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BULLETIN

of the

RHODE ISLAND LIBRARY ASSOCIATION

Vol. 37

May, 1965

No. 1



SPRING MEETING

of the

RHODE ISLAND LIBRARY ASSOCIATION

THURSDAY, MAY 6, 1965

HUMANITIES ROOM, JOHN HAY LIBRARY
BROWN UNIVERSITY

Providence, Rhode Island

PROGRAM

- 9:00 A.M. Registration — Lobby, John Hay Library
- 9:30 Welcome Dr. David A. Jonah, Librarian
 Business Meeting
- 11:00 Coffee hour
- 11:30 Dr. John A. Finger, Jr. —
 “The Intrinsic Motivity of School Librarians”
- 12:30 P.M. Tour of John D. Rockefeller, Jr. Library
- 1:30 Luncheon — Sharpe Refectory
- 3:00 Mr. Anthony J. Agostinelli, Rhode Island Economic
 Opportunity Director
 “People, Libraries, and Economic Opportunity”
-

PARKING FACILITIES:

Off-street parking is available in three University parking lots: Charles Field St. (at Thayer St.) ; Power St. (at Thayer St.) ; and Aldrich-Dexter Field (Hope St. at Lloyd Ave.)

Street parking is limited to 2 hours or 3 hours near the John D. Rockefeller Jr. Library and John Hay Library (both on Prospect St., corner of College Hill).

PRESIDENT'S MESSAGE

Few would deny that 1964-65 was the most eventful year in Rhode Island Library history.

Two new university library buildings were opened. Major renovation was carried out in Pawtucket and one of our major cities opened a Central Library.

Our newly born Department of State Library Services proved to be an energetic child and produced a great many meetings, workshops, programs, thought and measurable progress.

The University of Rhode Island Graduate Library School began as a full-time school and brought to our state new professional librarians and an abundance of would-be librarians as students.

It has been a great honor and privilege to have been your President in this year of beginning. The officers and directors which you selected last spring have been splendid in their energy and wisdom and have grappled readily with major problems confronting the profession. Since many of these problems are of the perennial variety I would like to discuss some of them with you:

1. Library Education

The Library Education Committee has seriously studied the problem of non-graduate library education programs in the state and has recommended to the URI Extension Division an enlargement and change in the Certificate program. These changes will make this program of greater value to those who seek sub-professional training.

In the future this committee will need to concern itself with assisting and encouraging the URI Library School toward accreditation.

2. Professional Standards

On May 6 the membership will be asked to approve the state's first standards for quality of library service.

In comparison to other states they are pitifully low. As a professional group we must in the coming year strive to make them higher.

3. Professional Participation

Since the passage of our library aid program there has been quite naturally a tendency to relax a bit professionally. "The big push is over." "I think I'll take a year off." In a state as small and professionally undernourished as Rhode Island this attitude can be and has been extremely expensive in terms of professional accomplishment.

4. R.I.L.A. Organization

On May 6 the membership will receive a proposed new constitution. This constitution has been carefully drawn by a committee of the Board of Directors and represents the latest effort to keep our organization current, growing and vital.

I have enjoyed greatly the privilege of working with and for many of you in the past several years. With your excellent cooperation I am sure that 1965-66 will be a banner year for this association, your new officers and our profession.

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HISTORY OF BROWN UNIVERSITY LIBRARY SYSTEM

The Brown University library system got its start in 1767 in the most modest way imaginable—through the contribution of a single book, a dictionary of five languages of the eastern Mediterranean. The donor was President James Manning, and his gift now reposes in a vault of the John Hay Library. Sixteen years after Dr. Manning's contribution, the library had gained about 600 volumes, which is less than one sixty-fifth of the 40,000 volumes that are being added each year at the present rate of acquisition.

When University Hall was built in 1770 the library was housed on the second floor, in space now occupied by the Dean of the College. It remained there for sixty-five years, which is longer than any other Brown building has been able to contain the main parts of the collection. Manning Hall, erected in 1835 at a cost of \$18,500, housed the library on its first floor, but for only forty-three years. Robinson Hall came next, built in 1878 at a cost of \$95,588, but the collection outgrew the space there even more rapidly—in a mere thirty-two years. The John Hay, built in 1910 for \$300,000, broke the trend toward rapid obsolescence, for it served as the main University library for fifty-four years. It was able to do so, however, only because of a 1939 addition that more than doubled the stack area.

The new John D. Rockefeller, Jr. Library now takes its place in the progression of buildings that have served, each in its time, as the intellectual focal point of University life. Thus do its contemporary slabs of cast stone and its panes of tinted glass take their place beside the Colonial brick of University Hall, the Greek Revival columns of Manning Hall, the Venetian Gothic arches of Robinson Hall and the Renaissance marble of the John Hay. The new building, under

construction since June of 1962, has been built and furnished at a cost of about \$5,000,000. It is designed to hold a maximum of 1,500,000 volumes and to make them available in a setting that is most conducive to the life of the mind.

The building houses only the University's collections in the humanities and social sciences. The science collection, now divided between the Arnold Biology Laboratory and the John Hay Library, which temporarily houses the collection until recently in the Metcalf Research Laboratory, will soon have a new home of its own in a science library to be constructed near the eastern edge of the campus. This physical progress has been made possible by the success of the University's bicentennial development campaign. Brown's libraries are filling with books under an operating budget that amounts to about \$250 per student each year for new acquisitions and for the salaries of library staff members.

