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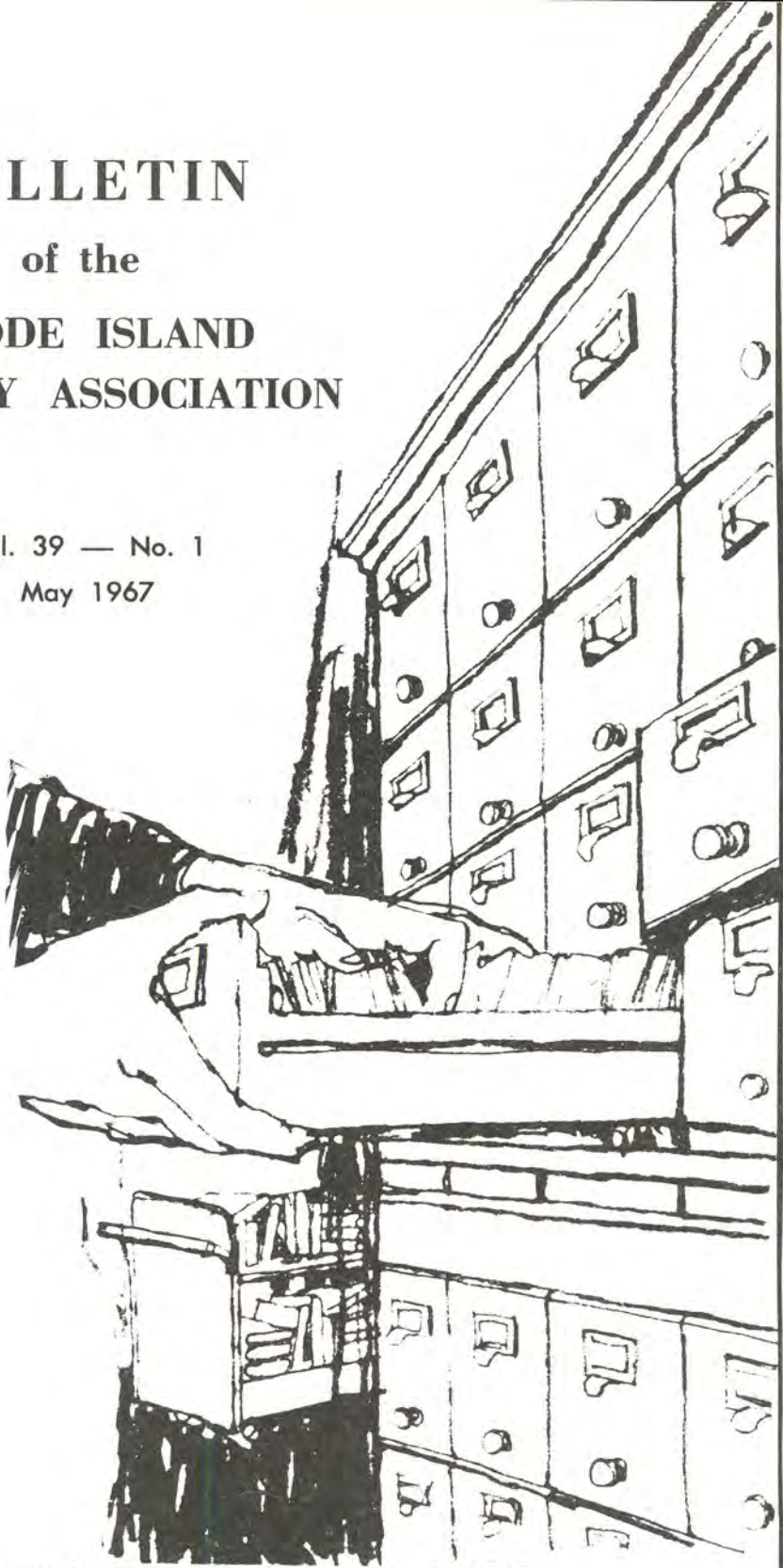
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BULLETIN
of the
RHODE ISLAND
LIBRARY ASSOCIATION

Vol. 39 — No. 1
May 1967



Pawtucket Public Library — May 2, 1967

Program

TUESDAY, MAY 2nd, 1967

Pawtucket Public Library — Richard W. Robbins, Director

- 9:00 A.M. Registration and coffee hour
- 10:30 A.M. Pawtucket Country Club
Greetings from the Honorable Robert F. Burns, Mayor,
city of Pawtucket
- 10:40 A.M. Annual meeting — Mrs. Janice B. Mages, President,
presiding
- 11:30 A.M. Speaker, Mr. Lester J. Millman, A.I.A.
- 12:30 P.M. Luncheon

Mr. Mawhall Stalley, Director

Urban Studies

Rutgers University

"Library's role in our rapidly changing culture."

Rhode Island Library Association Bulletin

Editor, RICHARD COMBS

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PRESIDENT'S ADDRESS

By Janice B. Mages

President, RILA

It would seem, in looking back over this year, that we've accomplished only two things; yet these two things may be of prime importance! The membership voted to accept a new set of by-laws, and we *did* publish a *Bulletin!* Apparently, it was a struggle, but I think the *Bulletin* Committee did a magnificent job!

Perhaps one of the most important things I did was to attend the Library Association Administration Workshop at Drexel Institute of Technology in November. Participants and attendees came from all over the country and there was one lone representative from Canada. Although I feel that the workshop was geared to large associations with huge budgets (at one point they were talking about budgets of \$65,000, while I was feeling smug about our \$2,000 in the treasury!) and a paid staff, there was benefit to be had. We in Rhode Island don't need a \$65,000 budget or several committees within, say, the Conference Committee (Decorations and Flowers Committee, Tours and Entertainment Committee, Meal Reservation Committee, or Meeting Rooms Committee) but we do need the enthusiasm and support that is generated by a large organization. We do need more active and fewer inactive members. Hopefully this will come as libraries in Rhode Island continue to expand and new libraries are being built. In Feb-

ruary, we welcomed the Champlin Memorial Library in West Warwick as our newest library in the state.

