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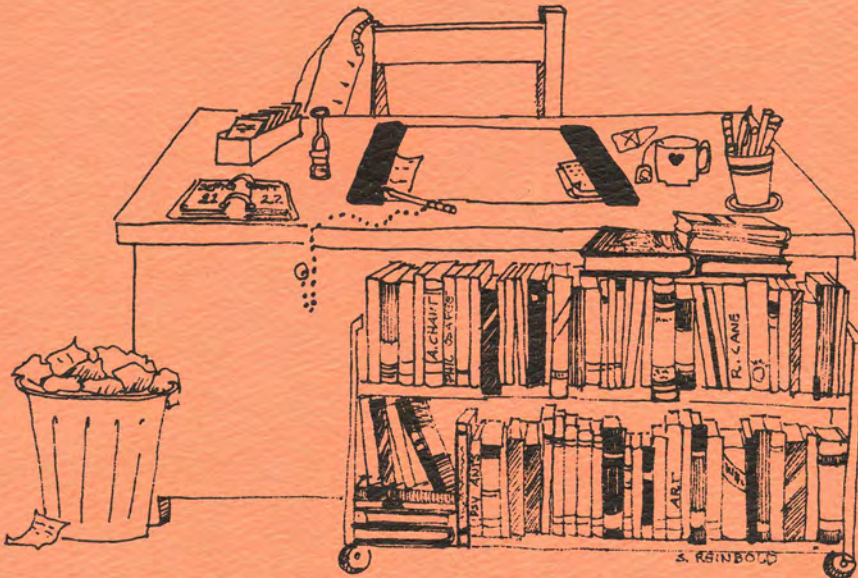
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Rhode Island Library Association Bulletin

school libraries



NOVEMBER 1982

RHODE ISLAND LIBRARY ASSOCIATION

150 EMPIRE STREET

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The Bulletin is a publication for public, school, academic and special libraries of Rhode Island. Published by the Rhode Island Library Association, the Bulletin welcomes news and discussion of interest to RILA members. Articles contained herein, however, do not necessarily reflect the ideas of the RILA membership, or the Bulletin staff or advertisers. All articles about library and media matters will be considered. All should be signed and should not exceed ten double spaced typed pages unless the editor is consulted. Cover art should be done in black and white and should measure 7½ inches wide by 6 inches high.

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BULLETIN

NOVEMBER 1982

VOLUME 55 NUMBER 3

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COVER ART: The cover illustration is by Sandra Reinbold, a teacher of Art at the Lincoln School in Providence.

CORRECTION: Last month's title page had the incorrect numbering for the issue. The title page should have read "October 1982" and "Volume 55, Number 2". My apologies to Serials Librarians! (SJC)

EDITOR'S NOTEBOOK



According to the 1982 RILA Bulletin membership issue, 45 RILA members list themselves as school librarians. With this issue and the December Bulletin we publish six articles of special concern to school librarians but which should also be of interest to other librarians working with children.

The work of the school librarian with its demands of tight scheduling, tighter budgets, and a dizzying variety of use, needs can be exhausting. Even the most experienced school librarian may find himself or herself short of ideas midway through the school term. As guest editor of our two issues on school librarianship, Suzanne Cane has sought out articles which should please and assist both the novice and the veteran librarian in their work with children.

Many thanks to Suzanne Cane for her editing, Linda Aldrich, Gretchen Bernier, John McAniff, Toby Rossner, Marcia Sessions, Janet Schmier, and L. B. Woods for their articles, and to Sandra Reinbold for her pleasing artwork which appears on this month's cover.

Debbie Barchi

NOMINATIONS FOR FREEDOM TO READ FOUNDATION BOARD OF TRUSTEES

Nominations for candidates to run in the 1983 election for the Board of Trustees of the Freedom to Read Foundation are now being accepted. Four vacancies on the Board of Trustees will be filled in the election to be held May 1-June 1, 1983. Nominations should be sent to: Mr. Richard P. Kleeman, Association of American Publishers, 2005 Massachusetts Ave., N.W., Washington, DC 20036. Nominations must be received prior to the 1983 Midwinter Meeting.

EDITOR'S NOTEBOOK

GUEST EDITOR -- SUZANNE CANE



Although school librarians share many aims with all librarians, some of our concerns are determined by the special group we serve. For instance, a primary goal of the public library is to get information to the patron, and while we share that goal, one of our primary functions is to teach that patron how to find the information herself. Library skills are absolutely necessary to the student who wants to be successful, but they can be dull to learn--and dull to teach. This issue of the Bulletin is packed with ideas for "transforming the dull into the delightful": Linda Aldrich, of the Guiteras School in Bristol, presents a varied and interest-rousing program of library skills for elementary children starting as young as kindergarten. A public library's programs for children often bear much resemblance to school library classes, and for this reason we think that anyone working with children can profit from Linda's ideas, as well as from the program ideas gathered by Gretchen Bernier from among the librarians of the Cranston Public Schools.

Toby Rossner, of the Providence Hebrew Day School, gives some specific instructions for making games with which to enliven library skills. If at first Toby's instructions seem complicated to you, don't lose heart. Persevere. I spent an enjoyable day last summer testing her directions, and I now have an on-line "Color Computer" and an operations "Shuffle and Sort" to use with my own students.

Another special function of the school library is to support the school curriculum and the people who teach it. This role affects the selection of materials, the balance of the collection, and the librarian's daily activities. John McAniff and Janet Schmier have written a biography of their model Media Center at Tiverton Middle School, emphasizing the ways in which they excel as a support service. But alas, you will have to wait until next month to read about it, because all the interesting articles on school libraries could not be squeezed into one issue of the Bulletin. We are therefore carrying the theme of School Libraries over two issues.

Linda Aldrich will be back next month with some good advice in a lively article about teaching library skills to middle and high school students. And that bete noire of all librarians--censorship--will be addressed by L.B. Woods, of the University of Rhode Island, and his student Marcia A. Sessions, who present some interesting statistics about censorship in the New England public schools in recent years.

This month's cover was contributed by Sandra Reinbold, teacher of Art at Lincoln School in Providence.

My sincere thanks go to all the contributors for sharing their talents and ideas. I hope you will find their articles as enjoyable and useful as I did.



TEACHING LIBRARY SKILLS

BY

LINDA ALDRICH

Life is a series of beginnings. A new school year begins each September, a new job or transfer or responsibility may bring a fresh start to some. With a little extra push, we in library service may even begin a new skills program, overhaul the old, or add a lively new idea to our curriculum!

When making a new beginning in an education program, we need valid theories as a framework for our programs. We cannot intelligently decide what to do in classroom or library unless we know why we are doing it. The library needs of students in the upper grades are dependent upon the skills and attitudes they have developed in their early years, so a look at the total picture helps us to decide on appropriate programs no matter what level we teach. Whatever is done in school should stem from the implications of child development which research, especially by Jean Piaget, has given us. If we follow sound theory, we shall understand why we should educate children in certain ways, what those ways are, and how we can actually carry out activities beneficial to the child and student--in every phase of education, including library skills.

BACKGROUND

Research has shown us that the greatest growth and most important years in a child's physical, intellectual, social, emotional, and psychological development are the first five years. It is, of course, the family which provides the environment and experiences during these formative years, and at approximately age 5 or 6, the school receives children who are at various stages of development, and attempts to compensate for any experiential deficiencies, to further each child's development in all five areas, and to prepare the child for the learning experiences of our schools.