The Rockefeller Library was designed with a view toward future expansion. It now contains about 700,000 volumes, or less than half of its capacity. Thus it now holds slightly less than fifty per cent of the University's total collection of about 1,500,000 books and other catalogued items. The building contains seven levels, including a basement that provides considerable room for future expansion of the stacks. The main floor is devoted to administrative offices, the circulation desk, a card catalogue for all University libraries, a reference room, a center for the processing, display and use of periodicals, and central order and cataloguing departments. The three levels above the main floor are devoted to the social studies collection, the two below to the humanities.

The stacks of the Rockefeller Library are open to all members of the University community and to all holding library cards. For those who prefer to order their books at the desk, there is a book-retrieval system that connects the desk with paging stations in the stack areas. Orders are sent by pneumatic tube and filled by student pages by means of a continuous conveyor system. In addition, each page carries a small radio receiver on which he can receive buzzer signals or voice messages from the desk.

In all stack areas, and in other areas as well, there is a profusion of carrels—409 in all—which allow that number of students to pursue their work at individual desks. For those who prefer to type as they study, there are fifteen special carrels built to accommodate the user's own typewriter. For faculty use there are forty-six individual studies equipped with desks, chairs, filing cabinets and book shelves. In various parts of the building are fourteen conference rooms designed for group study and for seminar work in advanced courses. These rooms contain a total of 112 seats and numerous tables. There are 294 seats in the various reading rooms, supplemented by 135 seats in lounge areas. There are ten microform rooms for work with microfilm, microcards and similar materials. There is an equal number of sound rooms where students can avail themselves of the Library's many records and sound tapes. Altogether, there are 1,044 seats for reading and study. At least one remains to be added: a piano bench in a sound-proof room set aside for a piano to enable those browsing in the music collection to satisfy their ears as well as their eyes.

At the rear of the library is the Chafee Garden, an enclosed area accessible from two levels. By spring it will be equipped with lawn furniture for those who wish to do their reading

out-of-doors. The garden bears the name of the late Zechariah Chafee, Jr., Class of 1907, a devoted alumnus and outstanding professor of law at Harvard until his death in 1957. In the northwest corner of the garden is the cornerstone from Van Wickle Hall, a building that was demolished to make room for the new library.

The John Hay Library will at a later date be renovated and air-conditioned to house the University Library's growing special collections, rare books and manuscripts.

THE STATEWIDE LIBRARY PROGRAM

News from the Rhode Island Department of State Library Services

By ELIZABETH G. MYER,
Director, D.S.L.S.

Judging from accelerated library activity throughout Rhode Island, since the new Rhode Island Library Law took effect July 1, 1964, we can expect intensified activity in the remainder of the fiscal year ending June 30, 1965. At the time of writing for the *Bulletin* only a bare outline of "events to come" can be presented.

Congratulations are certainly due the dedicated librarians and trustees, the legislators, town officials, and citizen-friends of libraries who have demonstrated leadership and energy under the new legislation. In taking advantage of the Library Services and Construction Act, passed by Congress February 11, 1964, and of H 1337A, passed by the General Assembly, and signed by the Governor May 8, 1964, the State of Rhode Island has already made some conspicuous progress, but needs to move ahead yet more strongly.

To cite particular features of H 1337A that have proved especially salutary in Rhode Island's new library look, we applaud the estab-

lishment of a Board of Library Commissioners; of a Department of State Library Services with defined responsibilities; provision of State grants-in-aid intrinsically bound with improvement of services, effort towards standards, and emphasis on local responsibility; provision for formation of town Library Councils; regional co-operation so that good community libraries may draw on stronger regional libraries, then on a principal public library and a university research center.

Now at the midpoint of March 1965, we can report the following "news" to the membership of the Rhode Island Library Association: The Advisory Board of Library Commissioners has been meeting monthly and has already supplied the Department with valuable counsel. All thirty-nine cities and towns applied for, qualified for, and received grants-in-aid for fiscal 1965. In seventeen

multiple-library cities and towns, seventeen Library Councils have been formed and are actively meeting. Six construction projects have thus far been approved by the State agency and have been submitted to the U. S. Office of Education. For other grants-in-aid, the State agency signed agreements with three regional libraries, a principal public library, and a university library research center, and implemented this aspect of the State-wide Library Program. Barrington, Westerly, and Providence, as such, have held regional meetings and are developing this regional pattern of service.

The Department of State Library Resources requested of R.I.L.A. that a Standards Committee be appointed to study and make recommendations to the Department, and supplied a Resource Person in its Deputy Director. The R.I.L.A. Standards Committee formulated its recommendations, which have received the approval of the Board of Commissioners, the R.I.L.A. Executive Board, the Barrington Regional Librarians, the Westerly Regional Librarians, and will be presented to other Regional Librarians meeting on later dates. At the May 6th annual spring meeting, the entire membership of R.I.L.A. will have the opportunity of voting upon them. If approved, they will subsequently be presented to the Department for adoption and implementation.

A summary of progress and events since July 1, 1964, should mention the Monthly Juvenile Book Review Meetings conducted jointly by D.S.L.S. and the Providence Public Library; workshops conducted by D.S.L.S.; meetings conducted by D.S.L.S. as regional library for the Northern Region and the Western Region, that lack Regional Libraries; the Newsletter that is mailed monthly to librarians and trustees; the consultant service that

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goes on both at headquarters and "in the field", supplying information and evaluation of collections (July 1, 1964 through February 1965, there were noted 521 visitors at headquarters, 90 field visits, and 95 meetings, talks, conferences, including those of Boards of Trustees).

