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Editorial Notice:

The Bulletin is published monthly except in August. News and articles should be submitted to the editor by the 15th day of each month for publication by the end of that month.

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

The Bulletin subscription rates are \$7.00/year for agencies or individuals not holding membership in RILA. Advertising rates per issue are \$20 per $\frac{1}{4}$ page, \$35 per $\frac{1}{2}$ page, and \$50 per full page. Call the advertising manager for further information.

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EDITOR'S NOTEBOOK



It was a pleasure and a challenge to guest-edit this month's issue of the RILA BULLETIN on library service to the disabled. When I agreed to guest-edit this issue I admit I had only one person in mind to write an article - Richard Leduc who had so often helped me to fill requests for talking book machines for the children at Meeting Street School. It was exciting, then, to "track down" the other contributors, whom I had never met before but who were willing to take time from their busy schedules as librarians, teachers, and students to write clear, well-researched articles on the important topic of service to disabled library users. I hope that BULLETIN readers will find the articles in this issue to be informative and thought-provoking. My thanks to Pat Bisshopp, Joan Carlson, Sharon Charette, Richard Leduc, June Schlessinger, Barbara Wilson, and the Wilson Library Bulletin for providing us with stimulating reading. As editor I must also add my heart-felt thanks to the contributors for submitting their work before the deadline!

Now I suppose my Editor's Notebook ought to properly end at this point, but there is something else that I would like to say. As librarians, we can talk as much as we like about how we would love to make our buildings accessible, our programming flexible and our collections varied so that our handicapped patrons will be better served. We can then hedge and explain apologetically that we would gladly do whatever we could to improve our service if only we had the money, the staff, and the time.

Money is a problem for all of us, of course. But money is not the biggest problem. The biggest problem has to do with attitude.

As long as we continue to think of handicapped people as "the others" in our society, we will find it easy to place their needs very low on our list of priorities. Every year we will use the increased cost of books, materials, and staff and the decrease in government funding to explain why we haven't the money to put in a new ramp or begin a new program. We wouldn't dream of disappointing our "regular" patrons by not buying the latest bestsellers, yet we somehow cannot get around to serving the needs of the nearly 36,000 people in Rhode Island who have serious disabilities.

If this sounds like condemnation, it isn't meant to be. I

am the last person in the world to condemn anyone for not being aware of the needs of the handicapped. Before coming to Meeting Street School, I had absolutely no contact with handicapped people. If I spotted a Down Syndrome child in a supermarket, I dashed down another aisle because I felt uncomfortable. If I saw a child in a wheelchair at a restaurant, I had to turn my face away to avoid being choked with pity. My attitude towards disability was one of ignorance punctuated with fear and pity. One month as the librarian at Meeting Street School changed all that.

My first day on the job was almost my last. On that first day I encountered a pretty little girl, who with the pride children usually reserve for a new pair of sporty sneakers said to me "Look at my neat new braces!" I saw children dragging themselves through the corridors with crutches and an odd assortment of other aids. I saw children drooling uncontrollably and children spastically jerking. For the first time I heard the unearthly cries of an autistic child. By the end of the first day, I stepped shakily out into the sunshine and cried "What can I possibly do here?" The answer was, and is, "A lot!"

Slowly but surely my attitude towards handicapped people changed with a lot of help from the teachers and staff but mainly with the help of the kids. That they are first and foremost "just kids" was the important and necessary discovery I made. My attitude towards the disabled has changed, and it is no exaggeration to say that my life has been enriched by the change.

Is it any wonder, then, that I was intensely annoyed to hear from one of our contributors that several librarians had expressed quite negative views about the need to service handicapped people in libraries? To paraphrase, one librarian said with great annoyance that he supposed if he were expected to give special attention to the handicapped, he would also be expected to give special attention to the other minorities in the community as well. Another librarian stated with rather disarming candor that in all his years as librarian he had never once seen a handicapped person in the library, and he therefore assumed there were none in the community!

Aside from the fact that both of these librarians obviously have quite negative (although perhaps unacknowledged) attitudes towards handicapped people, they also seem to have quite limited perceptions of the public they serve. If librarians persist in believing their public to be only those people who pass through the library doors, is it any wonder that communities give less than enthusiastic support for increased allocations to libraries at budget approval times?

Well, I've had my say which is, happily, the prerogative of an editor. Readers have prerogatives too in the form of letters to

the editor. Whether you agree or disagree with me or the contributors, we'd like to hear from you.

Editor's Note:

With this issue of the BULLETIN, the current editor steps down to relinquish the responsibility into the able hands of this month's guest editor, Debbie Barchi. Debbie is a graduate of the University of Rhode Island Graduate Library School, is currently the librarian at Meeting Street School, and is a very accomplished writer, as her "notebook" and article that follows prove. I am sure that the readership can look forward to quality literature and responsible reporting in the future BULLETINS.

Before leaving, I would like to take a few lines to thank the BULLETIN staff, without whom no one editor could get along. Your contributions, conscientiousness, and cheerfulness during the past year have been reflected in the quality of this periodical, and I know that Debbie's job is made much easier because of your help.

Debbie will also be helped in the next months, by another member of the library community, and another graduate of the University of Rhode Island Graduate Library School. Sharon Charette will be sharing the responsibility of editorship with Debbie, as she becomes the BULLETIN's technical editor starting with the June issue. With Debbie and Sharon at the helm, as literary and technical editors, I leave for Florida and the coursework toward a Ph.D. in library science with no worries. I look forward to receiving my BULLETIN in Florida, and to reading the articles of scholarship and up-to-date reporting that Debbie and Sharon will soon be editing.

Cover Art by Susan Trudeau.



How many phone reference calls do you answer in a day? in a week?

Would an increase be invited or cause you staffing problems?

Would you like to attend a workshop on ready reference?

ALA's new public relations campaign, "Call Your Library," emphasizes telephone reference and RILA's PR Committee is considering a statewide campaign using these materials. The materials include posters and suggested activities plus TV and radio spots featuring Bob Newhart. An alternative campaign would be "Call On Your Library," which would also focus on reference but would de-emphasize use of the telephone.

If you want to know how this might affect your library, want to help in the PR effort or just want to examine and view the materials -- Please attend an open meeting of the Public Relations Committee on Thursday, May 28, 9:30 am at the Department of State Library Services, 95 Davis St., Providence.



Please contact Dorothy Frechette at 277-2726 if you plan to attend.

Media and the Handicapped Child

by Betty Fast

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My friends who teach the emotionally disturbed tell me that they are called emotionally disturbed teachers. I am a handicapped media specialist at the moment; except for some involved logistics, there are a lot of advantages to looking at the world through someone else's eyes. You understand a little bit more about the handicapped because you are one.

Fifteen years ago, when I started working for the Groton schools, I was hired to be the first elementary school librarian and to set up libraries in our 12 schools. In one the principal asked me to work with three classes of retarded children and their teachers. We worked very closely, and I had a wonderful time with the kids.

Although I didn't know much about them, I thought, well, they're children. And that, it turned out, was the most important thing of all. The real message is that even though special ed children have special needs and problems, essentially, they are children. They have the same needs as everyone else for love and affection, for positive experiences, for self-development, and for people to accept them.

Because we didn't have real media programs when I started working with my classes of retarded children, I turned to my good friends at Weston Woods and asked to borrow some of their sound filmstrips. I found that *The Red Carpet*, *The Story About Ping*, and *Make Way for Ducklings* - resources we tend to use just with normal pupils worked beautifully with these children. They responded to and remembered the stories, particularly the ones they had seen in the filmstrips.

Another thing I found is that a visual approach with the retarded isn't all that vital, and that the old-fashioned eye-to-eye contact in storytelling can be very effective. Improvisational drama also works well. Special ed children have a grand time acting out stories related to their abilities, and videotaping their efforts has been extremely fruitful. That's a way for children to see themselves and gain self-understanding; today, children don't think something's real unless they see it on television - and that includes themselves.

When a child has lost the use of one of his or her senses, he or she will usually focus on others. This is ideal for us as media specialists because we have access to materials that can concentrate on the strong sense. For instance, a blind child who develops a keen comprehension through hearing is able to pick up many things. A deaf child responds well to visual materials and to concrete objects.