The young child absorbs and accepts stimuli and information from his environment, and it is not until age 6, 7, or 8 that he begins to understand and interpret logically what he sees. At this stage, he also becomes more communicative, more interested in the environment and in group activities. The third stage, at about age 12 or 13, sees the child able to formulate hypothetical thought.

Learning theories correlate with these developmental stages. The youngest child, who simply absorbs experiences, must be provided with many varied activities. Since he learns from active participation, manipulation, and experimentation, he must be provided with concrete materials and real situations. If the home has not provided enrichment, variety, and independent opportunities for the child, the school must do so. As the child gradually is able to comprehend more, think logically, and interact with his environment and social groups, his learning experiences in school should reflect and expand this ability.

What does all this indicate to the librarian? Mainly, child development and learning theories tell us that if we want to succeed in teaching children, we'd better teach in ways that are compatible to children's capacities. For example, if a child has not reached the developmental stage of logical thinking, it will do no good to reason with him. We must know the theories and we must consider them in planning any library curriculum, program, or activity--from kindergarten on up.

The most important area of a child's growth is language, for language is the key to understanding our world. And isn't language right up a librarian's alley? For the verbally-deprived child especially, it is the librarian and teacher who provide the rhymes which teach him sounds, the poems and songs and nursery rhymes and fairy tales which help develop his language, the stories and folktales which enhance and enrich and expand his vocabulary and his comprehension of the world. It is we who can open the door to the marvelous world of picture books!

Some basic guidelines for sound educational practices in classroom and library are: 1) Language development is to be stressed--listening games, stories, rhymes, following directions, etc. 2) Since children learn in different ways, we must present material in different ways. 3) Since children must do their own learning, situations and experiences must be presented which encourage their active participation, involvement, and seeking and comparing answers. How children learn is more important than what they learn. 4) Young children need constant repetition and elaboration in order to absorb and eventually comprehend. They must be prepared for the new with a solid foundation of the familiar. 5) School experiences must be real and meaningful to the child. 6) Motivation is a prime factor in learning. We must inspire children with both enthusiasm and the success of sound preparation.

BEGINNING LIBRARY SKILLS

In kindergarten and grades 1 and 2, children need attention in all areas of their development, so part of a librarian's job is to tend to that scraped knee, remark on two friends' matching outfits, or settle social disputes. A great deal of learning for young children is incidental learning, and the librarian who knows what he wishes to teach (proper book care, title page, terms and language development, spine labels, etc.) should work these "lessons" into storytimes, discussions, and presentations which involve the children's immediate environment and concerns.

A handy lesson scheme for K - 2 is a thematic storytime involving 1) a plot or idea story, 2) a participation story, 3) a nursery rhyme or poem or fingerplay, 4) a folktale or fairy tale, and possibly, 5) a song or record. A successful example of a story theme is an animal such as bears. Bears by Krauss provides fun, rhyming words, repetition, and children's verbal participation; Me and the Bears by Bright is a good plot story for listening; the fairy tale of Goldilocks and the Three Bears allows verbal participation (the voices of the three bears) and possibly acting out as a play; Corduroy by Freeman would be a longer mood story if there is time; or the song (found in picture books or on a record) "The Bear Went Over the Mountain" can bring the whole session to a pleasant end. To the uninitiated, this may sound like a meaningless fun storytime, but there are many learning skills involved: verbal language skills, verbal and action participation, repetition of sounds, new vocabulary to some, incidental learning and awareness of library terms (i.e., "The author of this book is Robert Bright; do you remember what the author does?"), awareness of different types of stories and rhymes, book parts, and most important of all, an enjoyable attitude toward books and reading, which will help motivate the child to want to read by himself.

This attitude should be continued and sustained right through the elementary grades. As the child becomes older, library visits offer more and more information about books, stories, authors and illustrators, library terms, fiction and nonfiction, until in the middle grades, children are ready to absorb more of the skills which will enable them to find library books interesting to them and to locate information required by their school studies. Remember, by age 7 or 8, according to Piaget, children are ready to interpret their perceptions and to understand reasoning. They are ready to formally meet fiction and nonfiction, the Dewey system, biographies, the card catalog, dictionaries, encyclopedias, and the index. Library terms and book parts are familiar; reference work can begin. The same learning theories apply, however; plenty of repetition, a variety of methods (books, pictures, filmstrips, charts, games and activities, realia), child participation and involvement. For motivation, try using realia--a shell collection for a unit on fiction and nonfiction, with a sea story for fun and ocean books for information; or Braille writing materials to introduce Helen Keller and biographies. For active learning, try the following games: "Fiction Frolic" gives children the opportunity to actually locate books by their call letters. Cut a stack of construction paper approximately 2 x 2 in each of 4 or 5 colors. On each square, write a fiction book's call letters. Line the class up in 4 or 5 teams. Each member of each team receives several squares in the team's color. At Go, the first child in each line goes to the shelves and tries to locate any one of his call letters on a book spine. When he locates it, one hand touches the book and the other is raised holding the square. Librarian or aide checks the square and spine, and if correct, calls out the color so the next child in line can approach the shelves to find one of his labels. The librarian collects all squares correctly found and the child goes to the end of his line--the game is conducted as a relay race. If a child needs help, the librarian gives it. Children waiting in line are occupied by looking through their squares and deciding on approximate (or exact) location of one on the shelf, in preparation for their turns. After all children have had 3 or 4 turns or class has only a few minutes to go, time is called. While children check out books, the librarian sorts and counts the colored squares; the team with the most wins. Third graders love this game and I've had classes beg to play it again months later.

"Dewey Dash" can be played relay-style, following the rules described for Fiction Frolic, or children can be seated in a row before the nonfiction shelves to play Hot or Cold. After the order of Dewey numbers is reviewed, one child is given a paper square on which a call number (no letters) is written. The number is announced to all. As he tries to find its location, the row of children calls out warm, cold, freezing, roasting, etc., as guidance until the number is found. Then all the children can be given numbers to locate for the relay version of Dewey Dash.


Games are not played just for fun, though that alone is motivational and worthwhile. As many an educator has said, the work of children is play. Through games and activities they learn. By grade 6, school work often becomes more serious as children are able to concentrate, comprehend, and reason more and more. The groundwork for later report and research work must be laid in the early grades, and games will add spice and motivation to a library curriculum.

Linda Aldrich is a librarian at the Guiteras School Library in Bristol.

Ask for the America's Libraries stamp

The U.S. Postal Service has told us that the America's Libraries stamp will stay in circulation as long as people ask for it at their local post offices. To make this stamp one of the most popular commemoratives issued, continue to ask your postmaster for the America's Libraries stamp.

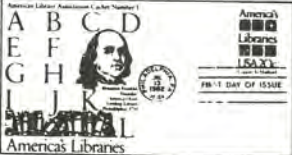
In its 135-year history of issuing stamps, the postal service has just now gotten around to honoring libraries. Let's keep the America's Libraries stamp in circulation at least that long.



Get the Official ALA First Day Cover

To celebrate the long-hoped-for and eagerly awaited issuance of the America's Libraries stamp, ALA commissioned a special engraved first day cover. The envelope carries a handsome cachet of Benjamin Franklin, founder of the first lending library in the country as well as our nation's first Postmaster General. The envelopes are postmarked from Philadelphia on July 13, the first day issue, with the America's Libraries stamp. A special card inside the envelope gives a brief history of the American Library Association and its role in the development of library services in the United States.

A limited edition of no more than 2000 have the signatures of Elizabeth Stone, 1981-82 president of ALA who worked so diligently toward the issuance of the stamp, and Robert Wedgworth, executive director of ALA.