Services of D.S.L.S. include also maintenance at headquarters of a model juvenile collection, of a basic reference collection, of a professional collection, and one hundred most-used books in a library; compilation of bibliographies; and production of a weekly Sunday night broadcast over WJAR Radio. Personnel of D.S.L.S. are serving on various committees and boards of R.I.L.A., N.E.L.A., and A.L.A., and supplying Rhode Island's Executive Director for the 1965 National Library Week. In the next few months, D.S.L.S. will be holding two additional workshops, comparable to the Juvenile Workshop held March 9th, but in adult book selection and reference service. Plans are being readied for a new Department headquarters, which, in Winn Hall, will enable the State Agency's functions and services to be more efficiently performed, in a setting more appropriate to the needs of participants in the Statewide Library Program.

As librarians and trustees in Rhode Island learn to utilize fully opportunities provided by the new library law, they will be heading toward goals implicit for improving library services in Rhode Island. Gains already noted in better communication will multiply, examples of cooperation will cumulate, and attendance at meetings to acquire and to share knowledge will dramatically increase. Librarians who have, in the past, too often labored alone, will discover a new perceptiveness in their trustees. Stimulated by some shining examples among leading Rhode Island Library Trustees, more and more concerned citizens will assume this civic role, will take initia-

tive towards presenting budgetary needs at town meetings, will meet regularly and faithfully with the librarians and advise on policies. Goals of Rhode Island citizens will include not only free access to libraries daily, but free access, everywhere in Rhode Island, to good libraries. Working together, under a "good law", we can and must achieve this.

NEWS FROM RHODE ISLAND'S LIBRARY SCHOOL

DR. EDWARD J. HUMESTON

Just for the record it might be well to begin with a note on the name now found on our letterhead and envelopes—Graduate Library School. Last year the line read "Graduate School of Library Science." A check with URI's President Horn made it clear that the official designation was and is the one now used. Shorter, simpler, and even more accurate.

The School grows just as fast under its new name as the old. Enrollment for the spring semester shows over 190 individuals taking courses (85 last spring, 169 last fall) and more than 310 registrations (as against 125 and 243 for the corresponding periods just noted). Registration for the summer sessions ought to be a great deal larger this summer than last, what with ten courses being offered in three terms, two of five-weeks each with day time classes, and one of twelve weeks, evening classes only. Summer session catalogs and registration materials are available from the Director of the Summer Session, URI, Kingston, and from the Dean of the School, in Providence.

The new Placement Clearinghouse for librarians is located in the Graduate Library School. Employers wishing personnel and librarians looking for jobs are urged to write for the appropriate blank on which to record their need.

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WARWICK PUBLIC LIBRARY

VINCENT BLEECKER, *Librarian*

EXTENT OF SERVICE: We plan to be open for service 69 hours a week; from 9:00 A.M. to 9:00 P.M., five days a week, and 9 to 6 on Saturday. It is too soon, we think, to start weighing the merits of Saturday evening or Sunday service in this community. The library is to serve all citizens of Warwick. It is probable, therefore, that a fee will be charged for non-residents. As to the seven existing smaller libraries in Warwick, there has never been any intention that we were to replace them in any way. I think it is obvious from the geographical size of Warwick that all eight libraries should eventually function as a system; this calls for much co-operative planning. Two things at least will be necessary in such a plan; one is good telephone communication. It is hoped that all eight libraries could eventually be tied into the central library's intercom system. The other necessary item would be regular delivery service among the eight libraries. A bookmobile room and loading platform have been provided at the central building.

STAFF: Our budget calls for the following professional staff: Librarian, Assistant Librarian, Children's and Reference Librarians, and Cataloger (Bachelor's Degree and Masters in Library Science have been stipulated as requirements for these positions). In addition to these, the classification of Library Aide has been set up in the city Merit System; this position to be filled by examination. We will have seven Library Aides. One secretary (clerk-steno classification) and two clerk typists, one building superintendent and one janitor complete our staff. In addition we have a crew of six very competent high school girls assigned to our library as part of the Neighborhood Youth Corps program, each doing 15 hours a week. We are also receiving much valuable assistance

from adult volunteer workers, chiefly from the Friends of the Library, Warwick Junior Womens League and the Warwick Round Table. Janice Mages, now cataloger, will become the Assistant Librarian as soon as another cataloger can be hired. Mrs. Mages comes to us from the Maine State Library where she was Field Advisory Librarian. Another fine addition to our professional staff is Mary Whalen, presently Children's Librarian at the Portland, Maine Library, who will fill that position here.

SIZE OF COLLECTION: Although the eventual shelving capacity of the library will be 250,000 books, we shall be very lucky to get as many as 10,000 on the shelves by opening day. The trustees and I both feel that a new library building must provide space for growth. While this is understandable to all librarians, it is a strange idea to some of the public, such as those who ask, "Will the li-

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brary be completely stocked on opening day?" Obviously when the library becomes completely stocked it is time to build again, but the general public does not appreciate the librarian's delight at the prospect of empty rooms to be filled in years to come. Approximately 15,000 books are in the building now, of which 7,500 have been cataloged. The bottleneck occurs in processing; however, three large groups of competent volunteers are assisting with this, and we may reach our goal of 10,000 books ready to circulate by May 3rd, the date of opening. The public areas are really so large that 10,000 books will not look very impressive; furthermore, if the books are well chosen they may go out so fast that our shelves will be painfully bare for most of the first year. Our funds will probably provide for over 20,000, possibly 25,000 volumes by the end of this fiscal year (January 31st, 1966 in Warwick) but we cannot guarantee that the collection will be complete even by that date.