All realia is very important in special education. Although we do have some materials, unfortunately, many companies have not looked at the special education market to any great extent, and much is still lacking. We also need resources so that children with special needs can

produce their own materials. Production has to be one of the strong arms of our media programs with such children.

We really have to work to match the strengths of the media to the weaknesses of the children. This is one way we can help teachers create a strong learning environment that will enable them to help children perceive more. It's actually instructional development on an individual basis, and the more work of this sort we can do with the special ed instructor and regular classroom teacher with mainstreamed pupils, the better.

I would hope that as mainstreaming comes in, it is not used as an excuse for spending less money on special education. I see a real danger in that principals, superintendents, and boards of education may say, "Well, it's cheaper to put them in the regular classroom," and not do enough to help them function in the new situation, help the teacher in the classroom work with them, or help the other children in the class.

Unless mainstreaming is done with a real effort to provide the best education for all the children, it's going to be a very big problem, and I think it's up to us as media specialists to become child advocates. We may have a conflict of interest between our loyalty to the school and our loyalty to the children. The conflict arises because we know that the principal doesn't have enough money to do things the way he or she would like to, yet the children are there, and what is going to be done for them?

The big three

I think that we're going to have three places for children in a mainstreaming situation: the regular classroom (with the ultimate goal of having them function there), the resource room with a special education teacher (the opposite end of the spectrum), and then the media center, which can be a type of resource room for these children, an intermediate room where they can get up and walk around. They need not be interacting with other children, but can be working independently, something that we can help with, too, as extra resource persons.

I don't think mainstreaming can work at all without a strong media program. Children need to have access to a variety of materials and machines. There's something very calming about putting on a pair of earphones over a child's ears to eliminate some of the noise he or she can't take, literally and figuratively, and also to focus a limited concentration.

If mainstreaming is going to work at all, it has to start early. By the time the child gets to junior high school, if he or she has been in a special education class during elementary school, it's not a good time to make a transition to a mainstreaming situation. When the child is

identified as being a special ed candidate, mainstreaming should start almost immediately. Then the professional media specialist can work with both the classroom and special ed teachers.

We've got to try to get written into funding proposals, provisions that include the media specialist as an important member of the team working with the special child. If there is separate funding for this type of education, some of it should go to pay part of the media specialist's salary. We have to be free to work with all children, but the special child in particular needs a strong media program.

We should also be looking around for ways to fund model programs of media utilization for special education children. Fifteen percent of the money under Title IV-C for innovative and exemplary programs is set aside for special ed programs, and in Connecticut at least, where I'm a member of the Title IV advisory council, I'm not seeing very many such model projects crossing our committee table. So get hold of the guidelines in your state, and think of ways in which you could apply. Never give up; there is money around if you will look for it.

From the practical to Patty's story

If you do have classes of special education children in your school, be an innovator; start mainstreaming the media program by integrating the children with regular classes for storytelling or special projects. Oftentimes this will mean taking only one or two children from a special ed class and mixing them in with the children closest to their own age-level with whom they can sustain activity.

It may mean talking to the children in the regular class ahead of time, or after a few times saying to them, "Look, you've got to turn the other cheek to these children; these new friends of yours have some problems. Will you help me in helping them and make them welcome as part of your class for this media center experience?" It's amazing how big children can be when you expect them to be.

Also, help the special ed children learn to operate independently in your center, so they can come to visit you when you have another class there and work successfully on their own—really the ultimate test. Can they do that without disrupting the class you're working with? They can if you have some simple but flexible rules—and you have to be very flexible with these children.

I'd like to conclude my remarks by telling you about one of the special education children that I came to know and love: Patty, a student I worked with last year. She was in the sixth grade, although she read on a primer level and was so disruptive that even in a two-person group she couldn't function. I spent most of the year getting to know Patty, talking to Patty, and listening to Patty. The

principal and I decided to try letting her tutor in a third-grade classroom to help her reading. I said to her: "Patty, how would you like to help some of the third graders make a slide-tape presentation on their social studies program? You can help them the way I've been helping you."

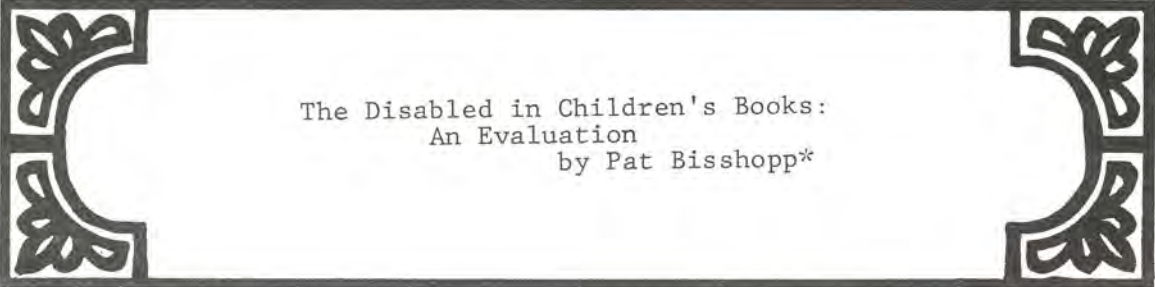
She did that extremely well, and we moved on to one of the I-Can-Read books about the Revolution, which the class was studying for the Bicentennial. I recorded it and gave Patty a cassette recorder to take home with the book. She practiced the story, until she could read it to the class without the tape recorder—a very proud moment for Patty. As the year went along we became quite good friends, and I was just extremely impressed with the change in Patty's attitude.

In the media center we see a different side of children. We have a role to play, I think, in special education programs and a leadership role to play in mainstreaming programs. I know that you'll find ways in which you can make a really solid contribution. If you think of the children as children first and special second, you won't have any problems at all with them, because they are very lovable kids.

This column comprises excerpts of a speech given by Betty Fast at the 19th School Media Workshop at Kent State University, April 29, 1977.

On June 16th Betty Fast died. She was a school media specialist for the Groton, Conn., PS, member of the ALA Executive Board, and originator of WLB's "Mediacentric" column. Involved in many other professional activities, she received the 1977 Grolier Foundation Award. Following is the tribute that Clara Jones gave on behalf of the ExecBd at the first ALA Membership meeting in Detroit on June 19th:

Those of us serving with Betty Fast on the Executive Board are grateful for the privilege of close association with her. Betty was a very special person to all who knew her. In her relatively brief span of life, she fulfilled herself—her potential—to an unusual degree. It was a pleasure to observe the depth and clarity of her mind and her ability to articulate her thoughts. She was motivated by high principle, and her interests, attitude, and judgment transcended pettiness and selfishness. She was sensitive and perceptive in her feelings for people she knew and for humanity in the aggregate. Betty's life demonstrated love in control, with courage triumphant.



The Disabled in Children's Books:
An Evaluation
by Pat Bisshopp*

A basic approach to the examination of books about handicaps for children may be structured by the following questions: Who are these books intended for, and what can they accomplish? What kinds of books are available? What are the criteria for selecting these books?

Books which present handicapped individuals can, by means of positive, realistic representation, raise a young reader's awareness of the true nature of handicapping conditions and open a way for improved attitudes toward handicapped persons of all ages. The acquisition of accurate information helps to dispell the anxieties about personal safety which many children feel. Better understanding should lead to familiarity and acceptance. The audience of nonhandicapped children in the mainstream of school and community life is a major target for these books which can play an important role in preparing children for integration with their handicapped peers.

A second audience for books about handicaps is the disabled children themselves. For them, self-acceptance as well as social acceptance is an issue. Books may be used to present to handicapped children and young adults situations and characters with whom they can identify and respond to in positive terms. Great caution should be exercised in using this "bibliotherapeutic" approach to book and child, however. To be effective the book must be absolutely right both informationally and imaginatively. Any simplistic pairing of handicapped child and book about handicap must avoided, and any inclination to identify the child with his handicap, rather than with the social and emotional interests of his age group, must be resisted. This use of books to promote self-

* Pat Bisshopp was formerly librarian at Meeting Street School and is the author of Books About Handicaps for Children and Young Adults. A copy of this 64 page annotated bibliography is available by sending \$2.00 to cover postage and handling to Meeting Street School, 667 Waterman Ave. East Prov, RI 02914

acceptance may be more useful with young people who are in the rehabilitation process after traumatic illness or injury rather than with the child disabled from birth or early childhood, whose problems are habilitative.

