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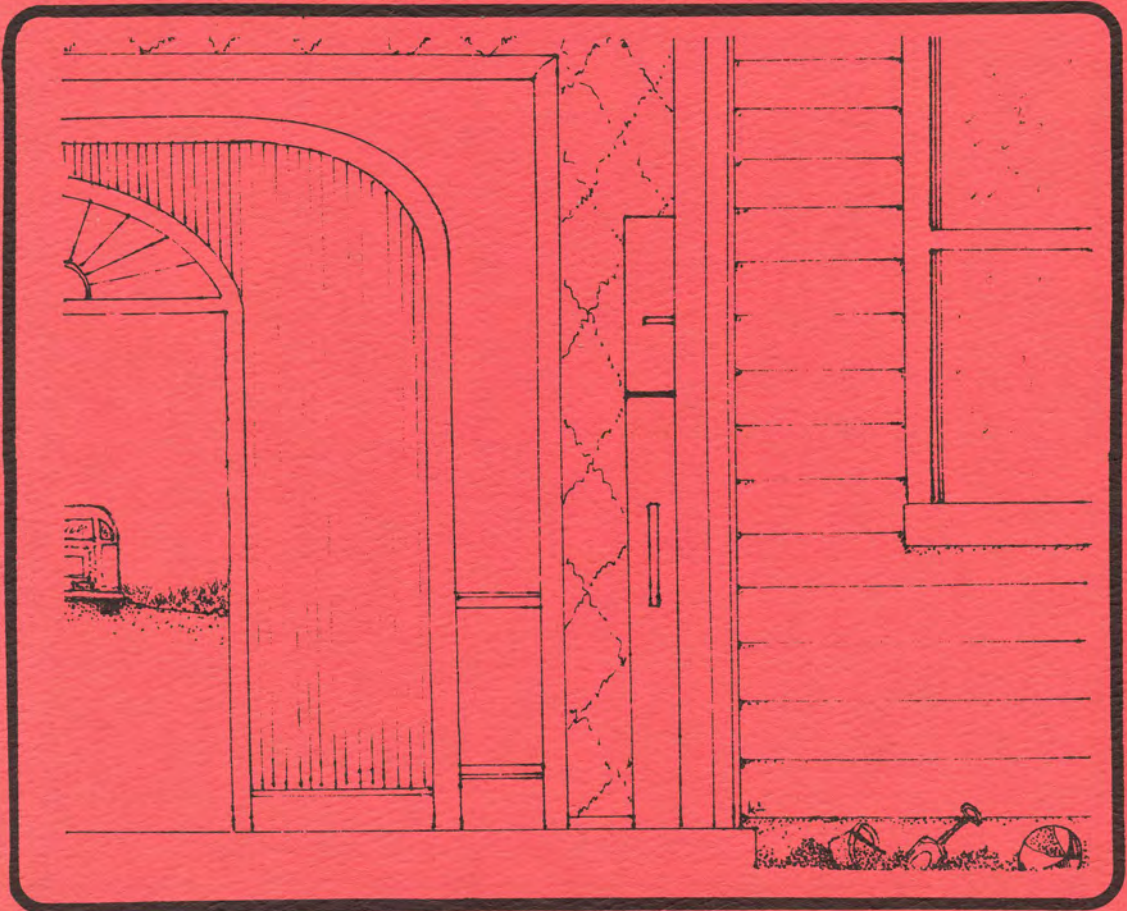
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# Rhode Island Library Association Bulletin



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**november 1981**



RHODE ISLAND LIBRARY ASSOCIATION

150 EMPIRE STREET

PROVIDENCE, RHODE ISLAND 02903

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BULLETIN

NOVEMBER 1981

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Cover art by karin negoro



## EDITOR'S NOTEBOOK



Many thanks to Bernard Schlessinger, Nancy Peace, Louise Sherby, and Jill Smith who contributed papers to this month's issue of the Bulletin, entitled "Focus on Academic Librarianship". Special thanks go to Carol Hryciw who served as guest editor and who contributed an article about the future of professional catalogers in academic libraries. In addition, you will find the annual report of the hard-working RILA Public Relations Committee which was inadvertently left out of our October conference issue and the official RILA statement on government legislation.

In the past, it has been the editorial policy of the RILA Bulletin to require that all submissions be received by the fifteenth of the month in order to be printed the following month. With the increase in the number and length of submissions and the fact that the current editors are unable to work on Bulletin assignments during their regular work hours, it has become necessary to change the editorial policy on submission dates in order to ensure that the Bulletin is published on schedule. Therefore, beginning with the January, 1982 issue, all articles and reports of more than two pages must be submitted to the literary editor by the first of the month in order to be published the following month. Please note that this policy change applies only to articles and reports. Calendar announcements, job notices, and brief news items may still be submitted to the appropriate staff members by the fifteenth of the month.

Another problem continually plaguing the editors is what to do about cover art. It has been suggested that we contact the art departments in nearby colleges and search out young artists in local high schools, and these options will certainly be explored in the following months. However, it occurred to me that we might have some excellent material to work with if we were able to use sketches of various libraries in Rhode Island for our covers. Many libraries, particularly some of the older public libraries, have been sketched by artists, and the drawings have appeared on library stationery, bookplates, etc. If you have a good sketch of your library which could be enlarged or reduced to appear on our cover, please send the sketch (or bookplate or piece of stationery) to me, in care of Meeting Street School, 667 Waterman Avenue, East Providence, RI 02914. Also include a two or three sentence statement about your library (when founded, etc.) and, if possible, the name of the artist who drew the picture. Librarians, trustees, and board members will be pleased to see a drawing of their library featured on the cover of the RILA Bulletin, and the editors of the Bulletin will be happy to have a supply of good art work!

Don't forget that November 16 and 17 are the dates for the annual RILA conference at the Newport Sheraton Islander. See you there!

Debbie Barchi



GUEST EDITOR'S NOTEBOOK  
BY  
CAROL HRYCIW

Beverly Lynch, University Librarian at the University of Illinois at Chicago Circle, stated in her theme address given at the recent ACRL Second National Conference in Minneapolis that Europeans speak of the great status of their research and university libraries; for example, the British Library and the Bibliothèque Nationale. With an obvious ring of pride in her voice, Ms. Lynch continued on to say that in the United States one hears more of the greatness of our academic librarians than of the libraries to which these librarians belong. She indicated that the emphasis placed on the librarians in American thinking is highly appropriate in view of the fact that the effectiveness of academic libraries depends on those who staff them. Unmistakable, although unstated, was Ms. Lynch's intention to accord high praise in her presentation to those specialists we identify as academic librarians - the professionals who contribute uniquely to American higher education by developing and extending bibliographic control over college and university library collections, instructing students and advising the college and university community in the use of these collections, providing information services to the library's community (including the community at large), and conducting research which increases the knowledge base in library practice and information science.

The articles in this issue of the RILA Bulletin similarly point with admiration to the fine work that academic librarians accomplish. More obvious, are the direct and indirect references in each article to the fact that academic librarianship is a profession in which most members must work long and hard not only to serve their college or university communities well but also to defend their positions within these communities. The determination to give nothing but the best in service and the necessity to clarify their worth to the community are situations which are familiar to all librarians.


Jill Smith, drawing upon her own experiences at the Chemistry Library of the University of Illinois, describes how the university science librarian shares the responsibilities of both an academic and special librarian. In the course of that description, she points out a variety of problem areas: under-utilization of the librarian, poor communication between faculty members and the librarians, technological devices which break down or suffer abuse and misuse, the rigors of maintaining reserve collections, and, of course, theft of library materials.

Addressing the concern that the days of the professional catalog librarian in academic libraries are numbered, your guest editor offers a perspective on the past, present, and future of cataloging in academic libraries which is intended to spread optimism about the continued need for and use of the talents of the academic cataloging specialist. It is hoped that catalog librarians other than in academic libraries will also find this article to be thought-provoking and pertinent to their situations.