And, again, in looking back over this year, we have lost a great friend in Congressman John Fogarty. Although the newspapers insisted on praising only his work in the fields of medical rehabilitation and general education, we in Rhode Island are very conscious of the fact that libraries were very important to him. Not only did he work tirelessly to give us improved laws, but he also gave us goals for the future.

Now as we look toward a new year, we must dedicate ourselves to attaining these goals by bringing to Rhode Island the best possible library system.

BUILDING LIBRARIES

IN THE BLACKSTONE VALLEY

By Richard W. Robbins

Director, Pawtucket Public Library

William Blackstone and Samuel Slater . . . their spirit still haunts the Blackstone Valley and the river they viewed so differently. Blackstone is the archetype of Rhode Island's Independent Man. The original white settler in Boston, Blackstone found that town becoming crowded with Puritans and rode his horse southwest into Rhode Island. He followed the river now bearing his name to Cumberland, where he settled in 1634. This independent man did not feel crowded in Rhode Island. Today, Blackstone's river passes through some

of the most densely populated parts of the country. Thanks to that archetype of the clever Yankee, Samuel Slater, who helped start our Industrial Revolution at his mill in Pawtucket.

Our five Blackstone River communities — Woonsocket, Cumberland, Lincoln, Central Falls and Pawtucket — are very much the creation of Slater's revolution. And so industry and industrialists determined much of our history, including the development of our libraries. Several of our eight public libraries commemorate the name of textile barons. Five of the libraries (and the building of a sixth) are association owned, vestiges of the days when wealthy leaders assumed sponsorship of services elevating the people. For too long a time in our recent

history our libraries have been in a kind of limbo. Wealthy leaders' interest in libraries declined along with their wealth and leadership. Local government did not yet see libraries as their prime concern. And for many years the very financial structure of the area began to topple as the mills lining the Blackstone began to fall silent. A way of life for many families began to change and some of Blackstone's peaceful quiet began to return. But enough industry remained, and new industry was introduced, to insure a steady hum along the river.

The concept of libraries as fringe benefits appropriate for generous citizens to provide; the economic problems caused by industrial readjustment — these have been impediments to library development in the Blackstone Valley. Cumberland and Lincoln have a special problem of geography, having no central downtown section. But those familiar today with our libraries, picture them as sleeping giants ready to awake and show great strength. Woonsocket is planning a new central building. Lincoln plans a central building, municipally owned and operated, for 1970. Cumberland's similar plans will go to the voters again this year. The Central Falls Library has done well for many years with an unusually tight budget; what it could do with realistic support should be spectacular. Pawtucket's city administration has become aware that people of all ages want and need the things that only a library can provide.

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The river flowing through our valley provided the route for the independent, scholarly idealist . . . the water power for the practical machinist. These men who shaped our history are long gone, you say? No, we in the Blackstone Valley and you in libraries throughout Rhode Island see them every day.

BLACKSTONE VALLEY LIBRARIES

Woonsocket

Harris Institute Library.

Cumberland

Arnold Mills Community Library;
Sherman-Leclerc Public Library; Valley Falls Free Public Library.

Lincoln

Manville Public Library; Sayles Free Public Library.

Central Falls

Central Falls Free Public Library.

Pawtucket

Pawtucket Public Library.

SOME EDITORIAL REMARKS

By Richard Combs

This issue, in all probability like those that have come before it, has been a hectic affair. Some work has been expended on it, though doubtless much more could have been spent. I hope most of the names are spelled correctly, including *Rhode Island* on the cover. After all, it's the big things that count.

Things are booming in Rhode Island, as a glance at the articles in this

Bulletin will show. Our Library here in Newport is having its ups and downs too, though this is nothing new. What may be new is that there seem to be slightly more ups than downs recently. As of this writing we are still searching for a suitable site for our new \$900,000 library building. Finding a piece of real estate large enough for a library in a community of some 7.2 square miles is somewhat difficult, at best. We have been through the LC versus DC bit, too, as either Mrs. Waters or myself will be glad to testify. We were some three months looking into all the pros and cons, and even though we decided to remain with Dewey, progress was made.

The library had no halfway adequate history when I came last March (it had a past, but no history), so now it has somewhat of one. It is still incomplete, and rather brief. Some of the "facts" are open to question, but the easy conclusion is always lurking just around the corner for anyone foolish enough to reconstruct events of fifty to a hundred years ago.

A considerable amount of time and energy has also gone toward constructing an organization and staff manual containing all the usual items, from a book selection policy keyed to our needs to personnel policy and library routines. All of it has been put together, but it is far from finished.

In any case, I'm sure that all this business and more has been going on in at least seventy-six other libraries across Rhode Island. Enjoy the Bulletin and the meeting in Pawtucket.

"LIBRARIES ARE THE TOUCHSTONE OF AMERICAN EDUCATION"

By Elizabeth Myer — Director, Dept. State Library Services



Courtesy of The Observer

The life of John E. Fogarty warrants the attention of a careful biographer. When this biographer and researcher approaches librarians, he will find an amazing, impressive record, showing how a busy Congressman responded to appeals from many directions for an appearance, usually involving a speech, that would help the "cause" of libraries. The biographer will be contributing to the history of library development in our country by compiling the record of speeches and by enumerating the itinerary that they entailed.

Mr. Fogarty's travels ranged far across the country. His speeches, such as those before a national audience of the American Library Association; or before a regional, as the New England Library Association; or before a State audience as the Virginia Library Association; or before his own State's Association, the Rhode Island Library Association; or, as on many occasions, before a community library association within Rhode Island, were characterized by serious thought and were tuned to the specific area — its conditions, its needs, and its hopes.

