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EDITOR'S NOTEBOOK

RILA is beginning its first fiscal year corresponding with the calendar year. And it's time to pay your dues, if you have not already done so. Membership forms can be found in the December, 1984, or January, 1985 issues of the RILA Bulletin. A great many people neglected to pay their 6 month dues, July-December, 1984. Unfortunately, we cannot continue to mail the Bulletin to individuals whose membership has lapsed. Therefore, this issue of the Bulletin is being mailed only to persons whose dues are current.

There will be some changes as a result of the adjustment in the membership year. Specifically, the membership directory will appear in the May, 1985, issue of the Bulletin (instead of February). Please check your entry in the February, 1984, Bulletin and send any changes to Charlotte Schoonover prior to April 1. And remember, if your dues are not paid by that date, you will not be listed in the Directory.

In this issue of the Bulletin, you'll find registration forms and program information for RIEMA's Annual Meeting. As I'm sure most of you are aware, RILA members attend at RIEMA member rates.

Chris Chapman
Editor



LIBRARY SERVICES FOR THE ELDERLY

by Virginia Smith

Introduction

There has been a growth in interest in serving the elderly in libraries throughout the country. Legislation has contributed to the awareness of the needs of older adults as well as providing necessary funding. Betty Turock states "Effective planning and operation of library and information services to any target population requires a knowledge of resources, services, and research, past and present" (16:3). It is essential that librarians have an understanding of what has been done for the elderly in the past as well as a knowledge of current practices before planning services for this group. Research and model programs reported in the library literature should be consulted to see which services have been successful. In times of diminished financial resources, programs for the older adult must be cost effective and considered necessary if they are to receive the priority they deserve (16).

The following is a discussion of relevant goals to serve the elderly which will meet these criteria including (1) meeting the needs of the majority of independent older adults with services at the library (2) using the elderly as a valuable resource by involving them in planning and implementing their own programs (3) gaining interagency cooperation for serving the elderly, and (4) providing outreach services for both healthy and impaired older adults.

Planning Services for Older Adults

Effective service provision requires an awareness of the problem and interests of the elderly, a knowledge of the community, and familiarity with the materials available. This is possible by surveying older adults in the community through local area agencies on aging. Turock says "Library services for the elderly are part of a growing movement to recognize and encourage the potential of older adults, to use them as resources, and to improve their access to services and materials so they can stay in the mainstream of life" (16:14).

The librarians and staff should be familiar with theories of aging and the problems of older adults. Selected readings in gerontology should help eliminate stereotyped views of aging. Services should help the older adult combat the psychological pressures of role loss and segregation. The problem of loneliness as well as problems created by the complexity of numerous

government sponsored programs to assist the elderly have been areas of concern for the public library (5:564). Linda Mielke suggests the following guidelines for an effective service program:

Know the information needs of older adults in the community. Involve older adults in the planning from the beginning. Contact government agencies and community organizations for their support and expertise. Communicate the services available regularly to both service providers and service recipients... Integrate the program into existing service channels as much as possible (11:173).

Access is an essential consideration in providing services for the elderly. For ease of physical access, entrance doors should be easy to open. Bookcases should be at levels easy to reach or staff should be willing to reach upper and lower limits. Chairs should be comfortable and easy to get out of, and carpeting may prevent falls. Lighting should be adequate. There should be ramps and hand bars for wheelchairs. Large print books and illuminated magnifying glasses should be available (3:137).

Psychological access is equally important and services must be directed toward satisfying the psychological and social needs of older people. They should feel comfortable and accepted so they will want to come to the library. Activities for elders should have meaning and purpose and not be simply recreational (16:110).

The Elderly as a Resource

The library is in a unique position to put older people in touch with ideas and help them realize their own capabilities. Elderly people should be involved in planning and implementing library services and programs. They can be hired, recruited as volunteers or placed in planning groups. Elders should serve on advisory boards and committees so they will have some decision-making powers. They can be responsible for identifying program topics of interest to the older adult and often can identify other older adults who would offer their personal expertise in conducting programs (6:274).

The Brooklyn Public Library has a Senior Assistants Project which is funded by a federal grant. It provides older adults with the opportunity to be hired and trained as program assistants in branch libraries. They develop and administer a variety of programs including discussion groups, lectures, health programs and cultural events. The lives of older adults are enriched by having these free events brought into their own neighborhoods. The project provides employment for the elderly as well as involving them in program selection for their age group (9:557).

