CALENDAR OF EVENTS

FEBRUARY
15—OLA Exec. Bd., 10:00
15—Ballots Due Back to Exec. Secretary, Peggy Augustine
20—Legislative Day
21—Ballots Counted, 10:00, ODL

MARCH
4—Library Development Committee, 10:00, ODL
20-21—OLA Annual Conference, Tulsa

APRIL
8—Premier of Oklahoma Image Traveling Photographic Exhibit and Autographing Party with Gov. Nigh, State Capitol Rotunda, 7-10 p.m.
13-19—National Library Week
15—LDC, 10:00, ODL
15—ALA Legislative Day—Washington
18—OLA Exec. Bd., Norman, 10:00

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THE OKLAHOMA LIBRARIAN is the official bulletin of the Oklahoma Library Association. It is published four times yearly (quarterly). It is indexed in Library Literature. The inclusion of an article or advertisement does not constitute official endorsement by the Association. It is mailed to each member of the Association upon payment of his annual dues.


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Change of Address Notice

Name ________________________________

New Mailing Address _____________________________

New Telephone No. _____________________________

Mail to: Peggy Augustine, Executive Secretary
400 Civic Center, Tulsa, OK 74103
Phone: (918) 581-5233

Oklahoma Librarian, January, 1980, Vol. 30, No. 1
OKLAHOMA LIBRARY ASSOCIATION

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Polly Clarke

PRESIDENT'S MESSAGE

OLA committees have been working very hard this year and they will have much to report to us during the convention. The program committee has planned an exciting two days with some great speakers. The general sessions will include a report on the White House Conference that is very encouraging, and a report from the executive board ad hoc committee concerning recommendations for the eighties to make OLA a more effective organization. The ad hoc committee will be suggesting several major changes in structure and would like any ideas that you may have to make. Norman Nelson (OSU) is chairman of the ad hoc committee.

OLA Legislative day has been scheduled for February 20, 1980. This is a time to visit with your legislators and make your needs known. Libraries need the support of everyone in the state to receive the funding that is needed in the coming year. Please take the time to contact the decision makers. You will be receiving more information from the Library Development Committee.

The Membership Committee will be issuing a new form this year and would like to remind everyone to help recruit new members for the association. We would like to extend a special invitation to all employees, volunteers and friends of libraries to join the association. There is something for everyone in the publications and annual conventions.

When you attend the convention in March, plan to sign up to serve on committees in the next fiscal year. We need all of you to help make this an effective organization. We need your time and effort.

EDITORIAL

What is the Oklahoma Librarian and where is it going? The Librarian seems to have lost some of its coherence in recent years, not due to the actions or inactions of any individual or group, but because the goals and objectives of the publication have become obscure. Conflicting desires, ideas and interests have added to the confusion. Should the Librarian be a news agency or provide scholarly contributions to the field? Should it speak mostly to (and for) public librarians (since they are, the largest share of OLA membership) or serve the need of academic librarians pressured by publishing necessity? Obviously we are not at war here and the questions are not so clearly posed in reality. But looking in so many directions and seeing so much to do with so little volunteer time has contributed to the confusion. Since the OLA officers and other concerned members are currently discussing the future of the Oklahoma Librarian, I think this will be the best opportunity for this editor to express his ideas.

In the July 1978 issue, Dr. McClure (OU School of Library Science) published the results of a readership survey concerning the Librarian and made some recommendations for its future publication. The list of "feature preferences" turned up by the survey were perhaps most interesting. Only 2 of the top 10 preferences are currently regular items (some of the others have been done before but either not recently or not regularly). Accordingly, during the past year I have been thinking about what can be done to set this publication on a more unified course, one which will make it more useful and interesting for all librarians in Oklahoma. The following ideas (some of which have been inspired by Dr. McClure's suggestions) concern the content of the magazine more than its format: (1) publish a calendar of events on either the front or back cover or as a fold-out which can be taken out for convenience, (2) publish classified ads and job announcements as a regular feature, (3) include news and notes from Oklahoma libraries (new people, what noteworthy things are being done by individual libraries and roundtables, updates on committees, perhaps even serial want/duplicate lists, etc.), (4) publish profiles of
individual libraries and/or librarians as a regular column, (5) provide reviews of books recently published by Oklahoma presses and authors, (6) solicit and publish letters to the editor, and (7) publish a section of imaginary and/or real problems (reference, acquisitions, and cataloging) for practice and pleasure. Useful bibliographies and both pragmatic ("how-to") and issue-oriented articles should still be solicited. Some format changes can also be instituted (theme issues with several articles on the same subject, perhaps photographs on the cover, etc.).

Obviously not all of these ideas can be introduced immediately. Some will require careful planning. Others may be obstructed by economic problems. With your help, many of these ideas can become reality. Ultimately the success of the Oklahoma Librarian depends on its readers and contributors. I need YOUR help to produce regular features, news items, special columns, and other items of interest. Librarians in the State of Oklahoma deserve a high quality professional publication. With your help, we can build upon past successes to provide a dynamic, practical, and stimulating publication. Please send your news, comments, ideas, problems, opinions, and articles to: Andrew Peters, Editor, Oklahoma Librarian, 1126 Lois, Norman, Oklahoma 73071. See the instructions for contributors on the back cover for complete details.

—AP

Literary Notes

Judith Ann Walden

For all those who have experienced demand for the out-of-print novels by Oklahoma author Weldon Hill (William R. Scott), two enterprising Oklahomans have formed a publishing company for the sole purpose of reprinting his works. The first to be re-issued as a quality paperback is Rafe, first published in 1968 by McKay publishing Co. and as a reprint by Reader's Digest. Rafe is a very American novel about life in eastern Oklahoma farm country and an awkward twelve year old boy who can't do anything right. It is also the story of Pete Cornshucks, a Cherokee Indian who befriends those in need. For order information and plans for additional titles, contact the M & H Publishing Co., P.O. Box 1551, Norman, Okla. 73069.

OLA Awards

The OLA Awards Committee is now accepting nominations for Certificates of Appreciation, Citizens Award, and the Distinguished Service Award.

Nominations must be submitted by February 29, 1980 to be considered.

Nominations should be marked confidential to: D. Dean Doerr
Public Library Consultant
Oklahoma Department of Libraries
200 N.E. 18th
Oklahoma City, 73105
LIBRARIANS: The Vital Link
An OLA Conference Preview
Cathy Audley
Tulsa City-County Library

Exhibits, tours, professional enrichment, speakers, lunches, friends, programs, receptions, contemporaries, meetings, banquets, an auction . . .

Only the Oklahoma Library Association could roll them all into one and present them to you . . . at the 73rd Annual OLA Conference planned for Thursday and Friday, March 20 and 21, 1980.

Now is the time to mark your calendar and plan to attend Oklahoma's "conference of the year." Watch your mail for your personal invitation — a news tabloid with complete Conference information and registration form.

Tulsa's Sheraton Inn-Skyline East will once again welcome OLA Conference-goers with the same fine facilities and a brand new catering staff. Registration fees will be listed in your tabloid. But, remember, pre-registration is a bargain, so be sure to note the February deadline.

"Librarians: The Vital Link." That's the theme for this year's activities. And, yes, librarians are vital links — to the public, to legislators, to students and professionals, to other libraries, to the community, to staff, to publishers, and the list goes on.

Let's take a look at how we'll be exploring the librarian's role as "the vital link," and what to expect during your two-day stay in Tulsa.

Registration will be open between 8:30 a.m. and 6 p.m. Thursday. But, if you arrive early, you'll have time to register and browse through the exhibits before the First General Session opens at 10:30 a.m. OLA President Dr. Polly Clarke will preside over the one-hour business meeting during which the exhibitors will be introduced and OLA committee chairs will report.

The Friends of the Tulsa City-County Library invite everyone to take a break in the exhibit area anytime between 10:30 a.m. and 1 p.m. to share in the refreshments, meet the exhibitors, and generally get acquainted with the Conference.

In response to popular demand, OLA program planners have set aside Thursday noon for "lunch on your own." This is your opportunity to feast at your favorite restaurant or sample the fare at one of Tulsa's fine eating establishments.

"School Libraries on the Firing Line" kicks off the afternoon's events with a close look at the timely issue of censorship. Sponsored by the Intellectual Freedom Committee, the 1 p.m. program features Ms. Irene Turin, School Libraries Coordinator for the Island Trees School District, Levittown, New York, who will relate her experience with a recent court case involving the removal of books from libraries in her school district.

Dr. Zahea Nappa will also speak at 1 p.m. on the topic of "Human Relations." A popular veteran of ODL's "Most Important Employee Workshop," Dr. Nappa is a Consultant on Interpersonal Relationships. She will discuss both personal and public images, the art of listening, responding, and creative problem solving.

At 1:30 p.m., the Automation Roundtable and the Technical Services Division will co-host "The
State Plan for Networking," which includes a panel discussion led by Norman Nelson.

A public, school, academic, and special librarian will each present their concept of a professional librarian during the Junior Members Roundtable panel discussion scheduled for 2:30 p.m. Thursday. Entitled, "The Librarian as a Professional," the program is intended to identify the background and qualifications of a professional, and potential job opportunities.

Public Relations Specialist Mona Garvey is a display wizard. The author of Library Displays and Teaching Displays, Ms. Garvey will share her ideas on creating exciting, attractive, and eye-catching displays and bulletin boards during two OLA sessions. The first is on the program for 2:30 p.m. Thursday. It will be repeated on Friday at 10:30 a.m. Ms. Garvey will combine her talents and imagination with demonstrations of design techniques and a slide show for a most unforgettable presentation.

Free education for the adult community is a concept many librarians are involved with. At 2:30 p.m., representatives from the University for Man, Manhattan, Kansas, will present "Community Education: A Bridge of Learning" and discuss the role of libraries in the free university concept. "Grassroots Education," a 17-minute film will be featured.

The Printing Arts Roundtable and College and University Directors will both hold business meetings beginning at 3:30 p.m., while the Interlibrary Cooperation Committee presents Danuta Nitecki speaking on the "Illinois Library Network.

Organizational bingo provides the entertainment for guests attending the Orientation for New and Confused OLA Members hosted by the OLA Membership Committee and Junior Members Roundtable. The annual event is designed to involve new and old OLA members in finding out how the organization really works. Prizes will be awarded to bingo winners at the 4 p.m. session.

Each year the OLA exhibitors generously host a reception for all Conference participants. Everyone is invited to drop in between 5 and 7 p.m. Thursday.

The Second General Session and Banquet follows at 7 p.m. when ALA President-Elect Peggy Sullivan will address her Oklahoma constituents. The Assistant Commissioner for Extension Services for the Chicago Public Library, Ms. Sullivan will explore yet another linking role played by libraries during "Librarians: Links to the Pursuit of Happiness."

Ms. Sullivan is a 27-year member of ALA and has served on numerous committees and divisions. She is also the author of two children's books and many library publications.

What must be an OLA first gets underway at 9:15 p.m. Thursday. It's, of all things, an auction featuring "The Missing Links." And, what do you think will be auctioned off? Well, we'll just tempt you for now — one black nightie from Frederick's of Hollywood, a bottle of cider, some rare books on Oklahoma history, and a handmade quilt. This may be worth staying up for!

Friday begins bright and early with an 8 a.m. breakfast program: "The Links to Washington: A Report on the 1979 White House Conference" sponsored by the Library Development Committee. Oklahoma delegates to the White House Conference on Libraries and Information Services will present a synopsis of WHCLIS activities and resulting resolutions, and discuss the Conference's effect on the future of America's libraries.

The exhibits will be open for browsing and learning all day Friday (from 8 a.m. to 4 p.m.), and Friday is also a special day for the Trustees Division and members of Friends of Libraries in Oklahoma (FOLIO).

Friends and Trustees will join forces for a full-day program that begins at 8 a.m. and continues through 5:30 p.m. Topics to be covered during the day include "Getting the Library's Message to the Public"; "Action and Interaction"; "Legal Responsibilities of Trustees"; "Public Library Finance," and "Library/Community Communications."

At 9:30 a.m., the Reference and Public Library Divisions will each hold a business meeting, and the Right to Read Committee will present a "Preview of the Literacy Awareness Workshop," and show the film, "What If You Couldn't Read."

Tour buses will leave the Sheraton at 9:45 a.m. for destinations including the Oral Roberts University library, the University of Tulsa libraries, the Public Service Company library, and the Central and North Regional libraries of the Tulsa City-County Library System. Sponsored by the Reference and Public Library Divisions, the tours will cost $5 for the day and will be reserved only. Check your Conference tabloid for further details.

Dr. Kay Vandergrift, Associate Professor of Library Service at Columbia University School of Library Science, will discuss the role of, and education necessary for, school library-media specialists during a session sponsored by the Library Education Division and the Oklahoma Association of School Library/Media Specialists at 10 a.m. Friday. Dr. Vandergrift has been a classroom teacher, a principal, and a director of a school media center.

"Managerial Effectiveness: Closing the Link" is the title of Dr. Raymond Lutz' presentation also scheduled for 10 a.m. Executive Dean of Graduate Studies at the University of Texas, Dal-
las, Lutz has been invited to OLA by the College and University Division to preview the 1980s for academic librarians, and discuss what challenges are in store for academic librarians and how to plan for them.

The Sequoyah Advisory Council will hold a business meeting at 11 a.m. Friday, just prior to the noon Sequoyah Luncheon and Autographing Party. The 1980 Children’s Book Award-Winning author will be invited to speak at this annual event.

Both the College and University Division and the Trustees and Friends also plan Friday luncheons.

“The Dynamics of Time Control” leads off Friday afternoon’s activities with State Representative and Management Consultant David Craighead of Midwest City speaking at 1 p.m.