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TRANSFORMING THE DULL INTO THE DELIGHTFUL:
USING GAMES TO TEACH LIBRARY SKILLS
BY
TOBY ROSSNER

While I teach most library skills in conjunction with classroom curriculum, there are a few skills, such as the use of the card catalog and the location of books by call number, that are taught "in isolation." For a student to easily and comfortably handle himself in any library encounter, mastery of these skills is essential. Yet the learning of these skills can be painfully dull.

For this article I have chosen a single skill--finding the numbered books on the shelves (which I consider potentially the most boring skill both to teach and to learn)--and will introduce a number of games and activities that can be used or adapted to make both the teaching and learning of this skill lively, interesting, and fun.

There are a number of commercially prepared games available to teach library skills. (See the catalogs from Highsmith Co., P.O. Box 25, Highway 106E, Fort Atkinson, WI 53538, and from Brodart Inc., Eastern Division, P.O. Box 3037, 1609 Memorial Ave., Williamsport, PA 17707.) While some of these might be adapted to meet your needs, I would recommend that you make up your own materials, using the call numbers of the books that are in your library. This will allow you to use the cards and other materials that you have assembled for a variety of uses. It will also make the lesson more concrete and more meaningful to your students.

Before I introduce my students to the games that I have prepared to teach book location, I first discuss the concept of a library numbering system with them. I equate a book's call number to the student's home address. If he wants to find out where a book lives in our library, he has to know not only its address (call number) but also how to find that address on the streets of our library. While I explain that the books are numbered in a systematic way so that books on the same subject are shelved together, I do not see any purpose in teaching the Dewey Decimal categories to students. So long as they are taught that the call number on the catalog card will lead them to the book on the shelf, then the important skill to learn is how to locate a book on the shelf.

One of the difficulties in teaching the number sequences in the Dewey Decimal System is that you are often teaching this skill to students who have not yet learned to use decimal numbers. Thus students have to be shown a method for sequencing two numbers such as 603.157 and 603.2 rather than being expected to understand the concept mathematically. A great deal of reinforcement is needed to master this skill.

I have written about four different activities for helping students to learn to locate books on the shelf. The first three are self-checking devices for individual or small group table activity. They are relatively quiet and orderly. The final one involves working with the books themselves and is an action game for larger groups. After studying these ideas, you will find that you can devise an infinite variety of adaptations and can use the same ideas (and often even the same materials) to teach any number of other library skills.

SELF-CHECKING GAMES FOR INDIVIDUAL OR SMALL GROUP LEARNING

I. Shuffle and Sort

This is a sequencing game where the call numbers on the cards are used in several number sets.

Materials needed:

- 23 index cards, 5" x 8"
- Colored markers or stencil kit for writing numbers
- 6" dowel or thin pencil or thin plastic straw
- Paper punch
- Laminating film or clear contact paper, if possible.

Assembly:

1. Leaving at least one inch at the top edge of each card, put one call number (numbers and letters) on each of twenty-two cards. Make sure that some of the numbers are close together, as the 603.157 and 603.2 example.
2. Lay the cards on the table in front of you. Using the numbers on the cards, write out six sequences of eight call numbers each. Make some sections of each sequence tricky. You will have to use most of the numbers in more than one sequence.
3. Write out a Directions Card. (Use directions below.) Use the back of this card as an answer sheet listing each sequence correctly.
4. Laminate all 23 cards or cover them with clear contact paper, if possible.
5. Starting at the upper left hand corner, mark six evenly spaced dots across the top of each card. These dots must be in identical position, both horizontally and vertically, on each card. Punch a hole on each of these marks.
6. Set up a chart as follows:

Figure #1

		Sequence					
		1	2	3	4	5	6
Call number	398.2 R	X	0	0	X	0	0
	581 S	0	X	X	0	0	X
	581 T	0	X	0	0	X	0
	599.1 F	X	0	X	0	0	0
	•			ETC.			
	•						

X--Number appears in that sequence
 0--Number does not appear in that sequence

7. Using the chart as your guide, leave the hole complete for every sequence in which the number you are working on appears; cut a V shape over the hole for each sequence in which the number does not appear. Make sure that stick slips through this opening. See Figure #2. Be sure to concentrate carefully while preparing this portion. Do not watch TV or chat with a friend or you will surely make a mistake.

Figure #2



Directions for play: (Use these directions on the Directions Card.)

1. Shuffle the cards. Reassemble them so that all of the holes are on the top left.
2. Holding the cards together, put the stick through hole #1 and bring up the cards on the stick.
3. Arrange these cards into a correct Dewey Decimal sequence, from the lowest to the highest number.
4. Check the answer sheet to see if your sequence is correct.
5. Replace the cards in the deck, placing them anywhere you want.
6. Repeat steps 1 through 5 for all of the rest of the holes. Note: If played in a small group, one person can hold the answer card.

II. Color Computer

This is a self-checking device for multiple-choice questions. In this example, the student looks at the call number on one side of the card. He then selects the next highest call number from the choices listed on the back side of the card. The color grid is a device to allow the student to self-check his answer.

Materials needed:

- Fine lined marker
- File folder or duo-tang double pocket folder
- 3/4" self-sticking paper circles in a variety of colors
- 4" x 6" index cards
- Paper punch
- Colored tape is using a file folder
- List of at least 40 call numbers from your library

Assembly:

A. Grids

1. Draw two 4" x 6" grids--one for the student on the outside of the file folder or duo-tang folder, and one for the teacher on a 4" x 6" index card. Draw arrows to indicate the top edge of each.

Figure #3

Student Grid (On folder)

-1"-

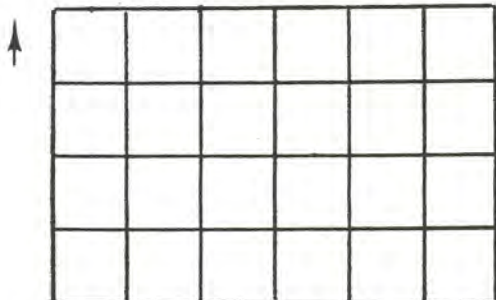
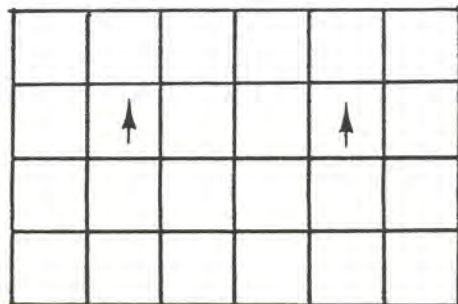


Figure #4

Teacher Grid (On card)



2. On the teacher's grid, arrange the paper circles in a random pattern, filling in every space. Punch a hole in the center of each of the circles around the edges of the card.

3. On the student's grid, copy this color pattern exactly. Make sure that both sets of arrows are pointing up. If using a file folder, tape the sides of the folder together to make a pocket for holding the question cards. Write the directions (use directions below) on the other side of the folder.

B. Question cards (Make about 10)

1. Side one.

a. Write a call number in the center of the card

b. Place a paper circle of any color that you used in your grids in the upper left hand corner.

2. Side two.

a. Place the teacher's grid (arrows up) over this side.

b. Locate the color circle that you used on side one and punch directly through the grid onto the question card.

c. Write the correct answer next to this hold. The correct answer will be the next highest call number on your list.

d. Place the teacher's grid back over side two and punch two more holes using two colors that are different from the correct answer's color.