Volunteers are also a valuable resource. Elders bring their experience to volunteer work and provide needed assistance both at the library and for outreach services. Their work should be motivating so the older adult volunteer will feel valuable and productive. They will be effective in planning programs and services for their age group since the outcome will be important to them. Volunteers should be used more extensively since helping both themselves and other older people is a significant contribution which many will be willing to make (16:64-65).

Interagency Cooperation

Cooperation between the library and agencies who serve the elderly is essential to adequate service provision. John Balkema explains "There are two major aspects to interagency cooperation for service to older adults. The first is development of coordinated service delivery systems... The other is liaison between agencies in developing and running programs" (1:29). Coordinated service delivery is a network of organizations linked together so that people using an agency will be helped in finding services to meet their needs. A library in Missouri lacked the funds to establish an information and referral center, so it became the primary advisor for this service set up by the Council on Aging. The library acted as a resource to the agency and showed the staff how to locate the information needed and ways to arrange it. Agency representatives tried to reach all older adults in the community to acquaint them with the services they provide. Acting as a resource, the library helped another agency do an excellent job which would have been too expensive for the library to do alone (1:37).

The library may develop programs using the resources of others or it may collaborate with organizations to work in liaison with them. In Williamsport, BRAVO stands for "Bringing Reading to the Aging Through Volunteer Outreach" and it does this with over fifty volunteers serving over 300 homebound people. The librarian accompanies volunteers in a home delivered meal program and asks shut-ins about their interest in book delivery. The project was publicized and the library worked with an agency serving the elderly to provide a needed book delivery service (1:37).

An Oklahoma Department of Libraries spokesperson to a hearing on the needs of the elderly told agency representatives that the public libraries of the state have services and resources to meet the needs of the elderly and of those agencies that work with them. Her statement, which aroused strong interest at the hearing, may be useful to other librarians around the country who might want to use this approach to create awareness of library services to the elderly and their service providers (12:1305). Although coordinated service delivery and programming

is only beginning, it should be explored by librarians working to improve services to the elderly (1).

Information and Referral Services

The Older American Act requires agencies such as libraries to provide information and referral service to older adults. The major purpose of this service is to learn the needs and interests of older adults and provide them with relevant sources of information. The materials needed are usually bookcases, a display area, a vertical file, and a referral service file. The file which indexes community agencies and services is essential (16:128).

Older adults need information for everyday living to stay independent. They need to know about community services and support systems available to them. The library should be a strong and reliable referral agency. Older persons need to know about estate planning, tax credits, senior discounts, and part-time jobs or volunteer opportunities. Eleanor Touhey Smith developed a list of inexpensive paperback books with current titles on a variety of subjects. It was published as Answers for Seniors and offered free to organizations interested in older adults in the hope that these groups would purchase the collection. Librarians could exhibit some of the titles in one place to make them accessible to older adults. Subjects are general, and include health, finance, and consumer information. If librarians find the list useful, they may compile their own and make it available to other groups and agencies in the community (15:31).

The SAGE (Service to the Aging) program in the Brooklyn Public Library works with the Department of Aging to offer an information and referral service aimed at older adults. All branch libraries distribute relevant materials including rent exemption applications and forms for the city's Heat Energy Assistance Program. Applications for half-fare passes on the city transit and bus systems are provided. Chief of Sage, Allan Kleiman says "Many older adults come to the library for the first time to apply for half-fare passes giving the staff the opportunity to explain programs and services that may interest them" (9:557). Updated lists of social service agencies that aid older adults are provided. By providing applications and passes for needed services, the library encourages older adults to come to the library and realize its value for information and referral (9:557).

Directories of services for senior citizens and pamphlet guides to sources of information can be designed by individual libraries. Information centers can be established to link older people in an area with social services available to them. Using a three-way telephone system, a client, librarian,

and agency representative can communicate to insure appropriate referral and follow up (5:567).

An information and referral service based on the needs of older adults in the community can be started at the library by gathering pertinent information and working with local agencies who serve the elderly (9:557).

Packaged Programs

Another important library service to older adults is packaged programs. They are mass produced thematic kits on topics of interest to the elderly. Created by librarians for use in several programs, they became so popular that a non-profit corporation was formed to duplicate and distribute them. They serve large groups both at the library and at outreach sites.