His attitude was never one of fulsome praise. He spoke out critically, forcefully, and knowledgably on problems facing librarians and trustees. Every speech contained a challenge to move ahead, to make the necessary effort, to plan, to aspire, and to accomplish. This is the legacy which librarians should recognize, and be prepared now to reach towards under inspiration of his example.

Back in 1956, libraries offered little dramatic appeal. Passage of the Library Services Act by Congress that year had initial support from Rhode Island's Congressman John Fogarty. Issues of the *Congressional Record* for 1960 reflect the marked increase in interest among members of Congress, culminating in extension of the Library Services Act, and carry Mr. Fogarty's supporting statements, personal knowledge, and experience. The broader aspects of library legislation, contained in the Library Services and Construction Act Amendments of 1966, constitute a dramatic, progressive realization by Congress of the importance today of libraries. Mr. Fogarty was an ardent champion of both the legislation and of the necessary appropriations that followed. Rhode Island's leadership in Congress for more adequate library service nationwide has been an accepted fact. This fact we must not forget.

We are thankful that some honors came to Congressman Fogarty during his lifetime, in recognition of his services in the improvement of libraries. On July 13, 1963 at the American Li-

brary Association's Conference in Chicago, the American Library Trustee Association bestowed upon him its Citation of Merit. At its annual Conference in New York in 1966 the American Library Association gave him Honorary Life Membership. The Rhode Island Library Association had already voted him Honorary Life Membership.

We in Rhode Island can do no better than to act in the spirit of his words:

"... I am convinced that libraries are the touchstone of American education. If we can make all our libraries equal to the jobs they face, we will guarantee an educational system of excellence unequalled anywhere in the world or at any time in history."*

* "Laws, Law-Makers, and Libraries," by John E. Fogarty; address at the Legislative Workshop of the Midwinter Meeting of the American Library Association, Washington, D. C., January 1965; reprinted in the *A.L.A. Bulletin*, April 1965.

GLS NEWS AND DOINGS

By E. J. Humeston, Jr.

Under the above title, chosen primarily to avoid "Report of the Graduate Library School," this will serve to answer the Editor's question, "What's going on up there." *There*, of course, means here at the Graduate Library School, which is in the Extension Division Building in Providence. Does that mean we are part of that division? A resounding NO is the answer. No disrespect, animosity, dislike, dis-

trust, or anything similar thereto is intended. In fact, we practically love each other and get along splendidly. But the School is the School. It's an entity, a unit all to itself in the building save for sharing library quarters and certain clerical operations. So please, when you speak, think, or write about us, bear witness that we are not part of the Extension Division. This point is going to take a lot of making before it gets across. Don't be surprised at our mentioning it often.

What is going on? Well, many things are, all to the end of preparing and graduating well qualified librarians for the state and nation, both of which, as you know, need them in increasing and unmet numbers. The words "many things" cover much territory, so I'll be more specific. These pages contain another piece in part at least about the School; here, then, let me limit myself to pointing out certain indices of our growth, as follows:

1. Since 1964 we have added an associate professor, a full-time librarian, a clerk-typist, and two part-time student aides.

2. The curriculum had 9 courses in spring 1964, not enough to make a program for the master's for a single person. Today our 24 courses let us turn out people ready for professional positions in school, college and university, public, and special libraries. By March 1967 we will have awarded 62 master's degrees. (If he finds room for it, the Editor will print at the end of this the names of our courses now

in the curriculum. Or a body can write us for the list, of course.)

3. Enrollment totaled 85 in the spring of 1964, 267 for the spring 1966, is just about that for this semester, and probably would have been more had we offered (Alas, why didn't we?) the beginning reference course.

4. Our quarters boast five offices and "reception" space instead of the one office (in the early days) created by that tall, swaying bookshelf that separated the classroom and the office.

5. The library we share with the Extension Division now houses 3,611 titles in library science and will rapidly acquire additional holdings, keeping pace with our more than doubled book funds.

6. Transportation facilities are greatly improved, since the Dean has a larger boat for the coming season (March 15th, believe it or not)! (If I knew how to draw a picture of a tongue in a cheek, you'd have one right here.)

7. Admission requirements are being tightened and strictly adhered to, which makes for improvement in the quality of students accepted for the graduate program.

We'll close with a last point, though there are several other matters we could touch upon:

8. Accreditation remains, it can surprise no one, a prime concern. It makes little sense to apply for it before the University entertains the vis-

iting committee of the New England Association of Secondary Schools and Colleges this coming April. After that there is strong likelihood that we will ask an outsider to come look us over and suggest how adequately we are prepared for a visit by a team from the Committee on Accreditation. Clearly we will hope for a favorable report. Equally obviously it would be an unpardonable error if without such a report we pressed for a visit. It's as simple as that. So we'll make haste slowly.

I believe I'm close to my allotted number of words and must stop. Thanks for staying with us to the end. We're very much in business, working hard to be a fine school, and more convinced than ever that nobody knows how to make a perfect one.

URI Graduate Library School

L.S. Courses and Credit

135, 212*: Children's Literature, Basic Reference (3).

213*: Selection of Library Materials (3).

214*: Library Procedures and Administration (3).

215: The School Library (3).

216*: Cataloging and Classification (3).

218: Storytelling (2).

300*: The Library in Society (3).

302: History of Books and Printing (3).

304: Information Retrieval (3).

306: Advanced Cataloging (3).

308: Reading Interests of Children (3).

309: Reading Interests of Adolescents (3).

310: Reading Interests of Adults (3).

313: Library Materials in the Humanities.

315: Library Materials in the Social Sciences.

317: Library Materials in Science and Technology.

321: Public Library Service (2).

323: College and University Library Service (2).

325: Special Library Service (2).

337: Medical Librarianship (3).

381: Research in Librarianship (3).

391, 2, 3: Independent Work (1, 2, or 3).