Finally, Nancy Peace and Bernard Schlessinger on the one hand and Louise Sherby on the other present contrasting viewpoints on faculty status for academic librarians. Over a century ago in 1878, faculty status for professional librarians was first proposed by H. A. Sawtelle, and ever since then the topic of faculty status has been the focus of dialogue, diatribe, and at the very least, deep concern. While faculty status for academic librarians is now a common occurrence in the United States, the problems surrounding its attainment and retention are still quite evident. In view of some of these problems, Drs. Peace and Schlessinger offer an alternative to the faculty status track for academic librarians. Conversely, Ms. Sherby defends the appointment of academic librarians to the faculty track and presents arguments based on the enhancement of image and receipt of tangible faculty benefits, along with the greater possibility of providing better library services.

Many other views of academic librarianship could have been included in this issue, but time and space limitations and the interests of the individual authors guided the guest editor to her choice of offerings. However, this needn't be the end of our explorations of this topic. Send the editors of the Bulletin your comments on the articles presented here, and let us know if further profiles and/or treatment of particular areas of academic librarianship would appeal to you!



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FACULTY STATUS FOR ACADEMIC LIBRARIANS:  
A MIXED BLESSING AND AN ALTERNATIVE PROPOSAL  
BY  
NANCY PEACE & BERNARD S. SCHLESSINGER

The subject of faculty status for academic librarians has been one of intense interest in the past, culminating in the seventies with the granting of such status to many academic library professional staffs. The interest subsided in the late seventies as, in the authors' estimation, librarians settled in to enjoy the benefits of faculty status. That such a sag in interest occurred can be easily seen by reference to a count of the number of documents dealing with status of academic librarians cited in Library Literature. Where there were better than sixty such articles cited in 1974-1975, that number fell to forty-one in 1976-1977, thirty-four in 1978-1979, thirteen in 1980 and three in the first half of 1981. The authors have seen, in different parts of the country, an analogous decrease in vocal concern of academic librarians with faculty status, especially in libraries where professional staff hold such status.

Although some would probably applaud the decrease in both written and vocal concern with the subject of faculty status for academic librarians, the authors are uncomfortable with it, especially in view of what they perceive as a growing possibility that such status may be reevaluated in this decade due to at least two sets of related issues being discussed more and more frequently on campuses:

- 1) Discussions in Library Faculty Promotion and Tenure Committees of what constitutes reasonable grounds for the library's granting of tenure and promotion. The authors have seen a number of recent instances, especially in larger academic libraries, of denial of tenure and promotion to librarians who are judged, from a library service standpoint, as excellent to superior, but who "simply have not published".
- 2) Discussions in University Faculty Promotion and Tenure Committees of the injustice of granting promotion and tenure to librarians who "cannot match, in educational credentials or in research and publication, the records of other legitimate faculty members."

The discomfort of the authors is heightened as they note the increasingly tighter budgets and the higher percentage of tenured faculty with which university administrators must cope as the decade progresses. If, as the authors suspect, faculty status for academic librarians will come under intense scrutiny again in the eighties, the profession should be prepared to fight for its continuation only if it remains, on the basis of proven benefits acquired in the seventies, something worth fighting for. Let us therefore look at the record, although admittedly through the eyes of only two active library educators.



## BENEFITS OF FACULTY STATUS

In his book, *Faculty Status for Librarians*, Virgil Massman<sup>1</sup> defines faculty status as including "academic rank and titles and equal treatment with the faculty in matters such as 1) salaries; 2) voting privileges in the institution's governing body; 3) vacations; 4) sabbaticals and other leaves; 5) access to research and travel funds; 6) tenure; and 7) service on faculty committees." To these the authors would add three important fringe benefits 8) flexibility of schedule time on campus; 9) permission to engage in consultant activity during working hours; and 10) an academic (9- or 10-month) work year.

Although hard data on how well academic librarians have fared in achieving the benefits of faculty status is not available, the authors, on the basis of their experience and preliminary research, are positive that librarians are, on the average, accorded equal treatment in only two areas: voting privileges in the institution's governing body and service on faculty committees. For the most part, academic librarians compared to other faculty still exist at lower salary levels, with less vacation time, at a disadvantage in both leaves and additionally-granted funding, with very little schedule flexibility or available consultant time, and with 12-month contracts. The question of tenure remains cloudy. For most library professional staffs, tenure has been relatively attainable, while promotion to higher rank has not.

It would seem that faculty status, on the whole, has given academic librarians the opportunity to do the work of the faculty but not to participate in the monetary and other fringe benefits of being a faculty member. Put another way, the faculty and its deliberative bodies (both councils and committees) have recognized the superior organizational and information-handling capabilities of the librarian, with a concomitant increase of the librarian's image, but has failed to extend the other rewards of faculty status, which, in truth, are not theirs to provide.

## PAYMENT FOR FACULTY STATUS BENEFITS

One might argue that the perception by the university faculty of the librarians as individuals capable of operating in committees and on councils at a superior level is no mean position to have achieved. But that must be balanced against what has been lost in the process.

Since academic librarians have not been accorded, for the most part, either flexible scheduling with released time or academic year schedules, any service work performed for the university has been accomplished at the expense of the service provided by the librarian at the work station. As budgets get tighter and staff time less available, libraries will be poorly equipped and librarians poorly advised to support the administrative functioning of the deliberative bodies of the university faculty at the expense of library service. No other unit of the university is expected to do so, e.g., university faculty members operating in official capacities in deliberative bodies such as faculty senates can usually count on release time or on appropriate use of the flexibility of their schedules. Library faculty members occupying similar posts are expected to perform the function without release time and without the availability of flexibility in scheduling.

Further, the heightened image provided by service is paid for in the very poor image presented by academic librarians in promotion and tenure discussions. These have traditionally revolved, in academia, around the "holy trinity" of

teaching, service and research, usually stated in that order. Most academicians reverse that order in promotion and tenure considerations, so that research (and publication) become a dominant theme, with teaching accorded some discussion, and service very little. When academic librarians are discussed, the usual thrust of the argument is on superior service performance. The arguments made for teaching are as an aid, not usually as a prime information transmitter over a long period in any discipline. And the arguments for research and publication are generally weak indeed, with little research indicated, and publication in the area of position papers (like this one).

#### AN ALTERNATIVE PROPOSAL

As indicated above, the authors believe that faculty status has been and continues to be a mixed blessing for academic librarians. In order for academic librarians to retain the advantages gained without exposing themselves to serious disadvantages, the authors propose that future discussions of the status idea revolve around establishing some type of alternative track for academic librarians. Considerations for the alternative track might include:

- 1) granting of promotion to library ranks with tenure on the basis of service performance with recognition of the value to all teaching of the academic librarian's effort. In essence, this would waive a research and publication requirement in recognition of the difficulty involved in achieving the necessary record when operating on a 12-month appointment with little or no schedule flexibility. It would also force administrators to acknowledge the inequities in granting of salary, leaves and "additional funding" to academic librarians by virtue of their waiving of the research and publication requirement.
- 2) granting of promotion to regular faculty ranks with tenure once a record of research and publications was established.

Institution of such an alternative system would allow the newly graduated MLS to develop the research skills (and advanced credentials) necessary for pursuing a suitable research record without worrying about promotion and tenure in competition with faculty members trained in research in their academic discipline. It would make the second master's, the advanced specialist degrees in librarianship, and the doctorate attainable, while promotion to library rank with tenure could be achieved without it.

Perhaps, if such a system were in place, academic librarians with research interest could aspire to special status in the library, recognized by administration with all the benefits of faculty status. One could also hope that such a system could allow for trading of research academic librarians with their colleagues in the library schools with resultant benefits to both. All sorts of good things might become possible if we were to look at alternatives before it became necessary, rather than after.

#### Notes

<sup>1</sup>Virgil Massman, Faculty Status for Librarians (Metuchen, N.J.: Scarecrow, 1972).

Nancy Peace is an Assistant Professor at Simmons College School of Library and Information Science.  
Bernard Schlessinger is the Dean of the Graduate Library School at the University of Rhode Island.