Four exemplary programs which were initially funded by grants have been developed since 1976. Gray and Growing programs were created by two librarians at the Baltimore Public Library which demands high use and cost effectiveness in all aspects of service. The packages save staff planning and presentation time. They consist of films or slides and realia and include a discussion guide, bibliography, and suggestions for related programs. Most titles are informational.

Pasedena Public Library made monthly thematic kits to emphasize simple themes to encourage thinking about everyday events. They include pictures, information on prominent persons or events associated with the month, and birthdays of famous people. Kits for use in nursing homes include plans for parties and tray decorations.

The National Council of the Arts created "Self Discovery Through the Humanities." Unlike other packages, these are in large print, paperback format and include short stories, biography, history, etc., and a discussion leader's guide. This educational package is available for free and an evaluation is required (14:276).

Bi-Folkal remembering kits are built around a particular experience shared by older people which takes the elderly on a nostalgic trip to their past. The kits include things to touch and smell. Bi-Folkal creator Kathryn Leide says "We want to get these people to share their experiences and, in that way, begin to build relationships" (8:622). Program formats help establish dialogue with older people and provide insight to those involved with meeting individual needs (2:282). If purchase is not possible, kits are easy to create and are usually inexpensive. The librarians should involve older people who know the needs and interests of this age group in planning the kit. Thematic kits can be based on local

events. Informational kits are simply packages of information that the librarian has gathered.

Program packages are cost effective since they can be used repeatedly in a variety of situations and can be presented by senior volunteers. Staff time saved in resource gathering can be used for creative programming (14:274). The kits can be expanded for a series of programs by using the bibliography and additional ideas in each one. Both informational and recreational needs can be met through programming. Older people who refuse to read a book on health will watch a film dealing with the subject in an entertaining way. Many people can be given the same information simultaneously through a packaged program experience (11:174).

Educational and Recreational Opportunities

The library has long been called the people's university. The educational level of older people is rising and lifelong learning is being prescribed by the federal government. The library offers a non-threatening atmosphere in which to pursue educational goals as well as the resources and expertise in material selection needed to attain them (6:274-75). Turock asserts "Because of the diversity among older adults, the library's tradition as a place for independent, self-planned, self-directed education, backed up with group learning programs and in some cases one-to-one tutorial situations, is especially relevant (16:135).

Library programs can be linked to local colleges so older people can earn course credits. They can provide assistance to those who wish to study independently toward academic credit by examination through the College Level Examination Program (CLEP). The library can provide professional selection of study guides, reading lists, and tutorial services. Seminars can be conducted by faculty members. On a nationwide scale, this kind of project could satisfy the older person's need for a purpose in life. Education must continue into old age to maintain creativity (13:394-95).

Several excellent resources exist for those planning education programs for the elderly. The Senior Center Humanities Program of the National Council on Aging has created study units for use in libraries, nursing homes, and senior centers and offers technical assistance in finding qualified volunteers to present the subjects. Public libraries can work with colleges to provide free courses to senior citizens (5:567). Multimedia materials have been created for education on aging itself. The University of Denver's VINTAGE program is a series of videotapes to use for both staff training and library patrons. They discuss the process of aging and its implications for library service (16:139).

As part of the educational programs, librarians can help elders learn the skills of advocating on their own behalf. The senior advocates can present their views to local, state, and federal offices on issues concerning Social Security and other legislation (16:111).

Cultural activities traditionally have been available at public libraries. Free performances by local artists can be scheduled and a directory prepared listing senior artists willing to perform for the elderly. The National Council on Aging puts out a booklet which gives information on discount tickets, free programs for seniors, and volunteer opportunities in the arts (5:566-68).

Recreational events are held at the library so older adults can spend time with their peers. Cuyahoga Public Library in Cleveland serves the aged with system-wide programs. In their October, 1984, newsletter, a section "Especially for the Elderly" lists current programs including films, music appreciation classes and speakers on topics of interest to older adults. The programs provide the opportunity for socialization while bringing useful information to older adults (4:7).

Outreach Services

Libraries bring their services into the community to reach older adults in meeting places as well as to reach the institutionalized and homebound. Major outreach services include library outreach to nursing homes, retirement group residencies, congregate meal sites, and shut-in service. Before starting an outreach program, a training workshop may relieve anxiety of staff members who have little experience in dealing with older people. The workshop should include actual statistics on the numbers of older people impaired and non-impaired in the community and how many the library is currently serving. Mielke states "These statistics will help you plan the most cost-effective and realistic way to increase your service to the impaired elderly on a one-to-one level or in groups" (11:172).

