OKLAHOMA LIBRARIAN

VOLUME 21 NUMBER 3

JULY, 1971
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THE OKLAHOMA LIBRARIAN

The Oklahoma Librarian is indexed in Library Literature

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The Oklahoma Librarian is the official organ of the Oklahoma Library Association, and as such, carries news of the Association, its members, divisions, and the addresses of conference speakers, as well as general articles. Published quarterly in January, April, July and October. Second-class postage paid at Stillwater, Oklahoma 74074. Postmaster, please send P.O.D. form 3579 to Circulation Manager. Oklahoma State University Library, Stillwater, Oklahoma 74074. Mailed to each member of the Association upon payment of regular dues, $3.00 of which is for one year's subscription. Subscription price to non-members is $5.00 per year. Membership dues and subscription should be sent to the Treasurer, 800 N.E. 13th St., Okla. City, Okla. The OLA Membership year is the calendar year. Cover design by Nancy Carter.

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President's Message

Roscoe Rouse

The satisfaction of serving in our profession is an intrinsic thing. We reap our rewards daily as we send satisfied people on their way . . . wiser, we hope, and better in some way. No librarian ever entered the profession with illusions of gaining material wealth; we must, ero, be here for another reason. Self satisfaction — or perhaps Mankind satisfaction? I should hope that we gain the former from the latter.

As you go about your duties the selflessness of library work probably does not occur to you. I am struck, however, with the wording of our purpose as a professional association as stated in the OLA constitution. Read it and compare it with the statements of purpose as set down in the constitutions of other organizations. I think you too will be proud that you are an OLA member. It is the purpose of OLA "to promote library service and librarianship," stated as simply as that. The code of laws of many organizations stress the importance of the welfare of the member, e.g., "to improve the status and the benefits (italics theirs) of teachers in Oklahoma," a phrase from the constitution of the OEA. There is absolutely nothing wrong with an association protecting and bettering its individual members but I am inclined to favor the unselfish basis of the library profession as worded in our constitution.

But ponder for a moment, if you will, the image we have earned for ourselves for all our dedicated unselfishness. Is it Sir Galahad or Mr. Milquetoast? A sensitivity for the needs of others and our natural bent for service should not connote an inherent meekness. We have been told that this is one of our failings — an unwillingness to speak up and make our needs known. Only librarians can improve that image.

One of the goals of OLA is concerned with the expansion of library service across the state; each of us should take every opportunity to speak of this need, to write to our state government officials, to make ourselves heard on the matter. If we are indeed unselfish and service-centered, let us remember those Oklahomans in rural areas and in the small communities without libraries of any kind, the under-privileged in every corner of the state. Even our thriving cities and towns have too many schools without libraries, particularly elementary schools.

Benjamin Disraeli said, "Success is the child of audacity." I favor more audacity for Oklahoma librarians!

JULY, 1971
The Priority Is You
by KEITH DOMS

The stated goals of the Oklahoma Library Association, as you know, are concerned with a program of continuing education, adequate service to all Oklahomans, and intellectual freedom. In my view these goals are admirable and relevant in every way. As I reflected upon them and their meaning two or three weeks ago, it occurred to me that they are synonymous with equalization of opportunity, and in the final analysis I guess that's what O.L.A., A.L.A., librarians, and libraries are all about. And basically, the realization of such goals is what the proposed re-structuring of A.L.A. is all about. As you know, this is the focus of the work of the ACONDA and ANACONDA committees.

The goals of the Oklahoma Library Association are realistic. However, the process of reaching them is an on-going one, requiring steady year-in year-out effort. How well we know that such achievement doesn't just happen. Good planning, strong leadership, unwavering interest, adequate funding, and competent manpower are factors central to progress. Therefore, I would like to suggest that since you seem to have your goals and priorities in focus, that you stand back and take a hard look at yourself and attempt to determine where you stand with reference to your own attitudes and professional commitment.

Further, it seems to me that libraries, all libraries, have a wonderful opportunity to serve as prime movers in providing equal access for all to learning materials and information sources which will help to improve the quality of life for citizens of all ages during their entire lifetime. Responding to this opportunity is by far and away our greatest professional obligation.

Of the many, many words that could be utilized on the subject of continuing education, it seems to me that there are two key words that can't be over-emphasized. The first is accessibility. The second is availability. Accessibility means that there must be an appropriate decentralization of library service outlets. These outlets may be mobile, or storefronts, or public library branches, or schools, or branches of universities and colleges, or great research centers. The important thing is that they all be linked together into a network which assures the consumer of access to whatever he may need whenever he may need it. And whether the consumer be a corporate one or some little kid in a rural area doesn't matter — or it shouldn't matter. The nature of the request, not the age, color, occupation, or status of the requestor, is the thing. Modern technology and cooperation, true cooperation, can help so much to speed the delivery of service and to cut across political boundaries and areas of vested interest.

Thanks to Virginia Owens of the State Library, I have acquired a number of facts about library service in the State of Oklahoma. For example,
As mentioned, accessibility is one of the two key words most closely related to continuing education. The other is availability. Availability, is not quite the same as access. Availability is being able to obtain what you need promptly, on any subject. From the latest Dow Jones averages to what’s new with youthful sub-culture groups. This implies that libraries, especially public libraries, must have realistic book selection policies and develop their collections in keeping with the highest professional standards. As a result, items must be included in collections of books, films and records which will be found to be offensive by some people. A library ceases to be a library, in my opinion, if it merely reflects the consensus of the majority and contains only those materials that are clearly bland or innocuous. In this day and age, when there is as much evidence of repressiveness as there seems to be, librarianship is no profession for the timid. A firm commitment to the principles of the freedom to read is a first requirement. Come to think of it, based on my personal experience, one of those hard hats on the top of your head may not be such a bad idea.

As you may know from recent articles in the library press, the Free Library of Philadelphia was under severe pressure for a period of nearly six months to remove a book from its shelves that some people found offensive for a variety of reasons. This book, which was chosen by a responsible staff, fell within our book selection policy and selection guidelines. For that reason, I immediately issued a statement to the press upon receipt of our first written complaint. It included the following comments:

“In recent years, a number of social scientists have remarked about the diversity of political and social outlooks that exist in America. There has always been a multiplicity of outlooks in the United States but perhaps never before have so many opinions so stridently contended for attention.

The Free Library of Philadelphia has always considered it a primary obligation to provide books for its public which are representative of all current, significant, political and social outlooks, no matter how controversial and alarming some of these outlooks may seem. To add only those opinions which are safe and comfortable would be to abdicate the institution’s basic responsibility to serve the entire community by keeping open the free market place of ideas.

The political outlook of the new left is inti-
and take no sides but make sure that all sides are represented as well as possible . . . .”

Standing in firm support of the principles of the freedom to read is the Intellectual Freedom Committee of the American Library Association and the Freedom to Read Foundation. Intellectual freedom is a high priority of A.L.A. and your national organization is seeking constantly to develop and improve support mechanisms for both libraries and librarians.

Another high priority of the A.L.A. is social responsibilities. Toward this end, a new office for Library Service to the Disadvantaged and the Unserved is in the advanced planning stages. In this connection, I note with interest that adequate service for all Oklahomans is a goal of the Oklahoma Library Association. I assume this means that you are putting a new emphasis upon outreach programs and that it reflects a strong determination to reach all of your unserved residents. I like this goal because it seems to reflect changing attitudes, firm commitments and new enthusiasm. It suggests responsiveness. It reflects a strong motivation to make creative applications of new media, new techniques and new knowledge. But to achieve full success in reaching the unserved will require all of us to put our collective shoulder to the same wheel. Every talent will be needed. New forms of cooperation will be required. Let us expand the family of OTIS and MARC. Believe me, there is a piece of this action for everyone. Outreach is more than just the public library rolling out a sidewalk van in some disadvantaged neighborhood. In a sense this is but one end product that is the result of many components. The role of the library educator in recruiting and providing meaningful education is central to successful outreach. College and university libraries have resources to be shared and bibliographical skills that can bear on this subject. The school librarian has direct access to student and teacher and is able to introduce to both materials that are significant. More and more outreach must be undertaken on a cooperative basis. And this so-called outreach and service to the unserved will increasingly be directed at our aging population and to our institutionalized and physically handicapped citizens. When the new technology is coupled with new attitudes and new skills, the potential impact of libraries is exciting to contemplate.

Let me give you two examples of two Philadelphia programs that reflect some of these newer thrusts. The first is an example of interlibrary cooperation. The second is an example of interagency cooperation. Briefly, the Philadelphia Student Library Resource Requirements Project is a federally funded (OE) project, jointly sponsored by the School District of Philadelphia, the Archdiocesan School System, the independent schools of Philadelphia and the Free Library of Philadelphia. The project is an attempt to determine the library requirements of the students of the City and ultimately how the sponsoring agencies can best meet these requirements. The third phase of the project is now in progress. This phase is a demonstration which would test the efficacy of jointly planning and operating a student library resource center in the inner city. This center would provide library and media resources for students in a way that will give them full opportunity to benefit from recorded knowledge and experience. We think there may be new meaning here for new alliances between school and public libraries and the communities they serve.

Our local Model Cities Community Information Center is sponsored by the Health and Welfare Council and funded by the Model Cities Program. In an effort to provide all types of basic information to residents of the Model Cities area, data from thirty pertinent directories is being searched, selected, abstracted and prepared for transcription to magnetic tapes and discs. This data is being processed by two librarians from the Free Library working with the Model Cities personnel. Future plans include the development of a system of computer terminals in the Library’s branches. In this way, the informational wealth of the Free Library and its branches can be integrated with other community resources into a single information and referral system using an automated data bank and a single telephone number.

Not only do I see these and other forms of cooperation as central to successful outreach programs for all of the people, I am even beginning to talk out loud about an old dream of mine. The dream is simply to plan and implement new personnel exchange programs as a means of improving understanding among librarians and subsequently undergird, strengthen and improve interlibrary cooperation. This could be a “quid pro quo” program which would provide that X number of selected librarians would have opportunities to exchange positions in public, school, and college libraries. Oh yes, and I would include library schools in this program. Various kinds of exchange programs are sometimes implemented on an international basis. Surely, there must be some region here in the U.S. where such an

(Continued on Page 33)

OKLAHOMA LIBRARIAN
Letters To The Editor

What have you done to further the cause of librarianship recently? Sure, you've paid your association dues, taken part on committees or programs. But there is something else that you should be doing to strengthen and build the profession for the future.

A strong active library association is the best answer to many of the problems you are facing, especially those which you can not solve alone. Yet, the strength of an organization is in proportion to its membership. Unless most eligibles join the ranks, any group is below par in effectiveness. Their absence deprives the association of needed funds and manpower. Building membership is a challenge to each and every individual member. Everyone should accept it as a primary responsibility.

Conferences are vital in building new membership because potential members can attend to get an inside look. They can size up an organization in terms of benefits to be gained from belonging and participating in it.

So please, when making plans to go to your next library conference, consider taking a younger or less experienced staff member with you. Besides thinking of how the schedule is going to be covered or how much expense money you can collect, think of how you are helping to build the association for the future. This is something tangible you can do to help your association as well as to inspire your own staff into doing a better job. Try it soon.

(Miss) Barbara Janzer
Junior Members Round Table Representative on the ALA Membership Committee

I have a few thoughts on the Oklahoma Librarian. First, I hope you will not make it too scholarly. I think you mentioned the "Missouri Magazine." Well, they put themselves out of business being too scholarly. Also, since I know Missouri pretty well, I know that what has taken its place is the Missouri State Library Magazine (put out by a professional public relations specialist paid by the Missouri State Library). That little magazine tells about the libraries and activities of the state. It isn't devoted to scholarly research . . . .

You also mentioned the "President's Newsletter" as a filler. I have only seen a few President's "Newsletters" so far . . . . They were devoted to Conference materials. Also, I believe you mentioned O.D.L.'s publications . . . . I enjoy reading all of these things, but none of them are devoted to the Association and its activities and its members.

I have enjoyed the author series in the Oklahoma Librarian and hope you will continue it. These are just a few thoughts. I realize that as editor you are in charge of the magazine, but I hope it will reflect the Association and its members and what they are doing. Even a series of articles about different libraries written by the librarian would be interesting (using all types of libraries and mixing them up).

Dec Ann Ray
President-Elect

Editor's note: The Oklahoma author series will be resumed in the next issue. In addition, the issue will focus on expanded service and library development in Oklahoma. Please send information and articles about your library programs to Editor, Oklahoma Librarian, 401 West Books, Norman 73069 by August 15.

The Association of American Publishers has urged the Special Subcommittee on Investigations of the House Interstate and Foreign Commerce Committee to withdraw its subpoena on the Columbia Broadcasting System in connection with their documentary THE SELLING OF THE PENTAGON. The complete text of the telegram—which was sent by Sanford Cobb, the Association's President, to Harley O. Staggers, the Subcommittee's Chairman—follows:

Dear Chairman Staggers:

The Association of American Publishers is deeply disturbed by Subcommittee's subpoena to the Columbia Broadcasting System in connection with their documentary, The Selling Of The Pentagon.

The Association is the national trade and professional association of general and educational publishers. Our 262 members account for more than 85 per cent of the sales of the 30,000 titles published in the United States annually and include publishers of textbooks and other educational materials, adult trade books, children's books, technical . . . (Continued on Page 44)
The Distinguished Service Award was presented to Miss Esther Mae Henke at the 1971 Conference. The presentation, made by Mrs. Allie Beth Martin, chairman of the Awards Committee, follows:

Tonight I have one of the pleasantest assignments which I have ever had for the Oklahoma Library Association. Over the years OLA has been selective in presenting its awards — indeed distinguished service awards are not granted every year. Recipients must have served their own libraries and the libraries of the State and the Nation with distinction for at least ten years. This year the Distinguished Service Award Committee comprised of Francis Kennedy, Irma Tomberlin, Beth Heimann, and myself was fortunate in receiving a number of nominations for worthy candidates for the award.

One individual received several nominations all coming independently. Because she so richly deserves our appreciation and recognition, the privilege of making the presentation is a double pleasure. The recipient of the award has been Miss Public Library of Oklahoma for a number of years. Hers has not been an easy job of developing libraries in the state. Wherever two or three people are gathered together, and she is there, the topic is sure to be Oklahoma libraries — where they are and aren't, how good or how bad they are, and what she and the hundreds of citizens she has interested in good libraries can do about it. She starts early and she doesn't turn off at five p.m.

She has been a pioneer in Oklahoma library development. She has devoted herself to this cause far above and beyond the requirements of her position. Through rain, sleet, snow, (and I'm not referring to a mailman) and through dust storms she has covered the State talking with everyone who would listen about her commitment to libraries, and convincing them that they, too, should

(Continued on Page 28)
Mrs. David Hall receives an addition to the Governor's Mansion Library. Making the presentation was Mrs. Valeria Turnell, chairman, Governor's Mansion Library Committee.

One of the highlights of the OLA Conference was the presentation to Mrs. David Hall of a scroll of the contributors to the Governor's Mansion Library. Mrs. Hall expressed her appreciation for the library and for the new titles added this year. Those additions were made possible by contributions from the following OLA members:

William A. Martin, Jr.  Jane S. Northcutt  Eula M. Williams
Ann Sherdick  Mary Lee Riley  Margaret Korn
Don Sherman  Imogene Nix  Christine Akers
Josephine Smith  Allie Beth Martin  Pat Westmoreland
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Anng. Ellen Bayce  Lucalina Hinson  Georgia LaMar
Cathie Cline  Jean Thompson  Anne Rounds
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Mildred Gibbens  Elizabeth C. Paine  Roscoe Rouse
Jean Harrington  Doris M. Killian  Phyllis Holloway
Darlene Landrith  Zoe Gigoux  Mary W. Streich
Mr. and Mrs. Arnold Newcomb  Roma Montgomery  DeeAnn Ray
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Oklahoma Dept. of Libraries Staff  Imogene Glover  Sarah Webb
Mrs. W. D. Meek  Dorothy Gleason  Sheila Wilder Hoke
JULY, 1971  Linda Churchman  Janice Crump
Mrs. Kaye Grider
The Ptolemaic Theory of Librarianship

by DAVID KASER

Claudius Ptolemaeus was doubtless the most famous astronomer and geographer of the ancient world. His astronomical observations in the second century A.D. proved to his satisfaction that the heavens and the earth are spheres and that the earth is at the exact center of the universe. The earth, he proposed, is stationary, and the heavens make daily rotations around it on a celestial axis. So influential and appealing was his work that it stood virtually unchallenged until the present heliocentric understanding was justified by Copernicus in the sixteenth century.

I must confess that I still find Ptolemy's geocentric theory the more attractive of the two, for geocentricity is after all only egocentricity spelled with two letters transposed, and it is an understandable psychological phenomenon that each of us likes to think of himself, as did the ancient Greeks, as being at the very omphalos—the very navel—of the universe.

You see, I have a psychic need, which my analyst assures me is not greatly different from the psychic needs of other relatively normal people, to be in the middle of things—to be where the action is. As with Ptolemy, therefore I firmly believe that the entire universe revolves around me and the things I hold to be important. I find that I must believe this, for if I did not believe it, I would feel compelled to leave where I am and to seek out the true center of universal action. This drive to be involved, I believe, is the hallmark of the homo sapiens.

This same urge to be at the center of what is important is precisely the reason I have chosen to be a librarian. Librarianship is to me the very focus of cosmic order: if I didn't believe this to be true, I would shun it like the plague and go be a lawyer, or an engineer, or a shoe manufacturer, or whatever I did feel to be at the heart of the great sidereal movement which reckons all things.

Now I know full well that other people feel differently about these things—that lawyers believe that all things revolve in some kind of order around the law, that engineers believe in a technological universe, that shoe manufacturers find comfort in what they believe to be the universal centrality of soles and heels. But that does not trouble me. With the same degree of conviction that makes one a religious zealot—or probably also a bigot—I know them to be wrong. Poor folks. I will tolerate them, love them, help them, but I will also pray for them, for I know that they are enamored of false gods. And it is doubtless well that they do not all see the light as clearly as we do, else they should all abandon their foolish ways and flock suddenly to the path of truth. Mankind would overnight as it were become a vast bibliothecal theocracy wherein all men were governed and motivated by a universal bookish sacerdotalism, for everyone would thereafter be librarians.

You see, I believe in a bibliothecal priesthood. We—you and I and the other librarians around the world—are after all the stewards of truth, for all that is true either is now or will ultimately come under our stewardship through the books we administer. We are charged by society with the sacred function of husbanding the Word, as
it were—the millions upon millions of written documents wherein is recorded the way, the truth, and the life, or the good, the true, and the beautiful.

Come look with me for a moment or two at this bibliothecal priesthood. All of us, have we not, have learned our priestcraft in one of the forty or so library seminaries spread upon the land. All of us have received our ordination through the laying upon us of the MLS degree by one of the forty or so dean-bishops of the nation. All of us came forth with bell, book, and candle—the book no doubt being Winchell—to preach the gospel “in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost part of the earth.”

We have our priestly Latin, into which we lapse when we communicate one with another, and to the confoundment of the unitate, for who but the fuddled can know the true meaning of such terms as “added entry,” “filing medium,” “hanging indention,” or “collation”; who can understand our alphabetization, or our spelling of such words as “catalog,” or why we make check marks to the left instead of the right, or why we paper clip things from the side rather than from the top. These devices, after all, help us to maintain our separation from the general masses and contribute invaluable to the aura of mystery about our guildhood.

Look even at our temples. Finer edifices exist nowhere in the world than the fanes which we have erected to house the sacraments we administer. All Library buildings, moreover, reflect clearly either a Catholic or a Protestant Christian concept of the function or the bibliothecal priesthood. In closed-stack buildings altar-like circulation desks loom between the communicants and the host, so that they can have access to it only through a priestly intermediary upon completion of a prescribed ritual of worship, like the filling out of a call-slip and the presentation of an ID card. In open-stack buildings, on the other hand, seekers after truth may approach directly the source of light with benefit only of encouragement and guidance from the omnipresent minister to the flock.

Let me hasten to assure any who would interpret my remarks as being flippant or sacrilegious either to librarianship or to traditional religion that their interpretations are only half justified. I am being at least half serious. My respect for the library priesthood and the Ptolemaic theory of librarianship, I feel to be founded upon reasonably sound principle and moderately defensible logic, for our charge is indeed a sacred one, and our trust is great, the stewardship of the humanistic message.

The antiquity of that message is, after all, a venerable antiquity, extending in most traditions to the very beginnings of life itself—in some indeed even earlier. The Talmud teaches that there were records before the creation of the world. Books, according to the Vedas, preexisted even the Creator, and the Koran supposes that books coexisted from eternity with the uncreated God.

The Judeo-Christian tradition, of course, identifies “the Word” with the Creator himself. “In principio erat verbum,” reads the opening passage of the Gospel according to St. John; “in the beginning was the Word.” Presumably, the Word preexisted all other phenomena in order to perpetuate those phenomena. Consider moreover the stature of librarians in those days. Of the five most famous Alexandrian scholars—Zenodotus, Eratosthenes, Callimachus, Aristophanes of Byzantium, and Aristarchus—all were librarians save Callimachus. Perhaps a day will yet again come when librarians as stewards of “the Word” will inherit the earth.

Many cultures have endowed “the Word” with great mystical powers, perhaps best exemplified in the curse. I do not refer to the curse as it has in large measure degenerated in much of Western civilization today, but rather to its original compelling sense. The hexes which are still practiced in some superstitious societies are remnants of the original belief in the power of “the Word.” Although black magic is little practiced in the Western world today, as late as the Renaissance “Abracadabra” was a word with which to conjure or cast spells and had about it a sense of awful and enormous power.

It is recorded in the eleventh chapter of Genesis that Almighty God looked down upon the people as they strove to construct their ziggurat at Babel and said, “Behold . . . they have all one language . . . and now nothing will be restrained from them.” Was the ancient Hebrew mythmaker who recorded this incident suggesting that all things are possible where communication is perfect? We cannot know, but the interpretation titillates, does it not?