THE PURSUIT OF FACULTY STATUS  
BY  
LOUISE S. SHERBY

Academic librarians have been in pursuit of some sort of status for a number of years. One of the earliest studies conducted to determine whether or not librarians had academic or faculty status was done in 1911 by W. E. Henry.<sup>1</sup> Since that time, numerous studies of various kinds have been conducted to chart the progress or lack of progress, as the case may be, towards the goal of faculty status for academic librarians. A major effort towards that goal was mounted in the late 1960s and culminated in the adoption of the "Standards for Faculty Status for College and University Librarians" in 1971 by the Association of College and Research Libraries (ACRL).<sup>2</sup>

There are three major reasons why academic librarians have pursued the goal of faculty status. Many librarians seek status for its own sake and as a means of increased social status. Others see it as an enhanced opportunity to provide better service to the academic community, and still others are interested only in the additional benefits it provides.<sup>3</sup>

#### STATUS FOR ITS OWN SAKE

Librarians, in general, and academic librarians, in particular, have long felt that the contribution they make to the educational process has not been recognized by the very people to which that effort is directed - the students and the faculty. Certainly, librarians of all types continue to be plagued by the stereotypical image of the "little old lady in tennis shoes with her hair in a bun". Therefore, many academic librarians hope that the granting of faculty status will help erase such an image and provide them with social status more nearly equal to their contributions to the educational process.

On a personal level for many academic librarians, it is hoped that the granting of faculty status will mean acceptance by the community of scholars, i.e., the faculty, and will afford them opportunities to meet and socialize with the faculty as peers. To many members of the faculty, the librarian is still regarded as the person behind the desk who checks the books in and out.

At many institutions and for many academic librarians, the hoped-for result materialized. With the granting of faculty status has come recognition on the part of the faculty of the significant contributions made to the educational process by academic librarians. At the very least, the granting of faculty status at an institution raises the caliber of the professional library staff it employs and indicates that the librarian has met the same high standards for appointment as the faculty.<sup>4</sup>

#### AN OPPORTUNITY TO PROVIDE BETTER SERVICE

With the increased emphasis in academe on research and publication and the proliferation of new subjects and old subjects with a new approach, the academic library is increasingly required to be "all things to all people". Although it is now widely recognized that no one library can possibly fulfill such a role, it has meant that academic librarians must be more responsive

to the needs of their users. The librarians must be active participants in the academic community so as to be aware of these needs and to provide guidance as to how the library can help achieve the educational goals and objectives of the institution.

Academic librarians are better educated than ever before with many of them earning additional degrees outside the field of librarianship and still others doing advanced graduate work in library science. The librarians are well able to participate in discussions on curriculum, course design, and materials needed to support the educational needs of the students and faculty. Faculty status allows such discussions to take place among peers on an equal level.

Faculty status also provides the librarians with the opportunity to participate in the governance of the institution through representation on the institution's Faculty Council or Senate and through appointment to various academic committees -- avenues of communication which otherwise would be closed to the librarians. Above all, faculty status provides the librarians with both formal and informal channels of communication with the faculty. These channels are necessary if the librarians are to carry out the educational goals of the institution.

Thus, as the librarians become active and known on campus through activities outside the library, the faculty appear to be more willing to accept the librarians as peers. The effect is that the faculty feel more comfortable in consulting the librarians with problems they may have relating to the library and its services.

Faculty status has also expanded the academic librarian's opportunity to provide better service in the area of bibliographic or library instruction. With the greater acceptance on the part of the teaching faculty of the librarian as peer, the faculty are less reluctant to have the librarians do some classroom teaching. Although frequently this teaching is limited to the instruction of students in library skills, that is not always the case. Librarians in some institutions are taking an active part in the teaching schedule on a regular rotating basis with the faculty.<sup>5</sup>

#### BENEFITS PROVIDED BY FACULTY STATUS

A major reason many librarians begin the quest for faculty status is because of the financial and other benefits it would provide. The ACRL Standards suggest that compensation for librarians should be equal to that of other faculty with equivalent education and experience. If the librarians are required to work under a 12-month contract, then appropriate adjustments should be made in the salary scale. For many academic librarians, salary alone has been enough of an issue to pursue the tough path towards faculty status.

Additional benefits include the provisions for tenure, eligibility for sabbatical and other kinds of leaves, access to research funds, and promotions based on the librarian's "academic proficiency and effectiveness".<sup>6</sup> Tenure is seen as a means of job security and the eligibility for leaves as a way to pursue research studies and additional education without jeopardizing one's job. Promotion by a peer review process is seen as a way to gain recognition



of one's value to the library and the institution, since each librarian's accomplishments are reviewed regularly by several peers. Taken together, certainly, these benefits provide an incentive for academic librarians to pursue the granting of faculty status.

## CONCLUSION

In the above discussion, the author has tried to explain why academic librarians think the granting of faculty status is important. There are, of course, many other reasons why academic librarians pursue this goal. Ultimately, however, these reasons will not matter very much as the faculty will watch closely to see what the librarians will do with faculty status once it has been granted. Will the librarians participate in the governance of the institution? Will the librarians conduct research studies and publish the results? Will librarians pursue additional graduate work? Will the granting of tenure and promotions in rank be based on the same criteria used for the teaching faculty? If these and other questions are answered affirmatively, then the librarians will have earned the enhanced status that was granted and will become full partners with the faculty in working towards the educational goals and objectives of the institution. Certainly, for those academic librarians who are willing to accept not only the benefits but also the challenges and responsibilities faculty status implies, the rewards will reach far beyond their expectations and will make the challenge worthwhile.

### Notes

<sup>1</sup>W.E. Henry, "The Academic Standing of College Library Assistants and Their Relation to the Carnegie Foundation," Bulletin of the American Library Association 5 (July 1911): 261-2.

<sup>2</sup>"Standards for Faculty Status for College and University Librarians," College and Research Libraries News (May 1974): 112-3. (Henceforth the "Standards" will be referred to as the ACRL Standards.)

<sup>3</sup>Virgil F. Massman, Faculty Status for Librarians (Metuchen, N.J.: Scarecrow Press, 1972): 23.

<sup>4</sup>Robert B. Downs, "Are College and University Librarians Academic?" in The Status of American College and University Librarians (Chicago: American Library Association, 1958): 77-85.

<sup>5</sup>Frank Motley and Mary M. Huston, "Faculty Membership for Librarians: The Evergreen State Model" (Paper presented at ACRL's Second National Conference, Minneapolis, Minnesota, October, 1981).

<sup>6</sup>The ACRL Standards, op. cit.

Louise Sherby is an Assistant Professor in the Library, Rhode Island College.



ACADEMIC CATALOG LIBRARIANS:  
HOW NOT LIKE THE WOOLLY MAMMOTH!  
BY  
CAROL A. HRYCIW

In a recent article written for Library Journal, Richard De Gennaro made the following admission:

In the 1970's I can remember warning students against becoming catalogers. I used to tell them that catalogers were an endangered species and might become extinct in the 1980s with the effective use of online networks.<sup>1</sup>

While De Gennaro continued on to say that his predictions have not been borne out, that:

Far from becoming extinct, original cataloging and the catalog maintenance functions in large libraries are now growth industries, and AACR2 promises to become cataloging's Full Employment Act.<sup>2</sup>

he implied, nonetheless, that small and medium-sized libraries are arriving at the point where catalog librarians are no longer necessary, when, as another author put it, "there will be a gradual shift of professional personnel from cataloging and acquisitions to other library positions."<sup>3</sup>

What De Gennaro and others of the same persuasion may actually be witnessing, however, is not the depletion of the corps of catalog librarians but evolution of the species into another form of existence. Thus, the role of the catalog librarian, in general, and that of the academic catalog librarian, in particular, is being transformed into a state that combines the best aspects of the past and present with challenging new activities of the near and far future.

#### THE MISSION RESTATED

If the following is accepted as a basic premise, that:  
the functions of establishing control of  
information and thereby providing access to  
it through various forms of bibliographical  
organization are central to the purposes of  
librarianship,<sup>4</sup>

then the catalog librarian is operating at the very nerve-center of the profession, as the responsibility given to this librarian is providing access to information and documents which the library can supply. Moreover, if, as Abell says, the principal functions of the academic librarian are "the planning, provision, and evaluation of services designed to meet the needs of the particular clientele group that is primary to the given academic library,"<sup>5</sup> the academic catalog librarian must not only concentrate on the provision of records which meet the needs of this clientele (hereafter referred to as users)



and in the evaluation of the effectiveness of the access afforded. The challenges of this responsibility are tremendous and seem a far cry from the existence that a catalog librarian led in years past.