A library should proceed slowly when beginning an outreach program. Library personnel can start by visiting local nursing homes or shut-ins a few hours a week. Staff at nursing homes and senior centers should be contacted to encourage cooperation. All agencies working with older adults should be assured that they will benefit from sharing in the program. The library can channel the expertise of agency personnel to help older people with their problems. Agencies can also help locate the homebound. A one-to-one visit with isolated individuals can be a vital lifeline to the outside world (11:172-73).

Traditional outreach services include book and talking-book delivery, large print deposit collections, mail delivery, and bookmobile services. Bookmobiles should be designed with materials in large print for the elderly. Information and referral services should be available. Group programming is also used for outreach including packaged programs. The impaired elderly are responding to both the traditional shut-in delivery service and the new group programming experience (11:174).

Although the focus of outreach programs has been on the impaired elderly, more services should be provided to independent older adults. Outreach staff can form liaisons with agencies providing congregate meal programs. Library services including information and programs can be presented at congregate meal sites. Nutrition personnel can be trained to take over programming themselves using the library as a resource. Wherever large groups of older adults meet, library services can be provided (1:38).

Conclusions

Services in the next decade should focus on using the resources of older adults as well as helping them cope with the problems of aging. Older adults can be incorporated more and more into planning groups, encouraged to volunteer, and added to the work force. A major effort needs to be directed at matching the strength of services to the infirm with those for independent adults. Guidelines should be updated to emphasize services to older adults who can come into the library or senior citizens center. Improved physical and psychological access needs continuing attention. Information and referral should be the library's major service for the elderly and publicity is needed to create awareness of this vital resource.

The focus of service should be placed on service providers for the elderly. Information and referral should be strengthened and channeled to agencies providing services to the elderly. Since libraries cannot afford extensive programs, they must cooperate with other agencies and provide them with information and training.


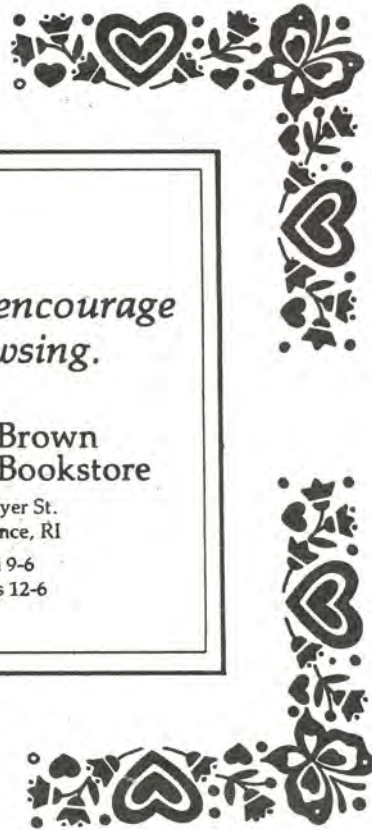
Cooperative program development and coordinated service delivery should be activated to the national level. State and federal incentive programs are needed to provide widespread models that demonstrate the benefits of cooperative service. Cooperation between libraries and agencies working with the elderly can reach more people and provide better service at lower costs (16:15).

Outreach service should be evaluated to see if it meets the needs of the recipients. Outreach has been synonymous


with service to the frail elderly in institutions or at home. It should also be used extensively for independent adults in large group sites. If the elderly are made aware of the library's resources, they may make use of them. John Balkema sums this up succinctly:

Much work needs to be done in this field and successful programs need to be scrutinized to define those elements leading to success. The nature of the aging population is changing, wants and needs of older adults are different from those in former years. Programs and service delivery must be updated and modified to reflect these changes (1:39).

Virginia Smith is the Norwood Branch Library Supervisor of the Warwick Public Library System.



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REFERENCE SERVICE: MEETING PATRON'S NEEDS

by Michael Vocino, Jr. and Robin B. Devin

Is your reference service meeting the needs of your patron? How can public libraries find the answer to this important question? Can reference service be evaluated effectively?

First, why evaluation of reference service and not measurement? The job of measuring reference statistics is tedious, but no doubt must be done in one form or another if for no other reason than to justify reference budgets to funding authorities in terms they can understand: numbers.