SOURCES OF BASIC COLLECTION: The choice of titles for our first purchase was made in great part from standard lists: Standard Catalog, Fiction Catalog and Supplements, Children's Catalog and Supplements, and the Science Book List for Children of the American Association for the Advancement of Science. In addition to these perhaps as many as 2,000 titles

were chosen from the newest and best titles of '63 and '64 on the recommendation of the Librarian and staff. This resulted in about 16,000 titles. The remaining 4,000 to 6,000 titles to be purchased this year will be chosen partially from current new books and partially from our lists of out-of-print or hard-to-get standard works. If anyone should contemplate building a collection from the sources that I have mentioned, I would hope he would not be as surprised as I was to find how many of the titles listed there are out of print. It should be mentioned that in balancing the collection we hope to provide the best possible collection for juveniles, a good collection of current trade books of adult interest, the best reference collection we can afford (though this takes time), but we do not at this point plan to go heavily into the young adults field (meaning a high school collection), in view of the splendid collections and services at the two existing high school and three junior high school libraries in Warwick. The trustees and I are most anxious to build a reference collection which will service not only students but will contain items such as directories and current reports useful to businessmen and to industry. In reading through a collection of public statements and writings of the past two or three years made by local people who are vitally interested in this

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library, it becomes apparent that they have stressed their hopes for a good collection of technical books which would be up-to-date and carefully chosen. I take this as a mandate and have been working on lists of reference and research items in the physical sciences, life sciences and social sciences.

CIRCULATION: Planning our circulation system and routines was very difficult. Some study of the local situation indicated that it would not be unreasonable to project a possible circulation of 100,000 for the first year. While I realize the virtues of the Gaylord system or any system based upon files of book cards, I have been appalled and discouraged by the amount of staff time consumed in slipping books and the number of clerical errors made in such systems. I felt that a photocharge system was the answer for us even though our first year's circulation figures might not justify it in volume. We chose to photograph the book cards feeling that book cards are a necessity in any case, partly as insurance in the event of power failure or machine failure, and partly because they have to be made anyway when the book goes out on extended loan, to the bindery etc. For this reason we chose a Recordak microfilmer to be read on a Filmac reader-printer which will also be available to make prints of micro-filmed material for the public. We will use the Royal McBee Keysort punched card system. All books will be centrally charged, both juvenile and adult. Book drops will be available at the front and back doors (the back door is really the front) and these will be of the variety that can be locked so that books cannot be dropped during the hours the library is open. Specially built depressable book trucks will receive books from the book drops and when the library is open these will be placed under a slot beneath the charge desk where books may be dropped when they are returned. We

are eliminating the step of examining the book immediately upon its return.

SERVICES: Space, rooms, and some equipment have been provided for a start in audiovisual materials, microfilm materials and phonograph records. In addition to shelves for records, a listening table will be provided with a number of stereo earphones and jacks with individual volume controls for each. The records will be played however, by an attendant as the turntable and amplifier will be behind the charge desk. Good reference service is especially important to me and to the trustees. We hope to find a professional reference person soon to help us build that collection so that we can give service to high school and college students as well as to business men. We have not planned for the position of readers' adviser. It is my hope that all the professional staff will assist in advising the public and will be constantly aware of new publications, their im-

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portance and the trends of the book publishing world. Our fine Children's Librarian, I know, will be anxious to start a series of story hour programs as well as to cooperate with elementary school librarians local schools. A small meeting room is planned on the second floor seating between 80 and 100 people. Exact policy as to the use of the room has not been made at this point. There is available space too for various kinds of exhibits. The conference room downstairs, which will certainly be used for meetings of the Board of Trustees, staff meetings, story hours etc. may also be made available for small groups meeting at the library.

READING ROOMS: In addition to the open stack area which for easy supervision, is behind the charge desk, the Reference and Periodical area will also be open to the public. Two special reading rooms are the Children's Reading Room and the Adult Reading Room. In both these reading rooms, as well as in the public meeting room upstairs, the curve of the exterior roof has been repeated in the ceilings; in the Children's Room, this has the effect of dividing the room into areas for different activities and age levels. We think that the adult reading room will be closed to all of high school age or below, partly to provide a logical shelving place for new fiction and trade books as well as to provide a necessary retreat for adult readers and browsers. Our plan is to shelve new books of adult interest there for the first ten or twelve months, then transfer them to the open stack area.

As to a description of the building, I prefer not to describe it and hope that you will see it. The local public impression has universally been that the style is Oriental. In fact, references are still made to "the pagoda on Sandy Lane". It is not Oriental, in spite of the curved roof. As the archi-

tect says, if it were, the corners would go up. It is possible that the landscaping which has just been started may also suggest an Oriental style. The building is a two-storey structure, and, since the site would not allow for a basement, the heating and air conditioning equipment are located on the second floor. The curved roof—which has been the subject of so much local discussion—apart from esthetic justification, contains and conceals thousands of feet of duct work and piping which would have added at least ten feet to the height of the building. Also on the second floor are the meeting room and a future closed stack room, high enough to accommodate two tiers of stacks. On the main floor, a notable feature is the individual study carrel installation; not only in the reference room, but on the sides of the open stacks as well. Much of the floor is plastic tile although the lobby is terrazzo, and all the reading rooms and offices (almost 9,000 square feet) are carpeted. The total useable floor space is 30,500 square feet.