Credit by Transfer

* Starred courses are required

March 15, 1966

TEACHING IN A NEW SCHOOL

By Ruth Hewitt Hamilton

Associate Professor

URI Graduate Library School

The experience of contributing to the beginnings of a program which widens the opportunity for library education provides heady stimulation generated by pressing problems. The shortage of trained personnel is a serious limitation to increased library service in all its aspects at the very time when the means to fund developing services are at hand and the need is acute. Opportunities to gain training for librarianship in the United States are woefully limited both geographically and financially. Since it is generally accepted that a fifth year of formal training is a minimum for any

profession, there is every reason for those interested in librarianship, one of the most democratic of the professions, to expect to find training provided on a well-distributed geographic basis by tax supported universities as well as fine private schools.

The faculty member in a new library school is fortified by the conviction of this need for broadened and tax-supported opportunities for training and the realistic acceptance of the fact that philosophical observations have to be vitalized by action. We have to learn by doing and to do anything, we have to start. The profession holds as one of its valuable principles its flexibility of operation, its ability to adjust to communities, to institutions, and to pressures. Indeed, in the larger sense, librarianship views itself as being formed and molded by the society it serves. This is no less true of library education than it is of library service. Thus, the faculty members in a new school find themselves involved in testing these basic premises in day-by-day action.

A critical interpretation must be applied to each segment of the curriculum. As a professor prepares and presents his teaching assignments, every plan and every performance must be viewed objectively with the need for assembling the foundation stones, assigning priorities, building every subject into a growing and related curriculum. The team work performance of a new faculty provides great satisfaction. Faculty members of a new school must cultivate their courage.

This is no place for the faint-hearted, the security seeker, or those without the faith in librarianship that allows for testing and experimentation. The long view and patience are daily essentials. The need to concentrate on what is basic to the foundations of a new school provides stimulating self discipline.

Fitting into the administrative organization of a university graduate school provides opportunities for a larger view and possibilities of interaction that are important advantages. As librarianship always has to function through existing institutions, a fast-growing state university with its roots firmly in the rocky New England soil gives a new library school unusual opportunities for potential and vitality.

Student response in a new school is one of the basic satisfactions enjoyed by the school's faculty. Students come with great appreciation, with a patient understanding and a willingness to give constructive criticism that is of constant value. When they are involved in the diversity of library activity in Rhode Island and New England, they bring to the School a sense of immediacy and an enthusiasm that come from professional involvement in growing services. The justification of this confidence and the participation of the student body are among the faculty's most compelling obligations. The profession can take heart from the fact that well qualified and enthusiastic recruits materialize and are willing to throw in their lot with

the uncertainties of a new school. It serves to counteract the fact that many secure professionals can only resort to a wringing of hands over the dangers of it all.

While faculty concentration on establishing the program and assembling materials to support it is the first order of the day, faculty attention to potentials of the future is also important. The possibilities of greatly strengthening our association with the schools within the University can add to the strength of the School and develop into a recruitment factor. The need for library schools everywhere to attract the students from undergraduate experience is generally recognized. The profession cries out for the young, flexible, adventurous, and imaginative recruit, and yet the wide variety of vocational opportunities in librarianship (paralleling almost every subject discipline) are but dimly appreciated by the undergraduate student making a choice for graduate study. This presents a fertile field of exploration for a library school when it can arrive at some stability and sound integration in a university community.

The growing development of library services in Rhode Island and the New England area offers a stimulating environment for a new library school. All branches of service — public, school, research, and special — are showing substantial growth and all recognize a promising future. The unique characteristics of New England community and institutional struc-

tures offer a remarkable laboratory to watch cooperative development of librarianship evolving with innovation and growing leadership. Because of the compact size of Rhode Island and diversity of library activity within its borders the library school can visualize a valuable asset in strengthening its relationship with the service areas. At the outset such surroundings are responsible for student response and for informal development of work-study associations. The professional activity and the courageous leadership active within it are responsible for the concept and the existence of the School and form its present support. With time this association can be formalized and developed to considerable mutual benefit. The programs of library schools are continuously searching for ways to relate to and incorporate realistic work experience. With such environment a Rhode Island school has a complete laboratory within a few square miles. Opportunities for observation, planned work involvement, and speakers to contribute to class-room participation are readily at hand.

A library school associated with a university of a small state will probably not look to a program beyond the one-year master's level. Stabilizing and strengthening such a program provides future objective enough. But one area where such a school might prove to be of service to the professional community could be in the provision of some machinery for continuing professional education. Because of the

characteristics of library development in New England this seems unusually pertinent to this area. New patterns of service are being developed on the job. The needs for planned discussions, workshops, and seminars are urgent for increased expertness in skills and knowledge of materials. The University campus provides excellent up-to-date and attractive facilities to accommodate all kinds of group activity. Well-equipped meeting rooms and auditoriums are available together with living accommodations and any combination of food services needed. With the Graduate Library School providing coordinating sponsorship, such physical facilities can be the base of any kind of a continuing professional program desired. Good results with non-credit programs could develop into more ambitious credit programs at such time as the profession saw a need and an application for them. The Graduate Library School is making its first venture in this area this fall when the New England State Extension Librarians are co-sponsoring a Workshop for Consultants on September 7, 8, and 9 on the Kingston campus. Between 30 and 40 participants from the six New England states will be in attendance. We are taking our first step.

A LIBRARY CHANGES TO L.C.

By Vincent Bleecker

On September 12, 1966, the Warwick Public Library started cataloging all new books in the classification scheme of the Library of Congress. At almost the same time, we started re-

classifying our existing collections from the Dewey system to the LC system. Ours was the first public library in Rhode Island to take this step. We were not necessarily trying to be "first" in this respect or any other; in fact, it was a little frightening being first and, for a time, the only library to do such a thing. Nevertheless, since we took the plunge, the editor has asked me to explain the reasons for our decision, to describe our problems in converting, and our feelings about the results.