But is just the measurement of the numbers and kinds of requests handled by the reference department the only--or even the best--yardstick for measuring good reference service? Maybe not. Such statistics as numbers and kinds fail to take into account the most important variable in any reference transaction: the library patron.

In order to assess effectiveness we must measure patron response to the reference interview--its mechanics and completion. What we must do is go beyond mere measurement and attempt an evaluation of what we do from the library patron's perspective. Once we have evaluated our effectiveness among users, then, if need be, we can change, redirect or redouble our efforts and priorities in certain areas to meet user needs more effectively.

One method of evaluating reference service from the user's perspective is through the use of a patron survey. One library which conducted such a survey was the Thomas Crane Public Library in Quincy, Massachusetts. The data from that survey recently has been re-worked and the results presented here. Although the questionnaire was used in Massachusetts, the technique employed in the survey is applicable to most small and medium-sized public libraries.

The Thomas Crane Public Library's survey to evaluate reference service was conducted through the use of a mail questionnaire. The survey was a random sample, with the names of those to be profiled coming from the library's registration files. This paper will explain the mechanics used in conducting the survey, the results of that survey and how they might be interpreted.

The first task was to establish a profile of the Thomas Crane Public Library user. Two hundred and seven (207) registration cards were pulled from TCPL registration files using

the random sample method of polling. The information from the registration cards used for the survey was: name, address, and where noted, occupation. The sample gave the following profile of the patrons' occupations: student, 27.54%; professional, 17.39; blue collar, 10.63; homemaker, 10.14; clerical, 5.80; retired, 2.90; and undetermined, 25.61%.

This information seems to reinforce the preconceived notions of which occupational groups use library facilities and in what percentages. (The survey's results are also reinforced and expanded by another survey entitled "Lifestyles of Library Users and Non-Users" reported in No. 137 of the Occasional Paper Series of the University of Illinois Graduate School of Library Science, published in 1979.)

The next step was to develop a questionnaire which would reveal the effectiveness of the reference service from the perspective of the library user. A questionnaire with 14 straightforward questions was mailed along with an SASE to the sample group profiled.

207 questionnaires were mailed. 12.07% were returned undelivered. Of the 182 questionnaires delivered, 46.15% were returned with complete information and another 15.38% were returned incomplete-- an option offered under the terms of the cover letter-- for a total response of 61.53%. Such a response is actually quite good for a poll of this type.

The information supplied in the completed questionnaires proved to be valuable. The scope of this report is not a detailed analysis of the survey results, but several points raised by the results are subjectively interpreted under the following headings:

Library Materials:

If we consider materials people use or expect to find in the library in either the collection at-large or in reference, several conclusions can be drawn:

First, in the general collection, the library users seemed to have all manner of interests and tastes. The percentages were widespread and evenly divided between the types of library materials used. This indicated that the library should continue a selection policy which attempts to meet these varied needs.

Second, in the reference collection, the largest group used reference service for school work (19.88%) and the second largest group to use circulation services does so for the same reason (23.38%). This finding led to a reexamination of the library's relationship with schools--both in respect

to the classroom and libraries.

The report suggested that there should be a definitive policy for cooperative selection between the public school and the library. Each has a different public to serve and some duplication is warranted. However, it was recommended that some official contact be made between the public library and school department to explore ways to facilitate serving the city's student population. In the past, for example, the reference department at TCPL had had contact with an individual librarian at the Quincy Junior College concerning mutual magazine collections. Also, individual teachers had contacted the library on an ad hoc basis concerning information needs for homework assignments. Although this has worked in individual cases, establishing formal contacts might be more beneficial.

Third, the report recommended that the reference committee examine the survey results related to which reference materials are needed and wanted by the public. In particular, it was felt that the committee could examine the percentages of use in their relation to the reference book selection budget.

For example, 2.34% of the public was found to use the reference library for legal information yet more than 2.34% of the reference budget was spent on legal materials. 2.34% of the public also used the reference library for the verticle file yet the budget allotment was just the opposite. Virtually nothing was spent on the verticle file. The question then arose as to whether the verticle file was more useful than was thought and whether it was worth more attention in both maintenance of the file and an increase in its budget allotment.

