students learned to improvise when working with the system. Instead of scurrying back to thumb the multitude of notes they had taken or to the prepared materials, they started gambling by applying some half-remembered procedure to a new situation. What satisfaction when the throw was a lucky one! Quickly they discovered that the computer was a distinctly polite creature. It reminded them of the their errors with a kindly "Message not clear" or a tactful "Request impossible" and allowed them to correct their wayward ways and to proceed again without so much as a whimper or a scolding word. Furthermore, if they had ever had the slightest suspicion that this new gadget, born and nurtured in Ohio and now holding power throughout the nation, would take over their responsibilities in the library, that notion was dispelled the very first time this creature couldn't "figure out" that what should have been transmitted was a "1" and not an "l"!

Group sessions, in which a moderate amount of new material was presented each time, questions were encouraged, and sufficient portion was dedicated to review, were interspersed with individual practice sessions. We met as a group normally once a week for about an hour and a half and in individual sessions for a half-hour each on the other days. Often practice materials used in the individual sessions provided us with noteworthy examples of the principles and procedures we had covered as a group and were brought back into the next group session. Also, while the progression in this course was from general principles and commonly-encountered situations to less-commonly-observed exceptions and peculiarities and refinements to the basic procedures, I never hesitated to offer an on-the-spot explanation of a good example of a future topic of discussion which had chanced to appear. Carpe diem is my watchword and especially in this case, since I trust in the effectiveness of in-context teaching.

Eagerly the students attended their individual practice sessions,

itching to try out new procedures or to iron out a persisting problem. During the first few weeks and afterwards, whenever a major topic was being studied, I tried to make a practice of sitting with each student and acting as a guide. The student had the option of asking for my help or not, and when help was not needed, I went on to other tasks. However, in those sessions in which I gave guidance, I came to know well each student's particular concerns and areas of difficulty. Best of all, I could give immediate feedback to them. Successful attempts could be reinforced, while errors could be immediately, but gently, noted. Thus praise - so important to someone hazarding potentially intimidating processes - could be extended appropriately, and erroneous actions could be discouraged before having become firmly entrenched. Even when I wasn't sitting by a student's side I sought to work near the terminal so that I could be easily reached to answer a question or to respond to a joyous exclamation or a groan for help. I like to think that attention of this nature afforded the students a more effective learning environment. Perhaps the speed with which we covered the material attests in part to the validity of this judgment.

Library materials which these students handled in their everyday activities in the Order Department were the focus of the first three weeks of the course. Here the purpose was two-fold: Working with familiar materials would lessen anxiety and would, in addition provide practice with the objects of their future Acquisitions Subsystem tasks. Moreover, by beginning with these library materials, none of which were the concern of the Government Publications Department, I could make full use of printed instructional materials which had been distributed by NELINET, Inc. and OCLC, Inc.

Indispensable to my presentation of the substance of this course was constant use of the NELINET publication, Do Touch. This eleven-page self-instructional introduction to the OCLC system offered such fundamentals as turning the terminal on and off, using the various search keys, explaining some basic MARC terminology, and describing such operations as editing, saving, and cancelling database records. Each student was given a copy of this manual and was able to use it to advantage in the practice sessions. Do Touch included just a few searching and editing exercises, however. Therefore, I asked the students to use library materials waiting to be searched by our regular terminal operators in Cataloging in their searching exercises and developed two sets of editing exercises of my own. The editing exercises were particularly important, since changing the content of a record seems so daring and needs much reinforcement. In retrospect I think that I should have created even more of these exercises and intend to do so the next time around.

Many times I supplemented the information in Do Touch with explanations found in the OCLC manual, Searching the On-Line Union Catalog. I pointed out the sections in this manual which delineated the exceptions to the basic searching rules, the dead-end search list,

and the summary of commands and requests to the students and encouraged them to use the document as a reference book. In fact, since recommending this manual to the students I find that I myself have been referring to it more frequently and am unearthing hidden treasures each time.

By Week Four the students were searching and editing records for government publications. They continued to use the documents noted above but studied, as well, a compact set of procedures compiled by Judith which concentrated on the peculiarities of searching and editing records for these new materials to our specifications. Filling out practice sheets with important information taken from appropriate records in the database served to firmly imbed in the minds of the students the aspects of each record that should be noted without fail. Adding fields, especially those containing Superintendent of Documents Classification numbers, was a favorite activity at this stage of the course. At this point, also, the students learned how to fill out problem slips, which in the post-training period would help the reviser solve those problems with the records/materials which the terminal operators were not expected to handle.