First, let me say that it was not a sudden decision by any means. Of the four people involved in cataloging at this library, all had had some knowledge of, or experience with, the LC scheme. The possibility had been discussed for some time, and on August 12 we voted enthusiastically to make the change. I will try to go into the background of our reasoning.

I was hired in Warwick on June 1, 1964, to plan the details, the operation and, to a certain extent, the structure of what is now called the Warwick Public Library. The collection was to be built entirely from the beginning; not a book was on hand, except two or three gift volumes. The first professional staff member to be hired, after the librarian, was to be the cataloger, and we started a search immediately for this person. From the very beginning the question of the cataloging scheme to be used was a bothersome one. For one thing, I was determined that our cataloging was to be perfect from the beginning. All possibilities

were to be considered, basic decisions about the kind and number of collections, the form divisions to be used, etc., so that there would be little or no conflict in the future within the scheme. I felt this was an opportunity to demonstrate vision and foresightedness so that keeping up with successive editions of Dewey, or whatever scheme was to be used, would be simplified. I had had enough of collections representing a mixture of Dewey editions and improvised schedules where older editions had not provided for expansion. While I did not profess (nor do I now) to be a skilled or experienced cataloger, I do enjoy cataloging and the technical problems of cataloging have always intrigued me. Apart from my desire to have a model catalog, I felt that the challenge and the opportunity of doing the job right ought to appeal to any experienced cataloger, and I played up this opportunity in the advertising and interviewing for this position. I was fortunate enough to have had some experience with the LC schedules, and I admired the practicality of that scheme above all. I was well aware that library schools traditionally teach students that the LC system is only for large collections of great depth. I have never felt exactly this way. I have never been able to see why the LC system is not completely practical and practicable in medium sized libraries. I admire the Dewey concept in theory, but in many editions the Dewey concept becomes almost as mystical as Ranganathan, and as difficult to apply. Frankly, I think most editions of

Dewey are beyond the average cataloger to understand or to apply. I pondered more than once, in coming to Warwick, the advisability of starting out with the LC classification system. Some of the catalogers interviewed had had *only* LC classification experience. In these cases I was tempted to say, and I did say, that if they could help me convince the Rhode Island public, I would be willing to start with the LC system. As it turned out, we were very very fortunate, finally, to obtain the services and experience of Mrs. Janice Mages as cataloger. Mrs. Mages would have been willing to work with either scheme and we discussed the question at length. In the end, we regretfully voted for the Dewey scheme on the grounds that all other public libraries in the vicinity were using Dewey, and our potential borrowers would probably be most familiar with that scheme. This was good reasoning; it was not fear of the unknown, nor of being different, because this library has introduced many innovations or practices that were unknown in this area. We did, however, both of us, want very much to set up and operate this library in as practical a way as possible; in fact, we wanted to demonstrate the utmost in practicality, consistent with good service to the public.

Then, in August of 1965, after we had put through roughly ten thousand books, along came the 17th edition of Dewey. The talented Mrs. Kathryn Anderson had just joined our staff as cataloger, and she and Mrs. Mages

tackled the new edition. We three unanimously voted to keep up with the times at all costs, but for months afterward we went through sheer hell. This includes the librarian, who had to pacify, encourage and cajole two of the unhappiest and most confused catalogers anyone has ever seen. Had we, like many older libraries, been still using the 14th edition, we would no doubt have stayed with it, but we felt that ten thousand volumes was not too much to change. As Mr. Duane Davies says, "when the 17th edition was published, catalogers were dismayed that the numbers were more unsettled than ever." Readers will recall the rash of anti-Dewey articles in the journals ("Is Dewey dead?" etc.). We were happy to find that we were not alone in our feelings about the 17th edition, especially the index, which, as Mrs. Anderson says, was frustrating and difficult to use. But I will not repeat the list of complaints about this, which most of us have expressed already. I will just say that we echo Mr. Davies' statement that it is becoming increasingly difficult to keep books together by subject according to the Dewey decimal classification.

Another factor in our decision to change was, quite frankly, the knowledge that we would not be alone in taking such a step. We knew that the librarian of our new sister library in West Warwick had already made definite plans to use the LC classification. Both Mr. Crane and I had been planning and hoping for close cooperation

between our two libraries (in fact, a Union Catalog of our holdings is already a reality). It seemed logical for us both to use the same classification scheme. Another factor was the strong suspicion that the Principal Public Library in Rhode Island, as well as others, might be taking this step eventually. I want to stress that this was no more than a suspicion, however, as nothing was definite at that time. Still another factor was the knowledge that a centralized processing center would undoubtedly come to pass sooner or later — if not in '67, then surely some time in the not too distant future. When this step is taken, I am confident that the center will be able to offer its constituents a choice of Dewey or LC numbers, and may very likely offer only LC classification numbers entirely. I am aware that many authorities feel that LC cataloging in a processing center is definitely more economical than Dewey. Indeed, Professor Vincent Piccolo, in the ACRL News of July 1966, wrote, "It again appeared that the full savings to be derived from purchasing pre-processed library books can only be obtained by libraries using the Library of Congress classification system."

Finally, as librarian, I hope this library will be managed with the greatest efficiency and economy consistent with good public service. Economy is the key word. Of course, it must be stressed that the fullest economy depends on accepting the LC number, practically without question. "But can't you accept the Dewey numbers

also without question?" the reader may ask. No. Our cataloging people at this library know absolutely that this cannot be done. For one thing, there are many choices to make in applying the Dewey schedules, and for another, a choice has to be made between Dewey and the prevailing patterns of one's own shelf list. This is in addition to the problem of keeping up with changes in Dewey policy and Dewey editions. Every library that makes the change to LC and accepts the LC number reports an increase in the output of catalogers, due to a reduction in the amount of cataloging. Our people have increased their output by one third. Actually, with this system we are taking the fullest advantage of the centralized cataloging done by the tremendous staff of the national library. And, as Mr. Piccolo says, libraries will be able to achieve a far higher level of standardization than was ever possible with the Dewey classification. "Insofar as other libraries adopt these standards," he says, "the area of cooperation among our libraries will increase." Another point to remember is that the LC number includes an author number, and there is no need for a library to modify this or to assign a Cutter number. Mrs. Anderson says "There is no need now to consult the shelf list or the Cutter table. The filing of the shelf list and its revision can be done by trained non-professionals. With the LC entry and the LC class number, the shelf list files easily, numerically and alphabetically within the class."