Hours and Staffing

The survey results showed that the majority used the library after 1 p.m. (only 12% used the library before 1 p.m.). This lead to the examination of a couple of items. First, for what reasons do people use the library at night? If the reasons are legitimately functions only the library can perform--not as a study hall or meeting place as some believe--then an alteration in hours should be considered in response to this demand.

Second, the fact that a majority of people use the facility after 1 p.m. raises other questions. What level of staffing is necessary to serve that 12% of the population in the morning hours? Traditionally, after 5 p.m. the library has cut down its staffing when the public increased its demand. For example, in reference during the morning hours, on most days, at least two professional librarians were on duty at the desk. At night, the greatest demand period, only one librarian was scheduled in the department. A similar situation existed in the circulation department. The person with the title "Reader's Adviser" was on duty during four morning periods, while coverage at night--part of the peak demand period--was

only once a week.

It's true that there are many duties which can be performed by both the professional and clerical staff during the morning hours aside from public contact. However, alternate staff scheduling to keep the library open with maximum staffing during peak demand periods of the afternoon and evening might be considered. Unfortunately, the survey results cannot indicate how the later hours would be utilized by the public.

Public Relations

Two of the most surprising results of the survey concerned telephone reference service and library funding.

74.65% of those surveyed never used telephone reference service. It safely can be assumed that such a service is a staple of the reference function and the fact that three-quarters of those people who use the reference library do not avail themselves of this service indicated a need for an active public relations effort to promote its use.

Only 44.87% knew that the library's major source of funding was the city. A dismal 55.13% had no idea how the library was funded. The survey results certainly called for a campaign to educate the public about library fiscal support.

The survey also pointed to the fact that over one-quarter of the patrons used the library at least once a week and thus might be termed "regulars." It was felt that those responsible for library public relations might have a ready-made constituency to boost an organization such as the Friends of the Library and/or a body of users which might be marshalled in this era of the budget-cut as a sizeable, vocal group in support of library needs. The report recommended that more productive and creative efforts to identify, reach and activate these "regulars" on the library's behalf be developed through public relations channels.

Self-Service?

The survey indicated that 45.33% of those using the reference library ask the librarian for help. 54.67% of those using the department said that they usually helped themselves. These percentages seemed to be a mandate for change and a call for organizing the department to reflect such usage and facilitate self-service. This might be accomplished with more directional signs, rearrangement of shelving, and the publication of self-use pamphlets in several reference areas such as "How to Find a Law" or "How to Use the Business Collection."

Wrong Number?

12.07% of the envelopes mailed were returned for such reasons as "address unknown." Such a percentage seemed high. A final conclusion drawn from the survey was a need for keeping the registration files updated on a more timely basis. Re-registering users more frequently was recommended.

The survey itself was intended as a convenient means of examining goals in light of what the public needed and expected. The survey was weighted in favor of an examination of reference effectiveness in terms of the stated qualitative approach through the quantitative results received. Hopefully, others will be able to examine these results and make use of the model offered to measure the effectiveness of their reference service.

Michael Vocino is Government Publications Librarian and Robin B. Devin is Acquisitions Librarian at the University of Rhode Island Library.



PAUL HOLLIDAY, former Librarian in the Reference/Reader's Advisor Department at the Providence Public Library has accepted a transfer to the position as Catalog Librarian at PPL.

LINDA WALTON has recently left her position as Legislative Reference Librarian at the State Library to begin working at Butler Hospital as Medical Librarian.

KAREN QUINN, formerly at the Lincoln Public Library, has accepted the position of Legislative Reference Librarian at the State Library.

CAROL SHOLLER has been hired as the new Development/PR Librarian at PPL.

ELIN CROWLEY is the new Head of Reference Services in the West Warwick Public Library system.

PETER BENNETT has been appointed Head of the Cataloging Department at the Providence Public Library.

RIEMA'S 12th ANNUAL CONFERENCE

You are invited to the Rhode Island Educational Media Association's
12th Annual Conference

Tuesday, March 12, 1985
Community College of Rhode Island
Flanagan Campus, Lincoln, RI

Co-sponsored by the Rhode Island Department of Education

- ** Over 25 Sessions to choose from, plus
- ** full, longer session times
- ** 2½ hours of exclusive exhibit time, plus
- ** Keynote address by Dr. J. Troy Earhart, RI Commissioner of Elementary & Secondary Education. Dr. Earhart has served in many capacities in education and is noted for getting the job done well, plus
- ** luncheon buffet banquet, plus
- ** Wine & cheese reception for all conference presenters and author autograph session, plus
- **Free Coke all day!