The Junior Members Roundtable follows with a business meeting at 2 p.m.

“Catahan and Ariel and Beasts of Mine” is the title Elaine Konigsburg has chosen for her talk at the Children and Young People’s Division program scheduled for 3 p.m. It will be followed by an autographing party.

Mrs. Konigsburg is a children’s book author and winner of both the Newbery and William Allen White Awards for her work, “From the Crazy Mixed Up Files of Mrs. Basil E. Frankweiler.” She is a favorite speaker for many professional groups across the country, including SWLA and ALA.

Mrs. Konigsburg will also wind up the 1980 OLA Conference with a presentation entitled “Going Home” during the Fourth General Session and Banquet at 7 p.m. Friday.

But, before going home don’t skip over the Third General Session programmed for 3:15 p.m.; the “Project Worth” rally from 4:30 to 5:30 p.m., the President’s Reception, to which the entire OLA membership is invited, from 6 to 7 p.m.

The kick-off event for Oklahoma’s new library image-building campaign, the “Project Worth” rally is something no Oklahoma librarian will want to miss. Not only will you have a great time and be introduced to the campaign’s promotional materials, but you’ll leave enthused, rejuvenated, and ready to spread the spirit of Oklahoma’s libraries throughout the State.

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From Oklahoma Image

Robert L. Clark, Jr., director of the Oklahoma Department of Libraries, announced November 15, 1979 that Dr. Anne Hodges Morgan of Norman will serve as director of the Oklahoma Image statewide humanities project during the final year of the project.

Dr. Morgan, author and historian, directed the planning period and wrote the grant which resulted in an award of $400,000 to be used to develop materials on Oklahoma’s diverse ethnic heritage. The grant is the largest ever given to a public library system by the National Endowment for the Humanities.

During the first year of the project, Oklahoma Image’s major undertaking was to produce a series of booklets on ethnic groups prominent in settling the state. Entitled Newcomers to a New Land, the booklets were written for the general reader. Each volume contains photographs, suggested readings, maps, dates of ethnic festivals and other similar information. The University of Oklahoma Press is published the series, which will be available for purchase early in 1980.

In addition to the booklets, Oklahoma Image has prepared a large photographic exhibit of more than 500 historic pictures depicting life in early Oklahoma. The exhibit will premier at the Oklahoma State Capitol in March and then begin a statewide tour of public libraries.

Oklahoma Image has also produced a radio series of 26 five-minute ethnic vignettes which is currently being aired over 32 radio stations throughout the state. Cassette versions of these programs may be obtained through the local public library.

During the coming year, Oklahoma Image will work with public libraries throughout the state to plan and develop programs to help acquaint the public with Oklahoma’s diverse multi-cultural heritage. Mrs. Aarone Corwin, Midwest City, will assist Dr. Morgan as the project’s Program Consultant. Mrs. Corwin, former school librarian, is president-elect of the Oklahoma Library Association.

“T read looking forward to the next year of intensive programming activity in libraries throughout the state as Oklahoma Image materials become available for public use,” Morgan said. “Oklahoma history is usually told in the stereotypes of cowboys and Indians, cattle barons and oil millionaires, but relatively little is known about the impact of European immigrants, Blacks and Mexicans in the state. During the next year, with our radio series, traveling photo exhibit, the ethnic booklet series we are publishing and public programs in the libraries, we hope to enrich and broaden every Oklahoman’s understanding and appreciation of his fascinating cultural heritage.”
The Proposed Oklahoma Library Network

Norman Nelson
Chairperson, Network Advisory Council
and Oklahoma State University Library

The Network Advisory Council, composed of representatives from all types and sizes of libraries in Oklahoma, with the assistance of special task forces, is developing a plan to enhance resources and services available to libraries individually and statewide. Several avenues are actively being pursued to help ensure broad-based input to the complex developmental process.

Background

In the spring of 1977, the Oklahoma Department of Libraries formed the Network Advisory Council. One of the primary charges to the new group was to recommend a plan for a "statewide multi-type interlibrary network endorsed by the library and trustee organizations, the Oklahoma Department of Libraries, the Board of Regents for Higher Education, and the Oklahoma Department of Education." The next year this charge was reinforced by A Needs Assessment Study of Oklahoma Libraries conducted by the Battelle Institute of Columbus, Ohio. The report noted that "the single most important goal for the NAC is to develop a plan for an Oklahoma Library Network that will provide efficient and effective resource sharing among all types and sizes of Libraries in Oklahoma." Further support for the development of a statewide library network was reflected in the following resolution of the Oklahoma Governor's Conference on Libraries and Information Services held in the Spring of 1978: "Resolved, that the Oklahoma Department of Libraries initiate leadership in establishing a state-wide plan which will facilitate cooperative planning and implementation of local and area library services."

Nature and Scope of NAC Activity

It was apparent to the original membership that the success of the Network Advisory Council would depend upon the degree to which it sought to represent in a balanced manner the views and interests of all types of libraries in Oklahoma. Accordingly, the membership of the Council was established at fifteen persons, and an effort has been made consistently to secure representation from libraries of all types and sizes throughout Oklahoma. About half of the membership is replaced annually on a rotating basis. Late in the spring of this year, the Council made an important decision regarding the way in which the plan for an Oklahoma Library Network would be developed. The decision was made to appoint a series of task forces to analyze different components of a possible statewide plan and to develop recommendations for presentation to the Council. In order to ensure broad input to the process an effort is made to identify and invite well qualified and knowledgeable non-Council members from throughout the state to serve on each task force. In general it is expected that the members of each task force will familiarize themselves initially with those parts of Battelle's Final Report and with the Oklahoma Long-Range Program for Library Development (1979-1984) which are germane to their deliberations. Each task force is asked to analyze and to evaluate the recommendations contained in these documents as objectively as possible. It is also understood, however, that the task forces are not restricted to consideration of these two documents; each group is expected to expand its deliberations to any additional sources that might be helpful, including plans developed by other states, the professional literature, among other possible avenues.

At this writing, the Council has received formal reports from the task forces on Goals and Objectives, Resource Libraries, and Document Delivery. A report from the Multi-Type Libraries Task Force is nearing completion and is scheduled for presentation in December.

The Goals and Objectives Task Force, chaired by Lee Brawner, has recommended that bibliographic and collection access be improved by the continued development of online union catalogs of library holdings and by increasing the overall availability of materials through cooperative resource development. In the fall of 1977, the Council recommended that LSCA funding be used to begin the creation of a union catalog of monographs by retrospective input to OCLC of the holdings of the Tulsa City-County Library System, the Metropolitan Library System, and the Oklahoma Department of Libraries. Funding for the project was approved, and the process of inputting the data is now completed. Another area addressed by the task force is support services statewide. In this regard, it is recommended that publicly funded reference centers be identified and developed within regions of the state to provide reference services and staff expertise beyond the scope of the local library. It has also been recommended that the most cost-effective methods of delivering borrowed...
materials be identified and implemented, if they are not now in use, that the promotion of multitype library cooperation be encouraged to provide access by the local user to all types of library materials and services, and that a means be implemented by which all residents of Oklahoma may access the library network, with special attention to those areas where service is not now available. Other general areas considered by the task force are improved access to regional and national networks, the development of continuing education programs to improve the use of services available through the Oklahoma Library Network, and the identification of a mechanism for evaluating the success of the network as well as for affecting changes deemed desirable by the participants.

Chaired by Jan Keene, the task force on Document Delivery determined that mail delivery is still the fastest and most cost-effective means of transporting material between libraries. While the Resource Libraries Task Force, chaired by Jim Healey, has made a preliminary report, it is giving further consideration to the definition of a "resource library" and the possibilities of identifying regional resource centers for various parts of the state. How to determine which libraries should be designated as regional resource centers and what their operational relationship would be to other libraries within their area, and with one another, is also requiring additional consideration. A final report is expected from this task force in March.

While the work of all of the task forces plays a central role in NAC's developmental process for a statewide library network, the two task forces whose work and recommendations will be the most critical to the success of the proposed plan will probably be those of Governance and Funding. These task forces are now in the process of being appointed. Additional task forces to be appointed in the near future will be concerned with the evaluation of the OCLC/OTIS Interlibrary Loan Protocol which was implemented during the past summer, a continuing education program to publicize network services available, how to extend the benefits of library service to persons now without such service, and the specific benefits libraries would like to receive from an Oklahoma Library Network and what services they would be willing to make available (and under what circumstances). It is the current plan to have all of the remaining task forces present their reports to the Council sometime during the spring of 1980. After all of the reports have been received, a special task force will be appointed to begin the process of weaving the essence of all of the reports into a single, coherent document which will be the proposed network plan for the state.

Broad-Based Input Sought

Grassroots input on a statewide basis is an integral part of the developmental process. It has already been indicated that an effort has been
made from the beginning to ensure diverse input through the membership on the Council itself as well as by means of appointment of non-Council members to the various task forces.

Two additional steps are planned to help assure broad-based input. The first will take place at the upcoming annual conference of the Oklahoma Library Association in late March. At that time, the Automation Roundtable and the Technical Services Division will co-sponsor an open forum for discussion of the proposed library network. Subsequent to the conference program, and incorporating as appropriate input received, a special task force will begin to work on a preliminary draft of a comprehensive plan for an Oklahoma Library Network. Once the preliminary draft has been completed (probably by early fall of 1980), the present plan is for the Network Advisory Council to sponsor open meetings in different parts of the state at which the proposed plan, including the suggested timetable for its implementation, may be discussed in detail, questions and concerns raised, and in general input welcomed from any and all librarians and other interested persons. Based upon the input received during the series of open meetings held throughout the state, a final comprehensive report will be prepared. It seems likely that the final report will include a recommendation for implementation and funding of the proposed plan in stages.

The Formula for Success

As the work of the Network Advisory Council proceeds, it has become increasingly clear to many that the success of the undertaking will depend very directly on the willingness and the capacity of librarians who represent different points of view as well as varying interests, needs, and concerns to work together for their own welfare and for the improvement of library resources and services statewide. It is suggested that the degree of success which the proposed plan will experience may be determined by the degree to which the following five factors are achieved: (1) Input from the broadest possible spectrum in interested parties; (2) Participation on a voluntary basis rather than mandated; (3) Benefits of participation must clearly outweigh possible disadvantages; (4) Diverse sources of funding must be found over and above regular operating funds for all resources and/or services which are directly related to the network, and allocated on a basis which is generally perceived to be fair and equitable; and (5) the establishment of a special system of governance which will ensure balanced representation for all participating libraries.

The program which is planned at the annual conference and the series of open meetings tentatively scheduled for next fall will be publicized widely in advance. The potential benefits for all types of libraries in Oklahoma from the work of the Council are considerable and warrant the best efforts of all of us. It is hoped that making possible the involvement of all interested persons at some point in the developmental process will assure a plan that is fair and thorough in its consideration of the needs, concerns, and the roles of each library.

News and Notes

To: Interested or Concerned Persons

During the next two or three months I intend to give a certain amount of time to planning for the year upcoming (1980-81) when I will be President of AASL. I would like your help as I go through this process.

Specifically, if you have some ideas about what you feel are priorities for AASL, or some concerns about things you feel AASL should be doing; let me hear from you.

I am, of course, concerned about increasing membership; our relationships with the other divisions of ALA (particularly ALSC and YASD); our relationships to other professional associations; services to membership; publications; and funding outside (government and foundation) funding to support research and evaluation efforts.

But I know that you, as an active member of AASL, have some ideas about these matters; as well as others I may not have thought of. Here's your chance to let me know. I appreciate your help.

Reply to: D. Philip Baker, 195 Hillandale Ave., Stamford, Conn. 06902

The Council of the American Library Association elected the OSU Librarian, Dr. Roscoe Rouse, to the four member Committee on Committees at the annual conference in June. The responsibilities of the Committee include the naming of individuals to the eleven committees of Council and nominating candidates for election to the Executive Board and to the Budget and Planning Assembly. Last year Dr. Rouse was an elected member of the Assembly. He is currently serving a four year term as a member of the ALA Council.

The Committee on Committees held a meeting in New York on October 19.
Brigham Young University’s Third Annual Family History and Genealogical Research Seminar will offer a special 15 hour class for librarians and archivists, August 4-8, 1980, at Provo, Utah. After completing the course participants should be able to provide genealogists with improved reference service, including effective reference interviews, use of genealogical reference tools, how to do genealogical research, locating and obtaining materials, and collection development.

The instructor, J. Carlyle Parker, is Head of Public Services and Assistant Library Director at California State College, Stanislaus. He also founded and is the Volunteer Librarian of the Modesto California Branch Genealogical Library of the Church of Jesus Christ of Latter-day Saints. Mr. Parker is an instructor and lecturer on genealogical and historical research; editor for the Gale Genealogy and Local History Series; and author of genealogical articles, bibliographies, indexes, and union catalogs.

Registration is $35 non-credit or $50 for 1 hour of credit. Dormitory room or motor hotel accommodations are available within walking distance of classes. Write Family History and Genealogical Research Seminar, Conferences, and Workshops, 242 HRCB, Brigham Young University, Provo, Utah 84602, (801) 378-1211, ext. 4903 or 3556 for additional information.

Participants may also attend another class from a selection of courses in British, United States, Germanic, Slavic, Scandinavian, American Indian, Jewish, or Black genealogical research for the same non-credit fee or $90 for 2 hours of credit. Black genealogical research will be taught by one of the nation’s foremost authorities on the subject, James Walker of the National Archives in Washington, D.C.

**SRRT OUTREACH CITATIONS**

The Social Responsibilities Roundtable of the Oklahoma Library Association is once again making plans to present its annual Citation of Merit to the most outstanding outreach program of an Oklahoma library. The intent of SRRT is to encourage development of innovative outreach programs of all types. Both the modest project with a tight budget and the more elaborate, well-funded project can be effective in reaching out to serve a target group within the community.