It is from such venerable concerns as these that we librarians draw our responsibilities—to preserve, to organize, to disseminate “the Word,” the sacred, the holy, the all-powerful Word. Without intending to propose that we be complacent, or oppressive, I would expect that we could assume a greater sense of pride and self-confidence in our priesthood than as individuals we
are wont most often to do. How exceedingly rare are great statements of conviction made by librarians. Let me tell you of one I heard recently from a novitiate in our order.

This statement was made on that memorable night when much of the world watched breathlessly as Neil Armstrong stepped cautiously from the ladder of his lunar landing craft onto the face of the moon. People everywhere heard him say, “A small step for a man, but a great step for mankind.” Very few, however, heard the freshman librarian, who watched this event with us in our family room, when she responded, “But just think; it would never have been possible if it hadn’t been for librarians.” That, my friends, is a very thought-provoking statement, which is at the heart of everything I am trying to say. Credo! This I believe! I am both chagrined and gratified that this remark came not from the boorish head of some sage and ancient prophet among us, but from a youngster in her first year out of library school. Perhaps there will yet be library giants in the earth in the twentieth century.

Neil Armstrong could never have gotten to the moon, if it were not for librarians. Polio could never have been eradicated if it had not been for librarians. Agricultural productivity could never have been increased sufficiently to feed today’s multitudes, had it not been for librarians. Our understanding of the past would be a confused jumble of mythology and tradition, if it were not for librarians. Our services indeed are absolutely indispensable to successful accomplishment in virtually every field of endeavor, yet we librarians too seldom sense this essential nature of the services we purvey. Society, we sometimes think, does not take us seriously enough. Well, society, my friends will only take us as seriously as we take ourselves.

We must be more aware than we are, I feel, of the great importance of our service to society not primarily to enhance our sense of pride and prestige and status, but rather so that we can understand more fully than we now do the enormous burden of responsibility that accompanies our charge from society. Ordination in most priesthoods requires a vow, and even most lesser professions exact affirmation from those who are admitted to practice, as lawyers must swear to uphold the law, and physicians must subscribe the Hippocratic Oath. Although equally overriding concern for service is implied upon us as librarians by our assignments, no such solemn attestation is ever sought or received from us as part of our authorization to minister. We would perhaps be more readily conscious of the importance of our profession if such vows were required before practice as a librarian were allowed.

Priesthoods must, after all, render a service that society needs, or society will adjure them. Will forewear them, will disfranchise them. They must remain constantly attuned to the ever-fluxing needs of their constituencies. Priesthoods have been overthrown in the past, and they will be overthrown in the future, when they have outlived their usefulness or have failed to keep their ministrations relevant to the needs they were established to meet. When priesthoods fall, moreover, they sometimes bring down whole societies with them. One of the favored theories proposed to account for the decline of the Mayan culture five centuries ago, where society had come to rely heavily upon its priesthood, is that the priesthood lost its sense of responsibility to minister us-usefully to its communicants, and the communicants threw it off before they had developed a new key cultural element to supersede it.

We must be cognizant of our responsibility to keep our efforts ever relevant, to ever in har-
mony with the developing needs of society. We must never let ourselves be led to believe that old answers are good enough or that the rituals we perform have meaning in their own right. Always we must seek new answers to old problems, and we must be constantly alert for new social problems that fall within our purview to solve for society. Always we must strive to recruit people to the order who will be better priests than we are, conscious though we may be that to improve upon one’s own standards is never easy; even the Almighty created in his own image. Yet we can never be satisfied to train up young librarians in our image, because the problems that our next professional generation will have to solve will be far more complex than those that we and our predecessors have faced. We must keep our services under constant scrutiny to assure that we are performing relevantly and well lest either we mislead society or it finds it necessary to relinquish us in favor of a more responsive priesthood.

Unless we do our work well as librarians we could bring about the destruction of our society as the Mayan priesthood may have done in Yucatan. One way in which irresponsible librarianship could bring our civilization down upon us was described in a story that appeared sometime ago in the Magazine of Fantasy and Science Fiction. This “not-so-fantastic” story concerns a visitation to the planet Earth, some one thousand years after the time of our Constellation Andromeda. The archaeologists find here the remains of a civilization which had evidently once been a very high culture but which had become extinct. After sifting through masses of archaeological evidence, these scientists are able to establish that Earth’s culture, and the men who created it, disintegrated when their intricate information storage and retrieval system developed a flaw.

This fictional day of doom presumably took place a millennium or two hence, when the libraries of the day had come to the point where they had to use bibliographies of bibliographies of bibliographies of bibliographies, etc., or what our professional progeny had come to refer to as B or B. And there were indexes of indexes of indexes, etc., indicated by I or 1, and M or M were used to designate microfilm of microfilm of microfilm, and so forth.

The breakdown in Earth’s culture began one fateful day when in response to a query its vast monolithic information system coughed up a reference to C F I, or Catalog of Catalogs of Catalogs . . . of Files of Files of Files . . . of Indexes of Indexes, etc. But it turned out to be a blind reference. Nothing was there to be retrieved from it. When librarian-engineers arrived to repair the blind reference, they queried the computer for the classification table of the lost material. Again the computer whirred, and to their great dismay, the engineers noted its report. “See,” it said, “C F I” the same empty location erroneously designated in the first place. There it was—both information and the key to the information irretrievably lost in the same cul de sac within the intricate maze of the system. It was as though civilization had locked its car and left its keys inside. And that was the end of libraries and the beginning of the end of man.

Now I do not believe that such a lugubrious day will come, but down deep I am haunted by the stark knowledge that it could happen. It will require the best and most dedicated efforts of all in our priesthood to assure that it not come, to assure that our services must remain ever in harmony with the evolving information needs of the society of which we are a part and to which we are central. Our success or our failure will be the testing of the Ptolemaic Theory of Librarianship.
How Long Does It Take To Write A Book?

by BEVERLY CLEARY

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Last month a young lady in Tulsa wrote that she was glad that Ramona The Pest had won the Sequoyah Children's Book Award for 1970-71 and added, "At our school your book captured half the votes! Half the votes at our school is only 52 because our school is small (but mighty.)" I am honored that the children of this small but mighty school in Tulsa and the children of all the other more or less mighty schools of Oklahoma have voted my book this year's winner of the Sequoyah Children's Book Award. An award that comes from the votes of children is both touching and rewarding for it tells the author that his book has reached, not only the adults who review and select books for schools and libraries, but the children for whom the book was intended. Both adults and children have read and expressed their approval, a delightful and affecting experience for an author.

The Sequoyah Children's Book Award is a mighty award for its effect is far-reaching. The children are the real winners. If there is enthusiastic support of the award from teachers and librarians, and my mail tells me that there is, the children will read. They will take pride in reading as many of the books nominated for the award as they can, and children who read from a careful and varied selection of titles each year for several years during childhood will have their lives immeasurably enriched. They will have discovered the freedom that the world of imagination offers. I am proud to have my book a part of this valuable program in Oklahoma. Thank you, children of Oklahoma, for reading, enjoying and expressing your approval.

Ramona The Pest, the story of a five-year-old girl's adjustment to kindergarten, is the book that first comes to mind when I am asked the familiar question, how long does it take to write a book? In twenty years of writing for children, I have been asked this question many times, and I have great sympathy with children who are concerned with the answer. A child writes a sentence of his required twenty-five word paragraph or one hundred word book report, counts the words, pads the sentence with an adjective or two, and recounts the words. I once wrote this way and so have my children. Such a process is time-consuming and dampering to the creative process, and to children the writing and counting of enough words to fill an entire book seems a task of impossible proportions.

High school students ask the same question of an author because they are still burdened with assignments of required length. In my senior year in high school we were assigned a five hundred word essay on the topic, "Could Beowulf Make the Team?" With a dull, trapped feeling, I wrung five hundred words out of my brain and counted as I wrote. Five hundred words on Beowulf's qualifications for team sports seemed like five million.

By the time they reach college, students no longer count words. They count pages. The nadir of my college experience came in the history of education course at the University of California

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when we were sentenced to write twenty-four pages on “Plato, Teacher and Theorist.” It was spring, Berkeley was a bower of blossoming trees, and I had to stay indoors and grind out twenty-four pages on “Plato, Teacher and Theorist!” After many hours of drudgery, I found that what I had to say fell two pages short of the required length. Wide margins and many beautifully spaced footnotes saved the day, and I was free at last to go forth into the spring sunshine to study Elizabethan love lyrics under a flowering plum tree. No wonder students ask authors how long it takes to write a book!

A generation later, when student rebellions first started at the University of California, I could not help wondering if the stormers of the administration building might not be rebelling against papers that had to be twenty-four pages long. Perhaps the student who made headlines by hitting a policeman on the leg was transferring his resentment against the professor of the history of education course.

Once past their student days, adults, particularly those interested in writing for children, are concerned with length but in a different way. They too ask how long it takes to write a book, and some seem to think that writing for children is easy, that one seizes upon a cute little idea and quickly dashes off a book for kiddies. Adults also want to know how long a book should be. They are uncertain, perhaps because they no longer have teachers to tell them how long a composition must be to receive a passing grade. They have heard that books for different ages should be of specified lengths, or they have heard that an agent has said that a dog story should be 50,000 words long. They ask if the author agrees. This author does not agree. The number of words to use in a story is the number of words needed to tell the story and not one word more or one word less.

I cannot tell you how many words I used to tell the story of Ramona The Pest or any of my books because I have never counted. As a former counter of words and pages, I was astonished at the ease with which I passed page twenty-four when writing Henry Huggins, my first book. I had not stopped to count a single word, and I still had much, much more to say about Henry. My pencil point grew dull as it raced across the paper. Writing, for the first time in my life, was a joy. I read over what I had written and began to do what I had never been able to afford before. I cut out words. What a feeling of freedom! I crossed out every single word that was not necessary to the story. When the manuscript was completed, I was surprised to find that nearly eighty pages had been covered with words. The time spent does not matter. I can assure you that the months given to writing Henry Huggins passed much more quickly than the hours spent writing “Could Beowulf Make the Team?” or the days drudging over “Plato, Teacher and Theorist.”

In writing for children it is the satisfaction and not the number of words that an author should count. If a book is to be satisfying for children to read, it should be gratifying for the author to write, for the writer for children is, first of all, a story-teller, and stories must be told with zest if they are to be enjoyed.

Children can spot at once the books written to teach, to fill a need, to get in on a trend or to explain the problem of today’s society. Some they read because they are required to. Others they read because nothing better is available. After all, only the children of today can tell us what growing up in today’s society is like, and we shall have to wait a generation for their stories. The books that young readers respond to are the books that come from deep within the author, and this poses another question. When does a book begin?

Books for children usually begin in the author’s early childhood. They begin with some adult, a parent or grandparent or someone close to the child, who gives the child, by reading or telling, a love for stories. My books began when my mother, who loved to read, went about her housework reciting bits of poetry and lines from Dickens which she recalled from her own youthful reading. In our farmhouse in Yamhill, Oregon, we had only three books. One was left over from my mother’s childhood and was called Freaks and Frolics For Little Boys and Girls in which children came to no good end in bad verse because of fatal flaws in their characters. I felt cheated by this book because it tried to teach me what I did not want to learn. The second book was my Mother Goose which I cherished. The third book was really the remains of a book, The Biography of A Grizzly by Ernest Thompson Seton which had been given to my mother when she had been that classic American figure, the little school marm who came out West to teach school in the early years of the century.

Because books were not available in Yamhill, my mother had a way of turning experience into stories to entertain her small daughter. She told of teaching in a one-room schoolhouse out in the sagebrush in Washington and of her excitement when she opened a package from the East and found the book, The Biography of a Grizz’ She
told of reading the book to her spellbound class and of their going home to repeat the story to their families. The news spread that the new school teacher owned a book, and people began to come to the school, sometimes walking for miles, to borrow the book about the bear. That isolated community literally read the book to pieces that winter, and I handled the remains with awe and respect. What a wonderful thing reading must be if this book had meant so much to the homesteaders of Waterville, Washington. I longed for stories, but stories for children were not easy to come by.

My mother, who had run out of stories to tell and who felt that the adults of Yamhill gossiped entirely too much and would be better off reading, set about to remedy the situation. Even though her work as a farmer's wife was endless, she found time to arrange for deposits of books to be sent from the state library, and once a week she acted as librarian in a cigar-scented clubroom upstairs over a bank. I shall never forget my excitement that day the first crate of books arrived. Would there be books for boys and girls? There were and very good books, too. Alice In Wonderland, books by Beatrix Potter and the book I cherished most of all, Jacob's More English Fairy Tales which contained the deliciously scary story of the Hobyahs. The story begins, "Once there was an old man and woman and little girl, and they all lived in a house made of hempstalks. Now the old man had a little dog named Turpie, and one night the Hobyahs came and said, "Hobyah! Hobyah! Hobyah! Tear down the hempstalks, eat up the old man and woman, and carry off the little girl!" I was that little girl protected by the little dog, and I was enthralled. I could not wait to learn to read so that I would be free to enter into stories by myself. I could not wait to start school.

Critics have described Ramona The Pest as Ramona's experiences in meeting the Establishment. I met the Establishment in quite a different way back in the 1920's when times were hard and we left the farm to move to the city just before I entered school. The first grade stands out as the nightmare year of my life.

After six years of freedom as an only child living on a farm, a city classroom came as a shock. Unused to other children, I did not know how to behave. I was a frightened outsider in that classroom, ill-at-ease with my peers and terrified of the teacher who once whipped my hands with a metal-tipped bamboo pointer for day-dreaming and who humiliated me because I wanted to write with my left hand.

The worst part of the year was learning to read, a process that soon made me feel like an Untouchable for we were divided into three groups labeled Bluebirds, Redbirds and Blackbirds. I was a Blackbird and felt that I had sunk very low indeed.

To us Blackbirds, reading was misery. We hunched over our readers in the circle of little chairs loathing word drill which seemed so meaningless. "Sean, scud, scum, sped, spil, spin, spill, spot, spun" is one sample from my old primer. "Trip, trim, trill, trod, trot, trap, tress" is another. We were bored with stories about Fluff and Bow-wow and Ruth and John, and I recall that I particularly resented that in John. It is not pronounced, why was it there? Just to cause trouble for us Blackbirds, I suspected. We were ashamed when we forgot a rule and read city as kitey, annoying the teacher and making the Brahmin-class Bluebirds laugh. We presented the story of Goody-two-Shoes, who learned to read without any mention of reading circles, flash cards, or phonics drills and who tripped about the English countryside with a basket of wooden letters teaching children to read. We were sunk in misery and despair, guilt-ridden by our future. Review was the most dreaded word in the English language because it meant leaden boredom trying to do over what we Blackbirds had not been able to do in the first place. The only happy event that I can recall from the first grade was coming down with smallpox. Chills, fever and itching scabs were easier to bear than the humiliations of the reading circle.

The second grade was better because the teacher was loving and gentle, the sort of teacher who can never be replaced by a machine. There was no menacing bamboo pointer, and we were not labeled. The stories in the reader were folk tales which did not insult our intelligence and which were familiar enough to give some of us an ego-building boost. We former Blackbirds relaxed. We actually learned to read in a plodding sort of way, for by that time we had concluded that reading was not fun as adults were prone to tell us, but something we had to endure in school.

The turning point in this Blackbird's life came one dull, rainy Sunday afternoon when I was in the third grade. Lonely and bored, I picked up The Dutch Twins by Lucy Fitch Perkins which my mother had brought from the Sunday School library. I intended to look at the pictures but words caught my eye, and I discovered that I could read and understand the words. The Dutch
twins lived on a farm and so had I. The story was gently humorous, and laughter soothed my reading circle wounds. I began to read. The afternoon was no longer dreary, for I had the company of two children who lived in Holland. When I had closed the blue covers of that book, I was a new person. Guilt and anxiety were gone. I was no longer a plodder. I was free—free to go on as far as I wanted to go. This is the moment in my life that has shaped my books for younger readers. That miraculous moment meant so much to me that I now realize, after twenty years of writing, that I have unconsciously been trying to share this moment with children by writing books that are fun to read, books from which they can go on.

Once I had discovered for myself the pleasures of reading and had begun to roam through the shelves of the library, I noticed that something was missing. There were no books about the sort of people I knew. Children in books lived in foreign countries, they were often rich and had nannies and pony carts, or they were poor and sang and danced when someone brought them a basket of groceries in the last chapter. How I resented the gratitude and humility of the poor in the books of my childhood! Most of all, I missed humor on the children’s side of our branch library. When pressed for funny stories, the librarian plucked fairy tales or The Peterkin Papers from the shelves, and when she was not looking, I returned them, for these books did not offer the sort of humor I wanted. In vain I searched for funny stories which could take place in my own middle-class neighborhood.

My books for younger children owe much to my search through the library shelves for stories of middle-class children who lived in the United States. My books are the books I had longed to read as a child. When I started to write I found that I had been thinking unconsciously of my stories since the day I had learned to enjoy reading.

I thought consciously about Ramona The Pest for fifteen years before I set a word of the story on paper. The book began in a taxicab on Fifth Avenue in New York when my editor, who was discussing the three books I had written at that time, said she would like me to write a book about Ramona who was a minor character in the Henry Huggins books. At the moment I dismissed the suggestion rather lightly for a number of reasons. Ramona went to kindergarten, and never having gone to kindergarten, I knew nothing about the behavior of children in that school situation. Also, I was not sure that Ramona would be funny when her story was told from her point of view. Ramona was funny to readers because she was such a pest to other children, but Ramona did not see herself as a pest. And hadn’t teachers and librarians been saying for years that children do not like to read about children who are younger than themselves? Besides, I was full of ideas for other books which I wanted to write. However, an idea was planted that June afternoon in 1953 and once an idea is planted in the mind of a writer, that idea usually grows even though it may never flower or bear fruit.

By 1953 Ramona herself had done considerable growing as a character. Her first appearance in Henry Huggins was somewhat accidental and she speaks only two lines. When I had finished the first draft of the book, the thought crossed my mind that all the characters appeared to be only children, although to explain her unusual nickname, I had mentioned that Beezus, whose real name was Beatrice, had a little sister who called her Beezus. Rather casually I gave the little sister a small part of the story and named her Ramona because at that moment in the writing of the story, a neighbor called out, “Ramona!” to another neighbor of that name.

There was nothing casual about the fictional Ramona. She was a stubborn young lady who began to appear in stories whether I expected her or not. Sometimes she took over whole chapters. Letters from children asking for more about Ramona began to arrive. Ramona, it seemed, was exactly like the pesty little sisters of many of my readers. I enjoyed Ramona and had great sympathy with her, for some of the things she did I had done but with a difference. Where I had been reserved, Ramona was the opposite. Ramona did not hesitate to express herself, to kick and scream and demand her own way. She was not a child to suffer in silence. Where I had only thought of scenes I could have made, Ramona took action and made the scenes. I admired her courage. I also began to see that Ramona represented a facet of my own personality which I enjoyed enlarging upon in fiction. Her popularity, I suspect, lies in the fact that she is a facet of every child’s personality. All children are eager, impatient and frequently baffled by the world around them. All children want to kick and scream and demand their own way though they may not actually do so.

For fifteen years I thought about Ramona, sometimes writing about her and sometimes not. During those years I had children of my own,

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RECRUITMENT

by VIRGINIA OWENS

The OLA Recruitment Committee has spent the past year in a process of educating ourselves on the situation that exists today in Oklahoma and the Nation regarding the need for qualified librarians. It has been a disturbing awakening to the realities of the recruitment picture.

On the one hand, there is the marked decline in the number of job opportunities for librarians over previous years, plus the increased number of graduates from the accredited library schools. On the other hand, there is the increasing need for aggressive, self-motivated, knowledgeable young people who can assume leadership roles in developing the kind of information resources our economy and our Nation need in this era of stockpiling knowledge and a deluge of publication.

We found out that it is true the Nation is experiencing a recession; and that recession has hit libraries in two ways: Graduates of the last depression know that when times are bad, library use increases tremendously; and that same time, library budgets are cut or eliminated. It took years for libraries to overcome the gaps in their book collections when book budgets were cut so drastically during the days of the Great Depression. And when times got better, trained librarians were in short supply.

The pattern today is that common to other industries — when budgets are cut, the most highly paid staff, which is to say the most qualified staff, are let go. Libraries do not close their doors — business and government have learned that information services are indispensable. What happens is that services are curtailed, book buying slows, periodical subscriptions are allowed to lapse, and experienced, qualified staff are dismissed, while lower paid staff are asked to keep the library doors open.

These people, with little training or experience in library work, often approach librarians in other institutions for help in coping with the increasing demands being made for information services. A serious ethical question is raised by Paula M. Strain writing in the September, 1970, issue of Special Libraries—

“When is a library not a library? . . . Does the fact that a collection of books exists with a person nominally in charge (regardless of his background) justify its recognition as a library eligible to receive interlibrary cooperative service from professionally operated libraries?

“. . . Are not government libraries encouraging parasitism by extending library services to inadequately staffed and managed libraries?

“Should there be standards that libraries must meet before they qualify for help from other libraries? What standards should they be? Indeed, what is a library? Should our professional library associations set standards and enforce them? Are we being less than professional when we avoid defining a library and when we avoid upholding our definition by our behavior?”

How does this situation affect recruitment for librarianship in Oklahoma? Is there a need for an OLA Recruitment Committee? Is there a need for a recruitment program in Oklahoma? In truth does a shortage of job opportunities exist in Oklahoma, as it does in other parts of the Nation? What are the implications for programs of library education?

Should library schools cut down on the number of students admitted? Should there be a new emphasis on selectivity in recruitment? Is it fair to recruit bright young persons for the library profession, knowing that they are going to have to compete in a tight market for jobs? What has been the effect on library position openings.
of the present Administration's program of reduced spending for education programs?