## A LOOK AT THE PAST

In the 1930s and 1940s, although Library of Congress printed cards were coming into widespread use, and were cutting back on the need for a fair amount of original cataloging, catalog librarians were forever immersed in discussions and debates about the application of definitions and rules. Such was the state of the specialty that Osborn uttered in dismay: "cataloging has become elaborate, highly technical, a skill too often existing in and for itself."<sup>6</sup> Maurice Tauber, in a very fine article, entitled, "Personnel in Cataloging Departments," reviewed the litany of criticisms levelled against catalogers of the time (1945):

They are rule-bound and possess little imagination. They have failed to examine their work in the light of the needs of the users. They have neglected to examine the product of cataloging in relation to other library tools, and they are not concerned with cost.

But he quickly defended the group under fire, saying that: Probably all of these charges are true to some extent. Yet catalogers have been among the first to suggest modifications in practices, to meet the wishes of reference and circulation librarians, and to retain an open mind concerning proposals for altering cataloging practices. Catalogers as a group are flexible and will fit into an efficient administrative organization if administrative principles relating to personnel are properly applied.<sup>8</sup>

His article closed with the suggestion that the functions of cataloging be investigated thoroughly and a clear differentiation of the professional and clerical aspects of cataloging be made.

In 1948 ALA's Board on Personnel Administration attempted to clarify professional roles in its Descriptive List of Professional and Nonprofessional Duties in Libraries.<sup>9</sup> Yet with the boom times of the 1950s and early 1960s, when money for acquisitions abounded and the number of professionals were few, the paraprofessional staff member became a common sight in catalog departments of all types, taking on many of the traditional responsibilities of the catalog librarian. The advent of on-line cataloging support systems, such as OCLC, in the early 1970s brought about an even greater need to revamp the role of the catalog librarian. After all, was it really necessary to have a professional sit at a computer terminal producing cards for records input into the database by another library in the on-line system? Here, then, was another appropriate task for the nonprofessional staff member.

The nonprofessional ranks continued to grow, sometimes justifiably and sometimes not. Many academic libraries, feeling the economic pinch of recent years, employed nonprofessionals to take the place of catalog librarians who left for other positions. In a large research library, where the replacement was a college-trained or otherwise highly-trained subject specialist who worked under the direction of a catalog librarian, the change was a positive one. Where the nonprofessional was hired to grapple with a full spectrum of cataloging responsibilities - from planning of workflow and

systems and generation and creation of bibliographic records to mechanical processing of books and other materials - the choice was clearly dictated by economic expediency and not by appropriate job analysis.

## THE PRESENT SITUATION

For the most part, had nothing like AACR2 come along to upset the apple cart, academic catalog librarians of the present would have been well on their way to liberation - to fulfilling the role that they should have been playing all along. As it is, they must now tear apart new rules and set up new name and subject heading authority structures to avoid catalog conflicts. On the other hand, if they are doing all of this work with a view to training their nonprofessional staff to carry on where they leave off and are setting up policies that can be easily followed by nonprofessionals, then the catalog librarians are finally discovering some of the paths they should tread with an ever-quickenning step.

Certainly, those academic librarians surveyed by Chrisman in the early 1970s should be ready for the journey. Chrisman's data, based on a survey conducted in a large and medium-sized academic library, indicated that "catalogers may have a comparatively low opinion of their occupational role."<sup>10</sup> More often than not these catalog librarians "emphasized the technical aspects of their jobs and observed that their functions are rule-oriented."<sup>11</sup> Finally, they appeared to feel isolated from the end product of their work, as well as from the library user and other staff members, once again calling for a differentiation between professional and nonprofessional responsibilities. Perhaps these demoralized librarians could take heart if they envisioned along with me what the professional role for an academic catalog librarian could be in the very near future.

## LOOKING INTO THE FUTURE

Let's imagine that we are visiting an academic library which has just opened an on-line catalog to student and faculty use. This catalog was created through the combined efforts of all of the professional staff members. In particular, the catalog librarian had studied the services and products offered by networks and commercial vendors which might have been helpful in developing the catalog, analyzed the extent and type of bibliographic data already captured by the library in machine-readable form, determined how the new catalog would interface with the long-standing automated cataloging support database, costed out conversion of paper bibliographic records into machine-readable form, devised an entirely new department workflow plan, discussed revamping policies and procedures with other members of the catalog department and other library staff, and, most importantly, gathered a good impression of how the catalog would affect user access. Her report, based on careful, personal research, provided much of the information the professional staff needed to make an intelligent decision.

As the on-line catalog was being designed, the catalog librarian was able to offer expert advice on the kind and configuration of access points, drawing on a variety of factors. Her continued involvement with original cataloging, though limited to complex serial materials, special non-English language materials, items of local interest, many non-print materials, and



analysis of special collection items had allowed her to maintain a bibliographic expertise that was well-utilized in this venture. Her constant study of the professional literature and participation in continuing education offerings on new technology, on-line catalogs, user studies, etc., as well as her personal contacts with professionals who were engaged in planning and implementing the new technologies in their libraries were frequently tapped. Of prime importance, finally, were her own observations of the methods by which students and faculty tended to seek information, gathered as she worked assigned hours at the reference station each week, through a personally-developed user survey of catalog use, and by regularly-occurring conversations with faculty members, whom she had met and worked with on college committees.

Within the catalog department, paraprofessionals carry out many of the activities formerly reserved for the professional staff. They catalog materials for which LC and other copy can be found in the cataloging support database, generating machine-readable records for the on-line catalog, gradually convert card catalog records into machine-readable form, handle added copies and added volumes, and revise filing into what few card catalogs remain. Their responsibilities stop short of relating their work to the totality of library service, however. Grasping the "total picture" still resides with the catalog librarian.

Indeed, the catalog librarian supervises the paraprofessionals she has trained and continues to train them as changes in staffing patterns and revisions and improvements in the technological devices they utilize occur. Moreover, whenever a paraprofessional leaves a position, the catalog librarian takes advantage of the opportunity to review and possibly implement new procedures and may, if circumstances require it, temporarily take on the tasks of the vacated position. In addition, she helps to develop the job description posted for potential applicants, conducts in-depth interviews with those selected for the process, and plays a major role throughout the search for a replacement. In the yearly evaluation of paraprofessional staff, it is she who bears the responsibility for an effective evaluation process.

Since she is also involved with professional committee work, the catalog librarian occasionally has to spend "work time" on research and collegial communication which will benefit the profession. The bulk of these activities, on the other hand, must be pursued on personal time because day-to-day work demands - especially those concerning training, supervision, and management - leave little time for them. The catalog librarian often has to accomplish a skillful juggling act to fit in these professional obligations but acknowledges that commitment to the profession necessitates this schedule of activity.

To some viewers, the catalog librarian just described either has the qualities of a Wonder Woman or, perhaps is at least lucky enough to have college and library administrators enlightened in their thinking about the real worth of her specialty. Today, academic catalog librarians are having to work hard to nurture this enlightenment, yet are finding that it can be attained. For example, presentation of in-depth research findings or a concise report on a particular phase of user access can work wonders at the appropriate time!

#### OBSTACLES ALONG THE WAY

Lest all of this appear to be but a Pollyanna dream - that is, all happy times with never a worry - I do spy an obstacle standing squarely in front

of us, as well as two ominous clouds on the horizon. The problem in our midst is the unremitting pressure in too many libraries for the catalog librarian to meet and surpass production quotas of cataloged materials. Quantitative measurement of the growth of the collection has always been a favorite means by which the library could prove its worth and still has its merits, especially if technological developments can be harnessed to create the products to be quantified. Alternatively, other measures of effective library service can and should be applied in an effort to be more representative of the quality of all library services and to afford catalog librarians the freedom to carry out their newly-conceived role.

Then, there is the first cloud just barely ascending but gathering strength with each hour. This is F. Lancaster's prediction, and that of others knowledgeable about information science and technology, that there is no major role for libraries in the future, since information found in books and documents will be transmitted to and displayed on home computers in the homes and offices of our former users. It seems reasonable to assume, however, that something like libraries will be needed to house and provide access to materials not in electronic form and that information specialists, be they called librarians or not, will be needed to act as mediators between the user of material in electronic form and the material itself. How will the user know what to choose from all that will be available to him? Thus, it seems possible that catalog librarians may still find themselves indexing material for the on-line databases, integrating electronic and print materials in an on-line catalog, and conducting user surveys on-line. Higher education and the academic library may change radically because of the coming of the "electronic world"<sup>12</sup>, yet the catalog librarian will play an important role in the new academic landscape. Already, librarians are preparing for some of the predicted changes by attempting to form an Electronic Library Association within the American Library Association.<sup>13</sup> The successes of this and similar groups will determine to some extent the future of the academic catalog librarian, too.