Thus, to recapitulate, our reasons for making the change were three: one, dissatisfaction with Dewey; two, cooperation and standardization with other libraries; and, three, economy. I did not feel, nor do I now, that the decision to change was a "major policy decision" as someone has said. Major it was, but not a matter of policy. It was strictly a technical matter that neither the trustees nor the public in general are equipped to understand. At the time we made the change, of course, there were almost fifteen thousand classified books in our collection to be renumbered — hardly a frightening number. For an older library with fifty or a hundred thousand volumes to change, the situation would be different. Money would have to be found to hire staff to make the changes. Perhaps we are rushing in where angels fear to tread, but we feel we can handle these changes with our left hand, so to speak, while keeping up with our normal work load. We've always had to be extra resourceful at this place anyhow. At this point, the job of changing numbers is roughly about one-third completed; we expect the entire job to be finished in 1968. The entire collection in the adult reading room has been changed, about half the collection on the open adult shelves, and over half the reference collection. We have just begun to nibble at changes in the juvenile section. Yes, we're going all the way — even juveniles, and our children's librarian thinks it's fun to work with the new classification. After all, we

couldn't claim any economy if we didn't apply it throughout.

Mrs. Anderson says "we have set Dewey aside with few regrets, and our admiration of LC grows with use. Is it correct to teach in library schools that LC is best only for large, scientific or university libraries? . . . A professional cataloger might find the job more routine, but she can concentrate on supervision, problem solving and planning, and make a major contribution toward the pressing need of getting the library's collection ready for use."

A word about the actual technique of conversion of books previously classified. Of course we did not interfile LC with Dewey in any way, we simply set up an LC section and a Dewey section in our stacks and the one section grows as the other is depleted. I have not heard a single comment from any borrower as to the relative merits of the two systems, nor any complaints about the temporary dual classification. Our main concern was the changing of the cards already in the catalog. Ideally, I suppose, the best plan would be to order new sets of cards for each book changed. We decided the expense of either new cards or Xeroxed cards was not really justified. Nor could we see the expense of erasing, even if done by Neighborhood Youth Corps help. (For one thing, the operation of an electric eraser requires some skill!). What we finally decided to do, a little apologetically, was to cover the Dewey number with a black "magic marker"

and type the new classification number below the old one. The results are not beautiful, but better than an erased card. As for the book card and pocket, as well as the spine label, we have long been unhappy with Demco and similar pressure sensitive labels because they smudge. A conversion to the Standard Register type "three-up" labels was long overdue, and we had been considering this for some time. This was the ideal time to make use of them. The three labels, one square for the spine, and two oblong for the book card and pocket, are aligned in one line on a continuous strip of backing. The typist types all the labels for one book at once; later they are peeled from the backing and applied to the spine, the pocket, and the book card. (This system is used not only for converting previously numbered books, but for new books as well. A demonstrable saving in time is effected by not having to remove and insert new separate cards and pockets in the typewriter.) Practically all the work of converting Dewey-numbered books to LC is done by non-professional help, under close and constant professional supervision. The cataloger changes the class number on the shelf list, a library aide makes all other necessary changes. This brings up the question of accepting the LC number for everything, which probably would not be possible for an older library owning a great many books from the twenties, thirties and forties. The LC cataloging, of course, has been revised for many of those items, or the schedules have been changed since the orig-

inal cataloging. To change such a book to LC would require some research on the part of the cataloger. While we are in the unusual position of having practically all new or fairly new titles in our collection, it could be argued that the older library, before converting, should do some drastic weeding or else assign the older books to a closed stack section where a dual classification scheme would not bother the public so much.

I would not want to give the impression that we accept every number automatically, and never research any. As a matter of fact, any good cataloger, probably, would want to look up many of the LC numbers in the LC schedules as he makes the conversions, just out of curiosity, if for no other reason. This we do constantly. We already had a nearly complete set of LC schedules long before we decided to change, and they were in constant use in the cataloger's office, even while we were using Dewey. Very often the assigned Dewey number could be better understood after looking up the LC number. I don't believe one should embark on conversion without a set of the LC schedules. This brings up a problem — the fact that some of the schedules are out of print or being revised. These schedules we had to order in a Xeroxed form. The law section, or K section, in the LC schedule is, of course, not obtainable at all. According to the Library of Congress, "It has never been reduced to notation" (!!!). We have made up our own. We use the K set aside for law, and

have converted the Dewey 340's into an LC type notation. Each major section of the 340 schedule has been given an additional letter. After the two letters we use the numbers and divisions of Dewey, adding the author Cutter, thus like books are brought together. This section, of course, is not large enough to constitute any problem.

Subject headings, of course, are no problem, as we have used the LC subject headings from the very beginning.

We had to decide how to break or divide the LC numbers for use in our library. We use a two-lined entry with the break at the first internal letter. First line numbers follow a numerical sequence, and most of our books will shelve by this number alone.

Some of our staff members remembered their Dewey too well, and shelved and filed with a Dewey influence. It has to be stressed that the first line number follows a numerical sequence after the letters, thus DD85 comes before DD556. However, the Cuttering on the second line is just the opposite. R6 comes after R342. In the P schedules, the Cuttering by the second letter of the author's name presented a temporary problem to the typists.