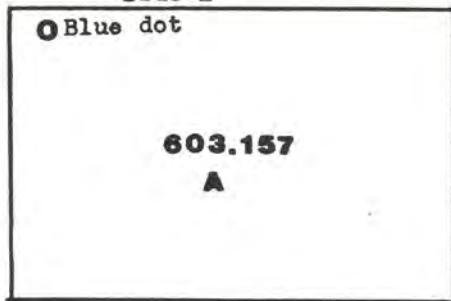
e. Write incorrect answers next to these holes.

Figure #5

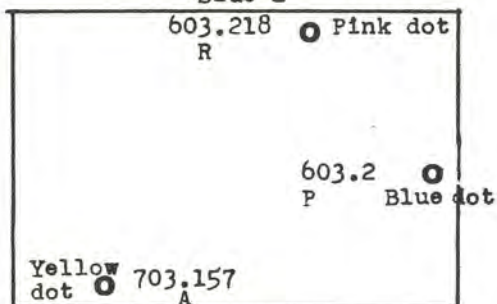
Question card

Figure #6

Side 1



Side 2



Place the question cards inside the student's folder.

Directions for play:

1. Choose a card from the folder.
2. Read the call number on side one.
3. Flip the card over and choose the next highest call number from the three choices on this side.
4. Place the answer side over the color grid. If your answer is correct, the color under your answer will match the colored circle on the front of the card.
5. Continue until you have used all of the cards.

The basic color grid can be reused to teach a variety of library skills. For example, to teach the difference between author, title, and subject catalog cards, photocopy samples of each kind of card and paste them onto side one of the question card. On side two, write the words "author", "title", and "subject" as the three possible correct answers. Another possibility would be to use the answer cards for library definitions; e.g., title page, call number.

III. Picture perfect

This is a self-checking sequencing device using a completed picture to check for the correct answer.*

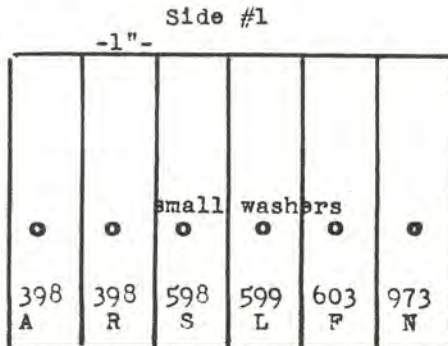
Materials Needed:

- 4" x 6" index cards
- 5" x 8" index cards
- Colored tape
- Strips of magnetic tape and small washers
- List of call numbers from your library

Assembly:

- A. Outer book
 1. Make a "book" using two 5" x 8" index cards taped along one of the 5" edges.
 2. On the inside of the book, run a 6" piece of magnetic tape horizontally across the middle of the left hand side.
 3. Draw a line on the right hand side to correspond to the tape.
 4. Write the directions (see below) on the outside of the book.
- B. Sequencing cards
 1. Side one.
 - a. Using a 4" x 6" index card, divide it (but do not cut it) into six one inch strips which will represent book spines. Put a call number on the lower portion of each. The call numbers must be in sequence from left to right on the card.

Figure #7

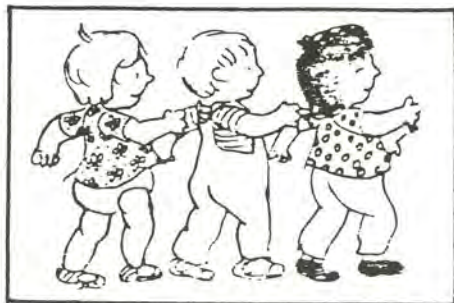


*Suggested by Suzanne Cane, Librarian, Lincoln Lower School, Providence.

2. Side two.
 - a. Draw or glue a picture onto this entire side, using rubber cement if your picture is glued. This is a good place to put your students' artistic talents to work.

Figure #8

Side #2



3. Laminate the card, if possible, and then glue a small washer onto the center of each strip on side one. Always laminate before you cut.
4. Cut the card into the six 1" strips. Keep each set of six book spine strips in a zip-lock sandwich bag. You may color code each sequence if you wish.

Directions for play:

1. Lay out the book spines in order, from lowest to highest, along the line on the right hand side of the book.
2. Close the book. The magnetic tape will close on top of the washers.
3. Turn the book over. See if the picture, which is now on top, is whole.
4. If it is not, try the sequence again.

I have not discussed card games, but these are also very popular and can be adapted from old maid, go fish, rummy, or any number of others as a guide. The Learning Handbook Creating and Using Learning Games has a thorough discussion of card game adaptations.

ACTION GAMES INVOLVING LARGER GROUPS

Treasure Hunt*

Materials Needed:

Treasures which are small and flat so that they fit into a book pocket. Some possibilities: a stick of gum, foil-wrapped chocolate coins, gummed stickers, small lollipops, a balloon. (Make sure there are some extras)

3" x 5" index cards with a call number on each.

Assembly:

1. Divide the index cards into sets of three. Color code each set and write the order (1, 2, 3) on the backs of the cards.
2. Keep a record of each set on a separate sheet of paper. Prepare a few extra sets in case one book accidentally disappears from the shelves after you are set up.
3. For each set of three cards, take #1 and put it in a pile, put card #2 in the book pocket of book #1; put card #3 in the book pocket of book #2. Place a treasure in the book pocket of book #3.

*Idea suggested by Suzanne Cane (op.cit.) who uses this technique to teach the card catalog.

Directions for play:

Each student is handed one card #1 from the pile. The student finds the book whose call number is on his card. He opens the book, locates his second clue in the book pocket, takes out the clue and replaces the book EXACTLY WHERE HE FOUND IT. This procedure is repeated until books two and three (with the treasure) are found. All cards are returned to the librarian after the game is concluded. Any treasures (especially if they are food) left in unplayed sets should then be removed by the librarian.

CONCLUSION

As the coordinator of the Teacher Resource Center at the Bureau of Jewish Education, I have been helping teachers and librarians create teaching materials for the past four years. From this experience a number of general rules have evolved. They can be summed up as follows:

1. Before you begin, decide on your teaching goal.
2. Think about the methods that you might use to achieve this goal.
3. If you decide to use a game, plan this game out very carefully before you begin to execute it. Some of the things to think about are: the size of your group; their grade level; the size of your library and your book collection. You will want to inventory the materials that you have on hand and find out what is easy to obtain. What can you recycle? Think about the help that you might have available and try to find ways to incorporate your students into the preparation of the materials. Check to see what commercial materials can be used or adapted to your needs.
4. Try to make your materials as neat, attractive, and colorful as possible.
5. Try out the materials before the students use them.
6. Evaluate the success or failure of materials after they have been used. Let your students help you to improve weak parts of your games. (e.g., Make up new rules.) Most games which don't seem to be successful can be revised and salvaged.
7. Above all--have fun creating and using your new ideas.

Bibliography:

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Toby Rossner is the Librarian at the Providence Hebrew Day School and Coordinator of the Teacher Resource Center of the Bureau of Jewish Education of Rhode Island.

SHARING BOOKS WITH CHILDREN: A POTPOURRI OF ACTIVITIES

BY

GRETCHEN P. BERNIER

The librarians in the Cranston Public Schools, like all librarians who work with children, are constantly seeking means to gain and sustain student interest in books and reading for personal pleasure as well as for information. While there is no substitute for reading a book for the pure personal pleasure it brings to the reader, it is obvious that many students will not do this without encouragement and motivation. Therein lies the challenge to the school librarian. In order to meet the challenge of motivating students to read, the librarians are constantly searching the professional literature, attending workshops and conferences, experimenting with their own ideas, and sharing their successes and failures with each other.