The librarian and trustees have been working almost a year now on necessary planning. Much of the work of policy-making for future services remains to be done. This phenomenon of planning a totally new institution in a new building rarely occurs. The frightening thing about our job is this—our beautiful building seems so miraculous to local people, particularly to those who have worked so hard for so long to make it a reality, and now I fear most of those people confidently expect the librarian and trustees to continue this miracle, to match the building with collections and services equally as fine. Well, we accept the challenge—but we know too that collections and services are not built overnight. They must be built from the ground up, as was the building. We are only starting to build.

NARRAGANSETT PENMAN

CHARLES G. HOFFMAN
Dept. of English
University of Rhode Island
Kingston, Rhode Island

One usually associates the Bodleian Library at Oxford with medieval and renaissance manuscript collections rather than with modern authors, but the Bodleian houses the complete manuscript collection of Joyce Cary, the English novelist who died in 1957. It was my good fortune in 1960-1961 while on sabbatical in England to be allowed to examine this collection which contains all of the manuscript versions, worksheets and notebooks of Cary's novels, and to be able to make use of the research for my book *Joyce Cary: The Comedy of Freedom*, recently published by the University of Pittsburgh Press.

It was fascinating but eye-straining work — nearly all of Cary's manuscripts are in longhand, and there are nearly 300 file boxes of manuscripts in the collection. But now that it is all behind me and the book published, I remember the highlights of the research rather than the seemingly impossible task of getting the research done in the time I had to do it. I remember the excitement of discovering in a notebook an original character sketch for Gulley Jimson, the artist-hero of *The Horse's Mouth*, of finding the original beginning for *A Fearful Joy*, and coming across plans and written scenes for a trilogy that Cary never completed. I remember also the humor of jotting down a significant entry from one of the notebooks on *Prisoner of Grace*, turning the page, and finding there Cary's Christmas shopping list. Also I remember the poignancy of examining the manuscript of *The Captive and the Free*, begun after Cary had been struck with muscular atrophy. The manuscript consisted of scroll sheets which were turned on a roller while Cary, his arms paralyzed, manipulated

his fingers through a pulley arrangement to write in a scrawl his last novel. And I remember the irony of reading the two letters Cary received from faith-healers urging him to try faith-healing as a means of curing his incurable affliction, ironic because *The Captive and the Free* is a novel about a faith-healer.

To become a reader at the Bodleian I had to take an oral oath that I would not mutilate, destroy or steal manuscripts nor "bring food or flame" into the library. Usually the librarians would bring the manuscripts to me in the reading room—and they were very helpful and cooperative—but one time I had to check on some notebooks that were uncatalogued. I was allowed to go to the Joyce Cary room, accompanied by a librarian, and since it would take me some time and since the librarian had something else to do, he left me alone in the room with the manuscripts. As he left, he told me he would be back in about an hour. He closed the door, and then I heard a key turning. He had locked the door behind him! One hears of manuscripts under lock and key, but seldom of researchers locked in with the manuscripts. In the stillness of the library and in the silence of a locked room, I wondered would the librarian remember to come back or would I be locked in with the manuscripts until some other researcher came along and asked to see the Joyce Cary collection.

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By RICHARD W. ROBBINS,

Director, Pawtucket Public Library

In the October, 1964, issue of this bulletin Mr. F. William Summers listed as an item of old, unsolved business the following: "Library trustees must clarify their own role in local library service and interpret this role to local government." When trustees succeed in doing this, remarkable results follow. The Pawtucket story is a case in point.

In 1963 John Humphry wrote of the Pawtucket library in *Library Cooperation*: "The limited appropriation for the operation of the library, the unattractive interior of the building, the outmoded book collection, and the discouraged library staff make it difficult to provide adequate service . . ."

The tone of any organization is set by top management. In libraries this is the board of trustees. When the library is not doing its job as well as it should, good management will find out what is wrong and act. This is what happened in Pawtucket. The board, reorganized with three new members in 1962, did "clarify their own role in local library service." That is, they faced the fact that providing good library service was *their job*. They intended to do it. Their attack on the library's condition was based on the following:

1. *A sense of purpose.* The conviction that good library service is essential to a civilized community, that children and adults are cheated of their heritage without access to materials a good library provides.
2. *A knowledge of what had to be done.* The board was fortunate in having the results of a survey with recommendations generously provided by the Providence Public Library.

3. *A sense of public relations and government relations.* An understanding of the fact that government is responsive to the wants and needs of community organizations and the public at large.
4. *The understanding that administration of the library is the job of the library director.* They were not diverted from their main goals by involving themselves in the actual operation of the library—work for which they had no training or experience.
5. *A forceful, bold, energetic approach.* Armed with a strong sense of purpose, this approach was only natural.

What have been the results of this five-pronged attack on intolerable library conditions in Pawtucket? The city appropriation has risen from \$53,000 to \$127,000, with \$151,000 proposed for fiscal 1966. Staff members have increased from fifteen to twenty-one, with twenty-six proposed for next year. In the past year \$112,000 has been spent on the central building, with over \$100,000 scheduled to be spent soon to finish the job. Over ten thousand new books were added in 1964. All new furniture and shelving are on order.

Except in human resources, Pawtucket is not a wealthy community, owing to the loss of textile industries. The city watches its expenditures with utmost care. *Yet the administration has not quibbled over granting funds asked by the board.*

The Pawtucket story can be duplicated, on a scale appropriate to the community, in many areas of Rhode Island. Trustees have access to guidance from the Department of State Library Services, and will soon have written standards. Theirs is the opportunity to take giant steps forward, for between poor libraries and properly supported and oriented libraries, trustees make the difference.