All these questions were brought up and discussed by the Committee, which seemed to spend most of its time in (1) brow knitting, and (2) soul searching.

We answered none of them to the satisfaction of all, since indeed there are no satisfactory answers to the situation we find ourselves in today, which has three aspects:

(1) Too many librarians competing for jobs, (2) too few job openings, (3) not nearly enough libraries, library staff positions, library development programs, funds for library staff, to meet present demands for library services or even begin to think about meeting the demands of a year from now or two years from now.

We did decide that OLA and the profession must continue a vigorous recruitment program, but that it should be directed to the student leaders in all institutions, not just to warm bodies (although we don't object if the bodies are warm). Early in the year we asked the Executive Board to fund a workshop directed to informing this group of student leaders about what libraries are, what librarians are, and to challenge them to enter the library field. The proposal was wisely rejected by your Board; it was not sufficiently formulated and well thought out to command their interest. This rejection led to the self-examination mentioned above.

You are probably aware that at the national level, also, recruitment has been in a state of limbo during the past year. There has been reorganization of the ALA Recruitment Office, which has new goals, now directed toward encouraging students of minority groups to enter the profession. The old ALA recruitment network disappeared temporarily from the ALA landscape. We did, however, just last month receive a copy of an exceptionally attractive pamphlet, which tells it like it is—it makes no claims that there are plenty of soft, cushy jobs just waiting for graduates of our library seminars, but it presents a challenge—in these terms: "Opportunities are good for individuals geared to act on the problems and challenges of a profession seeking new directions. A few years ago the possibilities were unlimited. Today, a steadily growing number of highly qualified and trained individuals are entering the field and competition is keen." Our own committee decided at the first of the year that one thing we could not do is print an OLA folder which made false promises to lure recruits into the profession.

We did discover that job opportunities today probably are most numerous in the field of elementary school libraries. The reason is obvious—this is where the State and Federal money is.

But what about the serious needs we all recognize for libraries in prisons, library service to nursing homes, in library data processing applications, in more efficient information services to government, industry, and to the "external college" community—that is, all the people who find some kind of continuing education necessary for these areas, although we may be training them for jobs that do not exist now?

Can we afford not to recruit and train people to keep their place in our society secure?

Some members of the profession feel threatened by the large number of library school graduates appearing on the scene each year. These will compete for jobs and advancement with those of us already elected to the priesthood. And the competition will be more keen the more we encourage only the brightest and most alert young people to enter the profession.

Your committee did come to some kind of a consensus, which we will leave for next year's committee to mull over and implement—along with 1,000 copies of the new ALA pamphlet.

1. We cannot afford to stop recruiting the ablest minds among the student leadership to a profession which offers so much in the way of a challenge, and whose services are so desperately needed by our technological society.

2. This recruiting must be honest—we must tell it like it is.

3. An effort must be made, in any recruitment program, to enhance the image of the profession, so that those in charge of staffing library services will realize that information services cannot be delegated to the lowest paid, least trained employees.

4. Job placement and the development of more positions in Oklahoma for qualified librarians might well be a concern of the Recruitment Committee, working with the OLA Library Development Committee. Certification of librarians is a related concept.

We can do a great deal more than we have done so far in Oklahoma to convey the message that library services must be provided by skilled, competent, and aggressive persons, and that our best minds must be recruited to meet these needs.

Your Committee was James Beaver, Frank Bertalan, Jo Ann Altman Bierman, Ritta Billingsley, LaVerne Carroll, Dorothy Hay, Patricia Ann Smith, and Virginia Owens, Chairman.
Acquisitions Plans In Oklahoma Libraries

By NANCY CARTER

As a part of its 1970-71 year’s work, the Technical Services Division examined the ways in which Oklahoma libraries select and acquire books. The Division was particularly interested in determining the role of automatic buying plans in various types of libraries. Questions were prepared by the officers of the Division and surveys were mailed in early February. An attempt was made to reach every library in the state. Unfortunately the most recent directory of Oklahoma libraries is quite outdated resulting in some omissions and many incorrect names and addresses. The completed surveys were categorized and analyzed by type of library — special, public, college, university and school. A narrative interpretation of the results is here presented. The original survey sheets have been deposited in the OLA archives for further study.

SPECIAL LIBRARIES

As could be expected, there is almost no use of automatic buying plans in Oklahoma’s special libraries. These libraries were established to serve a very limited clientele and their very nature dictates narrow perimeters of buying. Special librarians are opposed in principle to blanket order and approval plans by a ratio of sixty-four percent to twenty-seven percent with nine percent undecided on the issue. One librarian stated that “the tendency to overbuy would prevail” if books were automatically received. Another pointed out the need to “be selective . . . so as to build” on existing strengths. “This is particularly true in the case of a technical library,” he continued, and a blanket order plan would “limit the freedom of choice and create additional work” in returning undesirable titles.

The reporting libraries have greatly varied budgets, ranging from no budget all the way to the librarian’s ideal arrangement of an unlimited spending allowance. There is no use of pre-processed books in the reporting libraries, except in the one special library currently using a form of automatic buying. This is an institutional library and its users have broader interests than those of most special libraries. Unlike other special libraries, fiction is important in the collection. The Collier-Macmillan Key Book plan is used. There are return privileges but the librarian states that “very few” books are actually returned. Multiple copies are received under this plan and its major advantage is that the latest books are promptly received. The librarian is generally pleased with the plan and intends to increase its coverage.

Several special librarians found the questionnaire almost impossible to answer because their collections are not book-oriented. One states that his library is “more concerned with periodical and report literature than with books.” Another specializes in news clippings and photographs. The book-buying librarians rely largely on the users of the collections for recommendations with some help from publishers catalogs and book reviews in technical journals. One librarian uses Library of Congress proof-sheets for selection, and another “learns of relevant titles through engineering and scientific society conferences.” Special libraries in Oklahoma will probably never be able to use existing approval and blanket order plans to a great advantage. However, as publishers and book dealers attempt to remain competitive by serving specific library needs, it is conceivable that highly specialized approval plans might evolve.

PUBLIC LIBRARIES

Eighty percent of the reporting public libraries do not use any form of blanket order or approval plan. Limited budgets were cited as a reason for not using a plan, but the major objections centered around selection problems. One librarian feared a “tendency to retain books not suited to patrons’ needs because of the trouble to return them. “A librarian who had unsuccessfully tried an approval plan stated that “too many books received were not suitable for (the) collection.” Another disenchanted user of an approval plan complained of “returning more books than were kept” and of “poor service” from the dealer.

In the minority of public libraries using an approval plan is one with a budget of $134,000.00. This library has successfully used the Greenaway Plan for seven years. Fifteen percent of the library’s budget goes into the subject-oriented plan.
A minute rate of return is reported, but even this is wasteful of staff time, according to the librarian in charge. Affecting billing adjustments is the most difficult aspect of returning books. On the other hand, staff time is conserved by eliminating the need to individually select many titles. Discounts are high on the Greenaway Plan and new books are quickly available to readers.

A smaller library, spending $12,000 on books yearly, uses the McNaughton Plan. The rate of rejected books is higher on this plan and the librarian's main dissatisfaction is that "too many books are received that are not within the interest range of the patron." Despite this shortcoming, the library has used the McNaughton Plan for seven years to spend about thirteen percent of its budget annually.

Advocates of approval plans pointed out the advantage of examining books before making final selections and noted the liberal return policies.

Fewer public librarians than school librarians objected in principle to the use of approval plans. Forty percent saw conflicts between automatic buying and book selection principles. Forty-three percent saw no conflict and eighteen percent were undecided. Typical comments from objectors to approval plans were that "blanket plans tend to limit subject areas too much to round out the collection," that "books not meeting the needs of the community" would be purchased and that such plans are an "abdication of responsibility" for long-range collection balancing. One librarian states that she personally enjoyed selecting books and did not want to give up the job. In one case the librarian did not oppose automatic order plans, but the local library board did.

Most public libraries select books on the basis of patrons' requests, best sellers lists, community needs and standard selection tools. Usually the head librarian is responsible for selection, but in some instances committees do the job. Library board members, community school teachers and even the local bookstore were listed as participating in the selection process.

Approval plans have gotten limited use in Oklahoma's public libraries. The libraries in communities around the state are frequently small, one-man operations with tiny book budgets, or none at all. Automatic acquisitions plans will prove most useful in the areas where public libraries are bought together into multi-county systems and in larger community libraries.

COLLEGE AND UNIVERSITY LIBRARIES

The questionnaire was sent to thirty-three college and university libraries, including junior college and specialized graduate libraries. The rate of return was fifty-two percent. Book budgets at the institutions ranged from $6,000 to $400,000.

Four libraries, representing the range of book budgets, reported having a type of approval or blanket order plan currently in operation. Included were the Abel All-Books Plan, Xerox Books for College Libraries Plan, and publisher's arrangements by Plenum, Time-Life, Collier-Macmillan and Prentice Hall. Two libraries have used plans and discontinued them. Of the remaining libraries, only four have considered using an automatic order plan. Speaking for the users of a plan one librarian said, "Approval plans can provide a valuable supplement to regular book selection methods... and assured the acquisitions of basic current books over all major subject areas. Highly specialized books would still be individually selected, in addition to foreign and retrospective books. Moreover, the review of all approval books by a librarian or faculty member, with the option to return any number, is a type of selection."

In each library using a plan, a selective output of the jobber is received, within perimeters established by the library. Serials, juvenile books, text books, foreign titles, fiction and manuals or workbooks are excluded. Multiple copies are not supplied. Return policies vary, as do the number of books returned by each library. Eight percent was the highest return rate reported.

Two libraries expect to enlarge their use of approval plans if budget increases are forthcoming. At present the amount spent by participating libraries on approval books ranges from four to twenty-five percent of their total book budgets.

A general satisfaction with the plans was expressed. "Our coverage of current publications has been broadened," stated one participant, "and the problem of gaps and missing volumes in our collection is being alleviated somewhat." Another praised the "easier ordering procedures" and discounts. None of the plans, however, are without flaws and these received equal attention from reporting librarians. "We do not know exactly which titles to expect," explained a librarian, "and we receive some peripheral material of doubtful value. Simultaneous publication here and in Great Britain, as well as U.S. distribution of foreign publications cause occasional confusion and duplication with regu-
larly ordered books." Publishers sometimes fail to supply important books within the subject areas requested. Discounts are declining according to some librarians. With one plan library workers found it difficult to "keep straight with the dealer" and handle accounting procedures.

Forty-five percent of the librarians replying to the questionnaire objected to the use of approval plans. The strongest statement came from a small college librarian who charged that such plans "imply no selection at all, or at best only a choice of 'grab bags.'" Other librarians emphasized the need to buy books supporting the curriculums of individual institutions. The responsibility for selection in institutions without automatic buying plans seems to be shared by the faculty and library staff. Book reviewing journals, Library of Congress proof slips, MARC print-outs, publisher's announcements and standard guides were included in the selection materials list.

Clearly, the college and university library is the most fertile ground for approval plan growth. In these libraries the concept of automatic acquisitions plans is more widely accepted. Budgets are larger and more stable and the plans themselves are best adapted to supplying academic materials which are less susceptible to subjective judgements than fiction, juvenile literature and speciality books.

Preliminary findings from the Technical Services Division survey on the use of acquisitions plans are shown below. Three inquiries on the questionnaire lent themselves to statistical tabulation. The first deals with the philosophical acceptance of blanket order and approval plans by state librarians. The number of libraries actually using approval plans is shown in the second question. The third inquiry was to determine how many libraries had considered, but not implemented an automatic acquisitions plan.

The questions appeared on the survey sheet in this form:

1. Do you see a conflict between the librarian's responsibility to build a collection by applying principles of book selection and the use of blanket or approval plans of acquisitions?

2. Does your library use any form of blanket order or approval plan of acquisitions?

3. Has your library ever considered adopting a blanket or approval plan of acquisitions?

A READING LIST


Browne, Joseph P. "Can Blanket Orders Help the Small College Library?" Library Resources and Technical Services, 12 (Spring, 1968), 142-4.


Merritt, LeRoy Charles. "Are We Selecting or Collecting?" Library Resources and Technical Services, 12 (Spring, 1968), 140-2.


Ready, William B. "Acquisition by Standing Or-

(Continued on Page 36)
MRS. MARGUERITE BASS retired May 7, as assistant librarian and children's librarian of the Muskogee Public Library. Members of the library board were hosts at a reception honoring her as she completed her twenty-fourth year in the Library. Her career has included serving as acting librarian four times, but "My greatest satisfaction has been my work with the children" she says. "I visited each classroom of each elementary school for twenty-three consecutive years. Cooperation between the library and the school has been a most gratifying experience."

MISS OPAL CARR, librarian of the History-Government-Geography Area of the University of Oklahoma Libraries, retires July 1. At a tea honoring her, Arthur McAnally, director, remarked, "Miss Carr's entire professional career has been dedicated to O.U. She joined the staff as a bright, eager girl in 1931, as an assistant reference librarian under the kindly and able James J. Hill. When Mr. Hill left, she became chief reference librarian, a position she held until the reorganization of 1957. Then she was assigned the most difficult of all subject areas — history-government-geography, plus government documents, microfilm, human relations rea files and maps. She began the valuable index to The Daily Oklahoma in her spare time, in 1947. Miss Carr was made associate professor and granted tenure in 1968. Through her thorough knowledge of library resources, her familiarity with the intricacies of government documents, her knowledge of research methods, and her warm personal interest in students, she has had a hand in far more theses and dissertations than any other single person in the University."

MRS. ALICE PATTEE, MRS. IRENE CUNNINGHAM, MRS. ALYE THOMPSON, and MRS. MARIE CHANEY were guests of honor on May 27 at a banquet hosted by the Oklahoma State University Staff Association.

Mrs. Pattee retires as head cataloger, a position she has held since she came to O.S.U. from the Cleveland Public Library in 1948. Her husband, Edwin Pattee, retired as acquisitions librarian two years ago.

Mrs. Irene Cunningham retires as associate cataloger. She came to O.S.U. as a junior cataloger in 1956 on receiving the M.L.S. She is also a graduate nurse and served in the U.S. Army Nurse Corps from 1943 to 1946.

Mrs. Marie Chaney, retires as assistant professor of library education. She came to O.S.U. in 1966 from College High School in Bartlesville after many years as teacher and librarian in Oklahoma public schools.

Mrs. Alye Thompson retires as office manager after eighteen years with the O.S.U. Library. She has served in various areas of the Library. Her husband, Bryan, retired this year as landscape designer for O.S.U.

MRS. MATTIE BLACKWELL, librarian of the Sapulpa Public Library, has resigned, according to an announcement made recently by Marcus Horn, chairman of the Sapulpa Public Library Board. Mrs. Blackwell has served in the position since 1964.

MRS. LUCILLE HURST, a staff member of the microfilm department at the Oklahoma Department of Libraries died in May.

THE OKLAHOMA DEPARTMENT OF LIBRARIES has won a special award in the twenty-sixth annual John Cotton Dana Publicity Contest. The special award is for a children's summer reading program which has been sponsored jointly by Oklahoma and Florida for the last two years. A total of fifteen awards were presented nationwide by the Wilson Library Bulletin and the American Library Association's Library Administration Division.

MRS. MARY D. BROWDER, librarian of the Duncan Public Library before her retirement about fifteen years ago, died in March.
CHARLES WILLIAMS, interlibrary loan librarian; HELEN CLEMENTS, acting interlibrary loan librarian; and NANCY CARTER, assistant acquisitions librarian, have resigned from the O.U. Library faculty.

JOHN L. SAYRE and MISS ROBERTA HAMBURGER of the Graduate Seminary Library at Phillips University have compiled An illustrated Guide to the Anglo-American Cataloging Rules. It was prepared for use in a theological library, but should serve the needs of other types of libraries as well, they say. The rules are arranged in the same order as found in the Anglo-American Cataloging Rules and are stated briefly at the right side of the page. To the left are placed one or more Library of Congress cards which illustrate that rule. A total of 573 individual rules or parts of rules are illustrated with 648 examples. A complete index to the rules is also provided. Copies may be purchased from the Graduate Seminary Library.

MRS. CAROLE ELLIS, a recent graduate of the O.U. School of Library Science, has been appointed information representative for the Oklahoma Department of Libraries.

MRS. BARBARA HAGIST has been appointed head of the technical services and data processing division of the Oklahoma County Libraries.

ED BRYAN, a recent graduate of the O.U. School of Library Science, has been appointed film librarian of the Oklahoma Department of Libraries.

MISS SANDRA ELLISON, formerly assistant extension librarian of the Tampa, Florida Public Library has been appointed field consultant for the Oklahoma Department of Libraries. Her M.S.L.S. degree is from the University of Illinois.

EDWARD MILLER, NANCY ROYLAN, RUTH RISEBROW, and NEAL KASKE, doctoral students in the O.U. Library Systems Management pro-

1971 Conference
gram, have had U.S. Office of Education support renewed for the year. "It is anticipated that their fellowships will subsequently be renewed a second time which will then complete their three-year program," Frank Bertalan, director of the School of Library Science, said.

KAREN GANSKY, administrative assistant to the director of the O.U. School of Library Science, has resigned to accept a position as director of a branch of the Spokane, Washington Public Library.

Beth Pankratz, librarian of Connors State College has resigned. She will assume the position of school librarian in the Kansas, Oklahoma Public Schools.

MRS. LUCY FINNERTY, geology librarian at O.U. retires July I. She has held the position for twenty-three years and has been a vital member of the School of Geology according to Dr. Charles J. Mankin, director of the school. The Geology Library is the second largest branch of the O.U. Libraries, and much of the credit for its development goes to Mrs. Finnerty. She will be honored this summer by her colleagues in the School of Geology and the University Libraries.

BILLIE BROWN, MARY ANN WILLIAMS, BEVERLY HOGAN, and DOROTHY STEPHENS, president, vice president, secretary, and treasurer respectively, were installed as the new staff officers of the Tulsa City-County Library system on May 22.

A present project of the Tulsa City-County Library system is a cookbook of over 500 recipes which will go on sale at the end of the summer.

MRS. BARBARA BOWMAN CAROL has accepted appointment as senior cataloger at Oklahoma State University. She was formerly a cataloger at Rosenberg Library in Galveston, Texas.
Dorothea Dale Workshop

by CAROLE ELLIS

In March, Oklahoma librarians were introduced to the first Dorothea Dale Continuing Education Workshop which was funded by an anonymous donor who initially established a scholarship fund in April, 1959. This year the scholarship fund was discontinued and a $3,000 continuing education fund was started to bring information to Oklahoma's librarians through workshops, institutes, and in-service training programs concerning up-to-date methods, trends and service. Befittingly, the fund is named after a librarian who had an interest in people and a knowledge of one of the library's basic functions — service.

Mrs. J. R. Dale came to Hobart, Oklahoma in 1901 from Iowa where she began taking care of library books at the age of eight. Armed with a degree from Valparaiso University and Highland Park College of Pharmacy, she was educationally qualified to serve as the librarian of the Carnegie Library there. In 1912 the position was given to her. She was a true book-booster to her neighbors. One rainy morning at 5:00 a.m. she went to the library to get the government formula for whitewashing so that a crew of wheat harvest men could be kept busy for the day. During 1915 and 1916, she was a highschool teacher and saw with her own eyes the good that books could do. In 1917, she was named superintendent of the city schools.

On September 15, 1919, Mrs. Dale was named Secretary of the Library Commission. Her career began in an empty room of the Capitol Building with a stenographer and $5,000 appropriated for a book budget. Opportunity had opened the door wider for Mrs. Dale to satisfy the people's informational needs through library service. During her thirty year stay, the collection grew from zero to 80,000 volumes. It was her belief that there should be "books for everyone in Oklahoma." Having been exposed to rural Oklahoma, Mrs. Dale saw the pressing need to take the books to the people if the people could not come to the books and traveling libraries were organized. Mrs. Dale believed in what she did. Insight into human need radiated in her kaleidoscopic actions and new spectrums were created for those who had never seen color in life. Young girls were often taken under her wing to give them an opportunity to find themselves and obtain a financial boost to seek a life they desired, while reading programs were developed to help the disadvantaged.

(Continued on Page 39)
While the Will Rogers Papers are being published at Oklahoma State University, a new study of Rogers has been printed by the University of Missouri Press. *Imagemakers Will Rogers and the American Dream* by native Oklahoman William Brown presents Rogers as the self-made man, the American democrat. Dr. Brown, who obtained his Ph.D. from the University of Oklahoma, relates Rogers and the American dream to beliefs found in the words of Emerson, Whitman, Thoreau, and others.

Five authors and publishers received 1971 Wrangler Awards last April from the National Cowboy Hall of Fame and Western Heritage Center in Oklahoma City. The presentations were made at the Heritage Center on April 24, for the year’s best western books and articles.


The Wrangler winning fiction book was *Arfive* by A. B. Guthrie, Jr., published by Houghton Mifflin. It is the last novel in a series about the West. The second of the series, *The Way West*, won Guthrie the 1950 Pulitzer Prize.

Winning selections from the Fourth Annual Oklahoma College Poetry Con-

by TONY MOFFEIT

test sponsored by the Mark Allen Everett Foundation were read last April at the Contemporary Arts Foundation in Oklahoma City.

First prize was awarded to W. M. Gammill of the University of Oklahoma for his poem, “First Street Seattle.” Second prize went to Gar Bethel, another OU student, for “A Slope of Sheets.” Third prize was won by Stephen Kenney of the University of Tulsa for his poem “Love Song.” Judges for the contest were Dr. Cliff Warren of Central State College and Dr. Jane Marie Luecke of Oklahoma State University.

Maggie Culver Fry, nationally known poet from Claremore, has been nominated for the Pulitzer Prize for her latest work, *The Umbilical Cord*, published by Windfall Press of Chicago.

Mrs. Fry has had more than 500 poems, articles, plays, and short stories published throughout the United States and Canada. In 1969 her biography appeared in *International Who's Who in Poetry*.