A third potential audience is siblings, who must come to terms with feelings about a handicapped brother or sister. These problems have received a certain attention in fiction. Too often a handicapped sibling appears as a plot device which highlights some aspect of the nonhandicapped character's development, but there are some good examples, both fictional and nonfictional, which have something to say to the young person in this situation. Books which express some of the negative feelings which are natural and must be dealt with have a use; those which present warm brother and sister relationships and friendships between handicapped and nonhandicapped children are both more valuable and more rare.

Books about handicaps may be instructional with an intent to inform which is straightforward, or biographical which can be informative and inspirational in varying degrees. Others are imaginative works of fiction which include handicapped persons. Between fiction and nonfiction fall the instructional efforts which are thinly fictionalized to make their message more palatable, and purposive fiction whose informational intent outweighs its imaginative quality. Well-executed works in this ambiguous style can be very effective in combining the realism of photographs with a sensitive text. They are most likely to fall short in narrative flow and engaging incident; the less happy efforts of this type can be remarkably dull.

An increasingly popular form of "quasi-fiction" is the "Day-in-the-life-of..." story. These stories are very useful for depicting sympathetic, realistic children with whom a non-handicapped child can identify. A good deal of down-to-earth information can be conveyed by accompanying the handicapped child through his day. This approach allows for a pleasant emphasis on the similarities between the activities of handicapped and nonhandicapped children. For the handicapped child as reader, the subject represents a more accessible model than the super-achievers who are likely to be the subject of more conventional biographies. An excellent example in this style is Don't Feel Sorry for Paul by Bernard Wolf. This sensitive documentary of two weeks in Paul's life shows us, in excellent black and white photographs with a detailed, accurate text, that there is indeed no need to feel sorry for Paul. Rachel by Elizabeth Fanshawe is a little picture book whose attractive illustrations take the reader through Rachel's day at home and at school where she is integrated into a regular classroom. It is clear that she is fully accepted.

In evaluating books which depict handicapped persons one should constantly be aware of three points: The information must be accurate, the portrayal must be both positive and realistic, and the literary quality must be good. If a book is to be effective, it must meet literary standards. Good information can be irretrievably obscured by a poor presentation, and unappealing illustrations will keep a book on the shelf. Cliches and stereotypes should of course be avoided, and the facts of disability should not be romanticized or sensationalized. The handicap for which there is compensation (e.g., the beautiful deaf girl, the blind musician); inaccuracies about mysterious causes and miraculous recoveries; disability as a punishment; the handicapped person who is a burden or possesses special powers, or is his own worst enemy; all of these potentially damaging stereotypes may be found in current books. The handicapped person who is identified only by his physical problem still occurs, despite the fact that this confusion of physical and characterological attributes is dehumanizing. Many stories include a handicapped person who is primarily a plot device, used to bring out qualities in the other characters. This use of a handicapped person as an "ornamental" figure rather than a fully developed character usually emphasizes defects in a negative way.

In attempting to give a positive picture, some authors fall into the trap of making their handicapped characters too positive to be realistic. The value of their positive message is negated if the limitations or problems are minimized to the point of unreality. It is important that characterizations show a distinction between problems which are endemic to the disability and those which are additional burdens imposed by societal attitudes and lack of acceptance. Good books do this; the best books have characters which develop, unobscured by limiting labels, and achieve self-acceptance. Books which represent working toward a specific goal without minimizing the obstacles have more interest than simply descriptive presentations and make a stronger statement. Especially desirable for the purpose of fostering positive attitudes are the works that emphasize similarities rather than differences. Two books dealing with mental retardation illustrate this difference in emphasis: The Blue Rose by Gerda Klein and Like Me by Alan Brightman.

The Blue Rose presents a little girl named Jenny; her disability is explained by metaphors which point out her separateness and need for protection. Her singularity is emphasized in a way which is both sentimental and negative. Like Me uses a simple rhyming text and lively color photographs to explain what "retarded" means: how it works and how it feels. Words and pictures make clear to the young reader that

"like me" is "like you" in many important ways. "Slow to learn" is kept in perspective and negative labeling is avoided: "You won't see the work/ On our faces."¹ This is an exemplary treatment of a difficult subject; its clarity and positive emphasis are all that one could wish.

In building a collection of books about handicaps, one should be aware of the distinction between "books for" and "books about." A book may be both for and about a handicapped child, of course, but the librarian and teacher must keep in mind that handicapped children have the same interests and social/emotional needs as their nonhandicapped peers. There is also a need for adaptive formats to make material more accessible to handicapped children. Filmstrips, large print and low vision aids, adaptive equipment, and barrier-free space - all these make books and libraries more accessible. A well chosen collection of books about handicaps for children and young adults can help remove the invisible social barrier of attitudinal rejection.

In conclusion, while there are different audiences for books which deal with physical and mental handicaps, and different purposes for providing these books, consistent critical standards must be used to evaluate potential additions to a library. Teachers, parents, and children infer some measure of critical acceptance when a book is added to a library collection. A substandard book should never be acquired simply in order to cover a subject. A substandard book about handicaps for children or young adults, however, is uniquely harmful, conveying faulty information and archaic attitudes to school children who, because of changes in law and society, now deal with handicapped peers on a daily basis.

Books Mentioned

Brightman, Alan. Like Me. Boston: Little, Brown, 1976.
Fanshawe, Elizabeth. Rachel. Scarsdale, NY: Bradbury, 1977.
Klein, Gerda. The Blue Rose. New York: Lawrence Hill, 1974.
Wolf, Bernard. Don't Feel Sorry for Paul. Philadelphia: Lippincott, 1974.

¹Brightman, Alan. Like Me. Boston: Little, Brown, 1976.

Library Service for the Blind and Physically
Handicapped; Past, Present, and Future
by Richard G. Leduc*

Louis Braille was not a librarian. Yet during the past year, 792,980 blind and physically handicapped individuals in the United States benefitted from library services directly attributable to the work of Louis Braille more than one hundred and fifty years ago.

Blinded at the age of three in an accident, Louis Braille never lost hope of attaining an education. As Napoleon was becoming a national hero, Louis' accomplishments were equally amazing. Having learned to read, the youngster discovered that only three books were available to the blind. Prospects of producing additional titles seemed unlikely because of the great expense involved. However, desire to develop a better system of writing for the blind became an obsession that occupied his every waking moment.

By the time he was fifteen years old, in 1829, he had perfected the dot system that is used worldwide today. Each braille "cell" consists potentially of a group of six raised dots arranged in two vertical rows of three dots each. The juxtaposition of the raised dots within the cell form the equivalent of letters of the alphabet, numbers, contractions and punctuation.

Despite the invention and widespread acceptance of Braille, special library services for the blind developed very slowly in America. Robert Bray, former Chief of the Division for the Blind and Physically Handicapped of the Library of Congress, described the early embossed libraries in an article published in the Encyclopedia of Library and Information Science. "As early as 1868, the Boston Public Library established a department for the blind after receiving eight embossed volumes. In 1882, the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind was founded in Philadelphia and in 1899 was incorporated with the Free Library of Philadelphia. The Chicago Library, in 1894, received a collection of embossed books from

* Richard G. Leduc is Supervisor of Services to the Handicapped at the Department of State Library Services, Regional Library for the Blind and Physically Handicapped

a local women's club. The New York City Free Circulating Library for the Blind was organized in 1895 by a blind man who had a private collection of embossed books which in 1903 became the nucleus of the Library for the Blind of the New York Public Library. The Detroit Public Library placed 110 volumes on the shelves in 1896, and in the same year New York became the first state to create a department for the blind in a state library."¹

The distribution of the limited number of braille works was facilitated by the passage of an act in 1904 that permitted the mailing of embossed reading matter postage free. However only a few individuals could use braille materials and there was no centralized source for these materials. The situation was further complicated by the fact that five separate systems of embossing were being used.