LIBRARY STANDARDS

The first meeting of the Standards Committee appointed by the President of the Rhode Island Library Association was held December 14, 1964, to consider standards for public libraries throughout the state. Since December, several meetings have been held resulting in a set of interim standards which have been submitted to, and approved by, the Executive Board of the Rhode Island Library Association.

In these proposed standards the towns are divided into five classes by population. In each category of library operation (trustees, hours, books and related materials, organization and control of materials, personnel) certain standards are set. Some of these vary according to the size of the population served. These standards are measurements against which libraries can test their own services and are temporary guidelines for libraries of all sizes except the largest. They are

intended as goals toward which the public libraries of the state will work during the period from July 1, 1965, through June 30, 1969, at which time these standards will be reviewed. Some libraries will find it simple to meet these standards, while others will find attainment difficult. The existence of state standards will help librarians and trustees to reach the level of service that they would like to provide for their communities.

The proposed standards have been discussed at Regional Meetings throughout the State and will be voted on by the general membership of the Rhode Island Library Association at the Spring Meeting. If approved, the Rhode Island Department of State Library Services may adopt them for use in carrying out the provisions of the library law H 1337 A.

The emphasis on such matters as telephone service, increasing hours open, regional meetings, reference col-

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lections, and competent personnel has been made to the end that the usefulness of each library to its local borrower may be thereby increased. These Standards, it must be stressed, are minimum. No library should consider itself wholly adequate merely by fulfilling these standards. They are designed to create a floor upon which excellent library service can be built. The strengthening of local libraries is but one of the steps toward good library service. It is hoped that strong community libraries will be the base upon which a state-wide cooperative library system will be built. Then, and only then, will every inhabitant of the state of Rhode Island have readily available the resources and services of libraries which he needs.

The Standards Committee was headed by Richard W. Robbins, Librarian, Pawtucket Public Library, as chairman; Virginia Fooks, Supervisor of Children's Libraries, Providence Public Library; Martha R. McPartland, Librarian, East Greenwich Free Library; Mrs. Edwin F. Sherman, Jr., Trustee, Providence Public Library; Jonathan Tryon, Reference Librarian, Rhode Island College, and Jewel Drickamer, Deputy Director, Department of State Library Services as Resource Person.

MARTHA R. MCPARTLAND
JONATHAN TRYON

ANY DAY

By CYNTHIA NEAL,
Providence Public Library

"Where is Mary Poppins? "What kind of turtle is this?" "Anymore books about monsters, snakes, judo, Mary Poppins?" All this, accompanied by the soft and constant shuffle, shuffle, of feet; some purposeful, others hesitant, and in the background the haunting voice of folk singer Joan Baez from a concealed record player. These are the sounds from one bookmobile filled with children any week-

day afternoon between three and five o'clock.

Providence is a city in change. Construction, freeways, dangerous intersections, distance from the central and branch libraries, all erect barriers which prevent small children from using stationary units of service. These are some of the factors which shaped the planning of the bookmobile program that the Providence Public Library began in September 1964. The most important consideration, however, was the choice of neighborhoods where the culturally disadvantaged child lives, for it was this group of non-library users that the service wanted particularly to reach.

These children have been responsive to the idea of a traveling caravan of books. The younger children are not quite sure of our identity but harbor the delicious, shivery feeling that we might be a band of gypsies. Nothing has been done to dispel this illusion, for the atmosphere has been inten-

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tionally as lighthearted and gay as it is possible to make it. Now the program faces the great challenge of effectively capitalizing on the children's tremendous enthusiasm.

In order to meet this challenge, and also in recognition of the growing awareness that our middle class orientated education efforts have not been reaching the culturally disadvantaged child, the bookmobile is at present experimenting in new techniques for serving him. Particular emphasis at this point is being placed on the book selection in an effort to meet the child on his own level of ability and interests. It will be a number of years, however, before it can be determined whether or not this form of service will stimulate continued library use by these children.

LIBRARIANS FOR RHODE ISLAND

By MIRIAN G. HAAS,
*Chairman, Recruiting and Scholarship
Committee*
Rhode Island Library Association

Recruitment of and for future librarians is in need of coordination to lend emphasis and more direct effort. What was formerly two committees of the Rhode Island Library Association, Recruitment and Scholarship, were joined together and became one this year but their efforts are still dual. While the purpose of scholarship is to assist those wishing to become librarians, these people are usually already attracted to the profession. Recruitment needs to begin much further back and develop awareness in those who show promise but lack direction. In an attempt to stir up some "grass roots" interest, Miss Helen Geer of the faculty of the University of Rhode Island Graduate School of Library Science has written a provocative flyer which should appeal to budding careerists of many interests. This flyer, along with a covering letter giving its aim and purpose and pointing out the willingness to spread the word by each member of the committee, was sent to guidance and placement officers in many colleges and secondary schools. It was suggested that the school librarian be consulted by anyone to whom the flyer appealed but it was felt that the guidance and placement officers needed to become more "hep" to the profession. The school librarian already knows.

However, what is probably the most effective work of personal recruiting is being done by Mrs. Mary Blair of the Department of State Library Services as LAD representative for Rhode Island. As is probably known, A.L.A. sends all requests for career information to the L.A.D. representative of the state from which the request comes. Mrs. Blair has received a sur-



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prising number of letters from Rhode Islanders who had originally sent them to A.L.A. She has taken her work very seriously and has answered each letter with a warm, personal, enthusiastic response which has encouraged the recipients to talk further with her personally. If any interest in a particular phase of library work has been shown, she has arranged for another personal interview with someone in that field.