Oklahoma anthropologists Alice Marriott and Carol Rachlin, writers-in-residence at Central State University, have published *Peyote* (Crowell), to hopefully clarify some of the mysteries surrounding the hallucinogenic drug.

The authors, who have participated in peyote rituals among Indians of the Southwest, trace peyote-eating and ceremonies involving peyote from pre-Columbian times to 1971. They trace the philosophy, legal status, history, and religion of peyote as reflected by the Native American Church.
be committed. Her home is a "half-way house" for librarians and trustees going from here to there. I know, for I have sought her practical counsel on more than one occasion and she has always responded with sensible advice and a tasty steak. She knows the people of Oklahoma, and when names are needed to advance the cause of libraries in the State, it is she who can furnish names of those whose words carry weight in their communities.

She has planted these seeds of interests throughout her career. She has had a great interest in recruiting young people to the profession. Her interest does not stop when they become librarians, and she has already become their friend.

Though she may have been tempted to go elsewhere, her loyalty to her own state, the hopes she has for its progress in library development, and the part that she plays in this progress, have kept her in Oklahoma except for a brief period of service in Missouri. Since returning to the State she has weathered difficult problems when others would have given up and left again for greener fields. But her enthusiasm and zeal for better libraries in Oklahoma has never diminished, and has kept her here. As a result thousands of Oklahomans today enjoy public library service which they might otherwise have not yet known.

While remaining in Oklahoma she has not succumbed to providentialism; she has served libraries and trustees at the National and regional level. Nor is she a parochial, ivory tower priestess of the cult described last night by David Kaser. Indeed her civic honors and awards reflect her dedication to the total community. She was a conservationist, a naturalist, before ecology was fashionable. We honor the number one librarian, bird watcher and Big Bend Camper par excellence—

Esther Mae Henke

Beta Phi Mu Hosts Annual Banquet

Thirty-nine members were initiated into Beta Phi Mu, Lambda Chapter on April 30, 1971. The annual dinner meeting and initiation was held at the Oklahoma Memorial Union, University of Oklahoma. Beta Phi Mu is the national honorary scholastic society of Library Science and is open for membership to those who have obtained a 3.5 grade average in Library School.

Dr. Ted Angew, Professor of History at Oklahoma State University and Director of the Will Rogers Research Center was the speaker for the evening. His topic was Will Rogers.

Mr. John D. Lewis, President of Lambda Chapter presented Dr. Frank Bertalan, Director of the School of Library Science at the University of Oklahoma with a check for $200.00 as a gift from Lambda Chapter to the Library School.

Serving as officers for the year 1971-72 will be President Leonard Eddy, Director of the University of Oklahoma Medical Center and School of Medicine Library; Vice President and President-Elect, Mrs. Josephine Raburn, Instructor in Library Science, Cameron State College; and Secretary-Treasurer, Mrs. Ruth Wender, OU Medical Library.

The Spring 1971 initiates of Beta Phi Mu are as follows:


Carolyn Parsons Carroll, Margaret Kathleen Cook, Deta Catherine Corley, Joan Braun Feld, Esther Selde Friedman, Ivonne Green, Ann Margaret Hamon, Peter Gordon Hamon, Kathryn Mygdal Harris, Rodger Sherman Harris, Jane Rea Johnson, Diane Lu Brett Jones, Karen Kruse Lehr, Linda Lou Logan, Marion Beatrice MacInnis, Gail McWilliams.


OKLAHOMA LIBRARIAN
twins, who were eased into the school system by the way of the University of California demonstration nursery school and then kindergarten. School was a much happier experience for them at the age of five than it had been for me at the age of six. I watched my children and so did the person with whom I collaborate, the child within myself. She watched wistfully, wishing she could have played with the doll house and climbed on the jungle gym. She longed to play Gray Duck and all the other kindergarten games for there had been no play equipment and no games when she had started school.

Several years later, in 1967, I wrote three chapters of a fantasy which I was enjoying when suddenly I found I could not go on. No matter how long I sat at my desk, I could not write another word of that book at that time, although a year later I was to finish it. I picked up a fresh sheet of paper and began Ramona The Pest. That the book was about a child younger than the future readers was no longer the obstacle it had seemed when my editor had first mentioned a book about Ramona fifteen years before, for I had learned much from the letters that children write me and from observing my own children. I had learned that the rules one learns about the books children will or will not read do not apply if the story is funny. Boys will read about girls, girls will read about boys. Junior high school students will read about fourth graders if the stories will make them laugh. Today's children, I sometimes think, are starved for laughter, true-to-life laughter that springs from character and not the synthetic laughter that comes from the pow-pow-pow of cartoons on Saturday morning television. Today's children want to recognize themselves in books and to be able to laugh at themselves, for then they know they have grown.

My own children, I had observed, found their own younger behavior hilarious. They often asked me to tell them what they had done when they were in nursery school or kindergarten, and invariably they found these reminiscences funny because they had grown past that stage of their behavior. If they had not grown, they would not have been able to laugh at themselves.

The age of my protagonist no longer worried me. If my story was true to life, children would read about a girl who was younger than they. The words appeared on the paper with unusual speed; indeed, the story of Ramona's clash with the school system, her eagerness for attention, her stubbornness, her misunderstandings, her fears, her longing to love and be loved, almost seemed to write itself.

The several months spent setting Ramona The Pest to paper passed quickly, but two generations went into that little book. To observe children in kindergarten would not have been enough, for then I would have written a story about children for adults. Neither would remembering childhood be sufficient, for then I would have written a reminiscence for adults. The writer for children must fuse memory and observation and go back into childhood as he writes. He must be the child he is writing about.

To be Ramona in kindergarten was easy, for in a sense I had already lived part of the story as the child within myself had accompanied my twins to kindergarten. The book brings back to me the truth of the statement made by the late Elizabeth Enright, a writer whom I have long admired. She said that all true fiction is fantasy compounded of imagination; of wish and of memory. This is true of Ramona The Pest which is the story of the child within the author attending the kindergarten she wishes she might have attended.

I count the hours spent writing Ramona The Pest among the pleasantest hours of my life. The votes of the children of Oklahoma have made those hours doubly rewarding because they tell me that the child who was a lonely outsider in the first grade in Portland, Oregon many years ago has made friends at last.

Ralph Funk, director of the Department of Libraries, and Miss Mary Ann Wentworth, children's specialist, admire the John Cotton Dana Award recently presented to the Department.

JULY, 1971
Innovations In Early Childhood Education

By CATHERINE MCKENZIE

I would like to talk to you this afternoon about young children. Now, you may well ask: What makes her an expert on that subject? And that's a very good question, class. I can always fall back on a remark once made by the English critic, Desmond McCarthy who said, “Children are a subject on which I can speak with some authority, as I have been a child myself.”

My interest in young children began when I was an undergraduate at the University of Glasgow in Scotland. I decided then that I would like to be a teacher of young children. And so I became one, teaching first in the slum schools of Glasgow — yes, there are slums there, too — and, later, in an upper-class suburb of Montreal, Canada.

Since these early teaching days, my interest in young children has deepened and broadened. I began to realize that anyone can be a grown-up, and if you doubt it, just look at you or look at me! But it requires considerable talent to be a child. And so I became deeply involved in little children and in the books that they read. Now, there are many remarkable children’s books — but all little children are remarkable.

You remember that Goethe once remarked, “If children grew up according to early indications, we should have nothing but geniuses.” And it was the Frenchmen Jean Cocteau who said, “People are divided into two classes, poets and grownups.” Indeed you may have noticed how joyfully we welcome in babies and in small children the same signs of intelligence that we distrust in adults.

An intellectual baby, for example, whose very gurgles prove its strong powers of perception is the pride of the family. But a brainy candidate for the presidency of the United States arouses nasty suspicions in us: And that, I suppose, is why we elect the Presidents we do elect—and the Vice-President’s, too. We like our children to be bright but we prefer our political representatives not to be. Children, it seems to me, have a clarity of mind they rarely recover after the age of fourteen. They speak, for example, with a force and a conception that Hemingway might envy—getting right to the heart of the matter. Let me give you an example of that: During my interesting and varied career in publishing, I have had occasion to visit many experimental schools and laboratories where they have had so-called “progressive” systems of education. I visited one a couple of years ago and observed a group of four year olds through a one-way mirror. They were engaged in an activity with the teacher. She was banging on a little drum and the children were following her in step. Every time she drummed this way, they would step that way. Change the rhythm, they would change their steps a different way. They did that for about half an hour, but they didn’t look very much as though they enjoyed it. After it was all over, I spoke to one little boy and said, “I noticed that you and your classmates were following the teacher as she did that to the drum. Did you really enjoy doing it?” And he said, “No, but she does.” Again, children pierce the heart of any situation. They are impossible to fool.

Having studied youngsters closely over the years, I decided to do the impossible, and try to write for them. And that, I may say, is one of the most difficult self-appointed tasks I have ever undertaken. Writing for children is not the same as writing for adults. It’s much more difficult. For young children are not young adults—alas! it took us hundreds of years to discover that truth. The young child is a different kind of creature. He’s his own person living in an entirely different world than you and me. He lives in a kind of forest of legs. He has an entirely different physical perspective than you or I. As Al Kapp once put it. “How would you like to be a pygmy in a world run by giants and without a dime to your name?”

There is a boy named Ross Faulkner, age 11, who wrote a poem that says this better than I can. It goes like this: “It is impossible for anyone to enter our small world. The adults don’t understand us; they think we’re childish. No one can get in our world; it has a wall 20 feet high and adults have only 10-feet ladders.”

And that is true. Yet some of us adults are trying to do the best we can with our 10-foot ladders, using these to catch insights into the
world of young children. And what an intriguing world that is, full of young, curious, squiggly and squirming individuals doing a heap of learnin', despite the frequent dullness of the adults surrounding them.

You know, we adults over the centuries have been guilty of perpetrating a massive conspiracy against little children. For centuries, we regarded small children as citizens without rights — particularly the right to happiness. Indeed, it took us several centuries to realize that there was such a thing as childhood. In medieval society, there was no childhood. Children simply moved from infancy into adulthood. Almost as soon as the child was weaned, infancy ended and the child became a small adult. A study of Medieval artists is enormously revealing in this light — for they always portrayed children as scaled-down adults — simply because childhood had no reality for them. Indeed, the great 16th Century French essayist Montaigne commented that children had "neither mental activities nor recognizable bodily shape."

By the 17th Century things had begun to change. Parents and teachers began to coddle the young, to dress them up in special clothes, to teach them manners and morals and most important, to keep them tightly closeted against the corruptions of a wicked, adult world.

The 19th Century brought us the shocking situation, so vividly portrayed by Charles Dickens, of young children being forced to work in mines and factories often for twelve to fourteen hours a day. The majority were deprived of any schooling—that privilege being reserved for members of middle and upper class families.

Then came the supposed age of educational enlightenment when we adults, after accumulated centuries of injury and insult to young children, decided to give youngsters a break. It became the law of the land that all children upon reaching the age of six should begin to learn—by going to school—whether they wanted to go or not. Not only did we legislate that children must go to school—we insisted that they go to school for very long periods of time! And once in the classroom, each of these little individuals promptly lost his individuality being swallowed up in a strange, adult-dominated society which centered around order and control, requiring subordination of the individual to collective institutional desires and objectives. As Silberman points out in his book, Crisis in the Classroom, youngsters were being educated for docility in an environment in which things happened—not because the students wanted them to, but because adults had determined that it was time for them to happen!

Many of us in this room, sharing a common love of good books as we do, can reflect with no small misgiving the school bell ringing at the end of English class, signifying that no matter how much we were now enjoying our English Literature period, that we had to move on to the next subject which was totally unrelated and doubtless dull. It is somewhat reminiscent of the situation of the elementary science teacher going into the classroom to find a very excited group of first grade youngsters examining a turtle with great fascination. "Now, children, put away the turtle," the teacher insisted. "We're going to have our science lesson for the day—on crabs."

And so the adult tyranny continued in many forms against youngsters at all grade levels—and especially those at the preschool level. Whoever determined, for example, that a child had to be six years of age before he was ready for any formal schooling? Was he capable of learning anything without the enlightened leadership of adults in the schoolroom? It is an interesting thought that during their first years of life, children—all children—manage perhaps the most complicated bit of learning that humans do: they learn to talk, to use language. And they learn this through a process so informal, yet so complex that we can barely describe it, let alone understand it. What we adults are beginning to understand is the enormity of the accomplishment. Out of the myriad patterns of speech the child hears around his home, he develops his own form of conversation which is not a repetition of what he has heard before but his own interpretation in an infinite variety of forms.

Yes, children can and do learn in these crucial early years. As Jerome S. Bruner points out on the basis of extensive research by himself and others: "The staggering rate at which the preschool child acquires skills, expectancies, and notions about the world and about people: the degree to which culturally specialized attitudes shape the care of children during these years—these are impressive matters." Within the past decade, young children have been the center of much study—and as we study them, the more impressed we become with the potential of the preschool child. In the past, we have tended to view the very early years as merely preparation for the more important learning that will take place in high school and after. But our perspective is changing. We are beginning to realize that it is during the earliest years of a child's life that his capacity for learning is largely developed—

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and that lost opportunities can never be fully retrieved.

Four years ago Benjamin Bloom of the University of Chicago, in his seminal study of human development, *Stability and Change in Human Characteristics*, plotted the pattern of development of individual characteristics. From his study he concluded that “half of all growth in human intelligence takes place between birth and age four, another 30 per cent occurs between the ages of four and eight, and the remaining 20 per cent between eight and seventeen.” In other words, half of a child’s intellectual development takes place before the school ever sees him, and 80 per cent is complete by the time he finishes the second grade. Similarly, other characteristics that make up the total of human potential develop very early.

A corollary of these basic conclusions is that the influence of the child’s environment in stimulating maximum development of individual characteristics is greatest during the period of their most rapid development, and this influence diminishes during the period of slower development.

The moral is clear. The contemporary school, insofar as it attempts to play a major role in the development of human intelligence, patterns of academic achievement, and the growth of related characteristics, almost inevitably brings too little to the task, and that, too late. For many middle-class children this built-in failure of the school, may not be critical. For the disadvantaged child, whose home often lacks intellectual stimulation, it may be disastrous.

There is a developing general feeling among educators and the lay public that early education is not merely a social convenience or an antidote for poverty. There is also a feeling that existing arrangements for the provision of early educational experiences, which rest heavily upon parental responsibility, are inadequate. As Spodek points out in his book, *Early Childhood Today*, “Early childhood education is coming to be seen less as a privilege and more as an individual right and even as a responsibility which society owes to all children.”

A glance at some of the interesting things happening here and abroad will show that, at long last, we are beginning to take the education of the preschool child seriously. Early Childhood Educators in England are currently doing some exciting things with young children. Based on Jean Piaget’s theories which stress the child as the principal agent in his own education and mental development, English Infant Schools are offering a “learning through doing” environment—in which learning is regarded as a continuous process of assimilating the external facts of experience and integrating them into the individual’s internal mental structures. “To know something,” as Piaget puts it, “is not merely to be told it or to see it, but to act upon it.” Infant schools in Britain, then, are busy places full of action and characterized by a distinctive non-classroom look, in which “interest areas” take the place of familiar rows of desks, characteristic of more formal instruction.

This “learning workshop” environment offers youngsters an incredible richness and variety of experience. The reading corner, for example, is a very inviting place with a rug or piece of old carpet on which the children may sprawl, a couple of easy chairs or perhaps a cot or old couch for additional comfort, and a large tempting display of books at the child’s height. The arithmetic interest area contains a bewildering and intriguing variety of things ranging from math texts to workbooks to yardsticks and rulers, bottle tops, pine cones and acorns—a place, indeed, fit for “ships and shoes and ceiling wax and cabbages and kings.” Near the Math area is a special “water table” where the children can play by measuring water into bottles, pitchers, empty detergent bottles, milk containers—all with their volume marked on them, for practice in math. Nearby, youngsters measure sugar, flour and butter to make cookies. In another part of the room is the “junk” interest area where the children can construct a variety of things. Next to the “junk yard,” there may be a “Wendy House” furnished with dolls, furniture, old clothes, in which the children may play make-believe.

The philosophy of the new English primary schools is one which those of us who work with small children should constantly keep in mind: “Children need to be themselves, to live with other children and with grownups, to learn from their environment, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word—to be truly human beings.”

The education of these little human beings is not being taken lightly in this country either. Within the past decade, and particularly since the inception of Head Start we have had a bewildering assortment of nursery schools, kindergartens and day care centers being set up for the education of the very young. The emphasis in these early childhood centers is on the child as the individual learner, learning how to learn on his own, proceeding according to his own interests and abilities—whether in a structured or non-structured environment.

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Many of you will be familiar with the revival of interest in Montessori Schools. Montessori-type programs allow children to work with materials they select as long as they wish. Other more traditional nursery school programs offer a more structured learning environment.

The plight of the preschool inner city child, coming as he often does from a culturally deprived environment, is receiving much needed attention today, too. In my adopted home town of Chicago, a number of parent-child centers are being developed to provide an educational experience that affects the child and the home. Children at ages three through five are enrolled in order that the school can work with young children over a longer period of time. Special parent centers teach parents homemaking skills as well as coping with child-rearing practices and problems. In other parts of the country under O.E.O. sponsorship, centers are being opened for families with children below nursery school age—even as young as one year. This, I believe, is only one of many signs we see across the nation that within the next decade we shall have universal education for three and four year olds for this is a vital area of human concern we can no longer afford to leave in haphazard chance and neglect.

But what does all this mean to you and to me? Briefly, it means that we all have to assume a new responsibility—of making small children feel more comfortable and at home in a very large and often bewildering world. "If a child is to keep alive his unborn sense of wonder without any such gift from the fairies," wrote Rachel Carson, "he needs the companionship of at least one adult who can share it, re-discovering with him the joy, excitement, and mystery of the world we live in." Much of that excitement and mystery lies within the pages of books as they reveal to youngsters the glories of the past, the challenge of the present, the promise of the future. It is our joint responsibility—mine from publishing and yours from librarianship—to ensure that books and little children come together in a joyful experience. This we should count as our greatest responsibility and our dearest privilege.

Priority Is You—
(Continued from Page 6)

experiment could be undertaken. Perhaps there is one right here in Oklahoma. Knowing one another's problems and opportunities on a more intimate basis should make for better planning of library service for all. And in case you think I am far out, a very distinguished Philadelphia banker said only recently that his and other city banks will soon offer opportunities to work with the disadvantaged as a fringe benefit! Yes, attitudes, interests, priorities, and life-styles have changed and continue to change.

The interrelatedness between your goals and the goals and priorities of the American Library Association are obvious. There remains, however, several A.L.A. matters that are un-resolved. They include council representation, chapter relations and the entire question of re-organization—more specifically who will make such studies, what they will encompass, how much they will cost. A.L.A. mainly as a coincidence, has analyzed itself about every fifteen years and has done so exactly six times since its founding in Philadelphia in 1876. Put in this light, it seems to me that A.L.A. hasn't gone wrong with its current self-analysis and that, in fact, such periodic soul-searching is the best assurance of good health and long life that I can give you.

There is a new openness about the Association and I urge you to take advantage of new opportunities for communicating your concerns and suggestions—for when it comes to A.L.A., the priority is you—and so it is when it comes to realizing the goals of OLA—the priority is you.
A Report From The Regional Office

by S. JANICE KEE

Any report to an Oklahoma audience from the DHEW Regional Office in Dallas — the Office of Education part of it, anyway — should say that the things are going well indeed under the leadership of its Oklahoma leader, Mr. George D. Hann, who has been promoted recently to Regional Commissioner of Education. He and the several other "Okies" there would have me extend their greetings to you.

Though Mr. Hann is my immediate supervisor, we have also a new Regional Director of Health, Education and Welfare, Mr. Howard McMahen, who came to us from Fort Worth City Government on March 15.

I expect there are very few, if any, who have not at some time or another had a new "boss" — a new governor, mayor, president, dean, superintendent — someone with new ideas on how the job of the institution or organization should be done. So it is with a library services program officer in the Regional USOE. I want to report briefly to you on some of our "new directions" — a term very familiar to all O.L.A. members, to say the least.

The Department of Health, Education and Welfare has ten regional offices. The tenth, in Seattle, was added July 1, 1970. There was a change in some regional boundaries at that time, but Region VII, including Oklahoma, Texas, New Mexico, Arkansas, and Louisiana, was changed only in name. It became Region VI, Dallas/Ft. Worth.

It was President Nixon's purpose in this realignment of DHEW Regions to bring together, in ten major metropolitan areas, the federal agencies dealing with social problems of people — health, education, welfare, labor, housing and urban development, economic opportunity, and small business. The President announced the reorganization of Regional Offices early in 1969 with emphasis on the Administration's aims as follows:

1. To decentralize decision-making on domestic problems, i.e., moving decisions closer to the States and localities where the problems lie.
2. To build capacity to coordinate and deliver more effectively and more efficiently public services in which Federal, State and local funds are used — in other words, to strengthen intergovernmental capabilities.
3. To give federal officials at the regional level more authority and more responsibility to give constructive counsel and technical assistance to states and localities.

In addition to those DHEW aims related directly to the establishment of regional offices, we have other administrative policies and priorities and department goals under which we operate. Without elaboration, I will list the major ones:

1. Structural reforms designed to make governmental action responsive more quickly, more effectively and more visibly to the areas of greatest human need.
2. An operational planning system — a mechanism for program management by objective.
3. Intensified effort to improve programs for the poor, the disadvantaged, the minorities, the migrants, the aging and all children in the first five years of their lives.
4. Improved rehabilitation and employability training and services.
5. Educational programs in reading, drug abuse, environmental quality, and law enforcement.
6. For all programs, evaluation and accountability.

President Nixon, in one of his speeches, said, "I consider education a Federal concern, a state responsibility and a local function." It is the aim of this Administration to turn back to state and local control, through a system of revenue sharing, funds requiring to upgrade educational performance.