As expected, there were times when the written government publications procedures didn't cover problems encountered. Gately, when this occurred, I would offer possible solutions but always qualified my responses with promises to return with more definitive answers after checking with Judith. Ultimately, I compiled into a three-page memo the procedures and policy decisions developed through this trial-by-fire method, and it was used as a supplement to the original set of procedures. Since the database is growing and changing continually and since ours is still an evolving scheme for handling the organization of and providing access to government publications in the most effective way possible, I am certain that more supplements will be needed from time to time.

As the group approached its ninth week of study I knew that they were ready to produce catalog cards with but a minimum of supervision. Still, for a while longer they wished to continue placing the records into the computer's save file for my review before the cards were requested for production. "Produce," the one irreversible command in their new computer vocabulary, was the final word for turning students into terminal operators.

As instructor in this venture I experienced what most teachers do: I learned right along with my students a number of things. Through preparation for the sessions I found that I was casting a fresh eye upon rules and procedures that I thought I knew so well and to my amazement came up with new interpretations and discovered some particulars that heretofore had eluded me. Having to answer the same question posed several different ways by various people ensured that I would not soon forget the point discussed and, hopefully, brought about some clearly-wrought responses after a while. Would that these first students would kindly forget any explanations that missed their mark!

What suggestions would I have for others attempting to teach a similar course of study? Build into the course as much individual practice time at the terminal as possible, and be sure to offer constant and immediate feedback to the students on their progress. Be prepared, in addition, to spend more time than you might have anticipated on every aspect of the course - from preparation time to answering questions and reviewing exercises and records saved for revision. It's time well spent and reaps satisfying results beyond expectation. Finally, do be sure to remember the sine qua non of any effort in teaching this subject: Exude enthusiasm for working with the system. Emphasize its great potential for easing some of the burdens of our work in the library and for bestowing upon us more time to answer the many needs of our users.



Documents to the People Via OCLC  
by Judith Stokes\*

To catalog or not to catalog government publications is still a question hotly debated among federal documents librarians. In the ideal world, the answer is always "yes." In libraries, it is often "too expensive." At the center of the fray is the Monthly Catalog of U.S. Government Publications which; (1) has been greatly improved in recent years; (2) still arrives too late; and (3) operates under the assumption that official transcripts and legal bibliography are virtually inaccessible to the uninitiated.

Four years ago, blissfully unaware of any "documents mystique," I was hired for a position in the Government Publications Office of the Rhode Island College Library. I arrived on January 10, 1977, the same day as the new, expanded, greatly improved, late-as-always, OCLC-compiled, computer-produced July 1976 issue of the Monthly Catalog. What we found (MC and I) was a mountain of federally published monographs waiting to be cataloged. Hence the question, why catalog?

\*Judith Stokes is Government Publications Librarian, Adams Library at Rhode Island College.

The most obvious answer is timeliness. Although the July 1976 Monthly Catalog provided access to some documents published in 1973, 1974, 1975, and even some from early 1976, it bore no reference to the mountain of new publications I faced. The federal bureaucracy is, admittedly, a slow beast, but it makes headlines daily. Surely, its publication would be in prompt demand.

They are. Meet the user. The average user of the government publications collection at Rhode Island College is an undergraduate-with-a-paper-to-write. Answer the question. The question is: "What have you got on (current issue)?" Consult the Monthly Catalog. Search many monthly and annual indexes and identify several semi-current titles that may or may not be in the collection. Or maintain an up-to-date subject catalog for the collection and make the average user self-reliant. Why not?

Expense is a very real issue in the decision to catalog government publications. Faced with the unrelenting influx of documents of every shape and size, many depository libraries integrate only selected titles into their cataloged collection, and rely on the Monthly Catalog for access to the remainder. Some libraries place ephemeral and pamphlet-sized documents in a vertical file to provide subject access without the expense of full cataloging, a concept which probably inspired the subject catalog to the government publications collection at Rhode Island College.

Without regard for full bibliographic description, main entry, form of corporate author, or the like, a public shelf list and subject card catalog has been maintained for the documents collection since the college became a depository in 1965. By observation, an estimated nineteen out of twenty users help themselves to materials via the subject catalog. Many of them are first alerted to the collection by selected subject entries in the main card catalog which command them to "see also the Government Publications Catalog." These are not people seeking federal information. They are people seeking information. They are the reason to catalog documents, and, although they had been well served, more and more current information had become hidden in a backlog of uncataloged materials.