Some of their "successes" are offered below as a potpourri of library activities for students in the elementary grades. Few of the activities require elaborate preparations and many can be accomplished with the assistance of older students. Grade levels are suggested merely as a guide, since many of the activities can be adapted to various ages, interests, and ability levels. Some could be used in the secondary schools also.

STORY-TIME IDEAS

1. As an alternative to using a flannel board, the overhead projector has been used effectively to illustrate and add a little drama to stories.

Silhouette Stories: Simple paper cut-outs can be easily traced from the picture book and placed on the overhead projector as the story unfolds. Various colored sheets of acetate or thin tissue paper overlays help to create the changing moods of a story, (i.e. blue for cold, sad, quiet; yellow for happy, lighthearted, warmth, etc.) (Primary grades)

Flip-it Stories: Draw or trace from picture book some characters or objects important to the story on transparencies. Punch holes, assemble in order, and insert loose leaf rings in transparencies. As story is told flip transparencies onto overhead. Partial pages are used so that objects can be easily added or taken away from the scene as needed. Overlays of color can be used also. Older students can use this process to illustrate reports or talks to the class.

2. Grab Bag Stories

Fill a large shopping or burlap bag with a dozen or so stuffed animals which can be found as main characters in picture books. Children take turns pulling an animal out of the "Grab Bag." Librarian tells or reads a story with the same animal character. Later these books and animals can be used in a display. (Primary)

3. After reading and discussing the theme of Cranberry Thanksgiving which has the "secret" recipe for cranberry bread at the end of the book, the librarian distributes to the class copies of the recipe and a sample of the cranberry bread she has baked.¹ (Some children subsequently reported helping their mothers to make the cranberry bread at home.) (Primary Grades)
4. Wordless books have been used several ways with grades K-2. After having time to look at the book, children take turns telling the story portrayed in the book. Some children make up dialogue for the characters and "play-act" the story as a skit. Other times the class has composed a simple story summary of a few sentences which the librarian wrote on a chalkboard as dictated by the children. Children copied the story and took it with them. (Primary grades)
5. While commercially prepared recordings of good literature are available, a less expensive method to increase the recorded collection can be achieved by taping favorite stories with the librarian and teachers as the narrators. These can be enjoyed in a corner of the library by small groups of students using earphones and comfortable seating arrangements (carpet squares, cushions, etc.) while the librarian is engaged in a different activity with other students. (All grade levels)
6. Children's interpretation of literature through informal dramatizations continues to be popular with students and librarians alike. Children in primary grades seem to enjoy the impromptu play-acting, including pantomime, which is usually a spontaneous response to a story just read to them. In the fourth through sixth grades the most popular form has been puppetry, especially if they are allowed to present their puppet shows to the lower grades. The simplest puppets to construct were made from socks, paper bags, potatoes, and paper finger puppets. (All grade levels)

GROUP GAMES AND PUZZLES

1. Guessing games modeled after old T.V. programs can be adapted to utilize story characters, biographies, authors, or book titles. Some of those which have been popular include "What's My Line?," "I've Got a Secret," "To Tell the Truth," and "Concentration." Instead of a small panel of questioners, the class can be divided into teams so that everyone can participate. The children may need help with structuring their questions to fit the game. The librarian is usually the moderator and the score keeper. (Grades 5-6)

2. Games based on Bingo, Lotto, and popular board games require more advance preparation but can be developed with good student assistants. Although they are popular, these really ought to be used sparingly--perhaps only once a year. (Grades 4-6)
3. "Book Bees," modeled after spelling bees, are easy and fun for a change of pace. An excellent source for literacy questions needed for a Book Bee is In What Book by Harshaw and Evans.² Students can make up their own questions on favorite books and write them, with the correct answer, on 3 x 5 cards. After a few years of doing this a great assortment of questions can be accumulated to be used with classes coming through the grades. (Grades 3-6)
4. Story Puzzle. Book titles are incorporated into a story by the librarian or older students. Students must find and underline all the titles in the story. For more advanced students the process can be reversed so that they write the story using a list of titles provided for them. (Grades 5-6)
5. Scrambled Authors and Titles. The letters within the words of a title or an author's name are scrambled. The list of titles or authors are geared to the reading level and interests of the students. The puzzle is solved individually by students in class or it can be used as a bulletin board contest for the entire school. Students submit their answers in writing within a specified time. (Grades 4-6)
6. Word Search. Based on the popular word game, this puzzle would contain literary terms, authors' names, titles, characters, etc., which can be found written in all directions: forwards, backwards, up, down, and diagonally. A list of terms to be located is provided to make it easier for less able students.

STUDENTS SHARE THEIR READING EXPERIENCES (Substitutes for Book Reports)

Activities similar to those listed below are typed or written on 3 x 5 cards and filed in a box. Students may select any card when asked to "report" on a book to the class, the teacher, or librarian. (Grades 4-6)

1. Read a book on how to make or do something that interests you. Demonstrate to the class how to make something following directions in the book. If some of the preparation needs to be done at home be sure to describe the steps you followed. Examples: a simple science experiment, a handicraft, a recipe, a hobby.
2. Select and copy three or four sentences from a book you have read that you think would be good titles for other books.

3. After reading a fiction book try to find five facts in the book. Write them in a list and then try to find proof for your facts in a book of non-fiction, an encyclopedia, or other reference book.
4. After reading a biography book answer the following: Why was the person famous? Do you admire this person? List the reasons why or why not.
5. Choose one of your favorite authors and find out all you can about him or her and the books he/she has written. Present orally a brief biographical sketch about the author and show 2-3 of his/her books to the class.
6. Write or tell two of the following about the book you read:
 - a) the most humorous incident, b) the most exciting part, c) the saddest part, d) the part liked best, e) the most interesting part.
7. Choose one of the following activities to illustrate the book you read:
 - a) Design a book jacket for the book.
 - b) Make a diorama illustrating a favorite part of the story.
 - c) Make 1-2 models of things described in the book (non-fiction or fiction).
 - d) Make a mobile based on the book (could be objects or characters).
 - e) Make a bulletin board display based on 1) the characters and/or setting of the story; or 2) the author and other books written by her/him.
8. Write and illustrate an advertisement to "sell" your book.

PROMOTING INTEREST IN AUTHORS/BOOKS
(Grades 5 and up)

1. Mystery Reader-of-the-Week
 The Mystery Reader of the Week is a faculty member or building administrator who chooses three or four favorite books, either current or old favorites. The books selected are displayed in the library and each day a clue to the identity of the mystery reader is posted. (5 days)
 Students submit their guesses in writing. At the end of the time the name of the Mystery Reader is revealed along with the name of the student who identified him/her. Clues are related to mystery reader's appearance, subject/grade taught, interests or hobbies, etc.
2. Variations on #1 above could be based on famous contemporary figures using as a source the paperback book, Books I Read When I Was Young.³ This book can also be used to motivate students to discuss books they have read. After hearing about the favorites of famous people, students then list 2-4 books they remember best. Time is allowed for them to orally share their lists and tell why they like one of the books best.

3. Mystery Author

Place pictures of several authors on a bulletin board and each day add a clue to help identify each one until they are correctly identified. (Pictures are taken from publishers' promotional materials, old book jackets, professional journals, etc.)