On last March 12, I spent the day in a meeting with some 200 leaders among educators, business, industry, and labor from the five states in the Region, called by the U.S. Commissioner of Education, to discuss the consolidation of educational legislation related to elementary, secondary and vocational schools, and revenue sharing. This was a sincere effort of the U.S. Department of Education, through discussion, to set help in design...
ing a new educational law which would combine approximately 75 program titles into five broad areas of assistance... (Incidentally, higher education and library laws were not included in this plan for consolidation).

At the great risk of over simplification, I have given you an idea of the arena of national policy and priorities which affect federally supported library programs — and my work at the Regional Office.

Let us look at the Library Services and Construction Act as amended in 1970 (PL 91-600) as an example of new library legislation which incorporates concepts in the national policies and priorities, such as:

1. Decentralization of decision making
2. Efficiency—Evaluation—Accountability
3. Interagency and interlibrary cooperation
4. Planning with a consultant's help
5. Programs for the disadvantaged
6. Continuing education on social problems

We have had a LSA and LSCA since 1966. Its statement of purpose remained almost the same, that is extending library service to those without or with inadequate service. The 1970 law retains the basic purpose of extension and improvement of library service, but it more specific in its statement of purpose—and the authorized use of funds:

1. Improved administration and management of funds, including evaluation of programs.
2. Planning to meet library needs in consultation with the Regional Office.
3. Special programs for the disadvantaged, the handicapped and residents of state institutions.
4. Strengthening both the metropolitan public library resource centers and the state library agency for carrying out the programs.

The new Act also calls for a State Advisory Council on Libraries, broadly representative of all types of libraries and library users, including the disadvantaged, to participate in decisions of the state library administrative agency (Oklahoma Department of Libraries). The Council is charged with only two responsibilities:

1. To advise the state agency on "the development of and policy matters arising in the administration of the state plans and programs for library development. Perhaps the most important kind of advice that is required of this Council is on how the Plans, programs and projects under the LSCA may be coordinated with library programs and projects operated by institutions of higher education or local elementary, secondary schools and with other public or private library service programs."  (Sec 6 (d)). This means each member of the Council should truly be an informed representative of "his constituency" and all library programs serving the people he represents on the Council.

2. The second legal responsibility of the Council is to assist the state library agency in evaluating the programs under the Act — testing the planning, the administrative efficiency, and the results.

The 1970 LSCA provides for construction funds and encourages interlibrary cooperation (with small appropriations). Title III under LSCA provides for cooperation among all types of libraries. Under the authority of Title III, along with other related legislation which strongly supports interagency programs, there is a very exciting development in Southern Oklahoma with which I have been working as a consultant. This is a proposal for a Chickasaw Area Library Learning Center which would include the services of the Six-County Chickasaw Public Library System and more. Its service will be aimed at students at all levels as well as out-of-school users. This innovative national pilot project is a part of the Southern Oklahoma Development Association's (SODA) program of focusing the use of federal funds from a variety of sources on a cooperative project. It is a fine example of an effort to make an interagency program work, and the DHEW Regional Office in Dallas has pledged its attention and effort to assist SODA in every way possible to develop what will be a "new breed" of institution.

Title III of LSCA also encourages interstate cooperative networks of library services and this brings me to mention SLICE — The Southwestern Libraries Interstate Collaborate Effort. This is a timely effort to bring about interlibrary cooperation to cross state lines. As a regional library program officer, it has been my DHEW operational planning objective this year "to provide positive leadership in developing a regional organization and programming structure for testing the principles of regionalization and sharing resources, as applied to interstate interlibrary cooperation."

Under DHEW's Operational Planning System, I developed this objective in ten action steps, including my active involvement in a conference of southwestern librarians in Arlington last September. This was one of the most stimulating professional experiences I have had since I came to the Regional Office nearly four years ago. SLICE is hung up right now, waiting for an answer on a grant proposal, but it still appears to me to be a promising idea — interstate library cooperation.
I have been trying to talk about how my work in the Regional Office is governed by the national policies and priorities. If federal funds are used in your operation, I am sure your work is affected in much the same way. I need not mention to the academic librarians here that the grant application forms this year for college library resources placed high priority on those applications from colleges which could show greatest need for materials to benefit students from low-income families.

And library schools know that this year's grant applications for institutes for training in librarianship would score high only if they showed evidence of being related to the national priorities and social goals, e.g., training of minority and or disadvantaged persons, training for more effective library participation in the Right to Read effort, and education on drug abuse, environmental quality, etc.

I should mention, also, the emphasis being placed on planning as a guide for programming, particularly the requirement of the new LSCA that a new long-range program for state-wide library development must be submitted by July 1, 1972. This means this is the beginning of a year of state-wide planning in every state in the nation, and one of my assignments is to assist the state planning groups in every way possible. This means reassessment of existing programs and practices. This means taking a new look at what is being done, and testing it against what we know of the tenor of the times in this decade of the seventies. This means the State Department of Libraries, the State Library Association, and all divisions, units and governing bodies in Oklahoma should be concerned in this coming year with consideration of new directions for library development in this state.

Let me make it perfectly clear that I believe change for change sake is never a valid objective — but changes to meet human needs as they exist today and changes to meet economic conditions are valid, and may be imperative changes for the state library community if library support is to be forthcoming from public funding agencies.

I should like to conclude my remarks with another reference to SODA—I will be in Ardmore next week in a conference where the proposal for a ten-county Area Library Learning Center will be used as a case study—a case in point, that is, for discussion by representatives of several Federal agencies in Washington and their counterparts from the Regional Office and the state of Oklahoma agencies. The proposal has a most impressive pack of letters of endorsement.

The object of our discussion next week will be to see if we can match commitment with resources in developing an inter-agency institution—the like of which does not exist anywhere in the country. It aims to meet ten needs which have been determined by people of the area, needs too big and too expensive for individual communities and/or counties to meet. All of Oklahoma should be excited about the potential of this national pilot project. I certainly am—and am proud to be a part of it. I urge you to follow this development which is already attracting national interest.

In absolute conclusion of my report, I want to emphasize that the Regional OE Library Office has more service than regulatory duties. Please call upon us if you think we can be of assistance to you.

Acquisitions Plans—

(Continued from Page 22)

Shepard, Stanley A. "Approval Books on a Small Budget?" Library Resources and Technical Services, 12 (Spring, 1963), 144-5.
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OKLAHOMA LIBRARIAN
L. E. V. E. R.

by ELIZABETH McCORKLE

On February eighth of this year, the Oklahoma Library Association’s Library Education Division announced the formation of an ad hoc committee to work toward the coordination and articulation of library science programs in institutions of higher education in the state. Their range of study was envisioned as including junior colleges, colleges, and universities, both public and private, and undergraduate as well as graduate programs were to come under scrutiny.

Given the name LEVER, Library Educators with Vision for Evaluation and Recommitment, the committee’s first attempts have been to learn the present state of library education in Oklahoma. “Who is teaching what to whom, where and why?” are the questions the committee has tackled. Questionnaires covering all phases except the “why,” which will have to be another stage of study, were sent to all thirty-seven institutions of higher education in the state. This report is a summary of the results of that survey.

Authority for the establishment of the OLA LEVER committee grew from a report done by the OLA Planning and Goals Committee which had been charged to consider the overall activities and operations of OLA and to develop a statement of goals and objectives for the Association. Their report, which was accepted in April of 1970, recommended that OLA strive for the promotion of adequate library service for the people of Oklahoma, for the encouragement of meaningful education for all who work in the field of library service, and for the performance of needed functions for the welfare and protection of its members.

It is under the second objective that LEVER was established. Specifically mentioned under this second goal were the following: the encouragement of continuing education for librarians, para-professionals and trustees, the exploration of training programs for para-professionals, identification of areas of librarianship needing research, and the consideration of a plan to study and, if feasible, to standardize undergraduate library education in the state. The committee status of LEVER was changed from ad hoc to standing committee by vote at this year’s OLA convention in April. Present members are: Mrs. Gladys Cage of Central State University, Mrs. H. D. Hewey of the University of Oklahoma, Mrs. Mabel Mickley of Southwestern State College, Mrs. Josephine Warden of Langston University, and Mrs. Elizabeth McCorkle of Oklahoma State University.

The range of LEVER’s Oklahoma survey and reevaluation will eventually cover librarianship of all types as well as library education at all levels, undergraduate, master’s level and doctoral level. This first LEVER study, however, is concerned with the present state of library education in Oklahoma, in order that the ways it might need articulation and coordination may be learned, and that plans might be implemented to accomplish such things. A questionnaire was prepared and was sent to all thirty-seven institutions of higher education in the state. The response was gratifying, and eventually information was received from all colleges, universities and junior colleges in the state.

In the area of undergraduate library education, the following facts were verified: Five schools are presently approved by the State Certification Board to recommend school librarians for certification, and they, alphabetically, are Central State University, Northeastern State College, Northwestern State College, Oklahoma State University, and the University of Oklahoma. Two schools plan to ask for State Certification Board approval sometime in the future: Bethany Nazarene College and Southeastern State College. Southwestern State College is preparing for a scheduled fall certification board visit.

Only one school in the state is now authorized to recommend students for certification as a Audio-Visual Specialist, which is the presently available graduate-level certificate; the undergraduate-level certification in Oklahoma bearing the title Public School Librarian. The University of Oklahoma recommends graduates for this Audio-Visual Specialist certificate. In addition, the State
Certification Board has a visit scheduled this July to the campus of Oklahoma State University for the purpose of checking their program.

Twelve men and ninety-eight women were recommended for the Oklahoma Public School Librarian Certificate last year. The year before that, seven men and eighty-three women were recommended for this certificate. Information on how many persons were recommended for the Audio-Visual Specialist certificate was not collected: A future project for LEVER.

During the surveyed year, a total of approximately 3,000 students were enrolled in the state library education classes. This figure does not include those students who took orientation and use of the library courses. An additional 1,678 were enrolled in these basic use courses.

Five schools in the state offered an undergraduate major last year in library science and were able to identify a total two-hundred fifteen majors. All five of the schools required twenty-four hours for the major in library science. Central State University, Northeastern State College, Northwestern State College, Oklahoma State University, and the University of Tulsa were the five schools.

Six institutions in the state offered an undergraduate minor in library science, and they were able to identify one-hundred thirty-nine minors. Central State University, Northeastern State College, Oklahoma Panhandle State College and Oklahoma State University required eighteen hours for the minor in library science, whereas Northwestern State College and the University of Tulsa required twelve.

The LEVER Survey learned that the majority of the audio-visual courses taught in the state are taught by education departments. However, Southwestern State College has a separate Audio-Visual Department and Oral Roberts University has a department called Learning Resources in which the Audio-Visual Courses are taught. Central State University offered audio-visual taught by both library science and by education. Several of the institutions indicated that library science course content, particularly in materials was by no means limited to books, but rather cut across the lines of all media. Oklahoma State University is holding this summer, and has held in the past, multi-media institutes, and library science-audio-visual team teaching is often featured.

Children’s Literature courses are taught in seven institutions by the library science department, in six schools by the education department, in two schools by the speech department, and one school by both library science and education.

Library Technicians programs are lacking in the state except for one. At Tulsa Junior College, eleven students are enrolled in this program.

Five off-campus courses, by title, were held during the period surveyed. These were all graduate courses taught from the University of Oklahoma. Classified as extension, they have been taught at Tulsa, Oklahoma City, Chickasha and Lawton. One correspondence course is taught in the state, by Oklahoma State University. Students are enrolled in it, at the present time, from numerous points in the United States.

At the same time that the LEVER was taking the survey, it gathered information for a proposed new edition of a Library Educational Division Directory. From information thus gathered, a tally was made which revealed the following facts.

There are twelve full-time teachers of library science in the state, two one-fourth time, four half-to-three-fourth time teachers, seven one-fourth to one-half time teachers, and twenty-three persons whose teaching duties take up one-fourth or less of their total working time.

Regarding academic rank we have, among the state library science teachers, two full professors, six associate professors, nineteen assistant professors and ten instructors. In addition, we have eleven persons teaching who have the rank of teaching assistant, special instructor, or the like, and four persons teaching who do not hold academic rank.

Of the people teaching one-hundred percent of the time, eleven hold the Master of Library Science Degree or its equivalent. Of the total persons teaching, eight hold a second bachelors degree, nine hold the second master’s degree, and there are seven holders of doctorates. So far as continuing study is concerned, four of the persons are working on their master’s at this time. Seven are involved in post-master’s study, and four persons are working on their doctorate.

The University of Oklahoma ALA-accredited library school is the only graduate library school in the state. The LEVER survey showed that graduate credit in education and other areas is given by several institutions for courses such as administration of the school media center, but the only graduate credit in library science that is available in the state is offered at O.U. Their course offerings are extensive. They have been doing an evaluation study of their curriculum and have announced that no undergraduate hours in library science will be required for entrance in the future, beginning with fall of 1972 or per-
haps earlier. Foreign language will still be required for the master of library science degree, but far more electives will be the rule so far as the library science courses are concerned. The curriculum committee hasn't completed its study yet, but there were indications that in the future, after fall 1972, one 4-hour cataloging course, one 3-hour reference course, and perhaps one 2-hour administration course will be the only required part of the master's program, with individual planning playing a more vital role in scheduling for the individual student.

In the space of this article there is not enough room to go into further details concerning the actual course offerings around the state: the material is available, in the LEVER Survey Report and Addenda, however, and requests for copies should be directed to the chairman: Mrs. Elizabeth McCorkle, Fine Arts and Media Librarian, Oklahoma State University, Stillwater, Oklahoma 74074. (Please enclose 50c for postage and handling.)

Now that LEVER is a standing committee, it can act as a sounding board for ideas from librarians and interested others from all over the State and as a vehicle for action in the future.

Some of the questions that are in people's minds now concern the co-ordination of library science and audio-visual programs not only in the public schools but in the higher education arena. Questions about the need for education of library technicians, about the fate of undergraduate pre-library science programs, feedback from all those people who employ graduates of our undergraduate and graduate library programs, and analysis of our future specific needs in library education can be presented to this committee who, hopefully, can coordinate investigation and action.

Finding out the present situation was LEVER's first charge. This has been the story learned to date. LEVER is scheduled to meet again in the fall, but special meetings can be called any time. Let one of the committee members know your ideas: great things can happen through communication.

Dorothea Dale—

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Equally important to Mrs. Dale was the quality of the librarian who served the people. "It doesn't matter a particle where a person was born and all that. The only thing that does matter is the experience and training which prepares you for the work you are to do." One of the first things she undertook as Secretary of the Library Commission was planning for training librarians at the University of Oklahoma. She believed that an untrained librarian could do as much harm as an untrained pharmacist." And in addition to some type of training and experience, Mrs. Dale saw the need for a librarian to be wholeheartedly enthusiastic, believing that "no one who failed to feel a deep personal interest in the thousands who appeal to us for assistance could fit into the picture here." In her eyes, one had to know libraries and people to be a good librarian.

Mrs. Dale retired in 1950 and she died in 1962. But through the workshops, librarians throughout the State will have occasion to expose themselves to information that will enhance their experience and training and boost the enthusiasm that Mrs. Dale's life style advocated.
A. PRINCIPLES

The Oklahoma Library Association is actively concerned with the rights of all persons to have unrestricted access to library resources. The Association holds that freedom of communication, freedom to read, and freedom of inquiry are corollaries of the Constitutional guarantee of freedom of the press. The Association holds that its members are professionally obligated to give the highest priority to these freedoms.

B. AREAS OF CONCERN

1. Continuing Information

The Association is concerned with insuring a continuing flow of information to all librarians, library trustees, and the general public regarding the principles of the Library Bill of Rights, the School Library Bill of Rights, the Freedom to Read Statement, and Principles of this Policy.

2. Liaison with Other Groups

The Association is concerned with effecting liaison with other groups and organizations which support the principles of freedom of the press, intellectual freedom, academic freedom, or the freedom to read.

3. Legislation

The Association is concerned with any proposed or existing legislation or policies which might tend to strengthen the position of libraries and other agencies as disseminators of knowledge in a free society, or which otherwise strengthen the Principles of this Policy.

The Association is concerned with any proposed or existing legislation or policies which might interfere with free and unbiased selection of library materials, interfere with access to library materials, place library collections in jeopardy, or which might otherwise restrict the Principles of this Policy.

4. Violation of Principles

The Association is concerned with proposed or actual restrictions which violate the Principles of this Policy, whether they are imposed by individuals, voluntary committees, or administrative authorities.

5. Restrictions on Association Members

The Association is concerned with pressures, restrictions, or actions against any Association member as a result of his supporting the Principles of this Policy in the normal course of performing his professional duties.

C. PROCEDURES

The Association shall establish, through gifts, grants, and by consignment of a portion of membership fees of the Association, an Intellectual Freedom Fund to be used in any of the five Areas of Concern. The Association may utilize the funds in promoting the Principles outlined in this Policy. The Fund shall be administered by the Executive Board of the Association.

1. Continuing Information

The Intellectual Freedom Committee shall develop an information program for all librarians, library trustees, and the general public based on the Principles of this Policy.

2. Liaison with Other Groups

The Association shall seek liaison with other organizations and groups which support the principles of freedom of the press, intellectual free-
dom, academic freedom, or the freedom to read. The Association may offer its support for their related programs. The Association shall inform the American Library Association Intellectual Freedom Committee and its Office For Intellectual Freedom of all its activities in the area of intellectual freedom.

3. Legislation
The Association shall take a stand on any proposed or existing legislation which has a bearing on the Principles of this Statement of Policy. The Association shall work actively to secure passage of legislation strengthening the Principles of this Policy and shall make every effort to defeat legislation interfering with or restricting these Principles.

4. Violation of Principles
Upon being notified of the need, the Executive Board may, with the assistance of the Intellectual Freedom Committee, make a thorough investigation, determine the facts, and prepare a written report with recommendations for action. Should the investigation reveal violation of the Principles outlined in this Policy, and the violation not be corrected, the Executive Board shall present the report to the Association membership with recommendations for action. Should the recommendations involve censure or sanction, a vote of all the membership shall be called. A two-thirds majority of members voting shall be required for action.

The Association shall refuse membership to censored individuals or organizations for at least one year. After the one-year period, a simple majority vote may reinstate membership if the restrictive situation has been remedied.

5. Restrictions on Association Members
The Association shall publicly support any member who is subjected to pressures, restrictions, is forced to resign, or is dismissed from duties because he applies the principles of this Policy in the normal course of performing his professional duties.

Upon being notified of the need, the Executive Board may, with the assistance of the Intellectual Freedom Committee, and, if desired, the Office For Intellectual Freedom of the American Library Association, make a thorough investigation, determine the facts, and prepare a written report with recommendations for action. Should the investigation reveal actual pressures, restrictions, forced resignations, or dismissal because the Principles of this Policy are applied, and the situation not be corrected, the Executive Board shall present the report to the Association membership with recommendations for action. Should the recommendations involve censure or sanction, a vote of all the membership shall be called. A two-thirds majority of members voting shall be required for action.

The Intellectual Freedom Fund may be utilized to assist in providing legal aid and/or living expenses to the extent and in a manner deemed necessary by the Executive Board. Additional assistance and support shall be sought, when necessary, from the Freedom to Read Foundation and/or the Office For Intellectual Freedom of the American Library Association.
On July 17, 1915, Mr. R. H. Wilson, a member of the Oklahoma Education Association Executive Committee, proposed that O.E.A. invite the State Association of Librarians to become affiliated with O.E.A. Records indicate this was a first step in identifying school librarians as an integral force in the educational process.

It was not until 1952, at the forty-fifth annual Oklahoma Library Association Conference in Chickasha, on the campus of the Oklahoma College for Women, that a small group of school librarians discussed the importance of also being identified in O.L.A. Miss Trean A. Maddox, Librarian, Bell Junior High School, Tulsa, was instrumental in the Oklahoma Association of School Librarians becoming a division of O.L.A. In 1963-64, Miss Maddox served O.L.A. as President, the first school librarian to receive this honor.

Growth of the Oklahoma Association of School Librarians has indeed been noteworthy. In 1970, O.A.S.L. was the second largest division of O.L.A. And after fifty-six years as an O.E.A. section, O.A.S.L. has attained further recognition. On April 24, 1971, the O.E.A. Delegate Assembly, meeting in Oklahoma City, voted to accept the Oklahoma Association of School Librarians as an O.E.A. department. Other departments of O.E.A. include the Oklahoma Association of Higher Education; Oklahoma Association of School Administrators; Oklahoma Association of Elementary School Principals; Oklahoma Association of Secondary School Principals; Oklahoma Personnel.

The school librarian has a dual role in education, that of a library media specialist and a teacher — a vital member of the instructional staff serving on all faculty planning teams and committees. Administrative leadership, as well as competency in the fields of librarianship and audio-visual are required to maintain a library media center, functioning for faculty and students at all times. The school librarian’s knowledge in fields of learning theory, communication and curriculum development are essential for the total school population to effectively benefit from the wealth of educational materials available.

The image of the school librarian is being transformed from a “keeper of the books” to a person intrinsic to our educational system in shaping the environment and the design of instruction. School librarians recognize and represent multiplicity of pace, methods, and materials. The trend in moving from the single system text and teacher-dominated instruction toward independent, self-directed learning has emphasized the importance of the school library media center as an instructional center that supports, complements and expands the classroom.

The Oklahoma Association of School Librarians is meeting its professional responsibilities in standards and growth, and will continue to do so with the recognition and support from the Oklahoma Education Association and Oklahoma Library Association.
Your Library Is Showing

by DEE ANN RAY

Trustees and Librarians turned out in quality, although not in quantity for the three trustee's meetings held March 15, 16 and 18 in Clinton, Oklahoma City and Muskogee. A total of one hundred attended state-wide. A great deal of planning had gone into the workshops beginning in October of 1970. Involved in planning were Mrs. Roy Craig, Leedey; Mrs. Marguerite Ward, Muskogee; Mrs. Pauline Harper, Cordell, Doane Farr, Clinton; Mrs. Lois McMillan, Bristow; Mrs. Millie Liston, Moore; Miss Esther Henke, Oklahoma Dept. of Libraries; and Miss Dee Ann Ray, Western Plains Library System.