Over the past fifteen years, Rhode Island College has grown rapidly, adding numerous new programs of study. Likewise, federal reporting has burgeoned. Without selecting more than a third of the depository items available, the library now processes seven times as many documents as in 1965. The staff of the Government Publications Office has not grown with the collection.

The answer to the problem lay dormant in the July 1976 Monthly Catalog, the OCLC-compiled catalog. Months before an issue of the catalog arrives on library shelves, full cataloging records for its contents are available in the OCLC data base. Press a button and wait two weeks for the cards, right? Well, yes, but...



To automate or not to automate became the new question. There would have to be cost analysis and planning, profiling to receive the card format and entries needed, dealing with Superintendent of Documents classification changes, errors and corrections, duplicate records, incomplete records, decisions, procedures and training. Fortunately, our Head of Technical Services, Carol Hryciw, helped turn all that into a grand adventure.

Fortunately also, OCLC implemented the SuDocs classification number search key in September 1980, substantially reducing search time for these materials. The Government Printing Office has continued to improve its cataloging practices and output. A reliable standard system of access to GPO publications is gradually becoming a reality.

For our operations, the benefits of using OCLC cataloging for government publications have transcended the objective of prompt card production. Internal control of incoming documents is much improved, and the system provides more and better information for shelf listing, checking in, and detecting errors in classification. As for expense, we chose OCLC charges over increasing staff and materials needed to catalog, type, proofread, and interfile cards. Better service was the bonus.

Most people call it easier, quicker access to government publications. Documents librarians just call it "documents to the people."



## Librarians in Local Government

by Donna Mansfield and  
Mike Heines \*

Municipal governments need information. How they get it is often, but not often enough, a function of the local librarian. The cartoon stereotype of the library worker in a local library as a little old lady with a tidy bun, sensible shoes and a compulsive need for quiet is fast being destroyed by a new breed of innovative librarians. These individuals understand the decision-maker's need for information and have carved vital and important roles for themselves with municipal governments as a result of that need.

The nature of municipal government is unique. Staffed by a combination of elected officials, long-time employees who develop their expertise through experience, and younger workers who bring educational credentials; this assortment of skills comes together to accomplish tasks under the ever watchful eye of the alert taxpayer.

Since the government by tradition and democratic implication is assumed to "belong" to the citizens, suggestions as to how it should operate are numerous and diverse. The municipal employer is informed of the "better way" to do things quite regularly. However, this information is neither detailed, descriptive, nor even minimally researched for accuracy. It is often described as "answers looking for questions." Due to the fact that the number of improvements suggested is in direct ration to the number of city hall visitors each day, gathering detailed information about suggested changes is an impossible task. Even worthy suggestions lie fallow because regular duties already fill an eight hour work day.

Forward looking librarians in a bold move from the traditional posture of "waiting to be asked" have moved into this information vacuum, benefitting themselves as well as the officials they serve.

When the suggestion comes to implement a four-day work week in order to conserve energy, the official who did so without examining the ramifications would be remiss. The public works official can provide input on how many dollars would be saved. The city clerk

\* Donna Mansfield and Mike Heines work at the New England Innovation Group, Inc., 128 N. Main St., Providence RI 02903.

could answer whether Monday or Friday is the lighter business day for customers. However, it is the librarian who can bring the information on the experience of others with the 4-day work week. They find reports, locate the names of other municipalities who have done similar projects or businesses whose experience can be translated if it is a municipal first. The librarian by gathering pertinent data for the mayor and first selectman assures and increases the vitality of his or her municipally-funded position.

Two New England librarians have shaped unique roles for themselves. Ms. Gretchen Hammerstein, Director of the library in Groton, Connecticut, provides information to the entire town council from her position as officio member. In addition, department heads regularly turn to her to develop decision-making information regarding alternative methods of handling a problem. What programs have been developed for trash recycling? What is the best way to dispose of pine forests infested with scale mites?

Ms. Hammerstein views herself as an information delivery system, not as a book custodian. She has developed a network that allows her to access resources in her search for the answers of municipal officials. High technology questions are referred to the Naval Underwater Systems Center, a federal research and development laboratory near her library. Whether or not other municipalities have solved the problem can be established by contacting the Connecticut Conference of Municipalities, whose members include approximately 70 other Connecticut communities. A nationwide legislative network can be tapped by calling the New England Innovation Group in Providence if the question relates to legislation.

In other words, Ms. Hammerstein provides a valuable service for her local government.