Projects submitting applications will be evaluated by a six-member judging committee to be appointed by the OLA/SRRT Chairperson according to the procedures adopted on October 10, 1975. Judges will include one representative each: an unaffiliated library, a library system, a school library, an academic library, a library school student, and the Chairperson of SRRT.

The criteria to be considered are as follows:

1. The program must strive to extend library service to individuals who have heretofore been poorly served.
2. It must have been initiated or carried out during the previous Calendar Year.
3. It can be either a single event or an ongoing project.

The deadline for submitting entries is February 8, 1980. Regulations and entry forms for the SRRT’s outreach service citation contest will soon be mailed to all libraries. For additional entry forms contact: Verlean Delaney, Library Service (142D) VA Medical Center, 921 NE 13th Street, Oklahoma City, Ok. 73104.

**CLR-NLM Offer Management Internships to Health Sciences Librarians — 1980-81**

The Council on Library Resources, Inc. (CLR) and the National Library of Medicine (NLM) will offer a third year of internships in health sciences library management.

The purpose of the program is to provide a distinctive training opportunity to enable midcareer librarians to extend their experience and hone their expertise in health sciences library management. As potential future medical library leaders, each intern will work closely with the director and senior administrative staff of a major academic health sciences library. Previous host institutions have included the universities of Cincinnati, Minnesota, North Carolina, SUNY/Buffalo, Washington, and The Houston Academy of Medicine-Texas Medical Center Library.

The internship lasts a full year, with about ten months spent at the host institution, two weeks at NLM, and a month’s vacation.

The three grants to be awarded for 1980-81 will include a maximum for each intern of $25,000 for salary and benefits, in addition to money for travel, moving expenses and other program-related activities.

Applicants must be librarians who are U.S. citizens, noncitizen residents, or foreign nationals with permanent resident status in the U.S., and who have a minimum of five years professional library experience at the commencement of the program. In choosing the interns, the selection committee will consider personal references and a statement of goals and concerns prepared by the candidate, as well as a demonstrated interest in library management through education, experience and training. Finalists will
be brought to Washington, D.C. for personal interviews.

Completed applications must be postmarked no later than March 15, 1980. The names of successful candidates will be announced by May, 1980. Application instructions may be obtained by sending a self-addressed No. 10 envelope or mailing label to:

Health Sciences Library Management Intern Program
Council on Library Resources, Inc.
One Dupont Circle, Suite 620
Washington, DC 20036

The Council on Library Resources is a private operation foundation. Through directly administered programs as well as grants to and contracts with other organizations, it attempts to assist in finding solutions for the problems facing libraries, particularly those of academic and research libraries. CLR was established in 1956 by the Ford Foundation and continues to receive support from it as well as other foundations.

The Health Sciences Library Management Intern Program is administered by CLR under contract with the National Library of Medicine.

PUZZLERS

Exercises for fun and practice.

While working on some "practice" reference questions at Central State University recently, I noticed I had the same obsessed feeling crossword puzzles bring to me. Speculating further that other librarians might have similar feelings, I decided to put some questions and problems in this issue. The cataloging questions were submitted by Fritz Buckallwe. Reference questions were dredged up by Carol Barry. What answers I have and answers that are sent to me will be published in the next issue. Some of these are actual problems. Please send your answers, problems, or comments (pro or con) on this column to: Andrew Peters, Editor, Oklahoma Librarian, 1126 Lois, Norman, Oklahoma 73071.

Reference

1. Name the Lt. Governors of Oklahoma who voted to break a tie?
2. Where/When did the belief originate that if you save a life, you are thereafter responsible for it?

Cataloging

1. Should a recording of President Nixon's television address announcing his resignation be classified under J 83 or E 861 in L.C. Classification? Should the heading be United States President, 1969-1974 (Nixon) or Richard Milhous, 1913-?
2. The town library has just received a grant for a new building from the will of an eccentric billionaire, providing his extensive collection of realia be added to the library's holdings and given Dewey numbers just as the other materials in the library. Try to build Dewey numbers for:
   - A chain of pop-tabs from beverage cans.
   - A tiger suit worn by the mascot of the University of Missouri Football Team.
   - A pistol originally owned by Cole Younger.
   - Samples of barbed wire collected from pioneer ranches in Greer County, Oklahoma.
   - A stuffed moose head.
3. Does a book published in Seville, Spain need an indication of country in the imprint?
4. The new map cataloger found that her predecessor had left her a pile of gift maps from a private collection. Her instructions were to classify the maps by area in the Library of Congress "G" schedule for maps. Some of the maps were hand-drawn maps of the local areas she was unfamiliar with, and which had no indications of latitude and longitude. She could not determine the areas the maps represented and concluded that she could not classify them using the "G" schedule. Can you help her out?
From the symposium honoring the 50th Anniversary of the University of Oklahoma School of Library Science, September 8, 1979

The Future of Librarianship

Irma Tomberlin, David Ross Boyd, Professor of Library Science.

Sui Lee, Director of the OU Libraries with Betty Jain, Librarian at the Moore Public Library and Helen Cole, State Representative from Moore.

Guy Logsdon, recipient of the Citation for Outstanding Service to Librarianship with Pat Woodrum, Director of the Tulsa City/County Library System, panelist for the Symposium, 50th Anniversary Comm. member and Donald Sager, commissioner of the Chicago Public Library and Symposium Speaker.

Dr. James Healey, Director of the OU School of Library Science talking with Virginia Young, recipient of the Citation for Outstanding Service to Librarianship, and Mrs. Evelyn Healey.
Helen Snoke immediately after receiving her Citation for Outstanding Service to Librarianship with Dr. William Banowsky, Pres. of the Univ. of Oklahoma.

David Burr, OU Vice President for University Relations with Mary Sherman, Chairperson of the 50th Anniversary Celebration and her husband, Don Sherman.

Joseph Howard giving his acceptance speech for his Citation for Outstanding Service to Librarianship.
State Representative Cieta Deatherage visiting with Dr. and Mrs. William Banowsky, in the background Dr. J. R. Morris, OU Provost.

Patte Wallace, Reference Librarian at the Norman Public Library speaking with Dr. Tom Galvin, President of the American Library Association and speaker for the banquet with Lee Graham, Oklahoma City Public Schools.

Jack Patten, member of the Board of Regents for Higher Education with Bob Clark, Director of ODL, and Panelist for the Symposium and Mrs. J. R. Morris.
The Future of Education for Librarianship
The Next Fifty Years

Thomas J. Galvin
President, American Library Association

It is a very great personal pleasure for me to join in this celebration of fifty years of distinguished service to the state of Oklahoma, to the Southwest, and to the nation by the University of Oklahoma's School of Library Science. First, as President of the American Library Association, I've come here to convey to the faculty, the students and the alumni of the School warm congratulations and best wishes on this very important golden anniversary of the library school from the 35,000 members of the world's oldest and largest professional association in librarianship. Second, as dean of a counterpart school, serving another state and another region of the nation, I want to extend to the University of Oklahoma Library School the good wishes of the students, faculty and alumni of the School of Library and Information Science at the University of Pittsburgh, where we recently celebrated a 75th anniversary. From that perspective of seniority, I think I can say with confidence that the first fifty years are probably the hardest and the longest.

But I'm here, as well, in still a third capacity, and that is the one that is most important. Dr. Healey and I are not only both transplanted Bostonians, as well as library school classmates, but we've been friends for more years than either of us would probably be willing to admit — in fact, we've been friends for just about as long as either of us has been in the library profession. And nothing could give me more pleasure than to be here to share in this important anniversary with my good friend (we are both at the point in life where we hesitate to refer to anybody as an "old" friend) — with my good friend of long standing, Jim Healey.

I'm also very happy to be back in Oklahoma again. I had the great pleasure of attending the Oklahoma Library Association Conference in Stillwater two years ago, where I learned that the much-touted Southern hospitality can't hold a candle to Southwestern hospitality. It's very nice indeed to be back among all of my Oklahoma friends.

Having been here two years ago, however, does present me with something of a dilemma in terms of my speaking assignment tonight. In keeping with the theme of this symposium, where the speakers today have been looking at the future of librarianship, I thought I should maintain thematic consistency and focus my remarks this evening on the future of library education. Having suggested that topic, however, I then remembered that I'd spoken about the same subject — library education — two years ago at Stillwater.

Now, this is my dilemma. If the content of my talk tonight is entirely different from what I said two years ago, I'm likely to come across as an inconsistent, superficial and shallow thinker on the subject. On the other hand, if by chance I should repeat any of the points I made in my talk in Stillwater, those of you who heard me there or read the summary afterwards will likely leave here tonight shaking your heads sadly and saying, "Poor old Galvin has obviously had it — he hasn't had a new idea about library education in years!"

What I hope to do this evening is to offer you some of the old wine in a new bottle — to look toward the future and to try to identify what I think is likely to be some of the key concerns for library education. Incidentally, I should tell you that my predecessor as dean at Pittsburgh, Dean Emeritus Harold Lancour, had a theory about how library school deans ought to look. He said, if you want to be credible as a dean, you ought to have three physical characteristics. First, you ought to be a little thick around the middle, because they convey an impression of substance and solidity. Second, you ought to be a little grey at the temples, because that suggests maturity and wisdom. And third, you should have a slight case of hemorrhoids, because that gives your face a consistent expression of mild concern. Now, you may have noticed that I match Dean Lancour's description almost exactly. I should, however, tell you that there is a less painful way to acquire the expression of mild concern. That is to be born, as I was, nearsighted. Because when you're born nearsighted, you squat a lot, and the result is that when you reach age forty, you usually develop a permanent crease down the middle of your forehead.

Now, the point of that story is to warn you that whenever somebody is speaking or writing about the future, it's a very good idea to find out whether he or she is nearsighted. As a futurist, I confess to you at the outset that I am very nearsighted. Consequently, the sub-title of my talk tonight, "The Next Fifty Years," is probably the classic example of a "man's reach exceeding his grasp." To look ahead even five years in these times is risky, and fifty years is a virtual impossibility. In fact, there is no more sobering or humbling experience known to professional man
or woman than to be forced to re-read, for example, the confident predictions you wrote ten years ago, in 1969, about what the library world would be like in 1979; most of which turned out of course to have been dead wrong.

And that, incidentally, is a persistent problem for teachers at all levels — especially for the teacher in a professional school. As the eminent futurist Alvin Toffler points out in Future Shock, much of education is based on the dubious and highly unlikely assumption that the world of the future will be essentially similar to the world of the present. Even worse, for those of us who teach in professional schools and who do not recognize the need to continually update our image of the current reality of professional practice, what we believe to be present reality may, in fact, be a description of the library of the past!

This problem is, I think, especially acute for schools of librarianism, because we are almost totally dependent on the approval of the community of practice for our survival. We have to produce new graduates who are trained in the skills that are considered by library employers to be immediately important. In this sense, library education tends to be forced into a reactive, rather than a proactive, posture: to follow, rather than to lead practice. Moreover, libraries, rather than library schools, have for the most part become the important centers for applied research and development in our field in recent years. As the pace of change in the character of practice quickens, there is more and more danger of the schools and their faculties falling further and further behind.

"...curricula will need to center more on the principles of information transfer..."

I believe that we are going to have to alter the present relationships between education and practice in some rather fundamental ways over the next fifty years in order to deal with this problem. First, I think educators must simply insist that because librarianism is a profession, its content cannot be mastered completely in any program of study of finite length. By definition, a professional spends his or her lifetime learning to practice his or her profession, and even at the point of retirement, has not learned it completely. This means that practitioners must assume more responsibility for the continuing education of new graduates; that employers cannot expect the library school to produce "the complete librarian." Second, I believe that we are going to have to give a higher priority to finding effective ways to reduce the current gap between the classroom and the library work environment, and to end the mutual isolation of educators from practitioners, and of practitioners from educators.

One strategy for addressing this problem is to make more extensive use of libraries as training sites for library school students through internships, practicums and field work. The practical problem in implementing this strategy is that a high quality practicum experience is very costly both for the school and for the host library. A second approach, and one that I think is both desirable and feasible, is to make greater use of adjunct and clinical faculty who hold joint appointments in the library school and in a library. There are a number of other approaches to making certain that the library school does not become isolated from the community of practice. How it is done is, I think, much less important than recognizing that it needs to be done, and that educators and practitioners collectively assume the responsibility for making certain that it is done.

In addition to strengthening its linkages with the community of practicing librarians, I believe that the library school must also recognize and respond to the growth of the newer information professions. I'm certain that most of you have seen some of the rather substantial evidence that has been compiled to support the view that the United States and the other developed countries, such as Japan and Western Europe are in the process of becoming what the sociologist Daniel Bell calls "post-industrial societies." Post-industrial societies center not on manufacturing industries but on knowledge and information industries. Already more than half of America's gross national product is derived from information-related activities. At the University of Pittsburgh, we are currently engaged in a national study of the new information professions, supported by the National Science Foundation. It is already apparent, although only the initial phase of this study has been completed, that the information professions are one of the most rapidly growing career fields, where the demand for trained people is far in excess of the available supply.

Schools of librarianism do have the potential to broaden the scope of the education that they offer and to play a major role in the preparation of professionals to staff information organizations other than libraries. Librarianism has accumulated a very substantial body of knowledge and experience in the organization and dissemination of information. The business of libraries, their raison d'etre is, in fact, information transfer. The experience of library school graduates who have successfully applied their skills and knowledge to alternate information-related careers makes it clear that library science has a great deal to offer to the broader field of information.
I believe that schools of librarianship should expand their focus to prepare students for careers in a wider range of information-related organizations and agencies. To accomplish this, library educators will need to inform themselves about the character and staffing needs of other kinds of information-related working environments. Library school curricula will need to center more on the principles of information transfer, and less on the characteristics of the library as the specific setting in which information transfer occurs.