Directions: The college is on RI Route 246 which runs parallel to Route 146. From Providence take 146 (An exit off of Interstate 95 just north of the city) to the Route 123 exit (also marked CCRI). From Woonsocket area take 146 south to the 123 exit. Follow 123 west to traffic lights, turn left onto Route 246. College entrance is a short distance on the right. USE PARKING LOTS ON THE RIGHT SIDE OF THE BUILDING.



*****REGISTRATION FORM*****

Check One

(Special for Non-members)

----Early-bird, member, \$15.00

----Early-bird, plus membership
thru June, \$20.00

"Early-birds" must be postmarked by February 24, 1985 to qualify

___Regular, member, \$18.00

___Regular, plus membership thru
June, \$23.00

\$___Total Enclosed. RILA members attend at RIEMA member rates!!!

Make checks payable to RIEMA and mail to John J. McAniff, Jr., Tiverton Middle School, 10 Quintal Dr., Tiverton, RI 02878

NAME: _____

ADDRESS: _____

SCHOOL/LIBRARY/BUSINESS _____

PHONE: _____

NOTE: Feel free to duplicate this form and pass it on to a colleague.
Or, request additional forms from John McAniff, school: (401) 624-6669,
home, (617) 678-8192.

←→ Early registration closes February 24, 1985

←→ Regular registration closes March 1, 1985

You must complete the other side too. Please indicate the sessions you plan to attend. Enrollment in some sessions is limited, so register early to avoid disappointment.

Please indicate the session you wish to attend. Place a "1" to indicate your first choice and a "2" for second choice. Session assignments will be on a first come, first served basis.

Please refer to the Conference Program

Sessions 9:00-10:00 A.M.

___ A/___ B/___ C/___ D/___ E/___ F/___ G

Double Sessions 9:00-11:15 A.M.

___ H/___ I

Sessions 10:15-11:15 A.M.

___ J/___ K/___ L/___ M/___ N/___ O/___ P

11:15-12:00 P.M. General Session

12:00-12:30 P.M. Group A Lunch/Group B Exhibit Time

12:30-1:00 P.M. Group B Lunch/Group A Exhibit Time

1:00-1:30 P.M. Announcements/Open Exhibit Time

Sessions 1:30-3:45 P.M.

___ Q/___ R/___ S/___ T/___ U/___ V/___ W/___ X

Double Sessions 1:30-3:45 P.M.

___ Y

Sessions 2:45-3:45 P.M.

___ Z/___ A1/___ A2/___ A3/___ A4/___ A5

Will you be present for the wine and cheese reception for presenters?

___ Yes/___ No

Morning Session

- A 9:00-10:00 HOW TO TACKLE LIBRARY SCIENCE IN THE ELEMENTARY SCHOOL
Presenters: Lucinda Clement and Sarah Epstein.
- B 9:00-10:00 JR. HIGH LIBRARY SCIENCE WITH CURRICULUM TIE-INS
Presenter: Bette Dion.
- C 9:00-10:00 PRINT: AACR THEN AND NOW
Presenter: Pamela R. McKirdy.
- D 9:00-10:00 MEDIA CENTERS AND SUCCESSFUL CATV PROGRAMS
Presenters: Christopher Riley and George Donovan.
- E 9:00-10:00 OPEN HOUSE AND DEMONSTRATION OF CCRI COLOR TV FACILITY
Presenter: Gerald Sadlier. Limit:15.
- F 9:00-10:00 RIC FILM AND VIDEO LIBRARY: POLICIES AND PROCEDURES
Presenters: Shirley Rinehart and David Wilson, Supervisors, RIC Film and Video Library.
- G 9:00-10:00 VIDEODISCS AND COMPUTERS
Presenter: Charles Doherty.
- H 9:00-11:15 PAPER MARBLING
Presenter: Helen King. Limit 10
- I 9:00-10:00 SELECTION OF EDUCATIONAL COMPUTER SOFTWARE
Presenter: Dr. Robert Rude.
- J 10:15-11:15 WHAT'S NEW IN CHILDREN'S LITERATURE
Presenter: Roberta Stevens.
- K 10:15-11:15 UPDATE: CENSORSHIP IN THE SCHOOL MEDIA CENTER
Presenters: Janice Wood-Thomas and Rita Warnock.
- L 10:15-11:15 THE "LOST" HIGH SCHOOL LIBRARY AND SOLUTIONS FOR FINDING IT AGAIN
Presenter: Linda Wood.
- M 10:15-11:15 NON-PRINT: AACR NOW AND THEN
Presenter: Pamela R. McKirdy.
- N 10:15-11:15 COMMUNITY TELEVISION NETWORK: WHAT'S IN IT FOR ME?
Presenter: Steven C. Richards
- O 10:15-11:15 THE CONNECTICUT VIDEO CONSORTIUM: A PATTERN FOR RI
Presenter: John Short, Coronet Films.
- P 10:15-11:15 VIDEODISCS AND COMPUTERS
Presenter: Charles Doherty.