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¹Devlin, Wende and Harry Devlin, Cranberry Thanksgiving (New York: Four Winds, 1980)

²Harshaw, Ruth and Hope Harshaw Evans, In What Book? (New York: Macmillan, 1970)

³National Council Teachers of English, Books I Read When I Was Young (New York: Avon, 1980)

Gretchen P. Bernier is Director of Library Services for the Cranston School Department.

LIBRARY HISTORY ROUND TABLE SPONSORS JUSTIN WINSOR PRIZE ESSAY

The Library History Round Table of the American Library Association awards the Justin Winsor Prize to encourage excellence in research in library history. The prize consists of \$500 and the privilege of the winner's paper being published in the Journal of Library History. Manuscripts submitted should not be previously published, not previously submitted for publication and not currently under consideration for publication. To be considered, essays should embody original historical research on a significant topic in library history, should be based on primary source materials whenever possible and should use good English composition and superior style. Essays should be organized in form similar to that of articles published in the Journal of Library History, with footnotes, spelling, and punctuation conforming to the rules of A Manual of Style (13th. ed., Chicago: University of Chicago Press, 1982). Papers should not exceed 35 typewritten, double-spaced pages. Forward manuscripts by April 1, 1983, to Margaret F. Steig, School of Library Service, Columbia University, New York, NY 10027.

MEETING NOTES

COLA CELEBRATION

It was almost over. They were collecting the yellow table cloths and folding up the tables and chairs. The shoppers were leaving, and the mall was closing up after another business day. But the Woonasquatucket Literary Society was still huddled together, earnestly discussing their topic for the evening, Nevil Shute's novel, On the Beach, and the movie, The Last Epidemic, which Bob Burford, Director of the Marian Mohr Memorial Library, had shown prior to the discussion. The Woonasquatucket Literary Society was "doing its thing" and in so doing, had created a slice of library life in the Warwick Mall.

Thirty-five other libraries and library associations also "did their thing" at the mall that day. It was the first Rhode Island Library Celebration, and it was held on Wednesday, September 29, from opening to closing. Conceived by the Library Promotion Group of COLA, chaired by Herman Rose, the event marked another attempt to bring libraries into focus for the citizens of the state. And it had been a success--a few problems perhaps, a few "no shows," a few libraries conspicuous by their absence--but, all in all, a success.

Every group presented its most interesting features--computers from the Lincoln Public Library, original art and tarantulas from the Warwick Public Library, microfiche and microfilm from the Consortium of Rhode Island Academic and Research Libraries (CRIARL), telephoned reference service from the R.I. Historical Society. The Providence Public Library Bookmobile came inside for the day.

It was quite a scene. Blue and yellow cardboard flags identified each exhibit, along with blue, yellow, and red balloons. During the day a "gorilla" strolled about, sometimes carrying balloons, sometimes followed by a curious child, distributing the schedule of films which Donna Barkman of the Film Coop was showing in Penny's Conference Room. In the late afternoon groups of wide-eyed children gathered in one of the seating areas for storyhours. Three storyhour programs were held each hour from 4:00 p.m. through 7:00 p.m. To top it all off the mayor sent a proclamation which was read by our good friend, Vicki Lederberg.

Kudos to the committee: Earleen Gamache, Ray Gamache, Donna Roberts, Jean Sheridan, Darryl Johnson, Christine Lamar (especially to Donna Roberts who managed to round up 50 half-liter bottles filled with sand to serve as props for the flags). The committee thanks all who participated and all who supported the effort in the numerous details which needed attention. To those who were not represented, no need to despair--there's going to be another one next year.

Jean Sheridan
Providence College



NEWS

from the

RILA EXECUTIVE BOARD

The Executive Board has approved a procedure for polling the Board when emergency action must be taken between regular meetings.

The Board approved a proposal for three seminars co-sponsored by the RILA Personnel Committee and the Providence Public Library. The seminars will be given at PPL on the evenings of November 16, January 20, and April 20. They are geared toward administrators and supervisors on performance evaluation, stress management, and management techniques.

The Board viewed the two television spots that are now appearing on RI stations, and after discussion about whether the ads reinforced a stereotypical image of women, approved the "one monthly bill" ad unanimously, and the "kitchen scene," five to two. Board members were concerned that publicity released in an official capacity not be subject to criticism that it was sexist. Story boards of all future ads will be submitted for Executive Board approval before taping. The Board feels that the efforts of the Public Relations Committee to produce solid and attractive publicity materials were encouraging and to be commended.

A proposal from the VIA/Community Skills Bank was received by the Board. A summary of their proposal and the Board's decision follows:

The Community Skillsbank is a project of Volunteers in Action (VIA), Rhode Island's statewide voluntary action center. The Community Skillsbank serves agencies needing professional guidance and skills not available through their staff or board of directors by linking them with volunteers seeking productive and short-term outlets for their professional skills in addressing critical community needs. This service is particularly important in a time when nonprofit, private and governmental organizations find funding difficult to obtain.

Rhode Island's nonprofit agencies and organizations occasionally request the Skillsbank to find professional volunteers who can assist them in developing and teaching staff members how to maintain their libraries.

VIA seeks to establish a working relationship with the Library Association through which the Community Skillsbank can recruit volunteers. In return, the Skillsbank will provide the Association's volunteers with a well-researched and prepared job description for each assignment.

Board discussion of the proposal centered around the concern among librarians that volunteer positions demean the profession and take potential jobs away from librarians. It was pointed out that the agencies needing assistance were non-profit and would probably not hire someone for the work they have in mind. It was noted that it might be a good sign that people are beginning to realize the importance of professional training in organizing a library, and that these same agencies could prove to be valuable allies for libraries in legislative and other matters. The Board decided to accept the proposal and run volunteer announcements in the Bulletin provided the announcements not appear near the Jobline section and that they carry a statement from the Executive Board explaining its position. Requests for volunteers may also be distributed through the statewide delivery system.

CHILDREN'S FRIEND AND SERVICE, an agency which provides Clinical Counseling, Adoption, and Foster Care services, needs help in organizing a collection of approximately 1,000 books, journals and other printed materials. These materials fill approximately 4 bookcases and the assignment may be completed in a few weeks or a few months, depending on the volunteer's schedule.

This assignment consists mainly of developing a simple catalog file and providing instruction to a staff member who will be assigned to maintaining the library.

For more information, please call The Community Skillsbank at Volunteers in Action, 421-6547.



government relations

Nancy Chudacoff, an attorney with Edward & Angell and former librarian of the Rhode Island Historical Society Library, has joined the committee, and will assist with "informal" (not paid) advice, and research.

membership

117 Association members failed to renew membership in time to vote in this year's elections. It is predicted that at least some of these will renew at the Annual Conference.

The annual membership directory will be published in the January issue of the Bulletin. If you have any change in address, position, business telephone number since you paid your 1982-83 dues, please contact Paul Drake (739-1919) before December 1.

personnel

The Committee has prepared a resolution regarding a minimum annual salary for librarians, and the practice of appending a statement to full-time job openings for librarians listed RILA publications. The resolution will be presented to the membership at the Annual Business Meeting. The results of the 1982 Salary Survey have been tabulated. As the results of the 1981 survey have not yet been published, an article comparing the two will be published in the December 1982 RILA Bulletin. To avoid this problem in the future, the Executive Board approved a motion to designate the November issue of the RILA Bulletin for publication of the Salary Survey in future years.

public relations

The Executive Board viewed and, after discussion, approved the two television promotional spots that are currently appearing on Rhode Island television channels.