Also in Connecticut, Mr. Patrick DeAngelis, librarian at Mattatuck Community College in Waterbury, uses his skills to mediate between resources for a municipality. The City of Waterbury had requested assistance to develop an arson education program for school children. A computer printout had been provided which indicated the literature available on the subject. Pat, as the middleman, provided hard copy data and interpretation on selected materials. The municipal official determined that the education process could best be carried out through video tape programs. The community college for which Pat works, has a media center which might be utilized to develop these tapes.

Pat is now in the process of attending meetings with officials from the fire department, city hall and local agencies who have banded together to address the arson issue. But Pat is the focus for information. He has solidified his role as information gatherer.

Points to keep in mind include:

:: There is a need for qualified information in the local government sector. Municipal officials have been turning increasingly to their Leagues and other non-library sources for information. This is due in part to a lack of direct communication between staff members of a given local government. In-house resources should be readily available and should be utilized. Augmentation of the collection should occur where it is found lacking.

:: Outside information sources often maintain greater currency of information. Libraries must keep up with issues that affect their city or town by gathering available resources. Government documents and 800 numbers are often overlooked as free information sources. A reader of the professional literature sees the ruffled feathers of those who "use" public library resources and then repackage and sell them. These current awareness services often use materials that should be getting to government officials via municipal channels.

Librarians have for too long performed only upon demand. When a library budget depends on city funding, it is up to the librarian to show real help and usefulness, not only make a yearly statement of the number of novels read.

What then? Librarians must become information advocates for their governing agency. Involvement in town affairs is a necessity. Local governments are increasingly burdened by the need for more information, and besieged by private purveyors of it. If the librarian is to maintain a useful place in a community government, he/she must take the step ahead.

Does your local government need information? We can help if you have a legitimate question involving your municipality. Call Mike Heines at the New England Innovation Group and discuss a free literature search, sponsored by the National Science Foundation, Environmental Protection Agency and the Naval Underwater Systems Center (401) 272-3437.



# 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.*

- Feb. 13 InFoEx 1980-81. "Booksellers" Westerly Public Library, Broad St., Westerly. Meeting at 10:00 am. Come for coffee at 9:30 am. Contact Peggy Shea at DSLS at 277-2726.
- Feb. 19 Tapping Resources for your School Library. Meet the DSLS new director, and tour the Department of State Library Services. 9:30-11:30 am. Contact Patti Folsom at 647-3377 (school) or at 949-0251 (home). Sponsored by RIEMA and the Department of State Library Services.
- Feb. 26-28 RI Dept. of Education. 34th Annual Rhode Island Model Legislature; State House, Providence RI 6:30 pm on Feb. 26-27; 8:00am - 4:30 pm on Feb. 28. Contact Michael Smith at 277-6866.
- March 4 URI Graduate Library School "Honors Program." Visiting Scholars Committee at URI will present Dr. John Cole, Executive Director of Center for the Book at Library of Congress. Topic: "The Book in an age of Television." Wed. at 1:30pm at 1 Rodman Hall, URI, Kingston. Contact Dan Bergen at 792-2947 or 792-2878.
- March 17 "Make Mine Media" RIEMA Annual Conference. 8:30am through 9:00pm at the Henry Barnard School, Rhode Island College. Contact Jim Kenney at RIC 456-8063 for details. See enclosed flier for specifics and registration forms. Open to all.
- March 18 InFoEx 1980-81. "Information and Referral." Lincoln Public Library, Old River Road, Lincoln. Meeting at 10:00am. Come for coffee at 9:30 am. Contact Peggy Shea at 277-2726.
- Apr. 6-10 AECT conference, Philadelphia. Contact Jim Kenney at RIC 456-8063 for details.



# 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.

**TECHNICAL PROCESSING ASSISTANT: (Law Library):** Provide assistance and support services in cataloging and acquisitions operations; responsibility for maintenance and control of complex serial records, including check-in, claims, renewals and exchange involving a thorough understanding of the vagaries of serials; expected to provide usual service to library patrons as well. Qual: AB degree or equivalent; at least 2 years' experience in serials/technical services department of academic library (preferably law library); ability to organize, aptitude for details and typing skill essential. Key punching experience desirable. Sal: Negotiable. Send resume to: Office of Personnel Services, 101 Hayden Hall, Northeastern University, 360 Huntington Ave., Boston MA 02115 (Bost Globe 1/4)

**ORAL HISTORY PROJECT DIRECTOR/EDITOR:** To supervise cataloging and preservation of audio tapes collection. Experience required in technical aspects of audio tapes duplication and audio quality, and editorial writing skills. The project will be completed in 2 years. Send resume to: The Personnel Office, Mystic Seaport Museum, Mystic CT 06355 (LJ 1/15)