The New England Library Association through its president, Mr. Robert Woodward, expects to pursue further the suggestion of Mr. Kenneth R. Shaffer to bring about the formation of a six-state regional New England office of recruitment. It is expected that a committee will be formed to explore the possibilities and suggest ways and means of making the suggestion workable. Mrs. Blair will represent Rhode Island. Certainly a more enthusiastic or articulate person could not have been chosen.

Every profession recruits. Librarians have perhaps not been as persuasive as members of other professions. We all should make a more determined effort to attract those who show promise of interest in books and people. Perhaps the emphasis which has heretofore been on books should shift to people. After all, this is a service profession. Libraries no longer exist as a depository of books. They *do* exist as a liaison between people and books. We need to attract the right kind of people to make this association effective.

THE NEW LIBRARY

By ABNER J. GAINES
*Associate Librarian, University of
Rhode Island*

Four years after the voters of Rhode Island approved a \$2,000,000 bond issue in 1960, the new university library building emerged from the obscurity

of blueprints and scaffolding to become a physical reality. Designed by the architectural firm of Robinson, Greene, and Beretta with the active assistance of Francis P. Allen, the Librarian, and Keyes Metcalf, the consultant and Librarian-Emeritus of Harvard University, the new building incorporates many of the more advanced concepts in library planning. Such features as open stacks, dispersed reading areas, carrels for undergraduate use and centralized entrance and exit controls have won ready acceptance from users and staff alike.

The building is 145 feet square and rises 52 feet from lower level to roof. The exterior is faced with glazed brick of several colors, light and dark gray and tan, which at a distance gives the overall impression of limestone. Surrounding the cantilevered lower level on all four sides is a moat which lends a floating island effect to the building. At the front a concrete bridge, paved in granite, spans the moat and con-



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nects the front entrance with the terrace. Framed by teak reading benches and shaded by twenty-four hawthorn trees, the raised terrace provides an inviting introduction to the building.

The interior of the building was designed on the modular principle, with each module measuring 25 feet 6 inches. Each of the four floors contains 20,000 feet of space with a total capacity of 460,000 volumes. The open stack arrangement permits direct access to the collection. Dispersed throughout the stacks are informal reading areas; three on the lower level, two on the main level and four on the second and third levels. Of the total seating capacity of 780, approximately 50 per cent or 378 are student and faculty carrels. Lockers are provided for the convenience of carrel users.

Connecting the four floors is a main staircase, unique in that the two 90-degree turns from level to level are supported at each level only. The staircase, with wood treads carpeted in green, and with mahogany stained railings, dramatically appears to be floating in space. A self-service elevator is available for staff use.

The main level, which has a terrazzo floor with islands of light green carpeting, white marble faced columns and contrasting walnut mahogany stained wall panelling, is the focal point for public services. Located here are the circulation, reserve book and reference departments and the public card catalog. On this floor also are the administrative offices, the catalog department, the periodicals room, the microfilm and microcard readers, the Xerox 914 copier and the John F. Kennedy Room which contains titles selected from the White House collection assembled by a distinguished committee under the sponsorship of Mrs. John F. Kennedy.

Apart from the serials department on the lower level and the order de-

partment on the second level, the other three levels are largely devoted to book stacks, reading and lounge areas, carrels, and listening, typing and smoking rooms. The Rhode Island Collection and University Archives are housed in a room on the third level. Through the generosity of the Kresge Foundation, a Rare Book Room will be established on the third level.

The building is air conditioned. The heating and cooling systems are regulated by multizone controls which serve to maintain balanced temperatures throughout the building. An area adjacent to the building provides facilities for parking for more than 60 cars.

In seeking to meet the rising expectations of a dynamically expanding university community, the completion of the new library building marks the beginning of a new and most promising chapter in the evolution of the University of Rhode Island.

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JEWEL DRICKAMER
NLW Executive Director

Mr. Richard E. White, Director, Providence Boys Clubs, was state Chairman of the Rhode Island Committee for National Library Week 1965. The membership of the Committee reflected an emphasis on social work, recreation, and work with young people.

This was consonant with the pilot project carried out in the Providence area to acquaint boys, age 13 to 16 who were unfamiliar with public libraries, especially with the recreational facilities a good library offers. The South Providence Branch of the Provi-

dence Public Library held programs for these boys and an equal number of men from such activities as the Jaycees, Boys Clubs, and Big Brothers on three succeeding Saturdays, beginning April 24.

A second project of interest was a statewide Trustee Institute held on Saturday, April 24, at the Viking Hotel in Newport under the joint sponsorship of the National Library Week Committee and the Trustee Committee of the Rhode Island Library Association chaired by Mr. Ernest Denomme.

Many individual public libraries and school libraries carried out special celebrations of the week and good publicity was carried out through newspapers, radio, and television.

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Scott, Foresman, in conjunction with leading publishers of juvenile literature, is launching *Invitations to Personal Reading*, sets of books for classroom libraries. The 25 books included in the set now available — for Grade 3 — were all hand-picked for third-graders by Charlotte S. Huck, Alice Brooks McGuire, Genevieve Anderson Hoyt, Elliott Landau, and Elenore Pounds. Every book in the collection will have its original illustrations and format. Covers will be in four colors, reproducing the original book jackets;

bindings will be of textbook quality. To meet the wide range of reading ability within the class, 14 of the 25 books will be at third-grade level, 5 below, and 6 above. Special aids to help teachers and pupils make the best use of the books and to get children to reach out for more and more personal reading are included in the package. Eligible for approval in state program under Title 3 of the National Defense Education Act (NDEA).