Previous to this time, the Trustees' division had conducted a survey of State trustees to try to find out how OLA might be of the best help to them. The completed surveys reflected a need for help in getting money and in planning for future local library development. It was felt that a good public relations program would help in both of these matters; therefore, the speaker for the workshops was chosen with this in mind. Miss Nora Owens, Vice President, Lowe Runkle Advertising Agency in Oklahoma City, had spoken to the Oklahoma Library Association in April at the Skirvin, but only seven trustees were present. Therefore, she was selected, because her message was a good one.

Local arrangements were handled by host libraries in each location, and packets of materials, including a bibliography for trustees, were prepared by the Western Plains Library System, in conjunction with the Oklahoma Department of Libraries. A booklet on public relations was prepared by the National Library Week Committee.

In defining terms at the beginning of her speech, Miss Owens said, "If a boy tells a girl how lovely she is, that's sales promotion; if the boy tells the girl how great he is, that's advertising; if the girl comes looking for the boy because she has heard how marvelous he is, that's public relations."

Miss Owens also stressed active library board meetings with everyone present and taking part. She suggested that board members take a long look at themselves and asked themselves the following questions: "Do I really like being a library trustee?" "Why?" "What do I enjoy about it?" What do I do to promote the library and its programs?" "What do I do to find out how other people feel about the library?" "Do I really think that libraries and books are important and why?"

Library trustees should be people who are actively supporting their community and should realize the full value of the library. If you believe in your product, it isn't hard to sell, was the essence of the message.

One job of the trustee and librarian is to decide, on what kind of personality they want the library to have and then decide how to show this to the public. The library obviously must be many things to many people, if it is to truly serve all of its potential public. This means understanding and knowing the needs and goals of the community; knowing the problems of the area served; and then trying to determine how the library can best fit into the overall picture.

Library Trustees should feel responsible for meeting regularly with their librarian in order to keep abreast of the services and programs of the library. These should be "live" meetings. Miss Owens suggested that different trustees might be assigned to report on different community activities, such as arts programs, local celebrations or observances, community development programs, etc., in which the library might play a part.
The library should issue a regular schedule of news releases and public information statements, and try to obtain time on radio and television if it is available. She suggested that small libraries might work together on getting some of the publicity or journalism students in state schools to produce what is called a "Co-op" book which would have news-releases and public relations and display ideas for libraries, and which could be used by any and all by simply changing names.

There was a question and answer session at the end of each meeting and everyone felt inclined to talk. There was a great deal of discussion involving local problems in each area which related to public relations. There was also some discussion of librarian-library board relations. The general feeling was that a good working relationship between librarian and trustee is essential to a good library program.

Also at the end of each workshop, a short presentation on National Library Week was given. Gail Blachley did two of the presentations and Carol Ellis did one. They handed out materials for National Library Week and gave some suggestions.

Each trustee was given two assignments to take home and do. One, to fill in his name on a prepared news-release concerning his attendance at the meeting and take it to his local newspaper. Two, to write a letter to his congressman concerning the proposed cuts made on LSCA funds by the President’s Budget.

Letters to the Editor—
(Continued from Page 7)

local, scientific and medical books, paperbound books, and religious books.

As publishers, our members are committed to the proposition that it is in the public interest to make available the widest diversity of views and expressions, including those which are unorthodox, unpopular, or critical of our government and its institutions. We therefore regard as contrary to the public interest any attempt by the government to suppress the free dissemination of ideas in any medium.

We believe that the Subcommittee's subpoena to CBS for material not actually used in the broadcast, casts the long shadow of government suppression over all the media and will, if allowed to stand, result in an even greater voluntary curtailment of expression by those who seek to avoid controversy.

We trust Americans to recognize propaganda and reject it. We do not believe they need the help of the government in this task. Nor do we believe that Americans are prepared to sacrifice their heritage of a free press in order to be protected against what the government may think to be bad for them.

We believe suppression of ideas is never more dangerous than in a time of social tension. We affirm that freedom has given the United States the elasticity to endure strain and that the freedom of ideas keeps open the path of novel and creative solutions, and enables change to come by choice.

We believe that every silencing of a critical idea, every enforcement of an orthodoxy diminishes that freedom and our country.

We therefore urge in the public interest that you withdraw this subpoena.

W. L. Smith
Association of American Publishers

OKLAHOMA LIBRARIAN
TREASURER'S REPORT

by DEE-ANN RAY

A little over two years ago in a wildly patriotic state, I agreed (willingly) to run for treasurer of the Oklahoma Library Association. Then I thought it over after I had accepted, and I began to wonder what I had done! When I was elected, my first thought was, "But I was the only fifth grader who didn't get a writing certificate, and treasurers should have nice handwriting!"

It is true, treasurers should have nice handwriting (so should catalogers, my library science cataloging teacher told me, which is why I am not a cataloger). However, when you have a good friend who does have nice handwriting and who is willing to take on the task of copying another friend's messy handwriting, then it is all right. Our friendship has survived through two years of this I am pleased to announce.

I want to say right now, I would do it over again. That is, I would not take anything for these two years, but I wouldn't want to serve another two year stretch as treasurer—at least not for a while. Truly it is a way to really know how the Association works, and what goes on. It almost seems as if there is a story for each check and each deposit.

Back to my friend. Not only did she help me copy, but she also took on helping me to fill out the endless deposits slips that come with membership dues time. In case you are wondering, my good friend (really family) is named Verma Meador and I will not share her with any incoming treasurer!

Truly I can say the last two years have been a revelation! That is what I wanted to share with you—the revelation of being treasurer, in case you should aspire to that job. Incidentally, it is that—a job, not a position.

Revelation No. 1. There are many other librarians who probably also did not get a writing certificate in their school careers.

Revelation No. 2. Librarians read poorly, especially membership forms, and do not mark them in correct places.

Revelation No. 3. The quality of carbon paper in our membership forms is lousy, and almost all membership forms which are filled out previous to reaching the treasurer must be gone over with another pen in order to make them readable on all copies. (About 25 per cent of all membership checks arrive without a form.)

Revelation No. 4. Banks are always right—even when they appear to be wrong. (Bank is a four letter word, had you noticed?)

Revelation No. 5. Library associations do get bad checks, for various reasons, but usually these are paid off, which is nice.

Revelation No. 6. OLA conventions aren't as much fun when you have to pay the bills.

Revelation No. 7. There is a lot more to the treasurer's job than meets the eye. I could go on with revelations, but I think you get the general picture.

Now, back to my long-suffering and copying friend. Can you imagine turning your kitchen table over to someone every Sunday for months to stack it up with forms and carbon paper? Can you imagine letting that same person sit up at your kitchen table late into the night collating and adding columns of figures over and over again trying to balance the books? Can you imagine the mound of carbon paper and envelopes and other bits of trash floating before your eyes? Can you imagine being sympathetic to a wild-eyed woman clutching a ledger and checkbook who is declaring that "It just won't come out okay"? Well, my family: Verma, Jim, Jerry and Clay, lived through it. (It is fortunate, however, that the adoption took place before the election.)

There are many nice things you find out as treasurer. There are Merry Hearts everywhere. There is mostly honesty in the world. There are many workers in the library association. There are many unsung heroes, like Bob Motter who does the exhibits every year for OLA. He really has a large job, and he does it every year, with no complaint and at a profit to the Association. The advertising manager of the Oklahoma Librarian is another thankless task. Mel Spence had done it before he left the state. Now, Norman Spears does it. How would you like to have to solicit and collect advertising for the Oklahoma Librarian? The circulation manager of the Oklahoma Librarian is another thankless task. Fredda Gilliam did

JULY, 1971
that job for thirteen years. Now Vicki Withers has it. Circulation manager means you handle the mailing list, and take care of getting out Association mailings, plus handling any problems which occur in getting out the Oklahoma Librarian and SWLA Newsletter, plus all kinds of other tasks, such as keeping the back files of the Librarian. These are the ones who come immediately to mind, but there are others.

We've been audited, I am happy to report, and everything looks in good shape. And now I get to make my report and turn the books over to Leonard Eddy. I am anxious to ask him if he got a writing certificate. It comes in so handy when you are treasurer.

Revelations continued:

Revelation No. 8. It helps to have a bookkeeper who is also a Notary Public and a Merry Heart.

Revelation No. 9. It is nice to have a good library secretary who helps to run off needed forms (saves on printing for OLA) and doesn't mind doing some extra letter typing for correspondence. (I don't type so badly, and I did a good many of my letters myself, but when I wanted to make OLA look good, I had Dee Ola or Verma type up the letters.)

1970-71 Treasurer's Report:

Balance 1969-70 $ 7,738.00
Income 1970-71 15,289.98
Total 23,027.98
Expenses 1970-71 13,468.84
Balance on Hand 9,559.14

ACCOUNTS AND LEDGER SHEETS

Certificates of Deposit
(Maturity: Date 6/24/71) $ 5,125.00
Library Development 438.61
Past President's Account (Central National Bank) 1,829.06
Governor's Mansion Account 15.55
Seqouyah Account 7.39

Balance from 1969-70 $ 7,738.00
Income July 1, 1970-May 21, 1971:
Subscriptions $ 338.00
Memberships 6,424.50
Miscellaneous and back issues 117.49
Seqouyah 254.67
Advertising in Okla. Librarian 820.45
Governor's Mansion 58.42
Intellectual Freedom Workshop 448.00
Conference Income 6,828.45
(Meals & Registration) 4,772.65
(Exhibitor's Party) 69.00
(Exhibitor's Fees 1,936.50)
(Change returned) 50.00
Total Income 15,289.98
Balance from 1969-70 plus total income $23,027.98

SUMMARY OF ACTIVITIES
Registration Committee
Oklahoma Library Association Conference
April 15-17, 1971

MEAL TICKETS

<table>
<thead>
<tr>
<th>Gross Value</th>
<th>Money Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 15: Dinner Tickets $4.15 each, Total Dispensed 120 $ 498.00</td>
<td></td>
</tr>
<tr>
<td>Less complimentary guest tickets 5 $ 20.75</td>
<td></td>
</tr>
<tr>
<td>$ 477.25</td>
<td></td>
</tr>
<tr>
<td>April 16: Luncheon Tickets $3.65 each, Total Dispensed 254 $ 927.40</td>
<td></td>
</tr>
<tr>
<td>Less complimentary guest tickets 14 $ 53.00</td>
<td></td>
</tr>
<tr>
<td>$ 924.00</td>
<td></td>
</tr>
<tr>
<td>Dinner Tickets $5.15 each, Total Dispensed 208 $ 1,071.20</td>
<td></td>
</tr>
<tr>
<td>Less complimentary guest tickets 10 $ 51.50</td>
<td></td>
</tr>
<tr>
<td>$ 1,019.70</td>
<td></td>
</tr>
<tr>
<td>April 17: Luncheon Tickets $4.00 each, Total Dispensed 318 $ 1,272.00</td>
<td></td>
</tr>
<tr>
<td>Less complimentary guest tickets 15 $ 60.00</td>
<td></td>
</tr>
<tr>
<td>$ 1,212.00</td>
<td></td>
</tr>
</tbody>
</table>

Total Money Collected $ 3,632.95

REGISTRATION FEE COLLECTIONS

<table>
<thead>
<tr>
<th>Registrants</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>375 Registrants at $3.00 each</td>
<td>$ 1,125.00</td>
</tr>
<tr>
<td>15 Registrants at $10.00 each</td>
<td>150.00</td>
</tr>
<tr>
<td>Total Registration Fees Collected</td>
<td>$ 1,275.00</td>
</tr>
<tr>
<td>Total Registration</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the paid 390 registrants (above) there were an additional 39 persons who registered after 10:30 a.m. on Saturday, April 17, which was after the time that we ceased charging a registration fee. This made a total of 429 registrants for the Conference.

TOTAL MONIES COLLECTED

| Meal-Tickets | $ 3,632.95 |
| Registration Fees | 1,140.00 |
| Total | $ 4,772.95 |

Expenses July 1, 1970-May 21, 1971 $ 22.54

National Library Week

| Conference Expense | $ 50.00 |
| Honorarium (Fisher) | 50.00 |
| Honorarium (Seluk) | 62.00 |
| Duplicating | 3.15 |
| Entertainment | 25.00 |
| Executive Board | 3.54 |
| Entertainment | 150.00 |
| Entertainment | 15.00 |
| Flowers | 36.05 |
| Flowers | 23.50 |
| Miscellaneous photos | 5.25 |
| Entertainment | 5.00 |
| Convention Decoration | 612.00 |
| Exhibits Committee | 21.85 |
| Duplicating | 32.50 |
| Will Rogers, Jr. | 288.00 |
| Meals | 3,893.16 |
| Press Room | 37.64 |
| Table Decoration | 2.53 |

OKLAHOMA LIBRARIAN

46
Guest Ticket 4.00
Table Decoration 2.63
Doms 186.50
Program Set Up 77.80
Program Printing 98.50
Kaser 306.93
Mailing Labels 85.23
ALA Statement (700 copies) 33.00
Distinguished Service Award 21.75
Total Conference Expense 6,132.51
Treasurer’s Expense 100.00
Sequoyah Accounts:
  OEA Exhibit 25.00
  Bookmarks 69.00
  Film 24.70
  Bookmarks 58.50
  Bookmarks 69.00
  Newsletter 50.00
  Bookmarks 196.01
  Programs—OLA 47.38
  Plaque 35.79
  Flowers 27.04
  Hostess Ribbon 2.69
  Table Decoration 3.04
  Table Decoration 2.02
Total Sequoyah Expense 610.17

Oklahoma Librarian Expense:
  July issue 921.40
  Mailing Permit 15.00
  October issue 772.20
  Mailing 15.00
  Phone 6.46
  Phone 8.09
  Phone 4.01
  Postage 5.00
  Postage 6.00
  January issue 656.00
  Mailing 25.00
  Postage 11.07
  April issue 570.20
Total Oklahoma Librarian Expense 3,015.43

Stationary and Printing
  Membership Forms 154.30
  Subscription Notices 2.50
Total Stationary and Printing 156.80

Governor’s Mansion Expense
  Book 22.80
  Book 11.00
  Ribbon 9.07
Total Governor’s Mansion Expense 42.87

Presidents Newsletter Expense
  Printing 55.11
  Postage 42.00
  Printing 35.90
Total President’s Newsletter Expense 133.01

Equipment Expense:
  1 Adding Machine (less $25.00 trade in) 100.00
Activities Expense:
  LED Workshop 50.00
  LED Survey 20.29
  Intellectual Freedom Workshop 860.45
  Envelopes 13.80
  Students Right to Read 20.40
  Hororarium 75.00
  Hororarium 50.00
  Regist. & Program 26.75
  Xerox 2.50
  ACLU 97.50
  ALA 21.50
  Travel 112.00
  Library Trends 41.00
  OU Center 400.00
  Membership Committee 89.45
  Recruitment Committee 135.00
  Nominations Committee 92.00
  Trustee Workshops & Mailing 300.26
  Postage 14.65
  Envelopes 7.00
  Materials for Plks. 29.89
  Postage 8.52
  Travel & Speeches 205.70
  Trustee Letter 34.50
Total Activities 1,547.45
Travel:
  ALA President 200.30
  ALA Councilor 292.64
  ALA Mid-Winter 299.70
Total Travel Expense 792.64
Sequoyah Film 200.00

Memberships and Donations:
  ALA Chapter Membership 50.00
  ALA Washington Office 200.00
  Freedom to Read Foundation 25.00
Total Memberships and Donations 275.00

Miscellaneous Expense:
  Telephone and Telegram 37.38
  OCU Meeting Room 25.00
  Telephone 7.70
  Express Charges 2.23
  Telephone and Telegrams 51.99
  SWLA Newsletter Freight 6.31
  Phone Calls 7.70
  OLA Registration 3.00
  Postage 6.00
  Third Class Permit & Deposit 50.00
  Mail Deposit (SWLA Newsletter) 75.40
  Telephone 8.25
  Postage 18.00
  Rubber Stamp 2.20
  Service Charge on bad check .25
  Telegram Calls 17.01
  Postage—Pres. 5.00
  Postage—Pres. 10.00
Total Miscellaneous Expense 333.42
Total Expenses 13,468.84

Executive Board Minutes

Date: April 15, 1971
Time: 10:00 a.m.
Place: Executive Room — Lincoln Plaza Inn, Oklahoma City


Guests Present: Mary Lee DeVilbiss, Mary Beth Ozmun, Arthur McNally, Ralph Funk, Beth G. Heimann, Sue Akins, Robert Clark, Jr., Thomas Tyler, Lillian Jones, Josephine Howard, Duane
Meyers, Mary Hardin, and Allie Beth Martin. Meeting: The meeting was called to order by President, Thelma Jones. Minutes of the last meeting were approved as mailed.

The Oklahoma Association of School Librarians Report was given for Zella Arnett by Mary Beth Ozmun. In a recent meeting of the OASL, a vote of the membership asked for Division status recognition from OEA in large part to improve their financial status. To help school librarians achieve these goals the school librarians in turn asked the OLA Executive Board for a letter of backing championing OASL bid for Division status within OEA. Mary Beth Ozmun indicated that OASL was drawing up a constitution of its own, and that this action is permissible within our own OLA Constitution. Roscoe Rouse moved that the OLA Executive Board support OASL effort to gain division status in OEA. Frances Kennedy seconded. Motion carried.

The Confidentiality Statement as outlined by ALA was the next topic. Mary Lee Devilbiss, Chairman of the Intellectual Freedom Committee asked the Board to reconsider their February action when the OLA Executive Board did not accept the statement. Thelma Jones asked Rod Swartz to speak for the question. Rod received full agreement from all present in Item No. 1 of the Confidentiality Statement. He defended the second and third portion as "due process" and through contact with several outside professionals in the field of law and law enforcement received the statement. "These (part two and three) are exactly the steps we would follow." Roscoe Rouse spoke against two and three of the ALA statement. Rouse felt that the subpoena clause might act as a time deterrent in what could be a critical time factor. Also that the wording "resisting" connotes defenses of due process regardless of its legal justification. He cited several professionals also in the field of law and law enforcement who found fault with the second and third items. Dr. Rouse then presented an alternate statement.

Robert Clark, Jr. inquired if the alternate statement by Rouse was in agreement with the new Oklahoma Discovery Statement. Rod Swartz suggested that the purpose of the ALA statement was for unified statement and only acted as a guideline (which each library must make their own final decision).

Others present spoke of the original draft consultation being done at a federal level and including the IRS participation (among others). That one of the reasons was assistance to librarians to help them avoid the heat of momentary public sentiment, political embarrassment or personal sentiment.

Mr. Swartz then moved that the Executive Board reconsider and endorse the ALA Statement of Confidentiality and specified a roll call vote. Jessamy Long seconded. Frances Kennedy moved that the statement be amended to read that the OLA Board agrees in principle to the ALA Statement. Motion lost by want of a second. Those voting for the first motion were Rod Swartz, Pat Westmoreland, Jessamy Long, Mary Evelyn Potts, Thelma Jones, and John Hinkle. Those opposing were Roscoe Rouse, Dee Ann Ray, and Frances Kennedy. Rod Swartz moved that the statement be presented to the membership. Roscoe Rouse seconded. Motion carried unanimously. A request was made that the voting results be read.

Dee Ann Ray moved that the additional bills for the Sequoyah Committee for the 70-71 year and conference be allowed. Pat Westmoreland seconded. Motion carried.

The Treasurer's Report, given by Dee Ann Ray, was as follows: $1,709.06 in the Past Presidents' Fund, $23 in the Sequoyah Fund with convention bills still outstanding, $9.55 in the Governor's Mansion Fund following purchase of books, $9,325.05 in the general fund as of 11:45 a.m., April 15, 1971, and $5,125 in certified deposit.

Dee Ann Ray suggested a gift subscription of the OKLAHOMA LIBRARIAN to the ALA Washington office on a continuing basis. John Hinkle seconded. Motion carried.

Dr. Rouse advised the Executive Committee that the printed program would probably run higher than first expected. Those having knowledge of last year's prices stated this year's anticipated price was acceptable.

Members of 70-71 Handbook Committee volunteered for an additional year's dues.

The Chair thanked the Executive Board for the year's work and cooperation.

Chair declared the meeting adjourned.

John Hinkle, Secretary

FIRST GENERAL SESSION: Thursday, April 15, 1:30 p.m., Congress Room, 200 attending.

The 64th annual conference of the Oklahoma Library Association convened at 1:30 p.m. at the Lincoln Plaza Inn, Congress Room, with Thelma Jones presiding.

Reports were received from the following committees:

NOMINATIONS: Jane Northcutt reporting. The new officers for the fiscal year 1971-72 are: Dr. Roscoe Rouse, President; Dee Ann Ray, First Vice-President and President Elect; Carl
Reubin, Second Vice-President; Mary Beth Ozmun, Secretary; Leonard Eddy, Treasurer; Mary Evelyn Potts, SWLA Councillor.

MEMBERSHIP COMMITTEE: Heather McAlpine Lloyd reporting. Total membership 692 as of April 15th. Of this number 19 were institutional and 149 library trustee membership. This figure shows an increase of 96 members as of a comparable period during 1970.

INTELLECTUAL FREEDOM COMMITTEE: Mary Lee Devlibiss reporting. OLA has never had a policy statement on Intellectual Freedom. The Statement had been mailed well in advance of the conference. Mrs. Devlibiss moved that the policy statement be adopted. Mary Beth Ozmun seconded.

Dr. Rouse spoke against the motion saying that OLA already had the legal framework available in the Freedom to Read statement, etc. Mrs. Devlibiss replied that the funds were not a duplication but could be used in any of five areas outlined in the statement.