The benefits of this kind of expansion of the basic mission of library schools seem to me potentially both tangible and substantial. First, it would provide library school graduates with much more flexibility in career development. I consider that an especially important objective in light of the fact that a high proportion of library school graduates have limited geographic mobility. Second, it would link library schools to a rapidly growing job market, thus making it possible for the schools to expand enrollments, with corresponding growth in faculty and other resources. Such growth would be highly desirable in my view, because many (perhaps a majority) of the existing schools currently are too small to support a core faculty of adequate size to prepare students for even the full range of specializations found in the library field today.

The kind of broadly-focused professional curriculum that would need to be developed to equip students with a set of competencies that would be applicable across a wide band of the information spectrum would center more on principle and theory, and less on skills and techniques. The great virtue of such a shift in emphasis would be a kind of professional education that is less subject to obsolescence as a consequence of technological change, as well as one that prepares graduates to respond more readily to the kind of fundamental change in the character of practice itself that frequently accompanies the introduction of a new technology. Moreover, graduates of a program oriented toward the broader range of the information professions would be far better prepared to help to bridge the alarming and growing gap that currently isolates librarianship from the larger information and communications communities.

It seems clear that the greatest challenge to librarianship, and consequently to library education both currently and in the years ahead, is to come to terms with the new information technology. The technological revolution in computers and telecommunications over the last twenty years has brought about a basic change in the character of library operations. And that technological revolution is, in all likelihood, only in its earliest stages. The 1980's and 1990's will inevitably see a major acceleration in the pace of technological development and in the availability, at modest cost, of the products of that development that will make today's electronic hardware seem as primitive as the flintlock rifle.

The impact of technological change on library practice poses, and will continue to pose, a series of major challenges to library education. Even though the costs of both hardware and software are decreasing and will continue to do so, to tool up for instruction in computerized processes constitutes a major capital investment for library schools and their parent institutions in hardware and laboratory space. In my own school, we have invested over $500,000 in computer hardware alone over the last five years entirely for instructional and research purposes. Communications costs are also substantial, and unless there is a major change in federal telecommunications policy in favor of non-profit educational institutions, they are likely to remain so. In a time of fiscal strain in American higher education, and a time of stable or declining library school enrollments, it is not clear that universities can or will be prepared to adapt to the increased funding requirements that accompany the shift to a kind of professional education that is both labor-intensive and capital intensive.

The acquisition of the appropriate instructional technology by the library school itself is, of course, a relatively simple problem by comparison with the complex problem of preparing a generation of librarians equipped to manage the new information technology in operational library settings. Probably the most tormenting decision or set of decisions that the library manager must face today is the question of when to convert to an automated system, and which technology to select. It is the classic example of what the industrial engineer Kenneth Schnelle terms a "complex problem." He writes:

Characteristically, in a complex problem, the problem itself is not clearly defined; the crucial fixed and variable elements may not be identified; and even where they are identified, they frequently will be either unmeasured or measured in ordinal terms only. Finally, even where elements are both identified and cardinaly measured, the relationships among them may be obscure.

The complex problem, by definition then, is the problem which is not precisely stated. The problem elements are either poorly measured or even completely unmeasured and the relationships between or among variables are unknown or exceedingly tentative.

Typically, the complex problem involves an almost infinite number of facts. Most of them are unknown. Those which have been identified are seldom quantified. . . . The relationships between or among variables are usually matters of wild conjecture rather than
certain knowledge. (Kenneth E. Schnelle, 
Case Analysis and Business Problem Sol-

Add to Schnelle's definition the fact that the
costs of conversion to many machine-based sys-
tems are so high as to make correcting a bad
decision unaffordable. You have then, I think, a
singularly apt description of the dilemma of the
librarian in deciding when and in what manner to
shift from a traditional to an on-line catalog, or in
choosing among the available automated circu-
lation systems, or in deciding whether to aban-
don OCLC in favor of BALLOTS/RILIN. The chal-
lenge to library education is to prepare today's
librarians to address and resolve the analogs of
these questions that are twenty or thirty years in
the future. We cannot possibly teach our stu-
dents the answers to such questions when we
have no way of knowing even what the questions
are likely to be. The best we can do as educators
is to develop our students' confidence in their
own ability to make these kinds of technical deci-
sions, and to develop their understanding of the
fundamental principles of library service to the
point where their confidence in their own
decision-making abilities is not misplaced. I be-
lieve that library schools are equal to that chal-
lenge.

I have left the most challenging aspect of the
future mission of library schools to the last. And
that is to educate the next generation of li-
brarians — the generation who will determine
whether the social role of libraries and library
service will expand or diminish in the 21st cen-
tury. Will libraries upgrade and expand their ser-
vice to meet the needs of an information-based
society effectively? Or, will the library as we
know it today be replaced in the year 2,000 by
alternative high-technology mechanisms for in-
formation storage and delivery? The answer to
that question will be determined by those who

graduate from our library schools over the next
twenty years.

I consider that an awesome responsibility for
library educators. While I am convinced that li-
brarians must be firmly grounded in information
technology, I am equally convinced that the most
critical professional issues of the next decades
will require knowledge and skills far beyond
those of a race of mere technocrats. The crucial
question with respect to information technology
is not, what does the machine make it possible to
do? The crucial question is, what is it desirable
to do for people?

The information age is already upon us, and
with it a host of complex questions of public pol-
cy of major importance. As Russell W. Peterson,
Director of the Congressional Office of Technol-
ogy Assessment, recently wrote in the American
Scientist:

As science and technology advance and as
we unravel more of nature's secrets, we hear
the question: Can science solve our major
problems? The experience of recent decades
suggests that too much has often been ex-
pected of our scientific and technological
know-how. Consider these recent expecta-
tions: antibiotics would wipe out disease; the
atom would provide a boundless source of
energy; the green revolution would conquer
world hunger. Failure of technology to meet
our expectations is, in part, a reflection of the
simple truth that each new advance serves
not only to meet old needs, but also to create
new needs almost simultaneously. . . . The
most significant thing we have learned may
be that technological solutions are unlikely to
be permanent or complete solutions. . . . We
must understand society in all its complexity
so that we may understand not only technology's
impact on it, but also society's
(continued on page 25)

The Future of School Libraries and Librarianship

Helen Lloyd Snoke

Futuring has become quite a common prac-
tice since Alvin Toffler admonished us in Future
Shock to "shift our time bias forward" if we
would avoid the illnesses that constant change
can bring. In preparation for this symposium I
have sought out studies and predictive state-
ments of school library media futures and,
somewhat randomly, sampled forecasts of a
more general nature. But I have also looked
backward briefly to reflect on where school li-
brarianship stood fifty years ago in an effort to
find strands of continuity as well as to examine
the magnitude of change between then and now.

Edward G. Holley has reminded us in the
June, 1979 American Libraries that "perennial"
issues such as federal aid, intellectual freedom,
cooperation, and the identity of the librarian have
often been discussed during the past decade
with a lack of knowledge or concern for the his-
torical context. The concept of school libraries
on a time and service continuum is another valid
reason for the backward look. Bernice Wiese
once commented that school libraries of several
vintages — from the book collection with a cus-
todial librarian, to library services provided "on
demand", to books and a few other materials

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and services in support of the curriculum, to a multi-media library center well-staffed to function as integral part of the total educational program — could all be found in American schools of the late 1950’s. In spite of the expectation of more rapid change in the next half century school libraries will undoubtedly vary in their assimilation of the latest model. Good and less desirable features of several past vintages are likely always to be in current practice.

In this paper I shall consider briefly past experience and future directions, as reported in the literature. Then, with more concern for process than content, I shall discuss making our futures. Finally, I plan to present a distilled essence of school librarianship for the future.

From Where Have We Come?

My trip backward took me to the School Library Yearbooks published by the American Library Association beginning in 1927. That year, the report of school libraries in Oklahoma noted that Tulsa High School had three full-time librarians and that there were one hundred twenty-seven high school libraries in the state with collections ranging from 900 to 10,000 volumes. The 1929 yearbook reported that all new high school and junior high school buildings in the state had library facilities and that quarters for a library school had been provided in the first unit of the “new magnificent library building now in progress for the Oklahoma University.” Not so bad for fifty years ago, is it?

In 1930, the American Library Association published a textbook by Lucile Fargo, The Library in the School. This book was revised and reprinted to guide new school librarians for more than twenty years. In the first edition Fargo presented a picture of an active library program with a collection of books supplemented by visual aids and a professional who was both teacher and librarian. Fargo began with a discussion of educational goals and trends and affirmed that the school library program must be consistent with the purpose and curriculum of the school. Procedures described were somewhat different from today’s recommended practices, but basic principles espoused have changed very little.

Nourished by professional associations at state and national levels, by national standards published in 1945, and by state and local school leaders in some but not all communities, school libraries continued to develop although at a slow pace. They continued the so-called sixties and helped from the federal government through the National Defense For Education Act and the Elementary and Secondary Education Act. Along with legislation which earmarked funds for materials, equipment and professional education, media in many different formats appeared and were purchased by schools throughout the country. Use of the newer instructional media along with books and other printed resources was fostered by expanding technological capability, greater concern for extending and equalizing educational opportunity and curricular emphasis on the needs of the individual. At the same time, a supervisory structure was emerging to provide school library leadership at both state and local levels. National standards published in 1960 and 1969 recommended that libraries become multi-media resource centers while industry and foundations provided impetus for developing exemplary programs. For school libraries, the 1960’s were heady, growth years.

The present decade has offered more variety in the developmental pattern. Some school districts have continued to expand and improve school library media programs, but for many districts throughout the nation diminishing federal funds have been accompanied by a cut back in local support as citizens, struggling against mounting tax burdens, voted down school levies. Unfortunately, school library media personnel and materials have often been among early cuts in a school district’s budget.

In spite of this seeming reversal of fortunes, school libraries can cite achievements during the 1970’s which have importance for the future as well as the present. The School Library Manpower Project administered by the American Association of School Librarians developed comprehensive job definitions for the several levels in differentiated staffing, a pattern relatively new to school libraries. This was a prelude to the development and testing of six experimental programs for educating school library media specialists.

“People would more often be ‘users’ than ‘consumers’ in such a world.”

Recognition that school libraries could not survive “for the general good” has led to more concern for evaluation as a part of planning and to better reporting to school administrators and the public on program goals, objectives and achievements. Nineteen seventy-five standards became guidelines for planning library media programs to fit the needs of the individual school and that school’s students and teachers.

Cooperation, on the other hand, has moved from informal and individual school/public library activities to concern for networking and beginning participation in library networks across the country. The recent publication prepared for the National Commission on Libraries and Information Science by the Task Force on the Role of the School Library Media Program in the National
Program outlines a full partnership role for school libraries in state, regional, and national networks.13 Such a role remains to be realized in the future.

New legislation which mandates the education of all handicapped persons from ages three to twenty-one in the least restrictive environment14 is an event of the present which has vast implications for school library media programs of the future. It has the potential of providing more opportunity for library media program development than anything since the advent of Title II of ESEA.15

Where Are We Going?

With networking and mainstreaming to bridge the gap between present and future, I should like to look briefly at some predictions for the school library media program ten, twenty-five, or fifty years hence.

Two research projects using the Delphi technique of projecting the future have focused on the school library media center. The Delphi methodology, named for the ancient Greek oracle, uses a group of persons with expertise in some aspect of the field of study and asks them to project trends for the future by responding to several questionnaires which are interspersed with controlled feedback. Both areas of consensus and of minority opinion appear and are reported.

Margaret Ann Jetter studied "The Roles of the School Library Media Specialist in the Future" using the Delphi technique with leaders representing four groups: 1) library media services, 2) library media education, 3) curriculum and instruction, and 4) educational research. There was general agreement as to the relative importance of the fifty-eight projected role statements. Those rated highest were, in order of greatest importance:

24. Become knowledgeable about the implications of media for learning, both in school and out, and use this knowledge with teachers to develop and revise curriculum.
18. Accommodate individual learning styles and abilities by providing an appropriate number and variety of instructional and informational resources.
23. Become knowledgeable about the total context of instruction — theories, methods, and applications — so that media support can be properly integrated.
26. Help teachers develop flexibility in teaching styles by providing alternatives (options) in resources and by helping them to select appropriate alternatives for specific purposes.
46. Identify and acquire instructional resources in all formats which are appropriate to implement the teaching/learning goals of the school.

47. Be alert to new instructional resources, new ways of using resources for instruction, and new sources for obtaining media and media services.
52. Project role of facilitator and helper, rather than of custodian and gate-keeper.

Jetter concluded that the school library media specialist of the future will function as an instructional development specialist.16

A second modified Delphi study was conducted by Mary Kingsbury as to "The Future of School Library Media Centers." Kingsbury surveyed school library media practitioners, leaders, and educators to determine trends expected and innovations preferred during the last quarter of the twentieth century. Trends ranked highest were:

1) School library media facilities will be planned in consultation with media specialists.
2) School librarians will be trained as both media specialists and curriculum consultants prepared to work with teachers in instructional planning and design.
3) Increased cooperation between school and public libraries.
4) Greater emphasis on materials and equipment designed for individualized learning.
5) Greater cooperation between schools in a system, i.e., union catalogs, interlibrary loans, staff exchange, traveling storytellers, graphic artists.
6) Networking between school media centers and other library systems (academic, public, special, district, state, and regional).