While America was trying to recover from the Great Depression, President Hoover signed the Pratt-Smoot Act in 1931. This law established a national free library service for adult blind readers, administered by the Library of Congress. It also provided for the establishment of regional centers to circulate these books. 1933 saw the culmination of years of confusion with the establishment of a uniform system of braille for all English-speaking countries. In 1934, the Pratt-Smoot Act was amended to include "talking" books within the jurisdiction of the national library service for blind adults.

The service grew slowly during the next couple of decades. Federal appropriations were minimal and did not include monies to purchase the equipment necessary to listen to talking books. Individuals were obliged to buy these themselves or depend on the benevolence of some philanthropic or civic organization.

In 1952, the Pratt-Smoot Act was amended to delete the word "Adult" and opened the service to minors for the first time. In 1962, the Division for the Blind was mandated to gather and loan musical scores and texts in formats useful to the blind. The National Library Service for the Blind and Physically Handicapped (NLS) now circulates 30,000 such items directly to eligible persons. In 1966, Public Laws 89-522 and 89-511 expanded the service to apply to all persons unable to use conventional print because of physical or visual handicaps as well as the blind. This has now opened the service to persons with visual and physical handicaps as well as those with reading disability caused by organic dysfunction.

Although relatively few in number, braille users are staunch advocates for the need of these materials. Fearing a cutback in the availability of braille materials, a blind tea-

cher wrote the following to the Rhode Island Regional Library: "I take my braille books into classes to refer to passages and clarify points. Having to find such passages on a machine, no matter how efficient that machine may be, would be time-consuming at the least. Besides that, it would require careful explanation to the class and set me, the sightless teacher, apart even further from a sighted class."

Thanks to the invention of braille and technological advances, eligible patrons are now served by a network of 56 regional and over 100 sub-regional libraries located throughout the United States. In 1979, American Library Association published updated Standards relative to the operation of this network. Individuals and institutions meeting prescribed criteria are loaned materials in braille, on cassette and disc as well as any equipment needed to utilize these materials. Many libraries (including the Rhode Island Regional Library) also provide large print books and magazines to visually handicapped individuals. Catalogs listing these materials are available in braille and recorded format as well as in large print. Currently there are about 6000 titles recorded on cassette, 9000 recorded on disc and about 4500 in braille. Thousands of additional titles, produced in limited number, may be borrowed through Interlibrary Loan from Multistate Centers or from NLS.

Prior to 1967, Rhode Islanders in need of these services had to obtain them from Perkins School for the Blind in Watertown, Massachusetts. In that year, the Rhode Island Regional Library for the Blind and Physically Handicapped was established. During that first year approximately 300 users borrowed 11,500 items. The Regional Library now services over 3000 patrons and loaned over 65,00 items during the past year. In addition, these individuals received about 20,000 magazines directly from the producers. Nationally, 16,888,600 items were distributed to eligible persons.

Items in the Regional Library collection are comparable to the holdings found in a small to medium sized public library. Users most frequently request bestsellers, romance, westerns, mysteries, adventure and biographies. In addition to books the Regional Library offers its patrons free subscriptions to approximately 35 recorded magazines and 35 braille periodicals. Most popular among the magazines are Good Housekeeping, Sports Illustrated, Newsweek, and Reader's Digest. Regional Libraries also assist students in obtaining textbooks in recorded format. With the cooperation of volunteers at the Rhode Island Association for the Blind, the library can circulate cassette copies of textbooks that are not available from any other source.

During the past few years, emphasis in the National Library Service program has switched from recording materials on discs to providing them on cassette. Books are recorded at 15/16 ips, four tracks, rather than the conventional 1 7/8 ips, two tracks. Because each track uses only $\frac{1}{4}$ of the tape, the C-90 Phillips cassette can play for 6 hours. Within a year all books will be recorded on cassette and magazines on flexible discs. Approximately 150 popular titles will also be recorded on flexible discs each year to meet the demand for bestsellers.

Technology will continue to play a role in shaping the services provided. NLS has been experimenting with a combination disc/cassette player. Prototypes have been ordered and they will be field tested. These machines will offer the convenience of using both formats on one machine. However, the size of the combination machine makes it less portable than the cassette player.

NLS also hopes to develop a pocket-sized cassette player that will be simple to operate and will offer such features as automatic track-switching that will benefit individuals with poor motor control. When developed this player will enable a user to listen for up to six hours without having to touch the player.

Experimentation is also taking place relative to the advantages and disadvantages of paperless braille. In this instance, braille impulses are recorded on regular cassette tape. The major advantage is in cost reduction and space-saving. One standard C-90 cassette can record up to 300,000 braille characters which is equivalent to six braille volumes, each of which measure 11"x11"x3". Various commercial models are now being tested for reader acceptability.

The amount of materials available to handicapped persons has increased dramatically since Louis Braille examined the three books available to the sightless. Strong leadership at NLS, the determination of librarians in the network and the willingness of legislators on both National and State levels to provide necessary funds have resulted in the strong base on which the future of library services to print-handicapped individuals can be built.

References

Bray, Robert S. "Blind and Physically Handicapped" in Encyclopedia of Library and Information Science, v.2. Marcel Dekker, Inc., New York, 1969, p. 624-637.

Haycraft, Howard. Books for the Blind and Physically Handicapped. 4th edition. Bronx, New York, H.W. Wilson Company, (copies of this pamphlet are available free of charge from the Regional Library for the Blind and Physically Handicapped, 95 Davis Street, Providence, Rhode Island 02908)

Strom, Maryall G. Ed. Library Services to the Blind and Physically Handicapped. Metuchen, New Jersey, The Scarecrow Press, Inc., 1977.

Velleman, Ruth A. Serving Physically Disabled People. New York: R.R. Bowker Company, 1969.

¹Bray, Robert S. "Blind and Physically Handicapped" in Encyclopedia of Library and Information Science, v.2. Marcel Dekker, Inc., New York, 1969, p. 624-637.



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Survey of Public Library Access for the
Handicapped by Sharon J. Charette*
and June Schlessinger **



During the past six weeks, a survey of the public libraries of Rhode Island has been taken to assess the extent to which those institutions meet the needs of physically handicapped patrons. Though similar surveys have been conducted within the state in the past,¹ comments and answers indicate that many changes have taken place within the past one to two years. For this reason, an asterisk is placed near the name of each library that is in some stage of planning or construction for increased access. Specific items mentioned in plans for the future have also been noted. What follows is an abbreviated version of the survey, starting with a copy of the questionnaire which was sent to each library:

QUESTIONNAIRE

This questionnaire is designed to provide data for an article in a special issue of the RILA Bulletin dealing with accessibility of library services to the handicapped. Please return it in the stamped, self-addressed envelope to Sharon Charette, 236 Greenville Road, N. Smithfield, R.I. 02895 by *March 13*.

Name _____ Library _____

Address _____

1. In what year was the library constructed? _____
2. At the time the library was constructed, were handicapped provisions in place? _____

¹The most recent survey which was done by the Rhode Island Library Outreach Committee, appeared in the January 1979 issue of the RILA BULLETIN.

*Sharon Charette is a cataloging assistant at Wheaton College and a GLS Student at the University of Rhode Island.

**June Schlessinger is chairwoman of the English Department at Westerly High School and is also a GLS student at the University of Rhode Island.

QUESTIONNAIRE (cont'd)

3. For the following list of provisions for the handicapped patron, please indicate whether they are available in your library.