A question concerning a technicality on asking for both OLA and later for IF assistance. The reply stated that in either, OLA or ALA could participate. (See Policy Statement this issue.)

Harry Clark moved that a portion of the statement be altered. Page 1 A. PRINCIPLES... have access to library resources which serve their needs... could be subject to prejudiced interpretation. His statement read... "has unrestricted access to library information with the exception of circulation records or other information on borrowers or library staff." Beth Heimann seconded the amendment.

F. Hunter Miracle moved to amend Harry Clark's amendment to read... "unrestricted access to library resources." Rod Swartz seconded. The amendments were acceptable to the original presentations.

Dr. Rouse moved to exclude page 2 C. PROCEDURES... The Association shall establish... shall be administered by the Executive Board of the Association... and page 5 C. No. 5... "The Intellectual Freedom Fund may be utilized to assist in providing legal aid and/or living expenses to the extent and in a manner deemed necessary by the Executive Board." Mrs. Roy Craig seconded.

Discussion followed as to elimination of funding, workshop cost, and method of financial control. In a standing vote the motion for exclusion of portions of the Statement was defeated.

The original question as amended by Clark and Miracle was called and in a standing vote the "OLA Statement of Policy on Intellectual Freedom (February 19, 1971)" passed.

Continuing the Intellectual Freedom Committee's Report, Mary Lee Devlibiss moved that the Confidentiality Statement be approved. Seconded by Rod Swartz. The voting of the OLA Executive Board was read by request. Rod Swartz spoke for and Dr. Roscoe Rouse spoke against. (See minutes of the OLA Executive Board, April 15th.)

Dr. Rouse moved the following. "The Oklahoma Library Association recommends that the responsible administrators of each library in the state 1. Formally adopt a policy which specifically recognizes its circulation records identifying the names of library users with specific materials to be confidential in nature, and 2. Advise all librarians and library employees that such records shall not be made available to any individual, or agency of state, federal, or local government unless there is abundant evidence that a crime has been, or is about to be, committed which has involved the use of library materials. The head librarian or the chairman of the governing board of the library will consider the matter in each case and determine whether or not the information should be released. Dee Ann Ray seconded.

 Debate was limited to 15 minutes. Questions such as "How do you determine a crime is about to be committed?", "designed for librarians protection," "What constitutes abundant evidence?", "Moral responsibility of the librarian to their institution," "Trustee division members concerned about the aim and wording of the present confidentiality statement," were discussed. The amendment was defeated in a standing vote.

The previous question on Confidentiality (all three parts) was passed in a standing vote.

REPORT OF THE REGIONAL OFFICE HIEW OFFICE OF EDUCATION: Janice Kee reporting: See this issue.

OKLAHOMA STATUS REPORT: Esther Henke reported on Federal library legislation affecting Oklahoma school, public and academic libraries.

OLA-ALA CHAPTER RELATIONSHIP: The Director of that report, Grace T. Stevenson, called on Rod Swartz and Jack Lewis to assist. Mr. Swartz told of the project conception and of the basic question as to the value of library associations. Mr. Lewis explained the methods and results of the information gathered. See THE SOUTHWESTERN LIBRARY ASSOCIATION PROJECT REPORT; NATIONAL, REGIONAL, AND STATE. Mrs. Stevenson told of many similar associations examining their purpose. She cited two conclusions. (1) A lack of information
about the mechanics of the associations, and (2) inadequate communications between librarians and their associations. She complimented OLA "because of work accomplished."

The session was divided into buzz groups and each asked to list three priorities the association(s) needed to concentrate on. Comments following the buzz groups were noted by the incoming President.

SWLA REPORT: Mary Evelyn Potts reporting: Changes in the SWLA membership included individual membership no longer automatically included in becoming an OLA member, but is now collected as a separate item at the same time as joining OLA. Cost is $4. ($1 to stay with local association). Miss Potts so moved. Bill Lowery seconded. Motion carried.

Miss Potts also reported on a SWLA meeting in Fort Worth. State Library Associations in SWLA are requested to ratify the new individual membership dues, which become effective with the 1972 membership year. A member of OLA is no longer automatically a member of SWLA, and membership to SWLA shall be $4.00 per annum, to be collected by OLA at the time of paying dues to the same. ($1.00 retained by the local association for the work involved and $3.00 transmitted to SWLA.)

Miss Potts moved the adoption of the $4.00, as stated above. Bill Lowery seconded. Motion carried. Miss Potts reported also on the SWLA biennial conference in Fort Worth on November 5-7, 1970.

Chair adjourned.

SECOND GENERAL SESSION: April 15, 1971, 7:00 p.m., Congress Room, 120 attending.

Invocation was given by Leonard McMinn, Minister, Central Church of Christ, Moore.

Thelma Jones, president, introduced the guests of the head table. Grace Stevenson, ALA and SWLA Chapter Relations Project Director; Janice Kee, HEW; Ralph Funk, Oklahoma Department of Libraries; Roscoe Rouse, Vice President and President Elect; Mary Evelyn Potts, SWLA Representative; Valeria Turnell, Chairman of the Governor's Mansion Library Committee; and Mrs. David Hall, the State's First Lady.

Mrs. Turnell presented Mrs. Hall with a scroll honoring Governor and Mrs. Hall for their interest and commitment to libraries. Mrs. Hall thanked the Association and confided that she felt a kinship as she was once a college student library worker.

Thelma Jones introduced Dr. David Kaser, director of Libraries, Cornell University, Ithaca, New York, who spoke on "The Ptolemaic Theory of Librarianship."

Following the address the gathering was entertained by students from the Oklahoma City University Music Department.

The meeting adjourned.

THIRD GENERAL SESSION: Friday, April 16th, 12:30-3:00 p.m., Congress Room, 268 attending.

The meeting was called to order by President Thelma Jones. The invocation was given by Dr. C. Harold Ripper, academic vice president, Bethany Nazarene College. Head table guests were introduced by Mrs. Jones. Jessamy Long, Second Vice President; Dee Ann Ray, Treasurer; Hannah Atkins, State Representative; Rod Swartz, Past President; Mrs. Alfreda H. Hanna, Special Libraries; James Byrn, National Library Week Executive Chairman, and Mary Lee DeVibbs, Intellectual Freedom Committee.

Music was provided by Northwest Classen High School Cry-Slurs Girls Trio.

Thelma Jones introduced the speaker, Keith Doms, Director of the Philadelphia Free Library and President-Elect of the American Library Association who spoke on "The Priority Is You." (See this issue.)

The meeting adjourned for afternoon Division meetings.

FOURTH GENERAL SESSION: Friday, April 16th, House Room, 218 attending.

The meeting was called to order by President Thelma Jones. The invocation was given by Jack L. Fritz, Editor of "The Baptist Messenger." Head table guests were introduced Billie Day, Editor of the OKLAHOMA LIBRARIAN: Richard Rouse, President of the OSLA; Frances Kennedy, ALA council member; Allie Beth Martin, Chairman of the Awards Committee; Dr. Roscoe Rouse, Vice President-President Elect of OLA; Pat Westmoreland, Past Secretary OLA and Local Arrangements Chairman; and John Hinkle, Secretary OLA.

Music for the evening was provided by "The OK Four."

Thelma Jones thanked Pat Westmoreland and the Local Arrangements Committee.

Allie Beth Martin, Chairman of the Awards Committee, made the presentation of the Distinguished Service Award with the recipient being Esther Mae Henke, associate director, Library Services, Oklahoma Department of Libraries.

Dr. Rouse introduced the speaker, Mr. Will Rogers, Jr. Mr. Rogers shared his thoughts on Will Sr.

Meeting adjourned.

FIFTH GENERAL SESSION: Saturday, April
17, 1971, 10:30 a.m., House Room, an estimated 150 attending.

The meeting was called to order by President, Thelma Jones.

Preceding the Fifth General Session a panel, and membership program had been presented, The them ewas "OLA: Its Meaning to Members." Acting as Master of Ceremonies was Danny Williams of WKY-TV. Mr. Williams enticed comments and questions from the audience. Serving as panelists were Mrs. Mary Lee Devilliers, Editor, OKLAHOMA LIBRARIAN; Mr. Ralph Funk, Director, Oklahoma Department of Libraries; Mr. Rod Swartz, Chairman, Library Development Committee; and Dr. Roscoe Rouse, Vice President and President Elect.

BY-LAWS COMMITTEE: Reporting for Charles Ingram was Ralph Funk.

Proposed changes in the By-laws:

ARTICLE VI—COMMITTEES
Section 2. Standing Committees
Sequoyah Committee. This Committee shall be responsible for the administration of the Sequoyah Award and for the guidelines by which the winner is selected. The Sequoyah Award results from a reading program for Oklahoma school children which encourages reading and evaluation based on a list of material selected by the Committee.

Ralph Funk so moved. Seconded by John Hinkle. Motion carried.

ARTICLE VIII—AWARDS
Section 1, last sentence
From: The recipient of this award shall have effectively demonstrated for a period of ten years or more...
To: The recipient of this award shall have effectively demonstrated for a period of five years or more a valid, thorough, and imaginative concept of librarianship and library service in Oklahoma, having expressed that concept in actual practice.

Ralph Funk so moved. Seconded by Beth Heimann. Motion carried.

ARTICLE XI—PUBLICATIONS
Section 1, last sentence
From: Subscription price for non-members is $3.00 per year.
To: Subscription price for non-members is $5.00 per year.

Ralph Funk so moved. Seconded by Beth Heimann. Motion carried.

SEQUOYAH COMMITTEE: John Hinkle reporting.

Mr. Hinkle read a proposed alteration on the date of the Sequoyah dinner. He indicated a show of hands would be asked for at the Saturday dinner meeting to the participants present. The suggestion of a new April 1st voting date was questioned as being too rigid. John Hinkle moved for acceptance of the report. Dee Ann Ray seconded. Motion carried.

AUTOMATION STEERING COMMITTEE: Jack Lewis explained the pains of "house hunting" for an appropriate place within OLA utilizing skimpy returns on a questionnaire mail out. The committee recommended that ASC continue as a standing committee. Lewis moved for acceptance of the report. Jim Byrne seconded. Motion carried.

RESOLUTIONS: Beth Heimann acting for Jean Harrington read the following resolution. In recognition of services rendered to Oklahoma libraries, the Oklahoma Library Association expresses grateful acknowledgement:

1. To the Oklahoma Department of Libraries, the Board, the Director, and staff who have been extremely generous with their time and talents in working with the Oklahoma Library Association to further their common goals, and through the Dorothy Dale Fund for Continuing Education have made a significant contribution to the recent series of workshops which have broadened the horizons for the library profession in the State.

2. To S. Janice Kee, Regional Program Officer, U.S. Office of Education, who has given leadership and support for innovative and cooperative library programs on an interstate, interlibrary basis including the SLICE conference and who has been an energetic promoter for better libraries.

3. To Freda Gilliam who served as Circulation Manager for the Oklahoma Librarian for thirteen years and who performed the many duties and responsibilities of the office faithfully and with great efficiency.

4. To Billee Day who has served for the past two years as Editor of the Oklahoma Librarian with imagination and indomitable spirit.

5. To Pat Westmoreland and Duane H. Meyers for their hard work without which the last two annual conferences could not have operated smoothly.

6. To Thelma Jones and the other Executive Board members, and division chairmen for their leadership throughout the year.

In recognition of services rendered to the Oklahoma libraries, the Oklahoma Library Association expresses grateful acknowledgment to the honorable members of the United States House of Representatives including the Oklahoma delegation for increased funding of libraries and ask
that the Senators representing Oklahoma urge their colleagues to take similar action.

In recognition of services rendered to Oklaho-

ma libraries the Oklahoma Library Association expresses grateful acknowledgment to the person who has provided funds anonymously for the former scholarship program and the present Doro-
thea Dale Fund for Continuing Education.

Beth Heimann so moved. Dee Ann Ray sec-

onded. Motion carried.

NATIONAL LIBRARY WEEK: Executive Di-

rector, James H. Byrn, outlined the actions of

NLWC. Dr. Robert Kamm, President of Oklaho-

ma State University, had served as Chairman.

Activities include a statewide bookmark contest,

PR workshops, TV and radio spots, letters for

proclamations, distribution and instruction.

RECRUITMENT: Virginia Owens, Chairman,

spoke of the problems of (1) a marked decline in

the number of job opportunities and (2) the need

for quality young people to enter the field so
desperately in need of them. She also called at-
tention to the rise in use of libraries and the

decline in money for personnel and operation of

libraries having a proportionate relationship to

national economy. Therefore recruitment empha-
sis should be placed on (1) the most able

minds among student leadership, (2) honesty in

describing job opportunities, (3) enhancing the

image of the profession and possibly (4) job place-

ment and development of more positions. Certifi-
cation of librarians is a related concept. Virginia

Owens moved the report be accepted. Beth Hel-

mann seconded. Motion carried.

SITES COMMITTEE: Bill Lowry, chairman,

outlined the recurring problems. Consequently the

committee drew up a list of minimum require-
ments.

1. Exhibits—400-500 linear feet for up to fifty

8-10 ft. booths, each six feet deep, with aisle space.


3. Banquet Room—seating for 500 (should not

serve as auditorium also).

4. Meeting Rooms—Five rooms of which two

(2) should seat 50 each, two (2) seat 100 each

and one (1) seat 150 (could be auditorium).

5. Hotel and motel accommodations: 350-400

people.

6. Facilities for registration (in exhibit area),

press room, etc.

7. All the above facilities should be adjacent

to each other, that is within close walking dis-

cance.

Only two Oklahoma locations have these fa-

cilities. Oklahoma City and Tulsa. Therefore a

strong and unanimous recommendation of the

Sites Committee suggested that all future confer-

ences of OLA be held alternately between Okla-

homa City and Tulsa. Previous commitments

have already designated Stillwater as the 1972

conference. Bill Lowry moved that the report be

accepted. Jim Byrn seconded. Motion carried.

LIBRARY EDUCATION DIVISION: A resolu-
tion was read.

Resolved: That the Library Education Divi-

sion make its hopes known that the OLA and the

Oklahoma Association for Educational Media

and Technology hold their annual conferences next

year at the same time in the same city, and hope-
fully in the same complex in order that mem-

bers of both organizations may attend meetings of

both conferences, and that informal dialogue be-

tween people in both areas be expedited and so

that exhibits may include a wider array of print

material, non-print material and machines cur-

cently in use by these specialists.

The meeting was adjourned.

SEQUOYAH LUNCHEON: Saturday, April

17th, 12:30 p.m., Congress Room, 323 Luncheon

attendees plus an estimated 100 school children.

The meeting was called to order by incoming

President, Roscoe Rouse and the invocation was

given by Rev. Keith Wright, Minister of

Christian Education, Bethany Church of the Naz-

arene.

Dr. Rouse read the slate of new officers of the

Divisions. They are as follows.

Children and Young People's

Chairman—Avis Hemmer

Vice Chairman—Mary Kate Akkola

Secretary-Treasurer—Mrs. Louise Livingston

Colleges and Universities

Chairman—William A. Martin

Vice Chairman—Norman Spears

Secretary-Treasurer—Mrs. Lavern K. Jones

Library Education

Chairman—Francis Alsworth

Vice Chairman—Dr. Howard Clayton

Oklahoma Association of School Libraries

Chairman—Mrs. Barbara Spiesberbach

Vice Chairman—Mrs. Doris Lowery

Secretary—Mrs. Lillian Jones

Treasurer—Mrs. Anna Combs

Public Libraries

Chairman—Jim Wilkerson

Vice Chairman—Mrs. Pat Woodrum

Secretary-Treasurer—Mrs. Mary Sherman

Reference

Chairman—Mrs. Lucille Gibson

Vice Chairman—Mrs. Shirley Pelley

Secretary-Treasurer—Shirley Mangan

OKLAHOMA LIBRARIAN
Technical Services
Chairman—Ruth Peel
Vice Chairman—Ruth Herrington
Secretary-Treasurer—Clarice French

Trustee
Chairman—Mrs. Lois McMillan
Vice Chairman—Mrs. Joe Taylor
Secretary-Treasurer—Mrs. Richard Loy

Dr. Rouse then introduced the National Library Week Committee Chairman for Oklahoma. Dr. Robert Kamm, President, Oklahoma State University. Dr. Kamm in turn presented the three Bookmark winners with large paintings compliments of the Cowboy Hall of Fame and books for each. The recipients were Mark Perry, Putnam Heights Elementary, Oklahoma City; Neal Vassar, Perry Elementary, Perry, Oklahoma; and Karen Stephens, East Junior High School, Anadarko, Oklahoma.

John Hinkle, chairman of the Sequoyah Committee, read the following recommendation by that committee.

Whereas, the Sequoyah Children’s Book Award Committee wishes to improve the framework of activities, and

Whereas, the promotion of the Sequoyah reading program passes virtually unheralded in connection with the start of school, and

Whereas, the present calendar of events allows too short a period of reading time, and

Whereas, the Sequoyah Banquet up unto this date has always been held as the last feature of OLA Convention regardless of whether or not that date is convenient for the author, and

Whereas, the increasing complexity of OLA usually calls for double or triple duty by participating Sequoyah Children's Book Award Committee members; therefore

PROPOSED, That the Sequoyah Children's Book Award Banquet be held in the autumn with the initiating date being 1972; and further

PROPOSED, That the Banquet be basically a children's banquet with groups of children transported from outlying areas; and further

PROPOSED, That the reading time be extended until April 1st, with voting tabulations to be no later than April 15th.

And in addition, all other facts pertaining to the structure of the Sequoyah Children’s Book Award framework at this time remain constant.


Mr. Hinkle asked for a standing vote to indicate approval. Approved, one hundred; against, two; and several with no preference. The members of the committee were asked to stand and be recognized.

For the presentation of the Sequoyah Book Award Penny Addison and Steve Norton and their parents were introduced. Penny and Steve, representing the children of Oklahoma, presented Mrs. Beverly Cleary with the Sequoyah Award.

Mrs. Cleary gave an acceptance speech (see this issue). An autograph party was held following the luncheon. Following Mrs. Cleary’s speech Dr. Rouse, President, declared the conference closed.

Date: May 21, 1971
Time: 10:00 a.m.
Place: Conference Room, 5th floor, Oklahoma City University Library


Guests Present: Rod Swartz

Meeting: The meeting was called to order by Roscoe Rouse, OLA president. Minutes of the April 15, 1971, Executive Board Meeting were approved with the following correction: “relayed a request for” was substituted for “suggested” on page three, first paragraph.

Dee Ann Ray, immediate past treasurer, gave a detailed treasurer’s report. The balance in the treasury of $9,559.14 does not include the following: Certificate of Deposit $5,125.00; Library Development Fund $438.61; Past President’s Account $1,829.66; Governor’s Mansion Account $15.55 and Sequoyah Account $7.39. A vote of thanks from the OLA Executive Board was given to Dee Ann for the fine job she did as OLA Treasurer.

A letter of thanks was received from the OLA Washington Office for the gift subscription to the Oklahoma Librarian.

The OLA Executive Board received a ballot to elect four trustees to the Freedom to Read Foundation Board of Trustees.

Rod Swartz presented a proposal that the Past President’s Fund be used in the following manner: $1,500.00 placed on a one year time deposit and that an annual orientation program on goals, constitution and by-laws be held for the OLA Executive Board, division officers and committee chairmen. The new president would be in charge with the advice and counsel of the two immediate past presidents. Dee Ann Ray so moved. The motion was seconded by Thelma H. Jones, and discussion followed. The amount to spend on the orientation would be flexible, $150.00—$250.00, depending on the program. Roscoe Rouse ex-

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pressed his appreciation to the past presidents for their "gesture." The motion carried.

The OLA Executive Board has been contacted by Bill Henley, Sales Manager, Fairmont Mayo Hotel, Tulsa, in regard to the convention hotel for the 1973 OLA Conference. Rod Swartz will work on preliminary arrangements. The Mayo is near the Tulsa City-County Library and the Civic Center.

Dr. Leslie Fisher, State Superintendent of Public Instruction, stated at the Oklahoma Association of School Librarians' meeting during the OLA Conference that "... educational media programs, should not be interrelated with school librarians." This is in direct conflict with the ALA's Standards for school media programs and with the state's goals for a unified program. Dr. Frank Bertalan, Director, School of Library Science, University of Oklahoma, and Mr. Homer Shaw, Director, Library Resources Division, State Department of Public Instruction, plan to visit with Dr. Fisher concerning Oklahoma's goals in this area. John Hinkle moved to table any action by the OLA Executive Board in behalf of OASL. Carl Reubin seconded the motion and it carried. The Oklahoma Education Association did approve departmental status for OASL.

It has been suggested that the annual conference dates of OLA be scheduled at least two weeks from National Library Week as a conflict of energies exists. The OLA Conference in Stillwater is April 13-15, 1972. No action was taken.

Mrs. Harry McMillan, chairman, Trustee Division, is in the process of recruiting members. Cost of mailing is approximately $56; this amount was approved.

Approval was also given for a mailing to public librarians asking for their cooperation during May, National Radio Month. Cost is approximately $5.

During the 1971 OLA Conference, the following resolution was made by the Library Education Division and endorsed by the Oklahoma Association of School Librarians:

RESOLVED:

That the Library Education Division make known its hope that next year's OLA and the Oklahoma Association for Educational Communications and Technology will arrange their annual conventions at the same time, in the same city, and hopefully in the same complex, in order that members of both organizations may attend meetings of both conventions. Thus informal dialogue between people in these two areas may be expedited, and exhibits may include an even wider variety of print materials, nonprint materials, and machines in current use by both groups of specialists.

Thelma H. Jones moved that we inform the OAECT of the dates and places of our conferences and suggest that their meeting be held at a different time so members could attend functions of both organizations. Frances Kennedy seconded the motion; discussion followed; the motion carried.