Trends ranked highest were also expected to occur sooner within the twenty-five year span. The obsolescence of school facilities in their present form and the dispersement of instruction throughout the community was considered to be a possible trend near the turn of the century. Innovations preferred were:

1) Use of multi-media in all library education courses for teachers and library media specialists.
2) To insure more human relations with patrons, recruitment of personnel with the qualities needed to be communicators rather than merely locators and keepers of information.
3) Development of standards and tools to make a valid evaluation of school library media services, resources, and staff and their effect on students and faculty.
4) School media centers directed by professionally qualified (master's degree) library media specialists and not by personnel who meet minimum state requirements.
5) School libraries designed with more private areas, student carrels, projection rooms, audio-tutorial areas, hardware built into the walls.17
At an institute on "Futurism and School Media Development" held at Western Michigan University in the summer of 1974, Donald P. Ely gave a keynote lecture which included a list of trends in education he expected in the future:

1) Increasing access to educational opportunity as massive improvements in programs for the culturally deprived are instituted.

2) Greater diversity of post-secondary education including opportunities for individualized learning of new skills outside the formal classroom.

3) Emergence of educational coalitions between schools and other community resources: among schools in a region to develop consortia and regional service centers.

4) Greater participation in planning and operating educational programs to include parents and learners along with educators.

5) Greater openness to changes and experimentation, greater willingness to employ technology as it becomes more integral to the process of teaching and learning.

Ely, defining a "proactive participant as one who would help to make the future happen," urged the state school library media leaders who attended the institute to plan for the future of instructional technology by determining the ideal and then working to bridge the gap between that and present reality. This is a process not unlike one I shall recommend.

At the same institute John C. Belland called futurism "the new wave of utopianism." The proactive futurist seeks to create preferred futures "acting very strongly in the direction of those things that he thinks are important and good." Belland offered his long-range forecast for school media programs:

1) Total Elimination of Clerical Librarianship through the use of mini-computers ("They will be cost-effective because to buy the computer and all the software will cost less than the salary for one clerk for a year, and the computer will certainly function much longer than that.

2) Development of Sophisticated Information Transmission through the use of high powered satellites and low powered ground stations (eventually pocket-sized and allowing the possibility of communication with anyone on the earth.)

3) Micro-Unit Synthesizing through which computers will match stored micro modules of information with learner characteristics sensed from his or her interactions with the machine. This would extend the concept of programmed instruction "to the infinite."

4) Direct Electrochemical Communication into the Brain. "It is highly likely that within the present generation, mankind will know how to communicate directly in or out of the brain without the filtering of the sensory organs." The resulting loss of the privacy of one's thoughts is, according to Belland, "perhaps the most difficult issue educators will face, or any human being will face, in the next twenty-five to thirty-five years."

Martha Boaz has used the Delphi method to study libraries and library education. She concluded that most of the library educators, including library school deans, who were her respondents "believe that technology will be one of the strongest factors in the future of the library/information science profession... Ten of the items in the final group of twenty, fell within some area of technology."

One item rated "highly desirable" by most but "probable" by only half of the respondents has special interest to school library media specialists. "Education is less concerned with development of specific work skills which may become obsolete and more concerned with learning how to acquire and organize knowledge which enables people to learn, unlearn and re-learn." If we believe in being proactive futurists, we might well try to bring about this desirable trend.

"... they will become more involved with classification schemes emphasizing curriculum content, learner characteristics, and teaching styles..."

The 22nd Allerton Park Institute held in 1976 dealt with library futures. The report of the conference, Changing Times: Changing Libraries, included forecasts on the uses of interactive electronic media, particularly the video disc, mini-computer, and micro-computer. The latter is already finding its way into elementary and middle school library media centers in some cities, not to mention its use in high schools and colleges.

Reporting on "Project: Knowledge 2000", a conference organized by the National Science Foundation, R. Lynn Carroll noted that considerable discussion centered on intuitive knowledge, its importance and how it could be enhanced.

Harold G. Shane reflected on "Education in America: The Next Twenty-Five Years." He projected the future as a "post extravagant society" in which conservation and recycling would be a way of life. People would more often be "users" than "consumers" in such a world. He foresaw a "regulated freedom" for citizens instead of unlimited opportunity for choice.
Part of Shane's scenario was based on projections of greatly increasing population, a prospect that is currently being re-evaluated. In fact, a report this summer from Princeton University's Office of Population predicted that by 2030 our death rate in American may exceed our birth rate. With our aging population a ratio of three workers supporting each retiree may be reality in 2030. (By contrast, today's ratio is 6 to 1 and in 1940 it was 9 to 1.) As means to offset such a picture, financial inducements for child bearing, increased immigration from the third world countries and coalitions between young and old are being suggested.  

Certainly, a reduced birth rate has a number of implications for school library media specialists. Michael D. Cooper's study of the demand for librarians in California, using a technique called "time series analysis" in which projections are based on data from past time periods, found the need for school librarians quantitatively related to student enrollment, which was declining. If the prediction, of fewer librarians needed, were to be offset, Cooper suggested that greater efforts be made to convince school administrators and citizens of the value of a higher media specialist to student ratio.  

Lillian B. Wehmeyer had specific recommendations for school library media specialists in terms of future role. She predicted that they will become more involved with classification schemes emphasizing curriculum content, learner characteristics, and teaching styles. These need to be integrated with more conventional library cataloging systems in order to make multi-media collections in library media centers truly accessible. According to Wehmeyer, gaps between the needs and the existing collection are discovered, library media specialists will create appropriate learning materials.  

**Making our Futures — More Process Than Content**

From the potpourri of predictions, I want to move to a consideration of the process by which school library media specialists can make their futures as several of the authors cited have urged.  

A first step is to develop vision which extends beyond today's activities and concerns, even beyond the much-discussed annual goals and objectives for the school library media programs. The media specialist can describe program and role in terms of a chosen potential image of the future. What would he or she like to happen in a school library media program of five, ten, twenty-five, fifty years hence? We are talking of ideals, of course, but ideals of an individual practitioner.  

Knowing current recommended practices and having a sound philosophical basis for one's professional role today is important, as is an awareness of the predictions others have made for school library media programs. But these should not restrict thinking.  

The library media specialist must become aware of problems present and future that may have limiting effects on the potential or ideal library program envisioned. Problems may be financial, political, environmental, social, psychological, or physical, and they are likely to be many. This ideal may be shifted, modified, re-shaped, but without the goal or image of potential one is rudderless.  

Habits, unlike goals, may be deterrents to dealing positively with the future. Eliot notes that "as habits form, the actions we take are less and less open to change... If we are to have a future qualitatively different from the past, we must concern ourselves with discarding our once-sufficient habits." Psychologists espousing Transactional Analysis speak of "parent" messages which are no longer appropriate guides to adult behavior. Much of TA therapy is concerned with discarding these once-useful messages to allow the client to make decisions on a more rational basis.  

In any context, discarding habits and coping with change is difficult. Shirley H. Engle and Wilma S. Longstreet, outlining an "Education for a Changing Society" in the 1978 Yearbook of the Association for Supervision and Curriculum Development, Improving the Human Condition; A Curricular Response to Critical Realities, spoke of "intra-generational disjuncture." By this they mean that in our fast changing present and future society, concepts a person learns in childhood may not serve as rational guides to solutions he or she must find, even as adolescents. Their curricular plan would slow down the enculturation process, a traditional goal of education, in order to help students attain as much intellectual flexibility and open-mindedness as possible.  

I found the Engle-Longstreet model fascinating and the whole yearbook deserving of careful reading. As school library media specialists "making our chosen futures," we have, it would seem, an obligation to help students with whom we interact to improve their ability to cope with change and to choose better futures also.  

One often hears that the problems of the present and, to an even greater extent, the problems of the future are of such magnitude that we have lost control. And control is seen as power. Control of self rather than of others or of situations seems a more logical and attainable goal for library media specialists and for students. Control of self is sometimes interpreted as ability to hide feelings. Instead, by control of self I mean understanding one's own goals, feelings, and needs and learning to act in congruence with
them. The person in control of self is free to seek the information necessary to make the best decisions possible at a given moment. This really is all the control we can expect in an often disorderly world.

Ability to make good decisions and to cope with constant change may be improved through the process of creative problem solving, which incorporates extensive brainstorming to seek a solution. Generating many ideas, even outlandish or whimsical ones, provides the greatest opportunity for choosing a best solution. Final steps of the process deal with finding acceptance for the chosen solution. This is a point educators, including school library media specialists have often overlooked.

The process of making our futures I have outlined included: 1) determining goals or the image of chosen potential, 2) becoming aware of present and future problems which may affect those goals, 3) learning to cope with change, whether good or bad, 4) gaining control over self, and 5) becoming more creative in seeking solutions. A final element which I consider necessary for futuring is optimism, a conviction that our professional world will improve ultimately because school library media programs have importance in the total educational scheme and are worth our efforts to improve. Norman Cousins, another eternal optimist, when once asked why, responded "We do not know enough yet to be pessimists."36

Distilling the Essence of School Librarianship

What do I see as the essence of school librarianship, the enduring element from past and present and those with which we can build a future during the next fifty years?

First of all, the concept of a program, not a place. The program must have goals and objectives of its own but always consonant with the larger educational unit of which it is a part.

Second, a well-prepared staff. This staff might be large and diverse, but quite possibly will be small, relying for its diversity on systematic cooperation with other libraries, other educational and community resources. The school library program would be headed by a competent professional educated as a librarian whose special expertise includes knowledge of learning, learners, and instructional development. As with all librarians, the school library media specialist would be well prepared to locate, select, organize, and disseminate informational resources which would often be owned and used cooperatively. He or she would be well-prepared as a communicator able to work with groups and individuals and able also to report effectively the needs and accomplishments of the program. Implicit in the latter is an ability to evaluate program efforts much more precisely than we do now. Renewing and extending theoretical concepts would accompany the learning of new skills throughout the professional life time of the school librarian.

Third, the resources. These would include display terminals, projectors, recorders, and other hardware necessary to gain access to the information needed by students and teachers. They would include books, magazines, pictures, records, realia, software programs and other materials available locally for browsing and for borrowing. They would also include resources outside the school that could be accessible through a network. Indexes and other keys to resources, locally available as well as accessible through networks, would be at hand — perhaps programmed for retrieval on a microcomputer, a video disk, or through some yet unknown technology.

"... we have, it would seem, an obligation to help students with whom we interact to improve their ability to cope with change and to choose better futures also."

The facilities, which might be large or small, can best be conceptualized as a part of the resources. They should not be viewed by either library media specialists or their clients as "temples of power." They should be adaptable and functional and should include space for students, teachers, and media staff to create media as well as to locate and use materials generated by others.

George B. Leonard in Education and Ecstasy noted that "anyone who tries to draw the future in hard lines and vivid hues is a fool. The future will never sit for a portrait. It will come around a corner we never noticed, take us by surprise."37

My future for school librarianship leaves much room for expansion and specification. The elements of: 1) program in the educational context, 2) well-prepared staff, and 3) resources physically present and accessible from outside the school are to be found in Fargo’s ideal library program of 1930, in good present-day programs, and, I believe, in programs of the future. For I do believe there will be school libraries and librarians in the future, and I look forward to the challenge school library media specialists of today share in making them a reality.
15. U.S. Congress: Public Law 89-10, the Elementary and Secondary Education Act (1965) Title II provided for School Library Resources.
35. Engle and Longstreet, pp. 231-234.

The Future of Education for Librarianship—
(continued from page 19)

impact on technology. (American Scientist, Jan.-Feb. 1979)

The challenge for librarianship now and in the future is to manage the full range of information technologies, from the manuscript to the floppy disk, so as to achieve maximum social utility. The challenge for library education is to prepare those who will be the successors of my generation of library professionals to respond effectively to both the demands and the opportunities of a knowledge-based society.

As that eminent social philosopher Ralph Nader has suggested, "We don't have time to praise the past — we have to forge the future." Library education has to get on with the job. The School of Library Science at the University of Oklahoma has been getting on with the job of educating librarians quite well in its first fifty years. And I'm confident it will continue to do so in the next fifty...
The Next Fifty Years in Academic Libraries

David C. Weber

No doubt there will be education in the year 2030. But will there be libraries? Will colleges and universities have librarians and book collections?

Despite the hazards of predicting the future, such an exercise can be useful. The experience of the past and the wisdom of today should guide us in choosing which road to take in leading our organizations on into the future. Clearly it is not a science. Our libraries and library schools are, however, just as much in need of this peering into the future, darkly, as our universities are in need of determining long-range objectives and setting courses for change.

Research on the future has many techniques to use as a supplement to intuition. Futurists may use trend extrapolation, testing of scenarios, a Delphi poll of "experts", cross-impact matrix analysis, mapping with decision trees, application of models and simulation, cost-effectiveness studies, technology assessment methods, and such operations research analytical tools as queuing theory, linear programming and mathematical statistics.

Futurists conclude that the world of the year 2000 may differ from today's by being: more unified, more productive, less private, more standardized in many ways, more mobile. There will be an inclination toward rationality in decision-making, greater interdependence, less orientation to the industry of developed countries, less integration by family, less belief in the spiritual realm, more literacy, and greater international stability.

However achievements and other changes result in other problems which, in turn, must be resolved, leading to yet further concerns. As examples, prolonging the life span brings problems of the aged, automation brings unemployment of the unskilled, efficiency results in work dehumanization. As projected by Willis W. Harman (Hostrop p. 64), the fabulous achievements of the industrial-state lead to failures — they fail to foster more equitable distribution of power, wealth, and justice; they fail to foster socially responsible management; they fail to provide goals which enlist the deepest loyalties and commitments of citizens; and they fail to maintain the habitability of the planet. And how can any forecaster factor in conflict, conquest, economic depression, starvation and cataclysm!