The second cloud looms far more menacingly, since it bodes retrogressive movement, rather than advances, for the catalog librarian in the academic environment. This cloud garners blackness from the growing reality of fewer and fewer resources being allocated to the academic library, particularly when it comes to funding positions. Job vacancies will be held open for longer periods of time, whether for the purpose of saving money or for effecting an excruciating and costly scrutiny and justification of the positions. Undoubtedly, other library staff members will have to fill in or absorb the responsibilities of the vacated positions. In a more pointed example, if paraprofessionals leave the catalog department, catalog librarians may have to fill in for longer periods of time and may become demoralized. So, too, if catalog librarians are called upon to temporarily fill vacancies in other departments of the library, the expert direction and planning needed in cataloging for the benefit of the student and faculty will suffer.

Catalog librarians can chase this ugly cloud away by joining in the activity to increase the awareness among those who control the purse-strings of all the benefits of a fully-staffed and funded library. Toot your own



horns, catalog librarians, and let your college or university community know how much you contribute to their intellectual well-being!

#### IN SUMMARY

Catalog librarians in academic libraries probably will be around for longer than any of us can predict. Their education and experience in bibliographic analysis will assure them of a place in the new library world, if they attempt to broaden their role as facilitators of access to material of prime use to their clients. In reality this is not a matter of attaining job security but of retaining the best people to carry out functions vital to the intellectual development of the user.

#### Notes

<sup>1</sup>Richard De Gennaro, "Libraries and networks in transition: problems and prospects for the 1980's," Library Journal (15 May 1981): 1047.

<sup>2</sup>Ibid.

<sup>3</sup>Gail Kennedy, "Technical processing librarians in the 1980's: current trends and future forecasts," University of Kentucky Libraries Occasional Papers 1 (August 1980): 7-8.

<sup>4</sup>Ralph M. Edwards, "Management of libraries and the professional functions of librarians," Library Quarterly 45 (April 1965): 153.

<sup>5</sup>Millicent D. Abell, "The changing role of the academic librarian: drift and mastery," College and Research Libraries 40 (March 1978): 161.

<sup>6</sup>Andrew D. Osborn, "The crisis in cataloging," in Reader in Classification and Descriptive Cataloging, p. 194. Edited by Ann F. Painter. (Washington, D.C.: Microcard Editions, 1972).

<sup>7</sup>Maurice F. Tauber, "Personnel in cataloging departments," College and Research Libraries 6 (June 1945): 225.

<sup>8</sup>Ibid.

<sup>9</sup>American Library Association, Board on Personnel Administration, Descriptive List of Professional and Nonprofessional Duties in Libraries (Chicago: American Library Association, 1948).

<sup>10</sup>Larry George Chrisman, "An analysis of the cataloger's role within the academic library organization," Ph.D. dissertation, Indiana University, 1975, p. 91.

<sup>11</sup>Chrisman, p. 186.

<sup>12</sup>F. W. Lancaster, Toward Paperless Information Systems (New York: Academic Press, 1978): 153.

<sup>13</sup>Susan Spaeth Cherry, "Electronic Library Association born at Columbus forum," American Libraries 12 (May 1981): 275-6.

Carol A. Hryciw is Head of Technical Services at the James P. Adams Library of Rhode Island College. Sandra Gallup, Head of Copy Cataloging at Brown University Library, offered much good advice during the preparation of this article.



THE UNIVERSITY SCIENCE LIBRARIAN:  
A PERSONAL VIEW  
BY  
JILL SMITH

The university science librarian is a mixture of academic and special librarian, who shares the gratifications of both types of work, but also must deal with special questions related to user attitudes, the nature of reference, the collection, and various "mechanical helpers".

#### USER ATTITUDES

Patrons in a university science library include faculty and students, with each group having its own special view of librarians. The "problem" faculty members are those who, because of a misunderstanding of the librarian's role and training, either ignore the librarian or assume that the librarian may be used as an additional secretary. Those who ignore the science librarian probably do so because they view themselves as specialists in their particular area of research, and the science librarian as too untutored to help with their special problems. They fail to recognize the unique abilities of the science librarian to understand the vocabulary and deal with specialized tools in ways that may provide quick answers to many problems. This view of the science librarian as a nonentity is revealed in many ways. For example, the author remembers one professor asking to speak to Ms. X, the library director who had resigned and been replaced two years before. It had taken two years for the professor, a frequent user of the library, to realize that the library director had changed. As for the treatment of librarians as secretaries, the author, in her work, was afflicted with one professor who appeared periodically with illegible lists of titles of reserve books to be typed and distributed to his students, sheets of endless homework problems, and exams to be photocopied and placed in notebooks for his classes - all tasks which belonged to his secretary, but which he viewed as falling in the librarian's job description.

Students' attitudes also prevent effective use of the science librarian's talents in that, often, students hesitate to approach the librarian, because they feel they are interrupting his/her work. This is revealed in the many times students have gathered enough courage to approach a librarian, but preface their question with "I'm really sorry to bother you, but..." We bring much of this reluctance on the part of the students upon ourselves, since many (if not most) university science libraries are single-staffed, which necessitates that the circulation and reference desks be one and the same. The approaching student must therefore contact a librarian engrossed in his/her work. A full-time reference librarian at a desk separate from the circulation desk could alleviate this problem somewhat, especially if the reference librarian were careful to look out for potential patrons and exhibit a willingness to receive questions. This may unfortunately be somewhat beyond a majority of libraries' budgets.



## THE NATURE OF REFERENCE

The university science librarian faces a significant extension (in common with many librarians) of the familiar reference quandary: should she/he simply answer the reference question, or teach the patron how to answer it? Whatever is done will correlate with the extent of staffing in most university science libraries, rather than with the intrinsic value of the service or the desire to perform it. The author remembers her experience one day with a particularly agitated postdoctoral who had been roaming the library, with no particular focus for some time. An initial polite request as to whether he needed help produced the common response, "You can't help me. The problem is much too complex." Further questioning produced the request for a spectral value. It took five minutes to find the answer in a particularly obscure set of tables. This success was greeted with a not uncommon tirade against the library and all librarians for "having all these books and not letting anyone know about their existence and contents". This particular patron further suggested (seriously, it might be added) that a list of all our books be typed and distributed to the Chemistry staff!

For the most part, the reference questions posed in a university science library are interesting and challenging. However, one type of question is often encountered which is unnecessary and could be prevented by adequate instruction to students by the professor or librarian. This type of question is related to library assignments and is similar to problems encountered by public librarians faced with hordes of school children, completely unexpected, looking for books on George Washington. One professor unleashed his undergraduate chemistry class of one hundred on the library to complete an assignment using two complex infrared and nuclear magnetic resonance spectra handbooks. Unfortunately, he had neglected to instruct his class in the usage of the tools. It took two harried days of personalized instruction to make up for what would have involved 30 minutes of group instruction, if the library staff had been given prior knowledge of this assignment.

The advent of on-line data base searching has added another dimension to reference in university science libraries. It has been the author's experience that once a professor or student has a successful search performed for him/her, he/she often becomes a fervent convert to the cult of on-line searchism. Good news travels fast, and most professors encourage their graduate students to use the on-line facilities for their research. Although in the author's library, searches were performed for the patrons, the patron was asked to be present when the search was done - both to make the search more accurate and helpful, and for educational purposes. The limitations of computer searching were mysteries to the patrons. They failed to understand why, when the search statement had been limited to the most essential keywords, many citations of no interest were still produced. Moreover, some absolutely refused to limit their searches. A classic case was that of a professor who requested a search of chemical abstracts, which he had spent the previous day searching manually with absolutely no success. A look at his search strategy indicated that it was much too broad, but he insisted it be used exactly as given in the on-line search. The search on two keywords produced over ten thousand citations! The professor left, muttering about useless computers.