The Special Library Association held a preconference, workshop that overlapped with the first general session of the 1971 OLA Conference. John Hinkle moved that it become an OLA policy that a division's program of work, suggested dates for special activities and budget be submitted to the Executive Board for approval before any action is taken. Referral will then be made to the Continuing Education Committee. Frances Kennedy seconded the motion. Discussion followed and the motion carried.

A letter was received from the Perry Public Library Board protesting the procedure of OLA in voting on the ALA Statement on Confidentiality of Library Records and the Intellectual Freedom Policy Statement on Thursday, April 15, 1971. The Executive Board felt that it was the responsibility of the librarian to keep the trustees informed. Some libraries pay the OLA membership dues for its trustees.

Committee appointments are now being made. Allie Beth Martin and William H. Lowry are both interested in the Continuing Education Committee being formed.

Jack Lewis is Chairman of the Oklahoma Committee on the ALA/SWLA Chapter Relations Project. Rod Swartz has been appointed as a member of the SLICE task force to encourage and implement the ALA/SWLA goals. Pierce Grove is Chairman of this committee.

Mary Lee De'Viibiss, editor, Oklahoma Librarian, would like to be placed on the mailing list to receive newsletters from various libraries. Library development will be emphasized in the fall issue. An index in the Oklahoma Librarian to the OLA Executive Board minutes would be helpful.

Dee Ann Ray moved that Leonard Eddy, Treasurer, be given authority to reinvest the Certificate of Deposit for another six months. Frances Kennedy seconded the motion and it carried. The OLA Account will be transferred to a bank convenient to the treasurer.

There being no further business, the meeting was adjourned by Dr. Rouse.

Respectfully submitted,

Mary Beth Ozmun,
Secretary

OKLAHOMA LIBRARIAN
Oklahoma Library Association

1971

Membership List

Abbett, Opal 1723 W. 41st, Tulsa, 74107  Tulsa City County
Abernathy, Carolyn Sue 3461 N.W. 18, O.C., 73107  Okla. County Lib.
Akers, Mrs. Christina Rt. 1, Ponca City, 74601  Northern Okla. Coll.
Akins, Ethel Sue 1331 E. 46th St., Tulsa, 74105  Univ. of Tulsa
Akkola, Mary Kate 409 G. Shoesock Dr., Norman, 73069  Pioneer Multi County
Alexander, Sheila 15 Village Green Dr. 251, Lawton, 73501  Lawton High School
Allen, Dorice 235 E. State, Enid, 73701  Emerson Jr. High School
Allison, Mrs. Joyce S. 310 S. 9, Clinton, 73601  Clinton Pub. Lib.
Alsworth, Frances 3505 Oakhurst Dr., Midwest City, 73110  Central State Univ.
Altrusa Club Mooreland, 73852
Alva Public Lib. 504-7th St., Alva, 73717
Amis, Naney Ruth 152 S. Melrose Dr., Stillwater 74074 OSU
Anadarko, P. Lib. 302 W. Okla., Anadarko, 73005
Andersen, Charlotte 400 Civic Center, Tulsa, 74103 Tulsa City County
Anderson, Mary Helen 620 SW 27th St., Oklahoma City
Anholt, Mrs. Ernest 430 S. 14th St., Muskogee, 74401 Eastern Okla. Dist. Lib.
Armold, Edna May 512 S. Williams, El Reno, 73036  El Reno Carnegie Lib.
Arnett, Zela 624 E. Noble, Guthrie, 73044  Library Co-Ordinator
Arrington, John L. 1500 N. Leahy, Pawhuska, 74066  Pawhuska Pub. Schools
Ashley, Yvonne R. 637 N. S. Att., Canton, PS, Canton, 73274  Canton Pub. Schools
Ashmore, Mrs. Pat 101 N. Second, McAlester 75401  McAlester Pub. Lib.
Atchison, Virginia 2426 W. Cherokee, Enid, 73701  Longfellow Jr. High
Audd, Mrs. Martha J. 315 N. Main, Tonkawa, 74653  Tonkawa City Lib.
Austin, Barbara Box 356, Wilburton, 74578  Choctaw Nation Multi-County
Avent, Gary B. Rt. 3, Box 256 BL, Edmond, 73034  Okla. Dept. of Lib.

Babeck, Lucy Ann 111 N. Macomb, El Reno, 73036  Retired
Bailey, Barbara 2935 NW 20, O.C., 73107  O.U.
Bailey, VaRue L. 1504 Ann Arbor Dr., Norman, 73069  Southwestern State College
Baker, Mrs. Norma C. Box 399, Purcell, 73090  Purcell Pub. Lib.
Ballard, Mrs. James Bankston, Al 2217 Meadowbrook Dr., Enid, 73701  Enid Publ Lib.
Barber, Alma 300 N. Walter, Poteau, 74953  Pansy Kidd Jr. High
Barksdale, John 601 N. Alabama, Okmulgee, 74447  Okmulgee Public Lib.
Barnes, Frances 1312 Washington, Chickasha, 73018  Okla. Coll. of Lib. Arts

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<tr>
<th>Name</th>
<th>Address</th>
<th>City, State</th>
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<tr>
<td>Barnes, Laura Mae</td>
<td>39 Saddlerock Rd., Sand Springs, 74063</td>
<td>Tulsa-City-County</td>
</tr>
<tr>
<td>Barnes, Mrs. Norma A.</td>
<td>P.O. Box 3701, Tulsa, 74152</td>
<td>Tulsa Publ Schools</td>
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<tr>
<td>Barnes, Shirley</td>
<td>3018 NW 41st Apt. 38, O.C., 73112</td>
<td>Capitol Hill High School</td>
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<tr>
<td>Barrett, Lenna</td>
<td>12 Payne, Pryor, 74361</td>
<td>Pryor H.S.</td>
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<tr>
<td>Barris, Mrs. Clara Lee</td>
<td>1220 Teresa, Sapulpa, 74066</td>
<td>Sapulpa Jr. H.S.</td>
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<tr>
<td>Bartlett, Emma Jeanne</td>
<td>2612 NW 52nd, O.C., 73111</td>
<td>Hoover Jr. High</td>
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<tr>
<td>Barton, W. E.</td>
<td>4729 Delcrest Dr., Del City, 73115</td>
<td>Crooked Oak School</td>
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<td>Beers, Fred</td>
<td>1107-9th, Perry, 73077</td>
<td>Perry Carnegie Lib.</td>
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<td>Belcher, Kathryn C.</td>
<td>5101 Hales Dr. No. 239, O.C., 73112</td>
<td>Okla. County Lib.</td>
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<td>Bell, Elsie</td>
<td>515 Chautauqua, Norman, 73069</td>
<td>Okla. County Lib.</td>
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<td>Bell, Sarah Jean</td>
<td>1112 Euclid, O.C., 73117</td>
<td>Rogers Middle School</td>
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<tr>
<td>Bennett, Mrs. Della</td>
<td>725 S. McFarland, Stillwater, 74074</td>
<td>Stillwater Pub.</td>
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<tr>
<td>Bennett, Mrs. Phyllis</td>
<td>5029 NW 61 Pl., O.C., 73122</td>
<td>Baptist Memorial Hospital</td>
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<td>Bergmark, Nancy</td>
<td>12 Bingham Pl., Norman, 73069</td>
<td>Del City Pub. Lib.</td>
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<td>Berry, Marie J.</td>
<td>3663 N. Everet Ave., O.C., 73111</td>
<td>Okla. Dept. of Lib.</td>
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<td>Bertalan, Frank J.</td>
<td>401 W. Brooks, Norman, 73069</td>
<td>OU School of Lib. Science</td>
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<td>Bickford, Margaret R.</td>
<td>123 W. Padon, Blackwell, 74331</td>
<td>Blackwell Pub.</td>
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<td>Bielstein, Mrs. Catherine</td>
<td>2816 NW 58th Pl., O.C., 73112</td>
<td>Central Jr. High</td>
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<tr>
<td>Bierman, Jo Ann</td>
<td>1824 Cameron Ave., Moore, 73069</td>
<td>Oklahoma County</td>
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<td>Bierman, Kenneth J.</td>
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David, Ruth ............................................. 1217 Camden Way, Norman, 73069
Davis, Ameta ........................................... 1109 Dell Dr., Clintondale, 73001
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Dukes, Agnes L ......................................... P.O. Box 252, Boley, 74429
Duncan, Dena Gaye .................................. 4519 N. Penn H20, O.C., 73112
Duncan, Noel .............................................. 3236 N.W. 68th, O.C., 73116
Durham, Mrs. Jean R ................................. 1802 3rd Ave., S.W., Ardmore, 73401
Dwyer, Mrs. Felicia .................................... 401 N. 2d St., McAlester, 74501
Eakin, Elizabeth Ann ............................... 2300 Riverside Dr., Tulsa, 74114
Eberhardt, Neysa ...................................... 224 N. West Apt. 217, Stillwater, 74074
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Ellis, Carol Greer ..................................... 311 Webster, No. 3, Norman, 73069
Embry, Jeanette ...................................... 216 N.W. 33rd St., O.C., 73118
Enfield, Mrs. Bennett .............................. 808 Allison Pl., El Reno, 73036
Erdberg, Ollie .......................................... 119 S. Severs, Okmulgee, 74447
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Gould, Anna Mae P.O. Box 158, Fairview, 73737 Fairview City Lib.
Gourley, James E. P.O. Box 25082, O.C., 73125 FAA
U.S. Grant H/S Lib. 5000 S. Penna., O.C., 73119
Gray, Patricia 701 W. Illinois, Enid, 73701 Enid High School
Gray, Mrs. Walter L. 817 NW 39th, O.C., 73118 Okla. County Lib.
Gray, Jr., Walter 817 NW 39th, O.C., 73118 Okla. County Lib.
Green, John L. East of City, Stillwater, 74074 Stillwater Pub.
Gregory, Martha Ann 1419 S. Zunis, Tulsa, 74104 Univ. of Tulsa
Griffiths, Meredith J. 651 S. Peoria, Apt. B, Tulsa, 74120 Tulsa City-County
Grisham, Madeline A. 1744 S.W. 18th, O.C., 73106 VA Hospital
Gunning, Mrs. I. C. Box 510, Wilburton, 74578 Choctaw Nation Multi-Co.

Hackett, Miss Helen 413 Bell, Lawton, 73501 Retired
Hackworth, Helen Sr. High School, Weatherford, 73096 Jr.-Sr.-HS (Weatherford)
 Haley, Mary Jane 5717 S. Rockford Ave., Tulsa, 74105 Tulsa City County
 Hall, Byron G. 1040 E. Aberdeen Dr., Muskogee, 74401 Muskogee H.S.
 Hall, M. Trautman 2239 N.W. 113th St., O.C., 73120 Okla. Dept. of Lib.
 Hall, Mrs. Sibyl Rt. 3, Stigler, 74462 Choctaw Nation Multi-Co.
 Hambleton, Lolita 4537 E. 26th St., Tulsa, 74112 Choctaw Nation Multi-Co.
 Hammond, Ruth E. 409 S. Hester St., Stillwater, 74074 Tulsa City County
 Hanno, Alfreda H. 5509 N.W. 31, Bethany, 73008 Bethany Nazarene
 Hannum, Mrs. Elsie P. 423 F. St., S.W., Ardmore, 73401 Ardmore Pub. Lib.
 Hansen, Mrs. Mary Jean 2315 N.W. 22nd, O.C., 73107 Tinker AFB Lib.
 Hardin, Mary U. 1707 Charles St., Norman, 73069 Okla. Dept. of Lib.
 Hardy, Willa Grace Box 551, Cushing, 74323 Cushing Pub. Lib.
 Harmon, Elva A. 1315 E. 26th Pl., Tulsa, 74114 Holland Hall School
 Harrad, Miss Carmi 1816 Gatewood, O.C., 73106 Okla. County Lib.
 Harrelson, Larry E. 305 S. Sherry Ave., Norman, 73069 OU
 Harrington, Miss Jean 120 W. Maine, Enid, 73701 Enid Pub. Lib.
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 Harris, Mr. Claude 501 S. 20th St., Muskogee 74401 Eastern Okla. Dist. Lib.
 Harris, Marion 315 E. Eureka, Weatherford, 73096 Southwestern State Coll.
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 Harrison, Mrs. Frances 1329 S. Reno, El Reno, 73036 El Reno High School
 Hartis, Mrs. Jean 9820 N.E. 47th, Spencer, 73074 Star-Spencer High School
 Hashagen, Marcia Elayne 1506 E. 54th St., Tulsa, 74106 Tulsa City County
 Haynes, Doris 6748 E. 26th Court St., Tulsa, 74129 Univ. of Tulsa
 Head, Helen Box 111, Shidler, 74562 Shidler H.S.
 Hedges, Mrs. Harold 827 Okla. Dr., Laverne, 73848 Laverne H.S.
 Heffmann, Beth 221 N.E. 61, O.C., 73105 Choctaw Nation Multi-Co.
 Helmer, Mrs. John D. 701 W. Caddo, Wilburton, 74578 Choctaw Nation Multi-Co.
 Hemmer, Avis E. 228 Bluebird, Midwest City, 73110 Choctaw Nation Multi-Co.
 Henry, Gene 2533 Clermont Pl., O.C., 73116 Choctaw Nation Multi-Co.
 Henderson, Margaret Ann Box 40, Stigler, 74462 Choctaw Nation Multi-Co.
 Henke, Esther Mae 4316 Woodland Dr., O.C., 73105 Choctaw Nation Multi-Co.
 Hensley, Linda 19608 E. 3rd, Tulsa, 74108 Cleveland Jr. High
 Herbert, Mrs. Addie H. 710 Fondulac, Muskogee, 74401 Muskogee Pub. Schools
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 Hilton, Betty June Rt. 1, Box 4, Marietta, 73448 Choctaw Nation Multi-Co.
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Hodges, T. Gene
Hoefling, Mrs. Martha
Hofer, Opal
Hoff, Christine E.
Hogan, Beverly A.
Hoike, Mrs. Roy T.
Hoke, Sheila Wilder
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Holmes, Jill Marian
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Hooker, Marjory P.
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Howard, Mrs. Josephine
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Huslig, Clarence F.
Hutchison, V. Vern
Hysak, Sister Mary

415 Macy, Norman, 73069
1834 S. 13th, McAlester, 74501
5924 S. New Haven, Tulsa, 74135
1715 S. 74th E. Ave., Tulsa, 74112
4164 E. 39th St., Tulsa, 74115
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5902 E. 30th, Tulsa, 74113
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120 W. Maine, Enid, 73701
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2216 University, Stillwater, 74074
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111 E. 14th, Pawhuska, 74066
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232 Russell, Blackwell, 74331
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3903 S. Hudson Ave., Tulsa, 74135

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1014 W. Grand, Ponca City, 74601

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Jain, Betty Jo
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Johnson, Mrs. Elsie
Johnson, Karen Ann
Johnson, Ruth
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Johnston, Mrs. Violet
Joiner, Alyce C.
Joiner, Fred C.
Jones, Laverne Koelsch
Jones, Lillian S.
Jones, Paul Mike
Jones, Thelma H.
Jones, Virgil L.
Jordon, Mrs. Ramon
Joseph, Cynthia Sue

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1626 Chautauqua, Norman, 73069
3408 N. Harvey Pkwy., O.C., 73118
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900 E. Brooks, Norman, 73069
2513 N.W. 14th, O.C., 73107
322 S. 5th, Frederick, 73542
4431 S.E. 29th, O.C., 73115
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2703 N.E. 18th St., O.C., 73111
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Selling, 73063
3920 Del Road, Del City, 73115

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Kennedy Jr. High
Ardmore Pub. Lib.
OU Med. Center
Selling Pub. Lib.
Moore Jr. High

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Kauzskay, Roberta B.  P.O. Box 665, Norman, 73069  Library Center
Keene, Jan  400 Civic Center, Tulsa, 74103  Tulsa City County
Kellogg, Jo Ann  Box 237, Hominy, 74035  Hominy Pub. Lib.
Kenan, Mrs. Dan C.  621 E. 15th, Okmulgee, 74447  Okmulgee Pub. Lib.
Kennedy, Frances  Gold Star Bldg., OCU, Okla. City 73105  Newkirk H.S.
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Keown, Elizabeth S.  536 S. Laboma, Norman, 73069  OU Med. Center Lib.
Kersey, Barbara J.  4338 N.W. 44th, O.C., 73112  Choctaw Nation Multi-Co.
Killian, Doris M.  2706 N. 22nd St., Lawton, 73501  Watonga City Schools
Kimler, Mrs. Luella S.  719 Church, Alva, 73717  Walters Pub. Schools
King, Sally R.  111 W. Okla St., Walters, 73572  Putnam City High School
Kirby, Janelle L.  2609 N.W. 63rd, O.C., 73116  OSU Tech.
Kirkbride, Rebecca  Lib., Ok. St., Tech., Okmulgee, 74447  Choctaw Nation Multi-Co.
Knox, Mrs. Eva  Rt. 5, Box 9, McAlester, 74501  Northern Okla. Coll.
Korn, Mrs. Margaret  207 N. Barnes, Tonkawa, 74653  Southeastern State Coll.
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Lagrange, Virginia Z.  1008 N.W. 33rd, O.C., 73118  Northern A&M College
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Lamar, Mrs. Grether H.  413 N. "D", Duncan, 73533  Ada Pub. Lib.
Lamprhan, Darlene  418 W. 4th St., Guymon, 73942  Woodward Jr. High School
Landrith, Dorothy  1007 E. 17th St., Ada, 74820  Tulsa City County
Larason, Margaret M.  Rt. 1, Fargow, 73840  Ardmore Pub. Lib., Ardmore, 74001
Lauderdale, Mrs. Jo Ann  Ardmore Pub. Lib., Ardmore, 74001  Regional Library Serv.
Laughlin, Mrs. William  1206 Cherry Laurel, Norman, 73069  El Reno Coll.
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Lawrence, Miss Emma L.  Box 4192, Okla. City 73109  Bartlesville Wesleyan Coll.
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Layden, Robert  241E, Choctaw, McAlester, 74501  Bartlesville Wesleyan Coll.
Leach, Mary Adah  Box 647, Holdenville, 74848  Bartlesville Wesleyan Coll.
Leckwitz, Robert J.  601 NW 9th St., O.C., 73102  Bartlesville Wesleyan Coll.
Lehr, Karen Ann  1018 N. Berry Rd., Norman, 73069  Bartlesville Wesleyan Coll.
Leonard, Mrs. Irene  1400 W. Elm, Apt. 5, El Reno, 73036  Bartlesville Wesleyan Coll.
Lewis, Caroline M.  Bartlesville Wesleyan, Bartlesville 74003  Bartlesville Wesleyan Coll.
Lewis, John D.  Rt. 4, Quail Ridge, Stillwater, 74074  Bartlesville Wesleyan Coll.
Lierser, Jr., Robert A.  266 E. 43d St. N., Tulsa, 74106  Bartlesville Wesleyan Coll.
Lilley, Mrs. N. C.  1812 N. Indiana, O.C., 73106  Bartlesville Wesleyan Coll.
Lindley, Mrs. Izetta W.  351 S.E. Edgewood Dr., Bartlesville, 74003  Bartlesville Wesleyan Coll.
Litt, Mrs. A. Beatulah  4616 N. Stanley, O.C., 73122  Bartlesville Wesleyan Coll.
Little, Paul  4616 N. Stanley, O.C., 73122  Bartlesville Wesleyan Coll.
Livingston, Louise  P.O. Box 328, Kingfisher, 73750  Bartlesville Wesleyan Coll.
Lloyd, Heather M.  Rt. 1, Stillwater, 74074  Bartlesville Wesleyan Coll.
Logsden, Guy  4645 S. Columbia, Tulsa, 74106  Bartlesville Wesleyan Coll.
Looney, Mary H.  605 McCadden Dr., Ponca City, 74601  Bartlesville Wesleyan Coll.
Love, Mrs. Martha Jane  916 Woodbine Way, Ardmore, 74001  Bartlesville Wesleyan Coll.
Lowe, Mrs. Norma  P.O. Box 268, Wellston, 74881  Bartlesville Wesleyan Coll.
Lowery, Doris C.  530 N. Seminole, Okmulgee, 74447  Bartlesville Wesleyan Coll.

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<p>| OU Student                | 2725 Dewey Apt. 3, Norman, 73069 | OU        |
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| USU Vet Med.             | Daily Ardmoreite, Ardmore, 73401   | Daily Ardmoreite, Ardmore |
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| Retired                   | 5291 N. Roff, O.C., 73112          | Retired               |
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| OU                       | 1006 Mockingbird Ln., Norman, 73069   | OU                    |
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| Southwestern State College| 504 S. 6th, Chickasha, 73018      | Southwestern State College |
| Southwestern State College| 416 N. Texas, Weatherford, 73096   | Southwestern State College |
| Southwestern State College| 1324 Washington, Weatherford, 73096 | Southwestern State College |
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| N 13 O.C.                | Rocky, 73661                       | N 13 O.C.            |
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| Southwestern State Coll. | 706 N. 5th St., Weatherford, 73096  | Southwestern State Coll. |
| Tinker AF Base Lib.      | 3316 Shadybrook Dr., Midwest City, 73110 | Tinker AF Base Lib. |</p>
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| Oates, Sue            | 418 Mimosa Dr., Norman         | 73009                 | Blanchard Pub. Schools   |
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<td>Rt. 2, Box 64, Woodward, 73301</td>
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<td>Woodrum, Pat</td>
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<td>Worley, Mrs. Mildred C.</td>
<td>Central Jr. H.S., Lawton, 73501</td>
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<td>Central Jr. High School</td>
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<td>Wright, Joan</td>
<td>Box 396, Velma, 73001</td>
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<td>Chickasaw Lib. System</td>
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<td>Wyatt, Mrs. Charles</td>
<td>Rt. 1, Tishomingo, 73460</td>
<td>Chickasaw</td>
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