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A NEW DIMENSION IN LIBRARY SERVICE

By ROBERT C. AUKERMAN,
*Director, Annual Conference on
Reading
University of Rhode Island*

It is paradoxical to suggest that reading is a new facet of the crowded day of a school librarian, yet there is more than just a faint element of truth in the statement. Indeed, within the limits of the professional meaning of reading, the school librarian has heretofore lingered on the periphery.

What is distinctive about the area of reading that sets it apart from the world of books that surrounds the school librarian is its concern for psychological and methodological approaches to the visual symbols which stand for the auditory symbols which, in turn, convey meaning. Moreover, in developing a science of learning specific to the reading process, there has evolved a hierarchy in the school system that has by-passed the librarian. In it, the reading supervisor, reading consultant, reading clinician, reading teacher, and, finally, the classroom teacher constitute the steps in descending order. Each has a distinct role and performs a valuable service to the child and to those on each lower step within the school system.

It would be a mistake to assume that any but a relatively few school systems provide the services of reading supervisors, consultants, and the like. On the contrary, the remedial reading teacher often is called upon to double as a reading consultant, a job for which she often is unqualified. And, more often, the classroom teacher is left to her own resources to be her own supervisor, consultant, critic, and adviser.

Although the pattern is checkered, the typical American secondary school

lacks both reading supervisor and reading consultant. Within the last few years there have been notable examples of cities and, indeed, entire states mandating so-called reading teachers and/or remedial reading teachers for all secondary schools. It may generally be assumed that this trend will continue. The net result of those recent efforts to provide a special reading teacher in each secondary school has been to remove the most advanced cases of reading disability from the classroom for a portion of the day, at which time doses of remediation are administered by the special teacher.

Meanwhile the school librarian is going about the business of selecting, ordering, cataloging, dusting, arranging, loaning and retrieving books. Besides her other fringe duties of acting as study-hall sergeant, substitute teacher, motivator, and flower arranger, what else should one expect a librarian to be? Answer: be a Reading Resource Consultant!

By knowing more about what goes on in the classrooms, the books that the library already owns, books that the library should have, and the reading abilities of the children using the library, the librarian would be servicing the specific needs of the teachers in the content areas.

Accordingly, to perform this dimension of service to her teacher colleagues, the librarian starts with the task of discovering the aims and objectives of the classroom, together with the mechanics of learning. Obviously, this is a monumental task in itself, worthy as it may appear.

There is, however, a most important aspect of classroom teaching that lies at the very heart of learning and, therefore, at the heart of reading; namely, *individual differences*. And it is because of individual dif-

ferences that the librarian's help is most urgently needed by the classroom teacher. It is toward the support of individual differences that the classroom teacher aims all of her efforts; to the end that each individual achieve to the utmost of his potential. Consequently, the classroom in a modern school not only admits that individual differences exist, but also, in so doing, commits the instruction in that classroom to developing each individual at his own rate and in terms of his interests. The librarian and the classroom teacher must be together on this principle of learning. Upon that principle stands all good learning and all good teaching.

The second part of the librarian's task as a reading consultant is to know the books in the library well. A simple checklist which indicates the number of reference books, other than encyclopedias, in the subject matter area for each grade reading level, seventh grade through twelfth grade and beyond, yields much information and isolates areas which need attention. Such a checklist should also be used for biographies dealing with people in a subject matter area and for enrichment books in the subject area, again showing grade reading levels, seventh grade through twelfth and beyond.

The reason for making an inventory of the subject-area books by readability levels is that it will reveal those areas of readability levels of materials which need strengthening. For example, it is commonly known that the spread of reading abilities of the average ninth grade will range from fourth grade through eleventh grade. This means that the library must have biographies, reference works, and enrichment books at levels far below the grade level of the students in the secondary school as well as books with a reasonable spread of difficulty

from seventh grade through twelfth and beyond. The individual differences represented in the classroom must be provided for by the books on the library shelves. The availability of biographies, reference books and enrichment reading at levels which the students can handle will be a real motivating factor for reading and will lead to more and better reading.

To move to the next step as reading consultant, the librarian, having determined where the library holdings need strengthening, must make a selection from the thousands of available books for that purpose. The lists provided by the American Library Association, the New York City Public Library, the Baltimore Public Library, The Books-On-Exhibit, the good paperback publishers and catalogs from excellent publishers are but a few available sources for reviews.

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The librarian may also look to the elementary and secondary school text catalogs for those books which are usable and practical in the school library.

The classroom teacher should be able to supply the Librarian Reading Resource Consultant with a profile of reading abilities in her classes. This would then form the framework around which the librarian would build the library materials for the use of that class.

In addition, the librarian would know the readability of all the books; indeed, that readability would be coded into the books or on the cards where the librarian and the teacher would find it easily. To determine the readability of the books is, on the other hand, a major operation. The librarian may wish to apply some of the "formulas" for readability

or may wish to apply a more simple "educated guess" based upon the length of sentences, number of abstract nouns in 100 word samples taken at several places throughout the book, and estimates of the percentage of sentences which are complex in nature, such as, having subordinate clauses. Those are the major aspects of readability, and without concern for them, the person who selects books and who recommends books to readers is actually operating at far less than reasonable efficiency.

In the end, the school librarian—now promoted to Reading Consultant and Adviser—will know the books, have the books, get the books, recommend the books to the teacher in the classroom *in terms of the reading abilities and reading needs* represented by the *individual differences* that exist in that classroom.

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