Several persons who made frequent use of on-line databases did learn to perform searches on their own. They were allowed to use the terminal as wanted, with assistance if it became necessary. This worked very well, and should become the rule rather than the exception in university science libraries.



## THE CHARACTERISTICS OF THE COLLECTION

Two major collection problems which exist today are in the areas of book theft and the reserve collection. At the author's library, there was no security system, and books disappeared regularly. Faculty and students alike were guilty of appropriating books. Faculty were particularly guilty, and many absconded with books, secure in the attitude that the books in "their" library were really "their" books and that circulation procedures were for the students only. Most professors who took books from the library without checking them out were trying to avoid continuously renewing books that they needed for an extended period of time. One graduate student confided in the author that a particular book which had been missing resided on a shelf of un-checked-out library books in his major professor's office. He kindly "stole" the book from that office and returned it to the library collection. Students, too, had their reasons for taking books, mostly related to either the unavailability of a required book at the bookstore or the necessity to take home a book on reserve for further study. Reserve thefts were particularly common around exam time.

In addition to thefts, the reserve collection causes many headaches, most of which could be avoided if professors gave the library adequate time to process their reserve book lists before the start of the semester. Too often, the barely-legible handwritten list of fifty or more books for the reserve collection is received the day before the start of the semester (or the week after), and a call from the professor follows the next day berating the library, because students had not found the books on the reserve shelves that day.

The author heartily recommends an automated circulation system with some type of catalog records as a great boon to the reserve collection, making it immeasurably easier to find necessary copies of reserve books. The system installed in the author's library contained the social security number, name, address, and position of every faculty, staff member, and student in the University. The system was not without some unforeseen complication. Its ability to allow messages to be passed from one terminal to another did lend widespread use of the terminals for "boy meet girl" messages among library clerks. Late night workers carried on lengthy conversations over the terminals with members of the opposite sex in other branches of the library system, with some blind dates resulting. In addition, the easy availability of information on borrowers precipitated a rash of patrons asking for the names and addresses of people who had checked out books. For some reason, asking a clerk to read this information from a terminal seemed less an invasion of privacy to those requesting the information than reading it off a personally-signed circulation card.

### "MECHANICAL HELPERS"

In the above, the author has identified several places where "mechanical helpers" have been welcome additions to the university science library, although not without the introduction of problems of their own. One area not yet mentioned under this category is the use of the photocopy machine. Among the problems here are the professor or students who photocopy 150 pages while the line of potential users grows and grows; the paper supplies which run out; and the machine which eats money without results. Many university science librarians feel that they see the photocopy repair man more often than their patrons!



To summarize, the university science librarian's job is a very busy and gratifying one. It is a position, like all library positions, in which the solution of one problem gives the librarian only the time to tackle the next problem. This is part of the appeal of a librarian's job. Faculty and students further complicate the job, and add to its challenging and exciting nature.

Jill Smith was formerly a Science Librarian at the Chemistry Library, University of Illinois, Champaign, Illinois.

A A C R I I W O R K S H O P S

PRACTICAL! BASIC! •

Maggie Horn, Expert  
No. Kingstown Free Library  
Thursday, Dec. 3, 1981  
12:30 PM - 4:00 PM

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Pawtucket Public Library  
Tuesday, Dec. 1, 1981  
9:00 AM - 1:00 PM  
Bring Lunch  
\$5.00

To register call Jean Sheridan, Providence  
College 865-2469



PUBLIC RELATIONS COMMITTEE  
ANNUAL REPORT

During the year, the public Relations Committee worked on three projects, one of which has been completed, two of which are still in the planning stages. AMERICA'S GREATEST BARGAIN - THE LIBRARY, the fifteen-minute slide/tape program featuring the services the library can offer to the business community, was completed and made available to public libraries. To date, interest in using this program has been very limited; however, it is still available for use or preview by any library.

The Public Relations Committee has asked public libraries to participate in two new campaigns, currently in the planning stages. CALL YOUR LIBRARY features telephone reference with a series of posters with unusual reference questions, and TV and radio spots featuring Bob Newhart. Only ten libraries have indicated that they wish to participate in this program, with five others not wishing to participate, and no replies from the other 31 libraries. At its next meeting, the Committee will have to decide whether or not to go ahead with this program, and if so, what additional materials may be provided for participating libraries.

The second planned campaign is for a fine-free week for National Library Week in 1982. The Public Relations Committee feels that this type of activity can be widely publicized in all types of media, and that it is relatively easy to do. Only seventeen libraries have indicated that they will participate in this program. (One library has indicated that it does not wish to participate and 29 libraries have not replied.)

At the RILA Annual Conference, the Public Relations Committee will preview LIBRARIES AND THE PURSUIT OF HAPPINESS. This 16mm film, produced by Encyclopedia Britannica, promotes traditional library services and highlights special services in all types of libraries. Conference attendees will be asked to view the film, comment on it, and discuss its potential value. If it is determined that the film would be useful for Rhode Island library public relations efforts, the Committee will find a way to make it available to public libraries, community groups, and the general public through the Film Cooperative and/or through public access channels on cable television.

The Public Relations Committee needs additional members, but even more, it needs the interest, ideas, and responses of librarians to its proposals. Without feedback and support, public relations efforts will not work.

Submitted by:

Dorothy B. Frechette, Chair  
Lee Eaton  
Margaret Maryott  
Roger Proulx  
David Panciera  
Anne Toll

Sheila Carlson, Secretary  
Christine Love  
Gretchen Pfeffer  
Lynda Pryhoda  
Anita Rooney





## RHODE ISLAND LIBRARY ASSOCIATION POLICY ON LEGISLATION

It is the policy of the Rhode Island Library Association to further library and information service in Rhode Island through support of legislation that benefits all types of libraries in the state. To this end, the Association has established a Government Relations Committee, charged with recommending practical legislative strategy to achieve the goals of the entire library community, and keeping the members of the Association informed of any legislative action on the federal, state and local levels that potentially affects libraries and library personnel in the state.

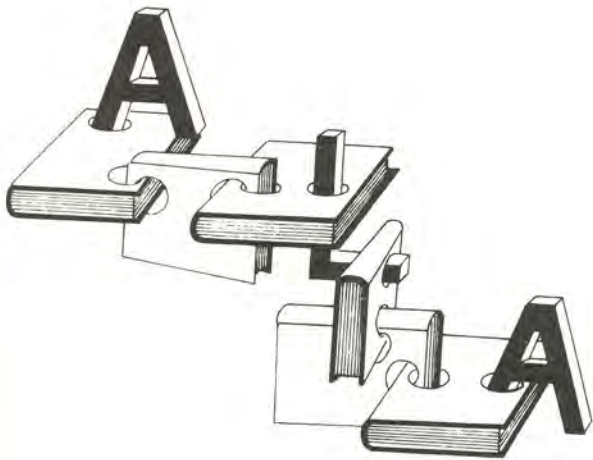
In order to be presented to the legislature as supported by the Rhode Island Library Association; all bills, whether proposed by the Government Relations Committee as part of its annual legislative package, or by outside sources, must first be approved by the elected governing body of the Association, the Executive Board. Each bill receives careful consideration by the Board in terms of its ability to assure a long-range orderly pattern of statewide funding, (in the case of fiscally-related bills such as a proposal to increase per capita aid), or in terms of its overall ability to assure quality library service (such as a defense of freedom of access to information).

While the Rhode Island Library Association does not necessarily oppose library-related legislation that is submitted to the legislature independent of the Association's efforts, neither can it actively support any such legislation it has not examined. (An individual may seek Association support for proposed legislation by submitting it to the Executive Board in writing, allowing appropriate time for its possible inclusion in the RILA legislative package.)

The Rhode Island Library Association recognizes that its committees and Executive Board are comprised of volunteers who may hold disparate views regarding library-related legislation. However, it strongly urges all its members to differentiate between their individual and Association roles in their relationships with legislators and the public, and to be scrupulous in avoiding the implication that individually-sponsored legislation is supported by the Association when such is not the case.

The Rhode Island Library Association is firmly committed to the belief that a unified, progressive, long-range approach to library legislation is the best strategy in achieving equitable library funding and quality library service statewide, and will continue its efforts to convey this commitment to legislators and the public.