--Thomas G. Brennan has recently been appointed Librarian at the Newport Historical Society. Mr. Brennan, who received his MLS from URI, had previously worked as the Museum Registrar for the Rhode Island Historical Society.

--Gwendolyn Dunbar has retired as librarian at the Coventry Junior High School Library.

--Bonilyn Hunt DeBlois is now librarian at the Clayville Elementary School in Scituate. She was formerly Librarian at the Bishop McViny Elementary School in Providence.

--Jackie Lamoureux, Director of the Hope Library, has been elected as the Western System representative to the Film Cooperative Executive Board.

NATIONAL APPOINTMENTS:

--Gary Facente, former vice president and editorial director of Follett Publishing Company, has been named the new Associate Executive Director of the American Library Association and Director of ALA Publishing Services. He replaces Donald Stewart, who retired from ALA on August 27.

--Ann Carlson Weeks has been appointed the Executive Director of the Association for Library Service to Children, a division of ALA. She was recently awarded a Ph.D. in Library Science from the University of Pittsburgh, with areas of study in literature and service for children and youth information science, and research. She is former Library Media Specialist of the Jefferson Road School, Pittsford, NY and served as a consultant to the New York State Education Department on New York State Library Pilot Projects.

BULLETIN BOARD

DATE TO REMEMBER: The Annual Conference of the Rhode Island Educational Media Association (RIEMA) is Tuesday, March 15, 1983, at the Flanagan (Lincoln) campus of CCRI. Through a reciprocal agreement RILA members may attend the RIEMA Conference at members' rates.

COMPUTERS IN THE LIBRARY: East Greenwich High School Library has received two Apple II computers to be used by students during school hours and for library use before and after school hours. Through a program called "Bookworm," Librarian Valerie Simpson is recording circulation and automatically printing overdue notices. She also expects to use the microcomputers to generate paperback lists, new acquisitions, and an inventory of audiovisuals in the library.

LIBRARY AWARENESS HANDBOOK: A booklet entitled 68 Ideas: The Library Awareness Handbook was introduced at the ALA Conference. It gives a summary of public relations/publicity ideas that have been successful in public libraries across the country and gives names of contact people for more information. The booklet is available from ALA for a cost of \$5.00.

PUBLIC RELATIONS AWARD: NELA's Public Relations Committee has awarded a Certificate of Excellence for Library Public Relations to "A Lively Experiment" for the first year of the project. Congratulations to Christie Sarles, Project Director, and to all who have worked so hard to make "A Lively Experiment" such a success.

ANNIVERSARY CELEBRATION: The Norwood Public Library in Warwick recently celebrated its 75th anniversary with brief talks, entertainment by the Toll Gate High School Jazz Ensemble and comedian-musician-singer Mike Bresler, and refreshments. Norwood is one of five libraries in Warwick and was privately run from its opening in 1907 until 1972 when it became the Norwood Branch of the Warwick Public Library.

SMALL TOWN LIBRARIES: The charm and enchantment of small-town libraries was featured in a lengthy article in the September 19 issue of the Providence Sunday Journal Magazine. Libraries highlighted in the article were the Willett Free Library in Saunderstown, the Redwood Library in Newport, the Cross Mills Public Library in Charlestown, the Langworthy Public Library in Hope Valley, and the Little Compton Free Library.

INFORMATION SERVICES: R.R. Bowker Company has announced the establishment of a new business sector, Online Services. Three major Bowker databases are currently available for online searching: Books in Print is available through BRS and Dialog. American Men and Women of Science and Ulrich's International Periodicals Directory are currently available though BRS with a planned availability via Dialog soon.

SPANISH LANGUAGE BOOKLIST: The Young Adult Services Division (YASD) of ALA has recently published the third edition of Libros a Tu Gusto (Books for Your Pleasure), an annotated list of books available in Spanish for young adults. English translations are given for each annotation. Single copies are available for 40 cents each from YASD, ALA, 50 E. Huron Street, Chicago, IL 60611. Discounts are available for multicopy orders.

FEDERAL LIBRARIANS: Carol A. Nemeyer, ALA President, has appointed Elizabeth W. Stone, ALA past president, to oversee the continued monitoring of the proposed classification and qualifications standards for federal librarians from the U.S. Office of Personnel Management (OPM). She has also asked that the ad hoc standards steering committee that developed ALA's 95-page response to OPM this spring continue to serve with Dr. Stone until the outcome of the standards review process and implementation is settled.

NATIONAL LIBRARY SYMBOL: A National Library Symbol was launched at the 1982 ALA Conference for use by libraries throughout the U.S. in promoting awareness of their services. Originally developed by the Western Maryland Public Libraries for system-wide use, this symbol is recommended for national use by the ALA Council. The purpose of a national library symbol is to increase public awareness of libraries through widespread use of a standardized symbol on library directional signs and promotional materials. The symbol is designed primarily for use on exterior library signs appearing on streets, highways, campuses, and buildings; but it can also be used by individual libraries on newsletters, posters, booklists, library cards, bookmarks, letterheads, and other promotional materials. The national library symbol is in the public domain and can be used freely without restriction. Its development in Maryland included the preparation of an excellent sign system manual. The manual has been published by ALA and is available from the ALA Order Department, 50 E. Huron Street, Chicago, IL 60611 for \$5.00 a copy.

National Library Symbol



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CALENDAR

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- December 14 INfoEX
 Topic: No Cost/Low Cost Programs
 Place: Department of State Library Services, 95 Davis St.,
 Providence
 Time: 10:00 am - 11:30 am (Come at 9:30 am for coffee)
- January 20 Sponsor: RILA Personnel Commi-tee and the Principal Public Library
 Topic: Stress Management
 Speakers: Carolyn Benedict-Drew (Executive Director, Samaritans)
 & Florence Doksansky (Ref. Dept. Head, Brown University
 Libraries)
 Place: Third Floor Meeting Room, Providence Public Library,
 150 Empire Street, Providence
 Time: 7:00 to 8:30 p.m.
 Fee: \$2.00 per seminar
 Contact: Fran Farrell, Coordinator, Principal Public Library,
 521-7722, ext. 228
- January 27 INfoEx
 Topic: Board/Librarians
 Place: Newport Public Library, Aquidneck Park, Newport
 Time: 10:00 am - 11:30 am (Come at 9:30 am for coffee)

ASCLA INITIATES SEARCH FOR INTERFACE EDITOR

The Association of Specialized and Cooperative Library Agencies (ASCLA), a division of the American Library Association (ALA), is seeking a new editor for Interface. This volunteer, unpaid position is open to persons whose professional experience and writing and/or editing background would enable them to produce a quality publication that addresses the diverse interests of the readership. The editor should be an ASCLA member, or willing to become one, and must be able to attend the ALA Annual Conferences and Midwinter Meetings. Persons wishing to be considered for this position should submit a letter expressing interest, a resume of professional experience and samples of articles they have written or edited by December 15, 1982, to Interface Advisory Committee Chair Alphonse F. Trezza, Associate Professor, School of Library and Information Studies, Florida State University, Tallahassee, FL 32306.

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 Linda Manning, 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 should contact in writing: Dr. James M. Matarazzo, Associate Dean, Graduate School of Library and Information Science, Attn: New England Library Jobline, Simmons College, 300 The Fenway, Boston, MA 02115, to place a position announcement on the Jobline. Those interested in learning about open positions in New England, call (617) 738-3148. The Jobline is updated with a new tape each Friday.