	YES	NO
a. Specifically designated parking spaces on the street-----	___	___
b. Lowered curbs for easy access-----	___	___
c. Specifically designated parking places in a lot-----	___	___
d. Specifically designated parking spaces with no parking problems-----	___	___
e. Ramps and railings to entrance of library-----	___	___
f. Automatic sliding doors-----	___	___
g. Elevators for access to other floors-----	___	___
h. Braille on elevator controls-----	___	___
i. Special restroom facilities-----	___	___
j. Accessible water fountains-----	___	___
k. Accessible telephones-----	___	___
l. Does the library have an electronic circulation system?-----	___	___
m. If there is an electronic circulation system, does it hinder the entrance and exit of handicapped patrons?-----	___	___
n. Access to emergency exits-----	___	___
o. Accessibility to all rooms----- (If no, please indicate on back which rooms are inaccessible.)	___	___
p. Accessible (lower) card catalog-----	___	___
q. Clear aisles that are wide enough for wheelchairs, etc.-----	___	___
r. TTY machines for the deaf-----	___	___
s. Kurzweil machine for the blind-----	___	___
t. Automatic page turner-----	___	___

4. Would you please briefly indicate below what future five-year and long-range plans the library has for improving access for the handicapped?

THANK YOU VERY MUCH!

CODE

X = Already in place

P = Planned

* = Additions, improvements, buildings, planned or in progress

+ = Could not be contacted

1 DESIGNATED PARKING SPACES
 2 GRADED CURBS
 3 RAMPS AND RAILINGS TO ENTRANCE
 4 AUTOMATIC SLIDING DOORS
 5 ELEVATOR
 6 BRAILLE ELEVATOR CONTROLS
 7 ACCESS TO EMERGENCY EXITS
 8 SUFFICIENTLY WIDE AISLES
 9 ACCESSIBILITY TO ALL ROOMS
 10 SPECIAL RESTROOM FACILITIES
 11 LOWER WATER FOUNTAINS
 12 LOWER TELEPHONES
 13 AUTOMATIC CARD CATALOG
 14 AUTOMATIC PAGE TURNER
 15 KURZWEIL MACHINE
 16 TTY MACHINE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ASHAWAY Free Library		X	X				X	X	X	X						
BARRINGTON Public		X					X	X				X				
BLOCK ISLAND - Island Free*			X					X	X			X				
BRISTOL - Rogers Free Library		X									X					
CENTRAL FALLS Free Public*	X	X	X		X	X	X	X	X	X	X		X			
CHARLESTOWN - Cross Mills*		X	P					X	P			X	X			
COVENTRY Public	X	X		P			X	X	X	X	X	X	X		P	P
CRANSTON Public *(new building)	X	X	X	X			X	X	X	X	X	X	X			X
- Arlington Branch		X	X						X							
- Auburn Branch		X					X	X	X							
- Knightsville Branch			P						X			X				
- Oaklawn Branch									X							
CUMBERLAND Public	X	X	X		X	X	X	X	X	X	X	X	X			
EAST GREENWICH Free Library									X				X			
EAST PROVIDENCE Public*									X							
- Fuller Branch	P	X	X				X		X			X	X			
- Riverside Branch*		X	P		X		X		X	X						
- Rumford Branch																
EAST SMITHFIELD Public		X					X	X	X			X	X			
FOSTER Public									X			X				
FOSTER - Tyler Free Library*		X					X					X				
GREENVILLE Public*			P						X				X			
HARRISVILLE - Smith Memorial									X			X	X			
HOPE Library									X			X	X			
HOPE VALLEY - Langworthy Public*	P	P	P				P	X	X	P	P	X	X			
JAMESTOWN Public		X					X	X	X	X		X	X			
JOHNSTON - Mohr Memorial	P		P							P			X			
LINCOLN Public*	X	X	X				X	X	X	X	X	X	X			
LITTLE COMPTON - Brownell	X															

CODE

X = Already in place

P = Planned

* = Additions, improvements, buildings, planned or in progress

+ = Could not be contacted

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DESIGNATED PARKING SPACES
GRADED CURBS
RAMPS AND RAILINGS TO ENTRANCE
AUTOMATIC SLIDING DOORS
ELEVATOR
BRAILLE ELEVATOR CONTROLS
ACCESS TO EMERGENCY EXITS
SUFFICIENTLY WIDE AISLES
ACCESSIBILITY TO ALL ROOMS
SPECIAL RESTROOM FACILITIES
LOWER WATER FOUNTAINS
LOWER TELEPHONES
AUTOMATIC CATALOG
KURZWEIL MACHINE
TTY MACHINE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MIDDLETOWN Free Library		X	X				X	X	X	X		X	X			
NARRAGANSETT Pier Free Library*		X	X				X	X	X	X		X	X			
NEWPORT Public	X		X		X		X	X	X	X	X	X	X			
NEWPORT - Redwood Library								X				X	X			
+ NORTH KINGSTOWN - Davisville																
NORTH KINGSTOWN Free Library	X	X	X	P	X		X	X	X	X	X		X			
NORTH PROVIDENCE Union Free*																
NORTH SCITUATE Public*																X
PASCOAG Public								X				X	X			
PAWTUCKET Public*	X	X	X	X	X		X	X	X	X	X	X	X			
PEACE DALE - S. Kingstown Pub.									X				X			
- Kingston Free (Kingston)										X			X			
PORTSMOUTH Free Library		X	X				X			X			X			
PROVIDENCE Athenaeum		X	X				X	X			X	X	X			
PROVIDENCE Public*	X	X			X		X	X	X		X	X				
- Fox Point Branch								X								
- Knight Memorial Branch								X								
- Mount Pleasant Branch			X				X	X								
- Olneyville Branch			X				X	X								
- Rochambeau Branch*								X								
- Smith Hill Branch								X								
- South Providence Branch								X								
- Wanskuck Branch								X								
- Washington Park Branch		X					X	X								
+ SAUNDERSTOWN - Willett Free																
SHANNOCK - Clark Memorial*		X							X				X			
SLATERSVILLE - N. Smithfield													X			

CODE

X = Already in place

P = Planned

* = Additions, improvements, buildings, planned or in progress

+ = Could not be contacted

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		DESIGNATED PARKING SPACES	GRADED CURBS	RAMPS AND RAILINGS TO ENTRANCE	AUTOMATIC SLIDING DOORS	ELEVATOR	BRAILLE ELEVATOR CONTROLS	ACCESS TO EMERGENCY EXITS	SUFFICIENTLY WIDE AISLES	SPECIAL ACCESS TO ALL ROOMS	LOWER RESTROOM FACILITIES	LOWER WATER FOUNTAINS	LOWER TELEPHONES	AUTOMATIC CARD CATALOG	KURZWEIL PAGE TURNER	TTY MACHINE
TIVERTON - Essex (Central)		X	X				X					X				
+ - N. Tiverton Reading Center																
+ - Union Reading Center																
WARREN - George Hail Free				X				X					X			
WARWICK - Pontiac Free*		P	P					X								
WARWICK Public	X	X		X	X		X	X	X	X	X	X	X			
WEST GREENWICH Public		X	P					X	X		X	X				
WEST WARWICK Public	P	X	X				X			X	X	X	X			
WESTERLY Public	X	X	X		X		X	X		X	X	X				
WOONSOCKET Harris Public	X	X	X		X		X		X	X		X	X		P	

Discussion

The state of Rhode Island has sixty-seven public libraries, built between 1750 and 1981/82. Libraries built after 1974 have significantly better access than those constructed before 1974. However, there are some old building whose access is good due to major renovations. Most buildings constructed after 1974 had handicapped access in place as they were constructed.²

Entrance into building is more prohibitive than access within. Many respondents indicate that rooms are accessible only if the patron can enter the building. The room most cited as inaccessible is a public meeting room/auditorium. Also cited are the children's room, reference area, periodicals stacks, and general stacks.

A number of librarians are aware of the problems of the handicapped and express concern about finding suitable solutions to those problems. Funding is cited as the major barrier to achieving accessibility. It is interesting to note that three librarians state that they do not have any handicapped patrons, nor have they ever observed any handicapped citizens within their communities, and therefore feel that no services are necessary!

As a final note, it cannot be stressed enough that increased accessibility helps everyone. The elderly, the temporarily handicapped, and the permanently handicapped can all benefit from ease of access. The following is a brief bibliography of sources relating to services for the handicapped.

BOOKS

American National Standards Institute. Specifications for Making Buildings and Facilities Accessible To, and Usable By, the Physically Handicapped. New York: American National Standards Institute, 1961.