Approved by the Executive Board, September 1981



BY  
JODY  
BUSH

At the ALA San Francisco Conference, Membership and Council adopted the final draft of the STATEMENT OF PROFESSIONAL ETHICS which had been prepared and presented by the ALA Committee on Professional Ethics. The introductory remarks of the new Statement explain the background and purpose of the Code.

As the reader can see, the Code is changed in content, emphasis, and particularly in language. (The revision itself underwent a number of changes.) Among the most evident changes are: 1) rather than alluding to the Library Bill of Rights, the censorship position is stated clearly and simply; 2) there is a shifting away from the librarians' obligation to the institution toward and obligation to the library user; 3) elusive, awkward language regarding fairness to employees is avoided and the library's obligation to due process and equality of opportunity is simply and concretely stated.

In general, the new Statement is less self-conscious, less clumsy, more comprehensive and to the point. A much more useful tool for libraries, librarians, and trustees to use. The next two pages include both the previous Statement on Professional Ethics and the newly revised Statement.



## STATEMENT ON PROFESSIONAL ETHICS 1975

### Introduction

The American Library Association has a special concern for the free flow of information and ideas. Its views have been set forth in such policy statements as the Library Bill of Rights and the Freedom to Read Statement where it has said clearly that in addition to the generally accepted legal and ethical principles and the respect for intellectual freedom which should guide the action of every citizen, membership in the library profession carries with it special obligations and responsibilities.

Every citizen has the right as an individual to take part in public debate or to engage in social and political activity. The only restrictions on these activities are those imposed by specific and well-publicized laws and regulations which are generally applicable. However, since personal views and activities may be interpreted as representative of the institution in which a librarian is employed, proper precaution should be taken to distinguish between private actions and those one is authorized to take in the name of an institution.

The statement which follows sets forth certain ethical norms which, while not exclusive to, are basic to librarianship. It will be augmented by explanatory interpretations and additional statements as they may be needed.

### The Statement

#### A Librarian

Has a special responsibility to maintain the principles of the Library Bill of Rights.

Should learn and faithfully execute the policies of the institution of which one is a part and should endeavor to change those which conflict with the spirit of the Library Bill of Rights.

Must protect the essential confidential relationship which exists between a library user and the library.

Must avoid any possibility of personal financial gain at the expense of the employing institution.

Has an obligation to insure equality of opportunity and fair judgement of competence in actions dealing with staff appointments, retentions and promotions.

Has an obligation when making appraisals of the qualifications of any individual to report the facts clearly, accurately, and without prejudice, according to generally accepted guidelines concerning the disclosing of personal information.

## ON PROFESSIONAL ETHICS

Since 1939, the American Library Association has recognized the importance of codifying and making known to the public and the profession the principles which guide librarians in action. This latest revision of the Code of Ethics reflects changes in the nature of the profession and in its social and institutional environment. It should be revised and augmented as necessary.

Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

### Code of Ethics

I. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.

II. Librarians must resist all efforts by groups or individuals to censor library materials.

III. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.

IV. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.

V. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.

VI. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution.





# CALENDAR

- November 4 R.I. LIBRARY FILM COOPERATIVE (WESTERN REGION)  
Topic: Film Preview--Children's Films  
Place: Warwick Public Library  
Schedule: Films 9:30 am-12:00 noon, 1:00 pm-3:30 pm  
Discussion and brown bag lunch 12:00 noon-1:00 pm
- November 5 RILA EXECUTIVE BOARD MEETING  
Place: Rhode Island College  
Time: 2-5 pm
- November 16 & 17 RILA ANNUAL CONFERENCE  
PLACE: Newport Sheraton Islander, Newport, RI  
CONTACT: Barbara Wilson, RILA, Rhode Island Department of State Library Services, 95 Davis Street, Providence, RI 02908. Tel.: (401) 277-2726.
- November 16-20 CHILDREN'S BOOK WEEK
- November 17, 24 VIDEOGRAPHY PRODUCTION SEMINAR  
Sponsored by: R.I. College Department of Instructional Technology and the R.I. Department of Community Affairs  
December 1, 8, 15, 22 Time: 9:00 am-12:30 pm  
Fee: \$35  
Contact: Michael Hughes, tel. (401) 277-2877
- December 3 Topic: Automation Study Findings  
Sponsored by: R.I. Department of State Library Services  
Place: DSLS, 95 Davis Street, Providence, RI  
Time: Meeting 10:00 am (Coffee at 9:30 am)
- December 1, 3 Topic: AACRII Workshop led by Maggie Horn, Serials Cataloger at Brown University  
Sponsored by: RILA Workshop/Continuing Education Committee  
Place & Time: December 1-9:00 am-1:00 pm at the North Kingstown Free Public Library, Wickford, RI  
December 3--12:30 pm-4:00 pm at the Pawtucket Public Library (Participants may bring bag lunches, coffee will be provided)  
Fee & Registration: \$5 fee and registration limited to 12 per session  
Contact: Jean Sheridan at Providence College (401) 865-2469
- December 8 RILA GOVERNMENT RELATIONS COMMITTEE  
Topic: "The Law This Time--What Do We Do Next?"  
Place: Warwick Public Library, Lakewood Room  
Time: 9:00 am-4:00 pm
- December 9 R.I. LIBRARY FILM COOPERATIVE (PROVIDENCE REGION)  
Topic: Film Preview--Adult Films  
Place: Rochambeau Branch of Providence Public Library  
Time: Films: 9:30 am 12:00 noon, 1:00 pm-3:30 pm  
Discussion and brown bag lunch 12:00 noon-1:00 pm

Ray - can you  
make this  
meeting  
1/3

THE LAW THIS TIME  
-WHAT DO WE DO NEXT?-

--hearings before the RILA executive board  
on strategies and priorities in Rhode Island  
library legislation--

RILA has some hard decisions to make about what issues to pursue before the state legislature and how to pursue them. *THE LAW THIS TIME* is designed as an open forum through which the executive board can gather information and opinions upon which priorities and strategies for legislation can be based. The following schedule will help you decide at which sessions your input will be most valuable. Try to come for the whole day -- if you can't, make sure you are on hand to guide the executive board's deliberations on your issues.

December 8, 1981 ✓  
9:00 am - 4:00 pm

WARWICK PUBLIC LIBRARY  
in the Lakewood Room

MORNING: 1982 at the Statehouse: a strategy session

- 9:00 - 9:30                    *IN THE WORKS -- state documents depository. . .DSL budget. . . cable TV. . . .*
- 9:45 -10:30                *Umbrella Resolution*
- 10:45 -11:30              *Funding Public Libraries*
- 11:45 -12:30              *Intellectual Freedom issues*

LUNCH

AFTERNOON: priorities for the years to come

- 1:30 - 2:45                *Setting priorities and committing resources among the issues of the morning*
- 3:00 - 4:00              *Supporting others' issues: library related issues and the role of RILA -- cable TV. . .bilingual education. . .adult education. . .*





## 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, 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 preceeding month.

Employers and job-seekers also have access to the New England Library Jobline, a free service of the New England Library Board. Employers call (207) 622-4733 to place a position announcement on the Jobline. Those interested in learning about open positions in New England, call (207) 623-2286. The Jobline is updated with a new tape each Friday.