In higher education one can begin with some certainty. Demographics indicate that American college and university enrollment will momentarily peak in 1982-83, decline, and then rise late in the century. Two year institutions, part-time students, and the publicly financed sector will each gain proportionately. Students become older. (The median college age in the U.S. of 28.8 in 1975 becomes 34.8 in the year 2000.) However such a student of the future as Herman Kahn, who sees many opportunities for an increased emphasis on education at all levels, also sees serious problems: "An overemphasis on education can result in shallow intellectualism; Mandarism . . . ; an overemphasis on book learning . . . ; an expansion and prolongation of the adolescent subculture; a meritoricity; excessive theorizing; intellectual and/or educated parochialism; alienation from one's own culture and subculture; and other alienation from the practical world." (The year 2000; page 64)

I shall attempt to interweave the relatively certain aspects of higher education with some judgment of future economic conditions, government policy, social attitudes, technology, foreign conditions, human responsiveness, educational circumstances, as well as political and military prospects.

"Nearly all library records and data will be accessed on line."

Various experts have predicted the future of the university by making projections from the recent past. "The results are frightening," wrote President James A. Perkins of Cornell University. (The University in Transition, page 25-26) "They are also not necessarily reliable but they can stimulate us by picturing a future we must do our best to avoid." In President Perkins' projections, we can find the four most common fears about the future of the university: the fear of uncontrolled growth; the fear of loss of direction; the fear of loss of principle; and finally, the fear that the university will be too rigid in an era of rapid change. One may begin to see that the environment within which academic libraries operate is complex, ambiguous, uncertain, and not a small amount perilous.

Changes in higher education will occur. The basic functions will, however, continue: The sorting of untasted human talent into useful career paths, provision of advanced professional training, contributions of new knowledge and social and aesthetic criticism, and preparation of unfurmed minds for the changes and challenges of a lifetime. The curriculum will still deal with thinking and communicating clearly, understanding humankind and society and man's environment,
and gaining personal competence in methods, basic data, self-knowledge and discipline. As educational futurology, David J. Irvine, a bureau chief of the New York State Education Department, has suggested a set of specifications for what the future educational system should be able to accomplish:

- Deal with large numbers of students.
- Accommodate to new and different population patterns.
- Utilize new technological developments.
- Capitalize on the many other educational forces which exist in society.
- Bring learners in contact with a wide variety of realistic learning experiences.
- Concern itself with economy of learning.
- Develop learning skills.
- Involve the learner progressively in making decisions about his or her program.
- Develop broadly educated specialists.
- Emphasize human relations.
- Guide individuals in determining overriding purposes in their lives.
- Help break down dichotomy between work and play.
- Help each person release his or her potential.
- Cope with increased amounts of information.

I move his seventh specification to last place in order to read Irvine's annotation on this: “Information systems are vulnerable to information overload. We can foresee the day when educational systems become so swamped with knowledge that students are exposed to confusing, perhaps almost random, bits of the total sum of knowledge. In addition, the very means of collecting, processing, storing, and disseminating information are likely to become clogged. Organization of knowledge is becoming as important as facts. We cannot rely on each learner to supply his own organization. He must be taught how to organize his knowledge without being provided an inflexible organization which destroys creative thinking.” (Hostop, — page 79)

The plotting of past trends is one method for predicting the future. Although major academic libraries' collections have doubled in size every 14 to 16 years in this century, there is no way this can be continued — or financed — and yet it has in fact continued with little diminution. What was the condition in 1930 and what will be the condition in the year 2030?

Regarding the size of libraries in 1930, the largest university library had 2,971,600 volumes. The typewriter was used for purchase orders and catalog cards. The McBee Keystore cards were not yet in use. Microphotography was just starting to be applied in academic libraries. Only one university library had a friends group. The great Union List of Serials had recently been published. Although interlibrary endeavors were 50 years old, they were still embryonic. Concerns of academic libraries were finances, standards, reading interests of students, criteria for collection development, and building design. (College and Reference Library Yearbook nos. 2 & 3, 1930 and 1931.)

Today those 2,971,600 volumes have just exceeded 10,000,000. Cards are produced by computer-activated printers. Minicomputers have begun to handle circulation. Many friends groups exist. Interlibrary endeavors are still not mature. Concerns are much the same.

Jumping ahead to the year 2030, we will find very large libraries and large staff sizes. The largest university may have 30 million volumes with half of those in storage off-site. The computer will be almost universally used, with purchases conducted predominantly by electronic methods. Government financing will be the major support even for privately supported institutions. Interlibrary service organizations will be a very large factor, may displace much of the library's processing staff and require from ten to twenty percent of the academic library budget. Videodiscs will be as significant as microfilm and microfiche were in 1980. Nearly all library records and data will be accessed online. All of this is merely trend extrapolation.

The technological “blue sky” scenario is a second method for predicting conditions fifty years hence. Local libraries will have shrunk to small collections of historical records, manuscripts, and other unique archives. Satellite transmission delivers information world-wide. Holography is the predominate mass storage medium. Packet-switching is used for data transmission between local and national systems. Confidential data, mostly personnel and financial data and policy documents, are communicated over fiber optic networks with laser input. Most reference books and data texts are available only online. The Library of Congress, National Library of Medicine and National Agricultural Library have become primarily electronic switching centers. Most access to information is from one’s residence, laboratory or office.

In the view of Professor J. C. R. Licklider of MIT, “Surely there will be a time when most seriously intellectual work is done ‘online,’ with the aid of and in the medium of an electronic information network. Desks will be consoles. Pens and pencils will be position-sensitive stylus. If paper plays a significant role, it will be because paper supports clear images that can be handled conveniently — not because print on paper lasts for years . . . Memoranda, papers, books, tapes, films, cassettes and programs will be ‘published’ by being submitted and accepted at some level by the network . . . Libraries will not only interact with their users and one another through the network, but will exist primarily within the network . . . .” (IC & IN page 311) Professor Lick-
lader indicated that this library-information network model would exist within ten years after his prediction, that is by 1980!

Professor W. F. Lancaster of the University of Illinois has recently provided his own forecast of libraries. He cites the period 1960-1980 as the period of transition from print on paper to electronic publication. Most existing reference books were converted from paper to electronic form in the 1980's, including data handbooks, dictionaries, directories, bibliographies and concordances. By the late 1980's some printed journals began to disappear to be replaced by online access to text and by journals issued on tape cassettes, videodiscs and other electronic forms. By 2001, publication on paper is the exception rather than the rule. Most of the research literature exists only in electronic versions though popular magazines, fiction, other works of imagination and recreational materials have been replaced much less extensively. He also indicates that the substantial move toward electronic data

"By 2001, publication on paper is the exception rather than the rule."

Universities (and colleges likewise) will rely much more on a hierarchy of supra-university institutions such as state boards, regional boards of education, the Western Interstate Compact for Higher Education, the Committee on Institutional Cooperation in the Midwest, the College Entrance Examination Board, the Educational Testing Service, the National Merit Scholarship Corporation, the Institute of International Education, the Brookhaven International Laboratories — and one could cite many others in this trend.

The library in this balanced scenario will have a reduced growth rate. The largest university library may have reached 20 to 25 million by 2030 with heavy reliance on auxiliary facilities like the New England Deposit Library. In the central university research libraries, the staff size will remain nearly static over this fifty year period. Integral internal library systems will be relied upon, as well as supra-institutional organizations such as The Research Libraries Group and OCLC. The formats in which information is conveyed have more variety. There are huge collections of film, fiche, videodiscs, data sets, yet there libraries, there is also very heavy access directly from one's home, laboratory or office. Foundation aid continues to be significant for innovation. The three national libraries persist as major top echelon bibliographic and service agencies, together with one or two other multi-service national libraries. The concerns of academic libraries will be finances, standards, bibliographic instruction, systems, interlibrary services, and collection development.

In terms of internal operations in American academic libraries the following set of eighteen conditions can be predicted:

- Library budgets as a proportion of university teaching and research expenditures are likely to decrease only slightly.
- Technology is seen as a distinct aid in improving effective sharing of access to public information, and the technological systems can be used for some degree of economic advantage.
- Many of the newer programs or materials or services in research libraries will provide important new dimensions to library services but they are almost always add-on rather than replacement programs; it is not a question of "either-or".
- Given the vast array of scholarly informational needs, research libraries must maintain traditional activities while assuming the new capabilities afforded by networking. There will be books and computer-output-microforms.
- Many lecture courses are routinely videotaped for subsequent library access, either tutorial or individual.
• In seeking information in many technical fields, most student and faculty selection of citations is performed by on-line access outside of the library — in offices, laboratories, residence halls. Direct office delivery of photocopies of library articles and reports is usual for faculty and research staff.

• The formats in which publications will be available will increase far beyond those that have been traditional; perhaps 5% of acquisitions will be of audio and visual formats and somewhere between 5 and 10% may be in microformats.

• Although 80% of acquisitions will still be in the codex format, there will be a strong and persistent shift into digital forms, especially for indexes, catalogs, documents, statistical compilations, report literature, and probably even for some journal and other serial publications. Microformats may be somewhat strengthened, particularly for serial publications.

• Publications from developing nations will still be issued in traditional formats, and the trend in many nations will shift very slowly to the newer media that will become prevalent in developed nations.

• By the year 2000 perhaps half of major reference works will be available on-line through computer access, and there will be a trend toward the disappearance of indexing and abstracting services and library catalogs published in book form.

• A substantial proportion of long distance interinstitutional messages will be transmitted by microwave or satellite relay systems.

• As much as 90% of library acquisition purchase orders will be transmitted to North American and European vendors electronically rather than by postal service or cable.

• Cost of publications moves closer to the Consumer Price Index than was the case during the 1970’s. Differential pricing practices, particularly in scientific, medical and technical fields, will be increased, with institutional rates from two to ten times personal rates.

• Long distance facsimile transmission of materials will be common once equipment and transmission costs are sharply reduced through technological breakthroughs and a shift in public policy.

• An economical plastic substitute for paper will be found and will have the effect of altering the sharply increasing price of publications on printed pages.

• National preservation programs will be operating whereby subject specialists on each campus select deteriorating scholarly items for local treatment and the coordinated national aggregate provides suitably selective preservation for future scholarly purposes.

• More regional and national consortia are created for sharing access to published materials in all formats. Reliance on these for the lesser-used materials provides significant marginal cost economy in the local operation of a research library, including costs for acquisition, processing, binding and housing of materials.

• It remains the case that distinctive, extensive, developing and well-organized collections of materials on specific subjects will constitute the heart of the academic library.

These then are three different views of what the next fifty years hold for academic libraries. One version is perhaps simplistic; another may be rather excessively mechanical; the third is closer, I believe, to what history will write in the next fifty years. But on what basis can one make such an integrated and relatively conservative prognostication? Let me cite some significant influences.

I believe that libraries cannot look forward to having a greater proportion of the Gross National Product or a larger amount of university resources. Social concerns such as environment and international affairs may require more resources, and foreign economic conditions may severely impact the university budget. As to the influence of governmental policy, it would seem that there must be a strong continuation of the provision of information for the semi-literate, the partially educated and the rurally located. There would still be a great many who at any one time are unemployed. There are many with extraordinary wealth and others who are poor or even destitute. Living conditions and educational achievements vary markedly among parts of the population. For higher education, the economic realities are sobering.

In terms of technology, there will frequently be absolutely striking achievements ahead but this will not lead to any fundamental change in the nature of American life or of its academic institutions. Professor Stephen K. Bailey of Harvard University has stated: “New technology is bound to change libraries incrementally. But the process will be infinitely slower than the bright-eyed and bushy-tailed electronics-oriented reformers predict. The human imagination can now conceive of complete and interlocking systems. But the economics and logistics of such wholesale transformations are formidable indeed.” (CRL, Jan. 1978, p. 5) Citing Professor Jacques Barzun of Columbia University; “let us be sober and skeptical about ‘methods’ sup-
posedly affording a livelier education... These devices create temporary interest but increase the ultimate sense of make-believe; they give the impression of learning but deny its coherence. Gadgetry and other aids tend the same way. Learning is hard, continuous, attentive work. There is... harm done to scholarship by the prospect of its transfer to the storage units of computers — another revolution which should put at the fingertips of anyone who wishes to be a modern day Faust all the knowledge he desires without selling his soul to the Devil. An occasional lone voice raised against such an utterance by a respected scientist in a Phi Beta Kappa publication is not enough to discourage barbaric misconceptions." (The American University, pages 260, 283)

To which Professor Bailey adds underscoring: "There are significant outer limits to the utility of elaborate systems. All of them tend to falter at the point where important scholarly work is pressing the frontiers of new knowledge. The very nature of creative intellectual work is to raise unprecedented questions. Unprecedented questions are the enemy of existing search and retrieval systems. Retrieval wisdom is conventional wisdom. The business of the mind is unconventional business." (Ibid., 5)

And Harvard's Professor Anthony G. Oettinger, then President of the Association for Computing Machinery, has candidly stated "Innovation, whether dependent on technology, spurred by technology, or sparked by any other creative impulse, is slow to make its mark felt on educational systems... Applying technology, like all human efforts, bears bittersweet fruits." (Toward the Year 2018, ed. by The Foreign Policy Association, 1968, pp. 77, 79)

I have saved for last, however, the influence of academia itself. It is conceivable that, forced by the most dire of national or international circumstances, it will radically change from its present nature. However, I think that not likely. Universities and colleges have been buffeted and tarnished many times. Oxford, Cambridge, Harvard and many others have had their scandalous periods. Degrees have been given to those who never attended. Faculty have paid a deputy to deliver their lectures. The curriculum has become shallow, grades meaningless and scholarship commercial. These institutions decay and reform.