**DIRECTOR, Library Development Program of the Boston Theological Institute (a consortium of 9 theological schools):** Duties include assisting in development and execution of policies and programs of the BTI Library Committee and member libraries; administering cooperative programs in public and technical services (BTI libraries are on-line OCLC); liaison between BTI and other cooperative networks and agencies (BTI is a member of NELINET and is a CONSER participant); management of the library development office. Qual: MLS, knowledge of theological subject matter and the OCLC system highly desirable. Sal and benefits package: \$17,000-20,000 range, depending upon qualifications and relevant experience. Send letter of application, resume and include names of references to: Allan Stifflear, LDP Search Committee, Library Development Office, 45 Francis Avenue, Cambridge MA 02138 (LJ 1/15)

**HIGH SCHOOL LIBRARIAN:** Appropriate Connecticut certification required. Apply to: High School Principal, East Hampton CT phone 203-267-2541 (Bost Globe 1/11)

**HEAD LIBRARIAN:** Administer operation of college library and supervise staff in specialized departments. Qual: MLS (ALA-accredited) or equivalent; knowledge of art, art history and language facility desirable; 5-7 years experience in college library administration. Send application letter, resume, transcripts and 3 references by March 15, 1981 to: Personnel Department, Rhode Island School of Design, Two College Street, Providence RI 02903.

**DEAN OF LIBRARY SERVICES:** Responsibilities include directing staff of 39 in two libraries on 2 campuses; managing collection of 500,000 vols., Government Depository, Media Services and Special Collections, provide administrative leadership, budgetary control, personnel management, supervision of Dataphase automated system. Qual: Earned doctorate in Library Science and masters in subject field or accredited MLS and earned doctorate in subject field; knowledge of automated library systems, proven administrative ability, experience with budgetary and long range planning. Sal: Negotiable and commensurate with experience and qualifications. Send letter of application plus resume, transcripts, placement papers and three references with addresses by March 2, 1981 to Dr. M.V. Biggy, Chairperson, Search Committee for Dean of University Libraries, University of Lowell, Lowell, MA 01854 (Bost Globe 1/11)

**SCIENCE REFERENCE LIBRARIAN:** Boston Public Library. Qual: MLS (ALA-accredited) science background (engineering preferred), one year experience in on-line literature searching. Position is expected to be for two years and is funded by Federal Grant. Sal: \$12,626-15,607. Excellent fringe benefits. Residency requirement. Contact Personnel Office, 617-536-5400. Send resume to Personnel Office for appointment (Bost Globe 1/11)

**SERIALS CATALOG LIBRARIAN:** Responsibilities include cataloging materials on-line (OCLC), maintenance of catalogs produced from the system and input of records and holdings for the Consortium Union list. Support staff includes one full-time assistant and part-time students help. Work with selection, periodical and divisional librarians. Qual: 2-3 years professional experience cataloging serials, proficiency in MARC system, MLS. Academic librarians position. Sal: Up to \$15,000. Available Jan 1. Send resume to: Robert G. Murray, 12 Dodge Library, Northeastern University, 360 Huntington Ave., Boston MA 02115 (Chron Higher Educ 1/19).

**LIBRARY CLERK:** For small optometry library. Permanent full-time position (35 hours). Responsibilities include staffing busy circulation desk, record-keeping, accurate typing skills required. Library experience desirable. Sal: \$175/wk minimum. Phone 617-266-2030, ext. 120 (Bost Globe 1/18)

**LIBRARIAN:** to organize resource library that includes print, audio-visual materials and games. Will be in charge of organizing and cataloging the resources, creating a card catalog and updating the guide to the Center's resources. This is a temporary position offering flexible hours and having the potential to continue in the event of future funding. For more information contact: Monica L. Matheny, Director, Center for Economic Education, Rhode Island College, 600 Mt. Pleasant Ave., Providence RI 02908, phone 401-456-8037.

## RILA EXECUTIVE BOARD MEMBERS

President: Beth Perry, RI College Library, 600 Mt. Pleasant Ave., Providence 02908; Bus: 456-8053/52  
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 ALA Councilor: Jody Bush Pitsenberger, Providence Public Library, 150 Empire St., Providence 02903; Bus: 521-7722 ext. 207 Home: 331-3396  
 Bulletin Editor: Shelley Schlessinger, Department of State Library Services, 95 Davis St., Providence 02908; Bus: 277-2726/27 Home: 353-5652  
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