Definitions are given for specific measurements for facilities for the handicapped. Lists standards and materials for construction of facilities. Refers the reader back to legislation on access. The complete text of those laws is not included.

²New library construction must be in conformance with PL 93-112, the Rehabilitation Act of 1973 which states "...no otherwise qualified handicapped individual...shall, solely by reason of...handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Bednar, Michael J. Barrier-Free Environments. Stroudsburg, Pa.: Dowden, Hutchinson and Ross, Inc., 1977.

A collection of essays examining the physical, psychological, and sociological barriers to the handicapped, with some suggested solutions to some of the problems. Includes numerous illustrations of solutions to architectural barriers (especially on city streets).

Goldsmith, Selwyn. Designing for the Disabled. 2nd ed. New York: McGraw-Hill, 1967.

Lists measurement statistics on reach, width, turning space, etc. for people in wheelchairs and on crutches. Suggests size, height, location, color and materials for plumbing and lighting fixtures. Suggested size specifications for rooms, parking, and entrances are given for homes, offices, and public buildings. Numerous clear illustrations

Strom, Maryalls. Library Services to the Blind and Physically Handicapped. Metuchen, N.J.: Scarecrow, 1977.

A collection of articles on library service to the handicapped meant to make librarians aware of the special problems of the handicapped. Ideas on programs and planning along with information on federal programs and assistance are provided. Includes bibliographies for special needs patrons and a state-by-state list of regional libraries that supply special books, machines, etc.


Wright, Kieth C. Library and Information Services for Handicapped Individuals. Littleton, Colo.: Libraries Unlimited, Inc., 1979.

Stresses awareness to dispell misconceptions about the handicapped. Gives definitions of types of handicaps and how they can become barriers. Provides ideas on programming and bibliographies at the end of each chapter. A directory of foundations, associations and service organizations is included.


ARTICLES

- Begg, R.T. "Disabled Libraries: An Examination of Physical and Attitudinal Barriers to Handicapped Library Users." Law Library Journal 72 (Summer 1979): 1032-3.
- Hall, C.C. and Yarmal, A. "Libraries and P.L. 94-143; Awareness Planning Makes a Difference." Top of the News 35 (Fall 1978): 67-73.
- "Library Services for Specialized Users." Wisconsin Library Bulletin 75 (Summer 1979): 219-28.
- "Special Students - Our Special Challenge." School Media Quarterly 8 (Fall 1979): 16-32+.
- Wilkins, B. and Cook, C. "Library Services for the Blind, Handicapped and Institutionalized." Library Trends 27 (Fall 1978): 175-8.

*"I burn the rubber off my wheels--
I can hardly wait.
My wheelchair's 30 inches wide--
the john is 28.
Some folks plead for civil justice
when they are set upon.
I ask for just one freedom, the
right to use the john.
I've thought about reforming;
changing my evil ways
And be a model of deportment for
the remainder of my days.
But when I get to heaven and face
that pearly gate,
St. Pete will say, "You're 30
inches wide, our gates are 28."
(author unknown)*



Rhode Island Radio Information Service
by Barbara L. Wilson*



A new service for handicapped Rhode Islanders unable to use regular print materials is scheduled to make its debut this year, the International Year of Disabled Persons. The Rhode Island Radio Information Service, a nonprofit corporation established last year under the leadership of the late Dr. Hayvis Woolf, will offer local programming of information not available on commercial radio or television. This will include in-depth news and information gleaned from the daily newspapers, periodicals, weekly newspapers and other sources. Blind or physically disabled persons will thus have independent access to current information about daily life and events in their communities as well as the state.

This radio service will be broadcast over an FM subchannel or side band which can be received on a special SCA receiver that is pretuned to the designated frequency. Many areas of the United States have had such a service for the past few years. The first one aired in Minnesota in 1969. There are now over 100 stations on the air, with all but two utilizing an FM subcarrier. Most read the daily papers giving consumer and shopping information, grocery sales, recipes, the comics and feature columns. Also, current books and magazines not already available from the National Library Service for the Blind and Physically Handicapped are read. Interviews, religious and social events, travel features, home management for the handicapped, sports news and foreign affairs are some of the kinds of programming available.


The Rhode Island Radio Information Service, with a staff of four, will rely heavily on volunteers to perform the various tasks necessary. Nationally, volunteers have proved to be a reliable source of manpower. Locally, a wide range of volun-

*Barbara L. Wilson is Chief of Special Library Services, RI Dept. of State Library Services, and Vice President, Rhode Island Radio Information Service, Inc.


teers are helping to get the station on the air. Once this is accomplished, many more will be needed. The staff is now compiling a roster of volunteers with various interests and abilities. Anyone interested may contact Judy Smith, Executive Director at 331-0222.

The radio service will be available to those who register and fulfill the same requirements as used by the Library of Congress, National Library Service for the Blind and Physically Handicapped. Listeners will be asked to purchase the receivers, or they may be recipients of donated receivers from service organizations such as the Lions or Rotary. Volunteers will deliver the receivers and place them so that the best reception is obtained.

The Department of State Library Services and the RI Regional Library for the Blind and Physically Handicapped are cooperating with RIRIS (RI Radio Information Service) in the development of this service which will increase the independence and knowledge of handicapped persons in this state.



Some Tips on Helping Deaf Patrons in the Library
by Joan Carlson*



People are always surprised when they visit my library. It does not look like a "special" library. There are no visible signs that this is a library in a school for deaf children -- until I communicate with a kid with sign language as well as voice! The books, films, magazines, etc. are the same as any well supplied school library would have. I am a school librarian, not a librarian for a deaf school.

*Joan Carlson is the librarian at the Rhode Island School for the Deaf.

Recently, there has been an enormous awareness of the needs of many groups within our community who because of handicaps are not served by libraries. I applaud this, because the deaf certainly fall within the category of the "unserved." However, I don't want us to forget that our librarianship is what we offer as service. There need be no librarian for the deaf alone.

What do the deaf need? Just what the hearing need. But let me tell you what I can't do if I were deaf that a hearing person can do in your library. First, I can't call you with a question about service or reference. I would have to come in person and hope I can communicate my ideas to you.

As an adult who is deaf, I may have had a bad experience in the past when libraries were all "shhh!" My voice will sound strange and rather loud to you, and though I am doing all I can to make the correct sound, I know it will sound distorted. Please don't be embarrassed. I want to talk with you; however, if my speech isn't clear, ask me to write down my request. Some deaf adults are not very comfortable with this communication form, but if you are pleasant and comfortable, they will be too.

I may not understand the categories in a library. As a deaf adult, I may not know how to browse. You may need to help me by asking some careful questions about my interests. I may not know that I don't have to pay to use the books but that I must pay if I don't return my books on time. Remember, I can't call on the phone to renew them.

I may not understand the words on the card application, and you may have to rephrase some of the questions in simpler language. I'll be embarrassed about this perhaps, but librarians have all experienced bi-lingual folks by now, so you'll find a way to help.

Of course, if you know sign language, I'll be delighted, but I don't expect it. However, a librarian with such skill in some of the larger city libraries (since most of us live in cities) would be most welcome!

I want programming too. I'd appreciate captioned films on a variety of topics, just as your hearing patrons do. I'd come to meetings of public interest if you had interpreters, but get me to sign up in advance before hiring an interpreter because they can be expensive. There may be public events that are signed which I may not be able to attend because of work or family responsibilities, but I'd like to see them on video tape. Some creative programming using sign for me

and my family, such as story hours in sign, would be welcomed. A chance for deaf "golden agers" to come together since we don't fit into regular senior's groups easily would also be appreciated.


My hearing loss and its attendant problems may have kept me out of your library in the past. I'll become an active patron if some or all of my needs are met -- just like all of your other happy hearing patrons!

INTERNATIONAL YEAR OF DISABLED PERSONS


IYDP 1981

In recognition of the 1981 International Year of Disabled Persons (IYDP), Rhode Island librarians are especially encouraged to take note of a new weekly column, "About the Disabled" in the Metro Section of the Providence Sunday Journal. The column lists current IYDP events throughout Rhode Island, as well as special television programs on disability, and sources of information on various disabilities.