President Perkins and others have cited how biases are frozen in the organizational concrete of German, British and American institutions. The faculty are in most instances conservative when it comes to their discipline and their prerogatives. Their actions are based on "senatorial courtesy — maximum permissiveness with respect to individual faculty desires combined with maximum protection if anyone would interfere with this permissiveness." (op. cit., p. 55) Specialization is so deep that faculty in a different field are unable to comment but vaguely on changes needed in the other area. And the nation if not international bond within disciplines and the nature of their "invisible colleges" constitute an exceedingly strong conservative structure. This tradition plus the fiduciary obligations of trustees and regents are more than a little stultifying. There will, however, be much more heterogeneity in higher education, more complexity, more interlocking with government and business interests.

When the University of Sussex was chartered in 1961 there was recognition that if present society could look forward with assurance to "a long period of stability — of which history shows many examples — the character of the education appropriate to it would be one thing; but for a world of rapid change — technological, social and political — it must be another... The main interest was in planning not for present change but for future change. There are likely to be immense rearrangements in the map of learning during the next fifty years — in the biological sciences... or in such fields of study as Asian history and civilization..." (Daiches, pp. 17, 66, 12)

If this seems to be far afield from libraries, reflect that over 95 percent of what university trustees discuss has nothing specific to do with libraries. They are concerned with admissions programs, community relations, athletics, budget balancing, residence halls, scholarships, research income, land development, governmental relations, fund raising, investment policy — and all of this concern can serve to inhibit sharp change in the libraries. The philosopher Eric Hoffer writes that "a population subjected to drastic change is a population of misfits — unbalanced, explosive and hungry for action."

My image of what academic libraries will be like fifty years hence includes significant alterations in a great many aspects of operation. There are consequent changes needed in professional education. Yet these libraries also show a great deal of similarity between 1980 and 2030, just as we now can see a great many similarities in theory, operation, problems and a host of particular practices if we look back to 1930.
In conclusion, permit me to add one more quotation that I think is apt in a symposium at Oklahoma which is concerned with the future of librarianship. "The future university will replace the loneliness, frustration, and lack of meaningful participation now felt by the majority of all groups on campus . . . with wider sharing of authority and responsibility and wider participation. All in the University must feel they have an important role in helping teachers and students to understand this world and the University to progress in making this world safe for the humane use of human beings." But, in working against loneliness, the University will be careful to preserve moments of solitude into which its people can retire for reflection upon their energetic pursuits. Away from the traffic of ideas and concerns, a student may hear his own voice and establish the integrity of his own world. Of such balances, between society and the individual, the practical and the ideal, things past and present, the University is made."

This statement from the 1968 Executive Planning Committee of the University of Oklahoma on "The Future of the University" (p. 234-235) certainly implies a library with books and magazines to read, quiet reading places in which to reflect and the opportunity for young men and women who need to absorb and integrate their classroom and laboratory studies with printed information in a variety of formats so as to gain their intellectual maturity. In 2030 as well as 1980, this is the setting in which for them to learn, acquire certain skills with which to think and express themselves, grasp method and discipline, embrace values and aesthetics, and mature in their ability for intellectual honesty, judgment and tolerance.

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The Emerging Image of Public Library Service in the 21st Century
DONALD SAGER

There are several reasons why I feel particularly close to this subject. First of all, we are currently involved in designing a new central library which will have to serve us well into the 21st century. That has made me aware of how close we are to that milestone. There are also a number of other events which have occurred, or are about to occur, in the library and information science field which convince me we are at a watershed, at a point in library history when it is possible to look back on what we have done, and based on that experience, look forward with greater clarity to the future before us, the next 50 years, and the 21st century.

I serve on an advisory committee involved with the first evaluation and review of Title I of the Library Services and Construction Act. After 23 years and hundreds of millions of dollars, the federal government and Congress is concerned with the impact of that legislation upon the public library and the people we serve. Nothing has had greater impact upon the public library and, increasingly, other types of libraries, than LSCA. Among other things, it truly created the modern State Library, the concept of long range planning for library development, the program of targeting special clientele for innovative service, such as the blind and physically handicapped and the disadvantaged, LSCA financed most of the early experiences of automation, and OCLC in fact would have founndered were it not for the many grants it received from the Ohio State Library under LSCA. Many of those experiments failed, or could not be maintained because of lack of local funds, but the experience we gained forever altered our attitude about planning, research and development, and policies of public service.

LSCA will be undergoing evaluation and legislative review, and a new program with different priorities and policies will most certainly emerge which will profoundly influence the direction of public and other types of library service well into the 21st century.

The forthcoming White House Conference on Libraries also represents a key point in library history. I don't agree with some of the prophets of doom about the uncertainties of this event. From my perspective as chairman of the Public Library Association's Legislation Committee, chairman of the ALA's Legislative Assembly and as a member of the ALA's Legislation Committee, I can assure you we are planning to initiate substantial legislative action based on the recommendations of that conference.

I believe all of us recognize that the current administration is not anxious to provide more federal dollars to any program, but we have to look beyond the present administration, and the current economic situation. In that context, the conference can provide a solid foundation for change. And change there will be. After all, the majority of the delegates to this conference will be laypersons.
These community participants will receive a cram course in libraries, and they are not only going to make their contribution at the conference. They will be going home and influencing library service for the next generation.

Another event that has been almost unheralded in the profession, but which will have profound influence on libraries into the next century, is the recent conversion that occurred at OCLC. This evolved both financially and in governance most recently. In 1971 it had a total income, in grants, of $70,000. This year its budget is in excess of $25 million, and it is almost certain to reach an annual budget of $100 million by the end of the next 5 years.

"Automation . . . will force more and more libraries into cooperative arrangements."

From a governance and service area of one state, and predominantly one type of library, OCLC has converted itself into a national corporation with representation from all types of libraries and information agencies, telecommunications, finance and management. Like it or not, it is your national network. Nothing else has the power and the capital necessary to harness advanced technology to bring libraries into the 21st century.

Those are only a few reasons why I feel we are at a critical turning point in library history. The winds of change are present, and the direction they will take us can be sensed. And so I would like to turn to the future, and tell you what I think it holds for public libraries, and perhaps all libraries, since we are becoming more interlocked. I would first like to deal with some assumptions on which we can build. Some of these are general and not directly related to the library, but they will influence that institution. Some of these trends or changes are not necessarily desirable in my view, but will simply happen, no matter what we can do.

First of all, the next 50 years, the 21st century, will be just like today, only more so. If we are experiencing financial problems in 1979, they will be worse by the year 2001, and infinitely worse by 2039. Any economist will assure you that there is no breakthrough anticipated in public finance. While we can hope that the federal and state governments will be contributing more to public libraries, and I believe they will, that will not provide the answer. Public libraries have costs which are increasing, on the average, by 10% each year. Their income, on the average, is increasing by 5% each year. Something has to give.

I believe we will survive Jarvis and Proposition 13, but I have no doubt that he will have his disciples. Taxes are simply not going to be increasing at a rate even near inflation, and that is going to require substantial change in public services of all types. The experience in California proved that libraries and recreation suffered losses far higher than other public services.

Automation will be one of the tools public libraries will have to use, and this trend is going to be rapidly accelerating. I also believe this will force more and more libraries into cooperative arrangements. Individually they will not have the capital to purchase the hardware and maintain the equipment.

While multitype cooperation will continue, and is certain to be a major program following the White House Conference, I do not visualize any immediate breakthroughs. I do not visualize there being only one type of library — encompassing the academic, school, special and public library — within the next 50 years. After all, the public library originally was conceived for that purpose. Certainly there will be more joint activities, automation being among them, but I do not see lines separating the types of libraries vanishing. There are too many attitudinal and philosophical barriers, and questions of governance. Furthermore, most librarians and users have difficulty mastering one collection, let alone the collections of an array of other institutions in a consortium, and the differing policies and procedures.

I firmly believe that by the turn of the century the overwhelming majority of service we provide to the public will be reference and research assistance. The physical loan of materials will continue to dwindle. In contrast, reference statistics in most communities are climbing at the rate of 10-15% per year. The public is using libraries far differently than they did 20 years ago when we were primarily a recreational institution, and a supplement to the school room. The typical student 20 years ago who asked the librarian for some books to complete his homework was certain to receive a large enough selection to sink a small rowboat. Today, the student wheels in and photocopies a few pages from a reference tool, and pastes the facts together to comprise his report, or he will simply plug into a videotape player for 30 minutes. The businessman certainly doesn’t want to haul a half dozen books back to his office to read for the information he needs. He wants the facts, and he wants them to be supplied fast and accurately.

Some people will consider this foreshadows the death of the American public library, and long for the day when intellectual prowess was measured by the number of books a person carried home each day. Those days are gone and will never return. And I don’t regret it. I am concerned
that people learn and grow, and I don’t care how they do it. If a ghetto child can learn to read and master math on a computer terminal, rather than through books, then by God let’s install the terminal.

We have also experienced a dichotomy in civic and community organization, which I feel will continue to influence library development in the future. On one hand you can observe a continuing trend toward larger units of service in all units of government and business. The local transit system becomes a regional authority. The grocery chain closes its small neighborhood stores and opens a superstore to serve a larger population. The local public library closes a variety of storefronts and establishes a regional library. Everyone is centralizing.

Parallel to this trend is the growing pattern of decentralization. Thus, despite increasing crime, you see a steady proliferation of smaller units of service — whether it is the film processing store no bigger than a telephone booth, the corner convenience store or the library kiosk.

Those same contradictory trends are occurring in government. We are establishing more and more regional governing boards not only for libraries, but other public services. At the same time, it has virtually become impossible for us to undertake any special project without a local advisory group, right down to the neighborhood level, to permit input, and to decentralize decision-making.

Which will prevail — centralization or decentralization? I think both will. We have a great deal yet to learn about the most efficient unit of service and the most effective way to gain community support and input, and we will be experimenting on this for certainly the next 50 years.

I was commenting to Peggy Sullivan, CPL’s Assistant Commissioner for Extension, that we can demonstrate the conflicting trends in our branch system. We were constructing regional libraries 50 years ago. We also had community reading centers 50 years ago. It is true that we have more tools today, such as computer modeling, which can allow us to predict what the outcomes might be by changing branch sizes, locations or collections. But we still do not know absolutely the best size and type of branch to serve a community. There is too much continual change in the clientele, and too much uncertainty in our profession. That same problem exists in establishing effective mechanisms for community input. I hope we can make some progress on this problem within the next 50 years, but I am uncertain.

Public safety and privacy are two other contradictory elements and trends for the future, just as they are at the present. Despite all our federal programs, crime in all parts of America is increasing. It is not just an urban problem. The impact of this upon all types of architecture, including libraries, is shocking. We are literally entering another medieval era. While we may not have moats surrounding our public buildings, we certainly have a variety of electronic and structural barriers. I also see public libraries becoming part of more megastructures, to insure that the public does not have to venture out to shop, work, live or entertain itself. Chicago already has a number of structures or developments like this, surrounded by 24 hour a day security.

I am greatly concerned that this may lead us back to a double standard of service, where a branch located in a massive apartment, enter-

“By the turn of the century the overwhelming majority of service we provide to the public will be reference and research assistance.”


tainment or business project flourishes, and we have a clientele barred from access for security reasons, to be served instead by some experimental “outreach” program.

The gap between the library user and the disadvantaged is continuing to grow. I am very much alarmed by the attitude I sense among many public librarians that nothing can attract the disadvantaged. Some things have worked, but they have fallen by the wayside because they were funded by special grants. When the grants ended, the programs died, whether they were successful or not. Public libraries must make a better commitment to the disadvantaged. If they write this group off, it will have serious implications for the future of our institution.

I mentioned that the issue of privacy will also be more serious as time passes. Let me cite one example. We installed an online circulation control system in Columbus which had the capability to identify 540 separate characteristics about each registered patron, and 256 separate factors on each resource that patron used. We ended up selecting only 3 factors about the patron, and 2 about the material, all because of privacy.

Our capacity by the 21st century to analyze our users and their use of resources will be infinite. The issue we will still be wrestling with then will be whether to collect and analyze that data. I believe the decision will continue to be in favor of preserving the privacy of the user. However, the price we pay for that is inability to better define his needs. This is particularly unfortunate for the disadvantaged. If we knew more about the modality, the learning method, of the individual, we could vastly improve our service.

The shift to the suburbs from the metropolitan area, during the next 20 years, will be countered
by a greater shift to the medium sized city with populations of between 75,000 and 400,000. If you analyze where the corporate headquarters are now, compared with 10 years ago, you will start discovering that cities like Stamford, Conn., Omaha and Columbus are starting to appear in place of New York and Philadelphia.

While there will be continuing shifts from the major cities to the suburbs during the next 20 years, in an effort to find a better environment, you will start to see some disillusionment with the classic deficiencies of the suburb. Crime, inadequate services and high taxes simply follow the emigrant. But the medium sized city promises greater stability, at least for the present.

The importance of this trend for public libraries is that few of these newer medium sized cities have the cultural resources the transplanted New Yorker or Chicagoan is accustomed to having, and he is going to be unhappy until those deficiencies are corrected. The public libraries in those cities are going to have to develop more aggressive cultural programming if they are to make a contribution to their city, and develop the information services which are needed.

Another assumption that I feel is basic to the future is the continuing dramatic advance of technology, particularly in electronics and communications. The decreasing cost of computer power will lead inevitably to the demise of the large computer mainframe, and the increasing proliferation of mini and micro computers dedicated to several specific tasks. The impact of this upon the library will require a shift in our present conceptualization of the network, from a total systems approach, to one where the function of the network is simply to interface differing computer applications, to allow resource and service sharing. This interface capability is already in existence. Libraries are taking a leadership role, you may be surprised to learn, in online applications. In Chicago, for example, we are currently installing the largest online system in that city’s governmental structure, larger than either the police or fire networks. I know of several other cities where the Library also ranks as a leader in computerization. And most of you know that OCLC ranks as one of the largest national online systems, rivalling some airline reservation networks.