**COLLEGE LIBRARIAN (Head):** Seeking strong academic background, MLS, experience in readers' and technical services as well as administration. Record of professional participation and publication desired. Faculty status, salary competitive. Appointment effective July 1, 1982. Apply to: Prof. Andrew Crider, Chairman, Librarian Search Committee, P.O. Box 607, Williams College, Williamstown, MA 01267. Deadline for application is December 15. (NY Times 10/11)

**LIBRARIAN (Part-time):** 15-30 hours per week. Strong reference and telephone skills required. Familiarity with online search a plus. Write to: the Information Company, Room 313, 755 Boylston Street, Boston, MA 02116 (Bost.Globe 10/4)

**HEAD LIBRARIAN, Public Library (North Attleboro):** Town of 22,000. Qual.: MLS plus supervisory experience and/or administrative experience. Familiarity with automation, capable of motivating people and representing the library to the community. Salary: \$14,551-\$19,705, depending on qualifications. Available January 1, 1982. Apply to: Patricia Nelson, Chairman, Board of Library Trustees, Richard Memorial Library North Attleboro, MA 02760. (LJ 10/15)

COORDINATOR OF CHILDREN'S SERVICES (New Bedford Public Library): Seeking experienced professional children's librarian to run the main Children's Room and coordinate children's collections and programs in four branches, and to continue the close liaison with schools developed by present coordinator. Available Sept. 1, closing date November 15, 1981. Qual.: MLS plus a minimum of 3 years experience in children's services; at least one year in charge. Application letter and resume to be sent to: Director of Labor Relations and Personnel, Room 14, Municipal Building, New Bedford, MA 02740. (LJ Hotline 10/12)

HEAD LIBRARIAN (Greenville Public Library): Responsible for the operation of a small public library. Available immediately. Qual.: MLS and relevant experience. Salary: \$12,500. Send letter of application and resume to: Mr. Kingsley Whipple, President, Board of Trustees, Greenville Public Library, Greenville, RI 02828.

STATE LIBRARY AUTOMATION COORDINATOR: Head level position. Principal charges of this newly established position will be to plan, develop, coordinate, and monitor programs applying an appropriate technology to library function for the Connecticut State Library and Connecticut library community. Specific accountabilities include: Consulting with appropriate groups and staff in planning for statewide network; designing, implementing and maintaining an automated system for the State Library and State library network assisting libraries and consortium in planning for automation and in acquisition of appropriate equipment; establishing and maintaining a clearinghouse for library automation information. Ancillary duties will consist of preparing budget request and grant proposals providing training, maintaining contact with vendors and preparing annual progress and evaluation reports. Qual.: MLS, minimum of 2 years' experience in professional library work at supervisory level, preferably in library systems analysis and design. Experience in planning and administering large complex library network automation projects desirable. Salary: \$28,364-\$34,817. Submit credentials to: David Peck, Personnel Officer, Connecticut State Library, 231 Capital Ave., Hartford, CT 06115. (LJ Hotline 10/12)

UNIVERSITY LIBRARIAN (Brown University): Responsible for development and operation of the Brown University Library System. The university librarian is a member of the Brown faculty and participates with the deans and department chairpersons in appropriate committees and forums in planning for the academic development of the university. Applicants must have appropriate professional and academic credentials, including first-hand knowledge of scholarly research. They should also have senior level administrative experience preferable in a library of a size and purpose comparable to that of Brown University. Applications and nominations should be sent by November 16, 1981 to : Chairperson, Library Search Committee, Box 1945, Brown University, Providence, RI 02912. (LJ 10/15)

LIBRARIAN I, ASSISTANT CHILDREN'S LIBRARIAN: Assist Department Head in book selection, reference, supervision of dynamic children's department. Qual.: MLS plus one year experience in children's library. Salary: \$11,406-\$14,047. Come grow with us! Send references and resume to: Director, Russell Library, 119 Broad Street, Middletown, CT 06457. (Hartford Courant 10/4)



REFERENCE LIBRARIAN, Central Library (Boston College): To provide general reference service, perform online data base searching, and participate in bibliographic instruction and collection development activities. Involves sharing weekend and evening responsibilities. Requires MLS and reference experience within college or research library, including online searching. Preferred candidates will have an advanced degree in the Humanities or Social Sciences (Psychology or Sociology preferred). Send letter and resume to Dianne Rogers, Associate Director of Personnel, Boston College, 140 Commonwealth Ave., Chestnut Hill, MA 02167. (Bost. Globe 9/27)

LIBRARIAN: Cataloger for books, records, and non-print material. Opportunity for computer terminal entry work. MLS required and experience helpful. Beginning salary: \$13,000. Send applications to Virginia Dowell, Director, New Britain Public Library, 20 High Street, New Britain, CT 06050. (Hart. Courant 10/4)

CATALOG LIBRARIAN (Northeastern University): Responsibilities include cataloging new titles in science and technology and adapting and preparing copy for monographs using LC classification and indicating tags and delimiters for input to online OCLC; performing original cataloging, including theses; revising cataloging in online format checking tags, entry and other fields; performing other related duties as necessary or as directed. Works under direction of the Assistant Librarian-Cataloging. Qual.: MLS plus proficiency in cataloging using LC classification and preparation of copy for input to MARC format. Background and interest in science and technology. Salary range: Dependent upon qualifications. Send resume to: Mr. Robert Murray, 12 Dodge Library, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. Phone: (617) 437-2352.

LAW REFERENCE: Qual.: MLS, JD and/or law reference experience preferred. Duties: Assist Head of Readers' Services in providing reference service to law students, faculty and public; assist patrons in use of audio-visual and microforms collection and equipment; process inter-library loans; train students on LEXIS. Entry salary level. Write: Prof. Donald J. Dunn, Law Librarian, Western New England College, School of Law Library, 1215 Wilbraham Road, Springfield, MA 01119. (Chron. of Higher Ed. 10/4)

LIBRARY CLERK (part-time): 20 hours per week. Library and supervisory experience preferred. Contact: Employment Office, St. Francis Hospital and Medical Center, 140 Woodland St., Hartford, CT 06105. Phone: (203) 548-4596. (Hartford Courant 10/18)

ELEMENTARY SCHOOL LIBRARIAN: Weymouth Public Schools. Contact: Office of the Superintendent for further information. (617) 335-1460. (Bost. Globe 10/18)

CHILDREN'S LIBRARIAN: For new branch in redeveloped area. Attractive facility in school complex. MLS required, Spanish desirable. Salary: \$14,300-\$21,307. Immediate opening. Apply to: Wilbur B. Crimmin, Hartford Public Library, 500 Main Street, Hartford, CT 06103. (Bost. Globe 10/18)







# NEWS FROM RILA

## PR CONTEST WINNERS ANNOUNCED BY NEW ENGLAND LIBRARY ASSOCIATION

The overall winner of the contest was the Pawtucket Public Library for its sustained and highly innovative publicity effort in 1980-81. The Pawtucket Library was cited for the excellence of its adult programming, monthly magazine (*The Column*), 1979-80 Annual Report and 1981 Wall Calendar.

On December 2 at 7:30 pm in the House Chambers of the State House, the White House Conference delegation will sponsor an open meeting to discuss what has happened with the results of the White House Conference and Governor's Conference. Representatives of friends groups will be sent special invitations. As a result of this meeting, it is hoped that a library advocacy coalition will be established to work for stronger support of libraries at the federal and state levels. Everyone is urged to attend this vitally important meeting.

## APPLICANTS SOUGHT FOR NEH/ACRL SPONSORED WORKSHOPS

The Association of College and Research Libraries has been awarded a grant of \$67,293 to conduct two workshops for academic librarians. The workshops will be held in Boston in early December, 1981, & in California at the end of Feb. 1982. Conference applicants are still being sought for the Feb. date. For information & application forms apply to:

Association of College &  
Research Libraries  
NEH Project  
50 East Huron Street  
Chicago, IL 60611  
Tel. (312) 944-6780

## 1982 AMERICAN LIBRARY ASSOCIATION SCHOLARSHIPS

--For Master's Degree students  
in Library and Information  
Science at ALA Accredited Programs

Application Deadline: Jan. 4, 1982  
Send for application forms from:  
Staff Liaison  
ALA  
50 East Huron Street  
Chicago, IL 60611



### RILA EXECUTIVE BOARD MEMBERS

President: Beth Perry, R.I. College Library, 600 Mount Pleasant Ave., Providence 02908 Bus: 456-8053/2  
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 NELA Councilor: Connie Lachowicz, South Kingstown Public Library, 766 Kingstown Rd., Peace Dale 02883; Bus: 789-1555  
 ALA Councilor: Jody Bush, Providence Public Library, 150 Empire St Providence 02903; Bus.: 521-7722 Ext. 207; Home: 331-3396  
 Bulletin Editor: Deborah Barchi, Meeting Street School, 667  
 Member ex-officio Waterman St., East Providence 02914; Bus: 438-9500

### RILA COMMITTEE CHAIRPERSONS

Conference:	Kathleen Paroline	521-7722 ext. 212
	Pat Thibodeau	274-1100 ext. 578
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Federal Relations Coordinator:	Richard Olsen	456-8052



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