"About the Disabled" offers librarians an opportunity to publicize their disability-related programs (special speakers, collections, displays, acquisitions, etc.) at no cost. In addition, librarians are advised to keep copies of the column in their vertical files, post it on current events bulletin boards, and send away for the many free publications listed. For more information about the Rhode Island IYDP, call the Governor's Citizen Information Service at 277-2494, 8:30-4:00, Monday through Friday.



Some Basic Reference and Professional Books
About Disabilities for Libraries



by Debbie Barchi*

The following is a brief bibliography of books about disabilities which would be very useful for librarians and patrons in just about every library. I have divided the books into two categories: reference and professional reading. However, several of the books could easily fit into either category, such as Ruth Velleman's book Serving Physically Disabled People which contains articles as well as extensive bibliographies and lists of organizations. I have noted which of the publications are free of charge, and at the end of the bibliography I have listed several miscellaneous publications which are also free.

Reference Sources

Bisshopp, Patricia. Books About Handicaps for Children and Young Adults. East Providence, RI: Rhode Island Easter Seal Society, 1978. (Available free if picked up at Meeting Street School. Otherwise there is a \$2.00 shipping/handling fee.)

A sixty-four page, annotated, evaluative bibliography of children's books which portray disabled individuals in primary or secondary roles. Entries are arranged by handicapping condition. There is an author/title index and a list of resource reading.

Bruck, Lilly. Access: The Guide to a Better Life for Disabled Americans. New York: Random House, 1978.

A combination reference source and primer on consumer rights for the handicapped, this book could be used to answer reference questions, but might perhaps be more useful if allowed to circulate. Indexed and available in paperback.

The Directory for Exceptional Children: A Listing of Educational and Training Facilities. Eighth Ed. Boston: Porter Sargent, 1978.

A standard reference guide of over 3,000 public and private educational and training facilities in the United States for exceptional children, such as boarding schools, outpatient clinics and residential institutions.

Directory of National Information Sources on Handicapping Conditions

*Debbie Barchi is librarian, Meeting Street School.

and Related Services. Washington, D.C.: US Department of Health, Education, and Welfare. Office of Human Development Services, 1980.

The focus of this directory is primarily on agencies which provide information about handicaps, although many of the agencies provide direct service as well. There is an extensive subject index.

Directory of Organizations Interested in the Handicapped. New York: People to People Committee for the Handicapped, 1980. (Free).

Unlike the Directory of National Information Sources... mentioned above, this directory stresses organizations which are direct service providers. It lists some organizations which you would not immediately think of as providing services to the handicapped such as the Association of Junior Leagues. Listings are alphabetical and include addresses, officers, and organizational goals and programs.

The Green Pages Rehabilitation Sourcebook. Winter Park, Florida: Sourcebook Publications, 1980.

A resource guide to products for disabled people. The place to look if a patron should request an address for a company that makes pillow-case stuffers or non-electric ear trumpets.

Human Service Agencies in Rhode Island Directory. Providence: Council for Community Services, 1980.

The 1980-82 Directory, edited by Nancy L. Fisher, attempts to describe all known, non-profit community service agencies in Rhode Island, many of which serve the disabled. There are indexes by name of organization and by type of service offered.

Professional Reading

Baskin, Barbara H. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: Bowker, 1977.

Although some of the books in the annotated bibliography are now out of print, there are almost one hundred pages of introductory essays covering such topics as societal stereotypes and trends in the publishing of children's books about disabled people. An excellent book for librarians working with children.

Velleman, Ruth A. Serving Physically Disabled People; An Information Handbook for All Libraries. New York: Bowker, 1979.

A comprehensive handbook for librarians which covers such topics as barrier-free design and explains specific disabilities. There are bibliographies for core collections about disability in public libraries, a model rehabilitation library, and a special education collection for universities. There are six appendixes of agencies dealing with the handicapped.

Miscellaneous Publications

"Books and Pamphlets for Parents and Teachers of Children with Handicaps: A Basic List." This current annotated bibliography is free. Write to the National Easter Seal Society, 2023 W. Ogden Avenue, Chicago, Ill. 60612.

International Directory of Access Guides. Second Edition.

Lists 37 publications on accessibility, covering 35 countries. This free publication would be very helpful to handicapped or elderly travelers. Write to Rehabilitation International USA, Travel Survey Department, 20 West 40th St., New York, NY 10018.



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, 150 Empire Street, Providence RI 02908. 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: Mary Frances Cooper, Providence Public Library, 150 Empire Street, Providence RI 02908. In order for a job notice to appear in the Bulletin, it must be received before the 15th of the preceding month.

TECHNICAL LIBRARIAN: Immediate opening. Responsible for operation of Billerica, Mass. Branch Technical Library. Responsibilities will include maintaining state-of-the art awareness of information industry technology and literature resources, as well as recommending the purchase of new materials consistent with business information needs. Qual.: MLS or equivalent experience and ability to prioritize under high-pressure situations; 2-3 years experience in special libraries; experience in computer industry environment and/or experience in electronics/high technology/general business information centers. Familiarity with online database searching and good interpersonal skills are also required. Send resume and salary history to: D. Susan Wolf, Honeywell Information Systems, 200 Smith Street, M/S 466, Waltham MA 02154 (Bost. Globe 3/29)

TWO POSITIONS:

HEBREW CATALOGER: Catalog and classify Hebraica and other related duties. Qual: MLS or equivalent, fluent Hebrew and English, graduate training in Jewish studies, knowledge of Yiddish, one year's related work experience. Sal.: \$14,600 minimum.

INDEXER, ANTHROPOLOGY: Indexes articles and essays, maintains subject catalog, prepares copy for journal, supervises staff. Qual: MA in Anthropology, reading knowledge of 2 - French, German, Spanish, Russian. Supervisory experience, MLS, editorial/proofreading experience desirable. Sal: \$14,600 minimum. Send resumes to: Ms. Carlin, Harvard College Library, Cambridge MA 02138 (NYTimes4/5)

PROJECT LIBRARIAN: Entry level position, requiring strong organizational skills with attention to details and ability to work in busy environment. Tasks include maintaining software and ability to work in busy environment. Tasks include maintaining software records and operating mini-computer for information storage. Excellent growth potential. Experience not required. BA/BS preferred. Call Candace Wyche, 617-661-8100 (Bost. Globe 3/29)

LIBRARIAN/LIBRARY ASSISTANT: Large Boston law firm. Will assume general duties under supervision of Head Librarian, including routing of library materials, general reference work, interlibrary loan and cataloging of legal materials. MLS and law library experience assets but not essential. Salary commensurate with experience. Send resumes to: K224 Globe Office, Boston Globe, Boston MA 02107 (Bost. Globe 4/5)

HEAD OF THE CONSER OFFICE: Responsible for the coordination and supervision of the CONSER operation. Serves as operational-level liaison with the National CONSER project, analyzes and disseminates CONSER-related documentation, provides consultation and training in CONSER standards and procedures, catalogs serials and does authority work. Supervises one professional and one library assistant. Qual: MLS with at least 4 years professional experience, significant experience in serials cataloging and MARC format thorough knowledge of AACR2. Knowledge of one or more foreign languages, familiarity with CONSER standards and operations, familiarity with OCLC operations, supervisory experience desirable. Available June 1. Send resumes to: Philip E. Leinbach, Assistant University Librarian for Personnel, Harvard University Library, Wadsworth House, Cambridge MA 02138. Rank: Librarian II, Sal: \$17,400 minimum. (LJ Hotline 3/23)

LIBRARIAN II IN TECHNICAL SERVICES: Position includes responsibility for acquisitions and some original cataloging. Successful candidate must demonstrate ability to work with online acquisitions, cataloging and circulation systems. Knowledge of AACR2 and LC classification required. Qual: MLS (ALA-accredited) Sal: Beginning at \$10,400. Position available immediately. Apply to: Lawrence A. Eaton, Director, Pawtucket Public Library, 13 Summer Street, Pawtucket RI 02860.

DIRECTOR: Small public library, part-time position. Qual: BA plus library experience. MLS preferred. Send resume and letter of application to: Clark Memorial Library, Box 68, Shannock RI 02875.