The energy situation and its impact upon libraries is difficult to assess. I do not feel that price will have much impact upon reducing consumption. So if there is any gasoline left by the year 2001, and the price is somewhere between $5 and $10 per gallon, I think people will still be willing to pay for it. Certainly there will be some progress made in achieving more efficient use of gasoline and energy in general, and I suspect we will be drawing more heavily upon atomic power and coal for generation of electricity, but I do not see people deserting the suburbs and small towns and flocking to the city just because of high gas prices.

I do believe libraries will be paying astronomical prices for books and audio-visual materials, because of the petroleum base in those products and escalating cost of paper. This leads me to believe that we will be acquiring more and more information in machine readable form, not only because of the dramatic increase in the cost of traditional materials, but due to the dramatic decrease in computer storage costs. Since much of this data is composed in electronic form anyway, this would seem to be an efficient means of information transfer.

In terms of personnel management, I do not feel the manager of the future will have any fewer problems. However, he or she will have fewer staff. The reason for a continuing decline in staff in libraries will be primarily economics. Library clerks, by the turn of the century, given the present wage spiral, will be earning between $30,000 and $40,000 per year. While there will be fewer employees, those who remain will have to possess far superior skills in information retrieval techniques, interpersonal relations and community programming. The price we pay for this, however, is the certainty of rapid obsolescence.

In addition, the manager could usually rely upon a mandatory retirement age to weed out those staff members who were no longer productive. That will no longer be possible, and an increasing portion of employee time will have to be committed to retraining or development. Libraries traditionally spend less than .5% of their personnel budget on this at the present, despite the fact we are supposed to be institutions dedicated to continuing education. In contrast, industry spends 2%. I would not be surprised to see the more progressive libraries by the turn of the century devoting up to 5% of their personnel budget to staff development and training.

The public library at the end of the next 50 years will still be primarily print oriented, if for no other reason than sheer inertia. Fifty years is a comparatively short period in the life of any institution, especially one as venerable as the public library.

However, the slight indications of change, which are only just visible now, will be much more pronounced. I believe the learning center
movement started in the junior colleges and high schools during the past decade will have a pronounced influence on public libraries in the future. At the Chicago Public Library we already offer online computer assisted instruction through the PLATO system and through cheap stand alone microcomputers that teach math, physics, chess, and scores of other skills. In concert with the City Colleges, we offer videotape courses for credit, and we even teach spelling and reading to children using low cost microprocessors that orally speak back to the user. We just purchased a computer for the blind that will read anything in print form using synthetic speech. The only drawback appears to be a slight Swedish accent which the computer seems to have developed. Our new central library will have a section developed to learning devices such as these, and we are planning our branches in the same fashion.

I indicated that the loan of resources will be substantially below present levels, and reference assistance much higher. My vision of the American public library of the 21st century will be Parma Online. I think we may not be all the way there by the turn of the century, but we certainly will be within 50 years. We should be functioning as information utility, delivering information to homes and businesses via cable or telephone lines in machine readable form, where the home teleprinter will convert it to hardcopy, if necessary. The home computer terminal should be the next major appliance to hit the market. The price is already down to $600, and all that is lacking is enough data bases and services to justify the expenditure. Public libraries better be preparing for this, or they will find themselves bypassed.

I also visualize public libraries offering more of these services on a fee basis. I do not like that concept, but I feel it is inevitable. I would visualize public libraries serving as brokers and producers in the delivery of information. They would broker commercially developed data bases, and also produce their own data bases relevant to the concerns evident in their community.

Another area of development for the public library in the future will be cultural programming. I believe we have a major responsibility to develop an audience at the grass roots for the arts. The community arts council movement and the National Endowments have had a profound influence upon the cultural maturation of America, and I have been impressed by the number of public libraries that have been involved actively in this movement.

That role in cultural programming has affected the architecture and staffing of public libraries, and that is a trend I certainly see continuing. More and more libraries have exhibit areas and auditoriums, often converting area formerly used for book shelving. At the Chicago Public Library Cultural Center we removed half the collection, converting the space for use for cultural programming. Usage, including book circulation, dramatically increased.

While this has always been an activity of the public library, I believe in the past most programming was justified on the grounds that it would stimulate use of materials. More and more, cultural programming is being recognized as a legitimate responsibility for a library, without regard to what is circulated as a result of the activity.

The increased role of the library as an information and referral service has also brought about the realization that information resources in some fields may be institutional and personal. For example, we recently initiated in Chicago an Urban Native American I & R Center. It has very few books and magazines. We have to rely upon a computer data base of community organizations and individuals for our information. That would not be possible without our library. The increased recognition, coupled with increasing partnership with other social and educational institutions, will have a positive effect on the public library in the 21st century.

An increasing number of social services such as educational brokering, voter registration and employment counseling will be offered through the public library. This will insure a good opportunity to link the resources of the library to the specific problem or need of the individual faces.

We should also find the public library a more active partner in dealing with a variety of learning disorders as educational psychology matures. We are already sensitive to the fact the inability to learn is not a handicap that should condemn the individual to a life outside the mainstream of society. During the next 50 years we are going to be developing more effective ways of serving the functional illiterate, the drop-out, the retarded and scores of other special groups who have far more potential in society, providing resources in formats that are more appropriate. Experiential learning opportunities, as well as audio-visual materials, will be additions to our resource collections. The other end of the spectrum, the gifted child, will also benefit from a coordinated approach to children's and youth services, which I see evolving in the next 50 years.
I also see some changes in governance in the coming 50 years. Chief among these will be the library authority, a body capable of coordinating the delivery of services and resources to a limited geographic area among all types of libraries, while still permitting those institutions to retain local autonomy.

In summary, the emerging image of public libraries in the 21st century is still a print oriented institution, but one where online reference service is beginning to extend into the home and business. The public library will be organizing a greater variety of information in nontraditional formats, and delivering certain social services as an agent for a host of public service agencies.

Although it will continue to face financial and personnel problems, it will benefit through a partnership with federal, state and local funding sources, supplemented by fees from users of some services. Public libraries will increasingly become major cultural programming agencies at the community level, and assume important educational responsibilities for those outside the formal educational structure.

So the 21st century is not so different after all. While there may be some gloom in the picture, the public library will be healthy and making a positive contribution to the people of the 21st century, as it has satisfied the needs of the 20th century.

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Oklahoma Library Association
Executive Board Meeting
October 19, 1979
Norman Public Library

Members Present: Polly Clarke, Aarone Corwin, Nancy Anthony, Pat Woodrum, Roscoe Rouse, Pat Westmoreland, Norman Nelson; ex officio, Peggy Augustine, Jan Blakely

Members Absent: James Healey, Mary Sherman, Oliver Delaney, Clance Roads

Guests: Beverly Joyce

I. CALL TO ORDER: President Polly Clarke called the meeting to order at 10:10 a.m.

II. APPROVAL OF THE MINUTES OF THE SEPTEMBER 21, 1979 MEETING

The minutes were approved on a motion by Roscoe Rouse and seconded by Norman Nelson.

III. MONTHLY REPORTS

A. Oklahoma Department of Libraries
   No report

B. State Department of Education
   No report

C. Treasurer's Report
   The Treasurer’s report is attached. Norman Nelson stated that a check for the incorporation of Folio in the amount of $69.54 was written.

D. Oklahoma Librarian/Publications Committee
   Jan Blakely reported that the Editorial Board and the Publications Committee held a joint meeting to address the questions raised at the

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Oklahoma Librarian, January, 1980, Vol. 30, No. 1
Oklahoma Library Association
Summary of Income and Expenses for
General Fund Checking Account
(September 21, 1979 to October 19, 1979)

Balance as of September 21, 1979 $7,968.23

Income
Memberships $631.50
Advertising for Oklahoma Librarian 52.50
Sequoyah 71.35
Total Income 755.35
Total Funds Available 8,723.58

Expenses
General
Printing and Supplies 174.05
U.S. Postmaster (Advance deposit for bulk mailings) 200.00
Postage 15.00
Petty Cash 25.00
Telephone 7.01
Activities
Executive Secretary 421.02
Conference Speaker 374.00
Total Expense 1,216.08
Balance as of October 19, 1979 $7,507.50

Pre-registration
Members $20.00
Non-members $25.00
Students $5.00
Registration at Conference
Members $25.00
Non-members $30.00
Students $12.00
Trustees/Friends $10.00
Non-member guest to attend one function $5.00

Discussion followed. Concern over the member and non-member fees was expressed. Pat Woodrum moved that the fees for the Spring Conference be adopted as follows:
Pre-registration
Members $15.00
Non-members $20.00
Students $5.00
Registration at Conference
Members $20.00
Non-members $25.00
Students $12.00
Trustees/Friends $10.00
Non-member guest to attend one function $5.00

Roscon Rouse seconded the motion; the motion passed.

The Program Committee also suggested that Exhibitors pay $130 for the booth fee, the same fee as last year's. Pat Woodrum moved to accept this suggestion. Norman Nelson seconded. The motion passed.

IV. OLD BUSINESS
There as no old business.
V. NEW BUSINESS
There was no new business.
VI. ADJOURNMENT
The meeting was adjourned at 11:15 a.m.
Respectfully submitted,

Peggy Augustine
Executive Secretary

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Remember...
Library Legislation Day
February 20th
Oklahoma Library Association
Executive Board Meeting
December 14, 1979
Oklahoma Dept. of Libraries
Oklahoma City, Okla.

Members Present: Polly Clarke, Aarone Corwin, Pat Woodrum, Norman Nelson, Oliver Delaney, Roscoe House, Pat Westmoreland, Nancy Anthony, Mary Sherman, Clarice Roads, ex-officio, Peggy Augustine

Members Absent: James Healey

Guests: Lee Brawner, Maretta Malzar, Barbara Spiesterbach, Esther Mae Henke, Andy Peters

I. CALL TO ORDER. President Polly Clarke called the meeting to order at 10:05 a.m.

II. APPROVAL OF THE MINUTES OF THE NOVEMBER 8, 1979 MEETING:
The minutes were approved on a motion by Aarone Corwin and seconded by Pat Woodrum.

III. MONTHLY REPORTS:
A. Oklahoma Department of Libraries
   There was no report.
B. State Department of Education
   Barbara Spiesterbach presented a resolution asking the Governor for more support of school media centers. Pat Woodrum moved that OLA support the resolution (attached). Aarone Corwin seconded the motion and it passed.
C. Treasurer's Report
   Attached.
D. Federal Relations Coordinator (attached)
   Esther encouraged everyone to write letters on Title IV and on projected cuts for Fiscal '81. Roscoe moved that Polly on behalf of OLA write a letter on the above. The motion was seconded by Norman Nelson and approved.
   Esther also mentioned that ALA Legislative Day will be April 15.
E. ALA Councillor
   Roscoe moved that OLA contribute $200 to ALA for Legislative purposes. The motion was seconded by Pat Woodrum and passed.
F. Executive Secretary
   Peggy Augustine reported that there are 908 personal members and 30 institutional members. The next OLA Board meeting will be on January 18th in Tulsa instead of Stillwater. The meeting will begin at 10:00 a.m. at the Sheraton Skyline East. Those attending the meeting are to meet in the lobby of the Sheraton.
   She still needs an Oklahoma Librarian, Vol. 28, No. 3.

IV. COMMITTEE REPORTS:
A. Sites Committee
   Lee Brawner presented two reports (attached) on recommendations for the 1981 OLA Conference to be held in Oklahoma City. Pat Woodrum moved that the Executive Committee accept the recommendation of the Sites Committee to hold the 1981 Conference at the Sheraton Century Center Hotel/Mynad Convention Center. The motion was seconded by Oliver Delaney and passed.

B. Archives Committee
   Maretta Malzar presented a report from the Archives Committee with suggested guidelines for the transfer of OLA Archives. The question arose as to who would go through the retrospective material. Several names were suggested to do this.
   Pat Woodrow moved the Executive Committee accept the suggested guidelines of the Archives Committee and that they be applied retroactively. Aarone Corwin seconded the motion and it was approved.

C. Ad Hoc Committee on Planning
   Norman Nelson, Committee Chairman, had sent out copies of the preliminary report prior to the meeting. After much discussion it was decided to discuss the preliminary report in January in detail. January will be the time for the Executive Board input, in February the Division Chairman and others will meet with OLA Executive Board for their input. The final recommendations of the Ad Hoc Committee will be presented to the OLA membership at the Annual Conference for discussion. The Ad Hoc Committee is to be expanded. If bylaws changes are necessary, this can be done by mail after the OLA Conference and maximum input has been received from the membership.

D. Program Committee
   Aarone distributed the tentative program for the Annual Conference. She suggested that an $8.00 registration fee be charged for Library Legislative Day to include 2 lunches and expenses. The OLA, Oklahoma Image and the Lt. Gov.'s Office are co-sponsoring the Day. Pat Woodrum moved that the $8.00 registration fee be approved. Clarice Roads seconded the motion, and it passed. Aarone also announced that the Oklahoma Image Premiere of the Traveling Exhibit will be on Monday night, March 17 and hosted by the Governor.

VI. OLD BUSINESS
   There was no old business.

VI. NEW BUSINESS
   Polly announced that Dean Doerr has asked that nominations be submitted to the awards committee by January 31.

VII. ADJOURNMENT
   The meeting was adjourned on a motion by Aarone Corwin and seconded by Pat Westmoreland.

Respectfully submitted,
Mary Sherman
Secretary
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