One more problem which a public library will probably encounter: Naturally, we do not classify fiction in either Dewey or LC, but in the LC system this is easier said than done, particularly with juveniles. As Mrs. Mages says, "It is rather difficult to

classify the children's collection in LC and even cataloging instructors admit this. There are many, many instances where Dewey would classify something in the five hundreds, but in LC the same books end up in PZ which is fiction and juvenile literature. A *Black Bear Story*, which Dewey puts in 599, LC puts into PZ 10.3 which is animal stories. Again, *Big Red, Savage Sam*, and other fiction about animals are classified by LC but we put them in fiction. Another is *In the Deep Blue Sea* which Dewey puts in 551.4. LC puts it in PZ 10, but admits that 'Q' through 'V' would be preferred. These departures must be made or the PZ collection will go out of bounds. *All About Strange Beasts of the Present* was classified in the 560's but is put in PZ 10 by LC and yet given a zoology subject heading." (This whole area has been a headache to Mrs. Mages). In addition, I personally would like to add that I hate to see many of our beautiful modern picture books, such as *Once a Mouse* or *Three Billygoats Gruff*, or, for that matter, the Leslie Brooke things, go into the class number for folk tales and fairy tales instead of the picture book collection. Miss McKeough feels as I do, so we do not follow the LC number on these.

To echo Mrs. Anderson, we have indeed set Dewey aside with few regrets, but the conversion has not been perfectly smooth sailing all the way. I will say that any problems we have had with LC have been as nothing compared with our problems with

Dewey 17. If asked to recommend this change for other public libraries, I would do so unhesitatingly. I have a strong feeling that many public libraries will inevitably come to this decision on their own. We have no axe to grind but our own, and yet I must say that our staff feels that Dewey, if not dead, may certainly have outlived his usefulness.

Library

TELETYPEWRITER SERVICE

in Rhode Island

By Mrs. Ruth L. Schacht

Library Coordinator

Providence Public Library

On January 25, 1967 the Providence Public Library received an Inter Library Loan message over closed circuit teletype from Brown University requesting one copy of William David Ground's *An Examination of the Structural Principles of Herbert Spencer's Philosophy*. Brown had located a copy at Yale University. Providence teletyped its first request to the Connecticut State Library in Hartford. The State Library notified Yale, via closed circuit teletype, and the material was promptly sent to Brown. From the day the Providence Public Library received the request, to the following day when the volumes were in the mail, represents a typical span of time in TWPL-TWX operation. Brief messages may be sent from Brown to Yale and back, and to other libraries, in a

matter of minutes. The Providence Public Library and the Connecticut State Library are used as relay stations. It is the reference search and the routines that take time.

Teletypewriter service is not new to libraries, however, it has only recently begun to play an extensive part in interlibrary cooperation. The *Telecode and Telex Address Book*, published by IFLA/FIAB, lists approximately four hundred and fifty world-wide libraries and documentation centers with teletype equipment. This is already out of date, however, as the address book lists only eighty libraries under the United States. The *TWX Directory*, issued by AT&T, lists over one hundred libraries with others, like the Providence Public Library who have joined the system recently, not included.

Teletype combines the best features of the telephone with the best features of the typewriter. It allows for fast, direct contact and it produces typed, hard copy. This hard copy may serve as the permanent record of a communication, just as a letter received by mail. In appearance and operation the teletype is basically a typewriter with certain modifications: messages can only be typed in caps; messages are typed on paper rolls; no punctuation is generally used; messages appear simultaneously and automatically on sending and receiving machines.

There are various models of teletypewriters and various systems of teletype communication. There are

two varieties in use in many state unified systems. The closed circuit TWPL (teletypewriter private line) connects a specific number of local libraries. These teletypewriters may be programmed to send only to a specific library or, more simply, a message typed out on one machine may appear on all machines in the closed system. The other variety is the TWX (teletypewriter exchange) which is programmed for use anywhere in the world. The directory supplied includes numbers for the United States and Canada. To reach a country abroad the overseas operator in New York places the call. This machine operates on a dial tone and is much like direct dialing for long distance calls. It is equipped to contact not only libraries, but institutions anywhere in the world possessing similar machines.

Codes and abbreviations are used heavily in the operation of these machines. Each library or institution has its own number and code letters representing the name of that institution. A basic form is generally agreed upon to be used between cooperating institutions. The code name of the sender, the institution called, purpose of the call, date and number (if numbers are used) appear at the beginning of each message. Then, in the case of Inter Library Loan, the message follows in bibliographic form, or in the case of messages, in paragraph form. A request for an Inter Library Loan would look like this:

PROV FM BRO 1/25/67
 ILL RQ 1
 GROUND, WILLIAM DAVID
 AN EXAMINATION OF THE
 STRUCTURAL PRINCIPLES OF
 HERBERT SPENCER'S
 PHILOSOPHY
 OXFORD
 1883

VER BM
 AUTH HGB
 RQ FOR LB FILE GRAD
 POL SCI
 ILL RQ 1 END

An answer to this question would appear as:

ST LIB HFD
 RE YOUR MSG BROWN TO
 YALE
 1/27/67
 YALE IS SENDING BOTH
 VOLS TO BROWN
 MSS END

The first message was sent by TWPL and as it appears on all teletypes in the local circuit, the sender must specify the particular library he is contacting. The second message was sent out-of-state from Hartford, Connecticut directly to Providence, R. I.

Calls to foreign countries may be completely composed in international code. The *Telecode and Telex Ad-*

dress Book referred to earlier, includes a code for use by libraries around the world. The code with its written equivalency appears in this book in ten different languages: Russian, French, German, Italian, Spanish, Danish, Norwegian, Swedish, Dutch and English. To give an example, a written message appearing as:

RE YOUR INQUIRY NO. 1623
 WE HAVE FORWARDED TO
 YOU A PHOTOCOPY

would be in code:

IFLA:BYN 1623 QSD DAP

To understand that by using the handbook for this international code, any library in which one of the ten languages is known, can read, interpret and reply to this message, is to realize the impressive and important strides that have been made in the development of interlibrary cooperation.