THREE POSITIONS:

SUPERVISOR OF CHILDRENS SERVICES

PERSONNEL MANAGER: Sal: \$19,700-21,686.73. Qual: AB and MLS, 5 year's experience in service area, 3 year minimum of high administrative responsibility.

INFORMATION AND REFERRAL SPECIALIST: Sal: 13,499.23-14,686.65. Qual: AB and MLS, 2 years experience in related service area. All applications must be accompanied by two letters of reference, submitted by May 11 to: Chairperson, Selection Committee, Cambridge Public Library, 449 Boradway, Cambridge MA 02134 (LJ Hotline 4/6)



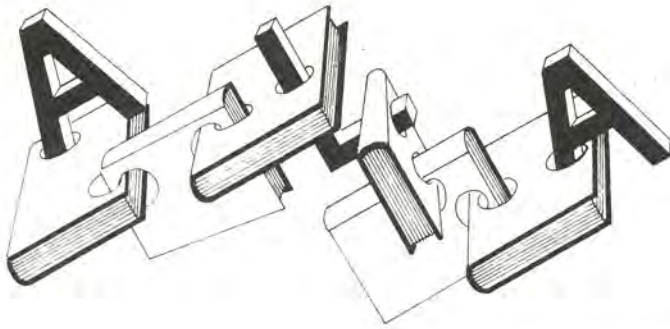
CALENDAR

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, 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.

- May 10-12 ANNUAL MEETING MLA. Sheraton-Sturbridge Inn, Sturbridge Inn, Sturbridge 9:00. Contact: Patricia A. Demit, PO Box 7, Nahant, MA, 01908 6.7-581-1562
- May 12 INFOEX "Providence Libraries" Providence Public Library, 150 Empire Street, Providence. Meeting starts at 10:00 am. Come for coffee at 9:30
- May 17-18 ANNUAL MEETING. New England Library Board and Panel of Counsellors. New England Center for Continuing Education, Durham, NH. 4:00 pm 5/17-3:00 pm 5/18. Fee: \$5. Open to members and guests. Contact: David L. Reich, Executive Secretary, NELB, Two Central Plaza, Augusta, ME 04330. 207-622-4733.
- May 28 "Books as Collector's Items: A workshop on collecting and conserving with special emphasis on RI materials.

10:00 am - 3:30 pm. Includes buffet luncheon. Registration fee \$4.00. Sponsored by the South Kingston Public Library, Peace Dale, RI 02883. For more information contact Connie Lachowicz at 789-1555 or Charlotte Schoonover at 783-8254.

- June 4 RILA Executive Board Meeting. Thursday 2:00-5:00 pm at museum of RI History at Aldrich House Reception Room.
- June 5 Poetry Festival. Noted poets Ashley Bryant and X.J. Kennedy will be the featured speakers at the annual Spring Festival of the Roundtable of Children's Librarians of the New England Library Association. This poetry Festival will be held at Mount Holyoke College in South Hadley, MA on Friday June 5, 1981 from 9:30 am to 4:00 pm. For more information on cost, contact: Caroline Heilman, Children's Services Consultant, Vermont Department of Libraries, c/o State Office Building Post Office, Montpelier, VT 05602. (802)828-3261.
- June 24-26 Views and Approaches to Bibliographic Instruction A preconference Institute at the University of San Francisco, sponsored by the Bibliographic Instruction Section of the Association of College and Research Libraries. For complete schedule, details and pre-registration form, write to BIS Preconference, ACRL/ALA, 50 East Huron St., Chicago, Illinois 60611.
- June 24-26 ACRL CE offerings at ALA Annual Meeting. Five Continuing Education Courses and three section-sponsored pre-conferences. Includes: CE1-The Librarian as Consultant; CE2-Planning and Procuring a Turnkey Library System; CE3-Effective Supervisory Skills; CE4-Career Planning and Development for Academic Librarians; CE5-Basic Archives Management for Librarians; PC1-Premises, Problems, Promises; PC2-The Impact of The New Technology on LRC Programs; PC3-The Collection Builders: Booksellers, Collectors, Librarians. For information: Julie Carroll Virgo, Executive Director, ACRL/ALA, 50 East Huron St., Chicago, IL 60611.
- June 30 Cataloging Audiovisual Materials Using AACR2. Sponsored by ALA Resources and Technical Services Division, Audiovisual Committee and the Music Library Association, Cataloging Committee. Enrollment limited to 150. For information: Executive Secretary, RTSD, American Library Association, 50 East Huron St., Chicago, Illinois 60611.



ALA RESPONDS TO THE CONCERNS OF ITS MEMBERS

By Jody Pitsenberger

In 1977, recognizing that "there is no established means by which the individual ALA member's priorities can be tapped to provide a firm basis on which to assign the Association's resources", the Future Structures Committee of ALA sought to create such a mechanism, and did.

At Midwinter 1978, Council directed the ALA Committee on Planning to conduct a survey of membership priorities, which could serve as a basis for determining current and future priorities for the Association. The committee conducted the survey in Fall 1979 and released it at Midwinter 1980. Discussion on the survey results was generated, and other data were collected from a wide range of sources to supplement the survey. Priorities were drafted.

Framework for Priorities

Since the goal and priorities statement in the current Handbook is a decade old, and because the delegates to the WHCLIS recommended holding such a conference every ten years "to establish the national information goals and priorities for the next decade", the Committee thought it appropriate to look ahead to the next decade as the framework in which to review and rework the ALA priorities.

The Committee has identified the following as major trends emerging in the 1980's which ALA must respond to if it is to continue to represent and protect the interests of libraries and librarians:

- a) the unfavorable economic climate which dictates continuing cutbacks in financial support for all types of libraries at local, state, and national levels, resulting in loss of library services and jobs.
- b) the declining public perception of the value of libraries and the importance of free access to information.

- c) the increasing pressures at all governmental levels being mounted against library materials and librarians defending intellectual freedom principles.
- d) the profound changes, brought about by the information explosion and the computer and telecommunications technology developed to control it, in the way Americans get and use information.

Priorities

To meet these challenges, the Committee recommends the following ALA priorities:

1. Legislation/Funding
These items overlap but neither is all-inclusive of the other. Promotion of legislation, at all levels, which is favorable to libraries and library-related concerns, must be aggressively pursued. Means must be developed for facilitating the effective competition of libraries for appropriated dollars, as well as for funds from alternative sources.
2. Access to Information
Any individual should be able to obtain any information needed, at the time needed, and in a format the individual can utilize (this will be extended to reflect the issue of removing barriers - economic, cultural, physical, geographic, etc. - between an individual and the information needed by that individual).
3. Public Awareness
Covers promotion and understanding of library and information services and resources, and their importance to all segments of society. Good public relations is basic to the attainment of the first priority.
4. Professional and Staff Development
Includes the provision of opportunities for training in order to maintain the level of staff competence equal to the demands made on library and information services.

(The Committee has asked ALA to keep in mind those priorities which have not been listed, but which were of interest to many librarians responding to the survey: cooperation/networking, research, standards and guidelines, international relations.)

The above is from a report prepared by the Committee last

November. The Committee is open to suggestions, and is sincerely committed to having the priorities reflect the wishes of the membership. American Libraries will be publishing further information soon. Membership will have an opportunity to discuss, change and add to the Committee's report in San Francisco.

It should be of interest to many Rhode Islanders attending the conference. After Membership discussion, the Council will be asked to take action. For librarians interested in contributing ideas/comments but who will not be going to the 1981 Conference, you are encouraged to contact the Planning Committee Chair, Judith Farley: 1301 Delaware Ave., S.W. Apt. N404, Washington, D.C. 20024.

This is certainly an opportunity for us, as individual librarians, to have a say in the direction of the American Library Association.

The Government Relations Committee would like to thank all those who attended the March 31 hearing on the State Documents Depository Bill. Those who were called upon to testify appreciated the support and enthusiasm of their colleagues in attendance. Moreover, our members as well as our words told the committee that people really do want to do something about documents.

Judith Stokes
Judith Stokes, Chairperson

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