11:15-12:00 GENERAL SESSION - Dr. J. Troy Earhart, RI Commissioner
of Elementary and Secondary Education.

12:00-12:30 Group A Lunch/Group B Exhibit Time

12:30-1:00 Group B Lunch/Group A Exhibit Time

1:00-1:30 Announcements/Exhibit Time

Afternoon

Session Time Description

- Q 1:30-2:30 WHAT'S NEW IN CHILDREN'S LITERATURE
Presenter: Roberta Stevens
- R 1:30-2:30 JR. HIGH LIBRARY SCIENCE WITH CURRICULUM TIE-INS
Presenter: Bette G. Dion
- S 1:30-2:30 THE "LOST" HIGH SCHOOL LIBRARY AND SOLUTIONS FOR
FINDING IT AGAIN
Presenter: Linda Wood.
- T 1:30-2:30 WOMEN IN TELEVISION, INC.
Presenter: Dorie Sauer.
- U 1:30-2:30 TOUR OF CCRI'S LEARNING RESOURCES CENTER
Presenters: C. Jean Bailey and John McCormick.
- V 1:30-2:30 RI FILM & VIDEO COMPETITION
Presenter: Herman Rose.
- W 1:30-2:30 HOMEGROWN PHOTO PLAYS: SILENT ERA FILMMAKING IN
RI
Presenter: Lawrence Budner.
- X 1:30-2:30 TURNING THE MICRO INTO A MAINFRAME
Presenter: Kevin Dwyer.
- Y 1:30-3:45 PAPER MARBLING
Presenter: Helen King
- Z 2:45-3:45 HOW TO TACKLE LIBRARY SCIENCE IN THE ELEMENTARY
SCHOOL
Presenters: Lucinda Clement and Sarah Epstein.
- A1 2:45-3:45 AN INFORMAL TALK WITH THE AUTHOR
Presenter: Natalie Babbitt
- A2 2:45-3:45 COMMUNITY TELEVISION NETWORK: WHAT'S IN IT FOR ME?
Presenter: Steven C. Richards

- A3 2:45-3:45 THE CONNECTICUT VIDEO CONSORTIUM: A PATTERN FOR RI
 Presenter: John Short, Coronet Films.
- A4 2:45-3:45 RI FILM & VIDEO COMPETITION
 Presenter: Herman Rose.
- A5 2:45-3:45 TURNING THE MICRO INTO A MAINFRAME
 Presenter: Kevin Dwyer.

 4:00-5:00 WINE AND CHEESE RECEPTION---Meet all the presenters and talk to Natalie Babbitt.



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Thank you for supporting RILA.

Calendar

- February 6, 1985 Event: RICC SLAIS
 Time: 9:30 a.m.
 Place: State Archives
 State House
 Providence, RI
- February 12, 1985 Event: Coordinators Meeting
 Time: 9:30 a.m.
 Place: Westerly Public Library
- February 13, 1985 Event: Rare Book Workshop
 Time: 9:30 a.m. - 12:00 p.m.
 Place: Pawtucket Public Library
- February 13, 1985 Event: Young Adult Roundtable
 "Young Adult Film Preview"
 Time: 9:30 a.m. - 3:30 p.m.
 Place: Warwick Public Library
 600 Sandy Lane
 Warwick, RI
 Contact: Peggy Shea, DSLS
- February 14, 1985 Event: COLA Meeting
 Time: 5:00 p.m.
 Place: State House
- February 20, 1985 Event: Infoex: Staff Development
 and Exchange
 Place: Barrington Public Library



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