Other reasons for the use of codes and abbreviations aside from worldwide intelligibility are expense and time. As the TWX operates by charges per minute rather than by basic rental fees as does the TWPL, brevity is most important when using the non local teletype. As a cost saving factor, TWX messages may be first typed out as a punched tape, and the tape may then be run through the machine at a speed of 100 words per minute, much faster than ordinary typing speeds.

In November of 1966 the public li-

braries of Providence, Barrington and Westerly, plus Brown University all installed TWPL machines in order to cooperate in a closed circuit teletype system. It has proved to be a valuable tool of communication in the few months that it has been operating. It is also a particularly rapid method of communication, for a message typed out by a sending library is received simultaneously by all the cooperating libraries. There is no waiting or time lapse while libraries are notified one at a time.

The most important use of TWPL is in the area of Inter Library Loan. Patrons of cooperating libraries *are* receiving better service. As the libraries participating are Regional Library Centers — with the exception of Brown University, which serves Rhode Island as a Special Research Center, the TWPL actually serves a wide network of libraries in the state. The Providence Public Library serves seven towns, including twenty-three libraries; the Barrington Public Library serves eight towns, and Westerly Public Library serves eight towns. Thus, while only three regional libraries have teletype, by close contact with the libraries in their region, it is possible to satisfy the reading and reference needs of a total of twenty-three additional towns.

The advantages of teletype at the local level convinced the Providence Public Library, the cooperating libraries and the Department of State Library Services, that an additional teletype linking Rhode Island to libraries

all over the country and world, would be capable of providing services never before accomplished by our libraries. With a TWX request for information and materials unavailable throughout the state of Rhode Island would be sent out-of-state to libraries or institutions able to supply the information. It was agreed that the new teletype would be located in the State's Principal Public Library, the Providence Public Library, and that the service would be paid for (as with the TWPL) from state and federal funds.

At this point, arrangements were made between the Connecticut State Library and the Providence Public Library for a unique cooperative plan. The State of Connecticut began operation of a teletypewriter network in August, 1966. Five universities and colleges — Yale, Trinity, Connecticut College, Wesleyan, the University of Connecticut — plus five public libraries — Bridgeport, Stamford, Greenwich, New Haven and Hartford — are all joined by TWPL. The Connecticut State Library also possesses both a teletype and a TWX machine. Thus, the unified teletype systems of Rhode Island and Connecticut are similar. Just prior to the final tie in of the Providence Public Library's TWX, the two states agreed to cooperate freely on an Inter Library Loan basis. This thus extended the total resources of each state by the extent of the holdings of the other.

To the best of our knowledge, we are unique in this inter-state library cooperation. While many libraries in

many states have TWPL and/or TWX systems Rhode Island and Connecticut are the first states to develop a reciprocal plan of teletypewriter exchange for purposes of Inter Library Loan between their two TWPL networks. The advantages of this cooperation are considerable. There is no reason why it cannot become more wide spread and extensive.

Contacting libraries anywhere in the country or around the world is the function of TWX, and of course, the potential to do this is there from the start. However, without prearranged interlibrary cooperation between different state systems, a request might be received on an out-of-state library's TWX, not be satisfied, and the message "unable to locate" or "do not own" teletyped back. No thought would be given to checking other libraries within that state. A library connected state wide and nationally by TWPL and TWX, and operating by Inter Library Loan agreement with several other states, could make available the whole of its state's resources — vastly increasing the possibilities of locating the requested item.

Any such system of cooperation needs a framework within which to operate. Rhode Island and Connecticut have agreed to use adapted versions of the ALA Inter Library Loan code. Providence has been using its own code based on the national one, and Connecticut has recently adopted the code. Brown University and several colleges and universities in Connecticut have agreed to accept tele-

typed messages as legitimate Inter Library Loan requests eliminating the necessity of sending Inter Library Loan forms requesting the located material. This is an important step towards simplification of routine procedures and will provide more rapid service to our library clientele.

Another special aspect of the Providence Public Library's TWX service is the newly instigated cooperation with Rhode Island industry. Many companies use teletype in their daily operations. Providence has been notifying them by TWX of their willingness to handle reference needs. This provides companies with a new direct contact with the Providence Public Library's Business-Industry-Science Department, the only large resource for this subject area in the state. This is already proving to be a useful service and we are pleased to be able to cooperate in this new capacity. The advantages to companies using this service are the speed of teletype, the ease of contacting us as compared to telephone, the preferability of having requests in writing rather than as verbal messages. Besides providing the services of our Business-Industry-Science Department, we are able to relay requests out-of-state, saving industry the trouble of the search and leaving them free to carry out regular TWX activities.

A recent request from Fram Corporation in Rhode Island typifies the sort of information we are supplying to business. On January 30, 1967, Fram requested information on whether or

not water contaminated with styrene is poisonous to the human body. A reply from the Business-Industry-Science Department, teletyped to Fram the same day, noted the symptoms of styrene poisoning.

This TWX service to industry is proving beneficial to Providence Public Library patrons as well. Recently, we requested from Exide Industrial Marketing, Division of Electric Storage Battery Company, Pennsylvania, a list of scientific instruments and their manufacturers. The request was satisfied, giving all the necessary information.

The Rhode Island teletype network is in its infancy. It is hoped that in the

near future the rest of the state will be tied in with the TWPL-TWX system. We anticipate a greater number of teletype machines in the various special libraries as well as in more of the public libraries. We look forward to greater and freer cooperation with many states in the area of Inter Library Loan. Basically, we are hopeful of providing faster and better service to all library patrons, be they in California or Coventry.

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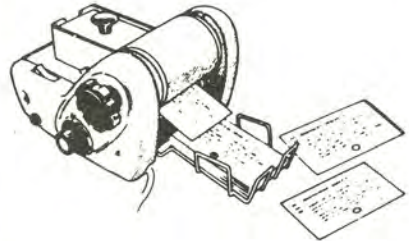
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