Also of interest to job seekers is the ACRL JOBLINE, a pre-recorded tape, updated weekly, of academic and research library positions. The JOBLINE telephone number is (312) 944-6795 and is available 24 hours each day.

-Rhode Island-

CHILDREN'S LIBRARIAN: Provides reading guidance and reference service to children, responsible for purchase and weeding of children's collection, conducts story hours and programs. Participates in arranging exhibits, designing flyers, writing articles and booklists, and radio and TV programs. Responsible for administration of library branch in the absence of the branch librarian. Required: MLS from an accredited library school. Salary: \$11,336-\$14,033. Send applications by November 15 to: Frank L. Hannaway, Personnel Officer, Providence Public Library, 150 Empire Street, Providence, RI 02903. Telephone: (401) 521-7722.

BRANCH LIBRARIAN: Smith Hill/Mount Pleasant Branch, Providence Public Library. Selects, orients, supervises and evaluates staff. Develops branch plans, projects and proposals, and maintains and strengthens book collection. Develops rapport between the library and community with services and programs. Manages budget, records, reports and staff scheduling. Required: MLS from ALA accredited library school plus a minimum of 3 years professional experience and previous supervisory experience. Branch library experience preferred. Salary: \$14,243-\$18,178. Position available: January 3, 1983. Apply by November 30 to: Frank L. Hannaway, Personnel Officer, Providence Public Library, 150 Empire Street, Providence, RI 02903. Telephone: (401) 521-7722.

BRANCH LIBRARIAN: Knight Memorial Library, affiliated with Providence Public Library. Temporary position, January-March, 1983. Directs, supervises, and maintains activities of the branch library. Maintains library records and files, plans programs, develops collection, supervises staff, and develops rapport with community groups. Required: MLS from ALA accredited library school, supervisory experience and knowledge of branch library services. Salary: \$16,980. Apply by November 17 to: Frank L. Hannaway, Personnel Officer, Providence Public Library, 150 Empire Street, Providence, RI 02903. Telephone: (401) 521-7722.

SUBSTITUTE SCHOOL LIBRARIAN: Woonsocket Public School System. Must be certified as Teacher of Library Science by Rhode Island Department of Education. Salary: \$30.00 per day. Application available from: Louis Leveillee, Coordinator of Media Services, 350 Newland Avenue, Woonsocket, RI 02895. Telephone: (401) 766-0770.

CATALOGER: Salve Regina-The Newport College. Responsible for the cataloging of all materials purchased and received at the library. Participates in collection development, related library faculty activities and professional organizations. Qualifications: MLS from ALA accredited library school, professional experience in academic library and familiarity with AACR I and II and OCLC. Faculty rank and salary: Instructor or Assistant Professor depending upon qualifications and/or experience. Send letter of application, resume and names of three references to: Tom Flanagan, Director of Administration, Salve Regina-The Newport College, Ochre Point Avenue, Newport, RI 02840.

-Massachusetts-

LIBRARY DIRECTOR: Small southeastern Massachusetts town, population 15,000, seeking innovative person for challenging opportunity to oversee operations and expansion of library services. Salary: \$13,344. Send letter of application and resume to: T137 Globe Office, Boston Globe, Boston, MA 02107. (Oct. 17, Boston Globe, no closing date)

CHILDREN'S LIBRARIAN: Supervises children's program in main library and three branches. Qualifications: MLS and at least 2 years experience in a professional position in library work with children. Salary: \$15,771. Send resume to: Alice T. Mulready, Director, The Tufts Library, 46 Broad Street, Weymouth, MA 02188. (Oct. 17, Boston Globe, no closing date)

CORPORATE INFORMATION LIBRARIAN: Baker Library, Harvard Business School. Librarian in charge of Career Resources Center and Corporate Reports Department. Career Resources Center acts as a clearinghouse to provide MBA students with information about companies, industries, career planning and specific jobs. Corporate Reports Department maintains an extensive collection of domestic and foreign annual reports. Responsibilities include Corporate Reports Department collection development, preservation, and developing computerized support systems. Background should include strong supervisory ability, good knowledge of corporate information sources, familiarity with systems analysis, and ability to work under pressure, plus 3-5 years' related professional experience. MLS degree or equivalent. Librarian II. Minimum salary: \$19,000. Contact: Mary Chatfield, Baker Library, Harvard Business School, Boston, MA 02163. (Chr. Higher Ed., Oct. 6, no closing date)

TECHNICAL SERVICES LIBRARIAN: Tufts University. Position is head of the Technical Services Department of the Health Sciences Library for the Medical, Dental, and Veterinary Schools of Tufts University. Responsible for cataloging and processing of library materials, maintenance of serials records and binding, and supervision of three full-time staff in addition to student assistants. Oversees allocation of technical services funds, assists with reference services, and represents Health Sciences Library. Temporarily responsible for Audio Visual Center operation. Qualifications: MLS from ALA accredited library school or equivalent, minimum 2 years experience in technical services, knowledge of NLM/MESH and OCLC, demonstrated strong oral and written communications skills, prior supervisory experience, MLA certification preferred. Submit resume stating salary requirements to: Kathe Cronin, Personnel Office, 63 Kneeland Street, Boston, MA 02111. (Oct. 17, Boston Globe, no closing date)

REFERENCE LIBRARIAN/BIBLIOGRAPHER: Massachusetts Institute of Technology. Two year appointment in the Aga Khan Program for Islamic Architecture at M.I.T. Provides reference and specialized information services in Architecture Library, responsible for collection development in all formats documenting contemporary architecture and urbanism in Islamic countries. Prepares bibliographies and guides and participates in online data base searching. Qualifications: MLS, Arabic and French or German, subject background, knowledge of Islamic cultures, collection skills, initiative. Submit resume and names of three references by November 15 to: Search Committee, Aga Khan Program, Room 14-216, M.I.T. Libraries, Cambridge, MA 02139. (Lib. Jour. Hotline, Oct. 11)

-Connecticut-

REFERENCE LIBRARIAN: 20 hours per week at \$6.00 per hour. Position to start in January. Send resume by December 10 to: James Graham, Avon Free Public Library, 17 West Main Street, Avon, CT 06001. (Oct. 24, Hartford Courant)

ACADEMIC/RESEARCH LIBRARIAN OF THE YEAR

The Association of College and Research Libraries invites nominations for the Academic or Research Librarian of the Year Award, presented jointly by ACRL and the Baker & Taylor Company. Anyone wishing to submit nominations should request a nomination form from the ACRL Office, 50 East Huron Street, Chicago, IL 60611.

NOMINATIONS: nominations for the award must be returned to the Association for College and Research Libraries, at the above address, and must be post-marked no later than December 1, 1982.

The Awards Committee for 1982 is chaired by Patricia Oyler, Graduate School of Library and Information Science, 300 The Fenway, Boston, MA 02115.

NOMINATIONS SOUGHT FOR MEMORIAL AWARD

The Intellectual Freedom Round Table fo the American Library Association is seeking nominations for its John Phillip Immroth Memorial Award for Intellectual Freedom. Established in 1976, the annual award honors intellectual freedom fighters in and outside the library profession who have made notable contributions to intellectual freedom and have demonstrated remarkable personal courage. The award consists of \$500 and a citation. Individuals, a group of individuals, or an organization can receive the award. Nominations should be submitted by December 1, 1982, to Anne Martel, Chair, John Phillip Immroth Memorial Award, 4 Villard Court, Champaign, IL 61720. Nomination forms are available from the same address.



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