From the President...

Seventy-five years ago not only did Oklahoma become a state, but the Oklahoma Library Association was founded. The first president was Milton Ferguson of Oklahoma City. Since then, the Association has had 60 persons serve as President — 20 men and 40 women. Jessie Lee Rader, Director of the OU Library and the OU Library School, served 4 terms.

1982 was a banner year for the Distinguished Service Award (DSA) was established and the Oklahoma Librarian was first published in the spring. The DSA has been awarded to 16 past presidents and 8 outstanding members. It is granted to an individual librarian in recognition of inspired leadership, devoted service, and unusual contributions to Oklahoma libraries and to the profession of librarianship. It is not always given each year.

The Oklahoma Librarian had as its first Associate Editors, Virginia Owens, who recently retired from the Oklahoma Department of Libraries, and the late Allie Beth Martin, Director of the Tulsa City-County Library System. Both served as Presidents of OLA. When the Librarian was first published, OLA was one of the only state associations which did not have journals. It was published at no cost to OLA and was paid for by advertisers. The first editor, Neal Austin, thought it was the only state association publication that was self-supporting. It has always been called the Oklahoma Librarian although through the years the format has changed. Being Editor of the Librarian takes a great deal of time and effort and is a voluntary job for the Association. At the same time, the Editor already has a professional job. All too often we don't appreciate the amount of work done by the Editor, and I would like to give special thanks to Oliver Delancy, the current editor, for the time job he is doing on the Librarian.

Although a number of past presidents have become active in ALA and are renowned nationally for their work, two in particular stand out. Allie Beth Martin was not only President of ALA in 1975 but in 1972 wrote "Goals for Public Libraries" at the request of ALA. This study has resulted, not in a revision of the old "Standards for Public Libraries", but in a new "Planning Process" which more nearly meets public library needs. In addition she promoted the development of public libraries in Oklahoma particularly in public library systems.

Edmon Low was Director of the Oklahoma State University Library for many years and was an extremely active participant in both state and national library affairs. He was effective in promoting national library legislation including the Library Services and Construction Act and contributed to the development and effectiveness of what is now the Oklahoma Department of Libraries.

As the Association grew the need for an Executive Secretary became apparent during the 70s. Frances Kennedy, former head of the OCU Library, a past president of OLA and a DSA winner, became the first Executive Secretary. The Executive Secretary maintains all membership records, is Circulation Manager for the Oklahoma Librarian, handles all mailings for the Association, maintains the official calendar, works closely with the Executive Board and other components of OLA, and coordinates legislative activities for the LDC.

Through the years the Association has grown under the able leadership of not only the past presidents, but the many members who have served as officers, chairs, and members of the Executive Board, Divisions, Roundtables, and Committees. The Association exists to promote all library interests and services in the State of Oklahoma. The many workshops provide continuing education opportunities for our members. The Annual Conference, which gains larger every year, provides not only further CE but a chance to share ideas with fellow librarians around the state, and to meet outstanding speakers from across the United States.

The Library Development Committee has worked diligently for progressive library legislation throughout the years. Their work can be seen in good laws and in the tremendous increase in funding for school and public libraries. To better serve the members the Executive Secretary now has an Apple II microcomputer to keep the Association records and provide information quickly as needed.

I am proud to be a member of the Oklahoma Library Association and salute its Diamond Jubilee!

-- Mary Sherman, President

Action of the Executive Board

August 29, 1982

* Study proposal to have the OLA telephone number listed in Oklahoma City Telephone Directory.
* Accepted the resignation of President-elect Letty Rains.
* Will study the possibility of a joint SWLA conference in 1984.
* Accepted the Treasurer's report of $14,796.13.
* Considered a list of suggested objectives for 1982-83 that resulted from the OLA Leadership Conference.
* Established a task force to consider the development of a special librarians division in OLA.

September 24, 1982

* Established a policy of not officially endorsing candidates for political office.
* Endorsed the election of Francis Allworth as the new President-elect.
* Authorized the purchase of a mini-computer (Apple II) for OLA office.
* Authorized the listing of the OLA office phone number in the Oklahoma City directory.
* Accepted the Sites Committee report to have the 1984 Annual Conference in Tulsa on March 22 to March 24.
* Authorized the issuing of OLA membership cards starting next fiscal year.
Executive Board & Program Committee
Schedule of Meetings, 1982-83

During the year, the Executive Board and Program Committee will meet on the same day and in the same location. These are open meetings and members are invited to attend. The Program Committee meets at 10:00 a.m. and the Executive Board meets at 1:30 p.m. Meetings to date have been July 23, at OSU; August 20, at Purcell Public Library; and September 24, at Pioneer Multi-County Libraries. Upcoming meetings are:

November 19 at Central State University Library
December 17 at Bethany Nazarene College Library
January 21 at the Sheraton Hotel (Oklahoma City)
February 4 at Oklahoma Department of Libraries
March 30 at the Sheraton Hotel (Oklahoma City)
April 22 at Pioneer Multi-County Libraries
May 27 at Lawton Public Library

Library Legislative Day

Oklahoma Library Legislative Day for 1983 will be held on February 16. This is the day when librarians and other friends of libraries in Oklahoma gather at the State Capitol building to visit with the legislators on behalf of library legislation support. Librarians as well as lay friends of libraries are invited to participate in Legislative Day 1983. Mark February 16 on the calendar and plan to spend the day at the Capitol. If you need further details contact Aarone Corwin *(405) 732-4910.

Oklahoma Library Association Calendar 1982 - 1983

NOVEMBER
3 — Trustees Division
2-6 — Southwestern Library Association (Phoenix)
9-10 — ODL Support Staff Workshop
12 — Reference Roundtable
13 — Children's Young People's Workshop
16 — Development Committee
16-17 — ODL Support Staff Workshop
19 — Executive Board and Program Committee
23-24 — ODL Support Staff Workshop
30-1 — ODL Support Staff Workshop

DECEMBER
3 — Technical Services Workshop
14 — Public Libraries Workshop
17 — Executive Board and Program Committee
21 — Library Development Committee

JANUARY
8-13 — ALA Midwinter (San Antonio)
18 — Library Development Committee
21 — Executive Board and Program Committee
26-28 — Special Libraries Association (Newport Beach)

FEBRUARY
4 — Intellectual Freedom Committee Workshop
15 — Library Development Committee
16 — Legislative Day
25 — Executive Board and Program Committee

(Note: Some of these dates are subject to change. Contact Dovie Gaither, OLA Executive Secretary, *(405) 583-1551 for latest information.)

Supreme Court Ruling "Chills" Book's Sale

St. Martin's Press, publisher of "Show Me!", a controversial picture book about children and sex, has decided to cease distributing the book because of the implication of a U.S. Supreme Court decision. Since it was introduced in 1976, "Show Me!" has sold over 145,000 hardback and paperback copies. The publisher has successfully defended the book on obscenity charges in Oklahoma, New Hampshire and Massachusetts. Thomas McCormick, president of St. Martin's Press, said the court's decision in New York vs. Ferber *(102 S.Ct. 3348, July 2, 1982)* opened the publisher and its retailers to criminal charges in about twenty states. The Supreme Court decision held that the New York state statute on child pornography was constitutional and twenty states have similar laws to that of New York. That law bans material that portrays sexual conduct of children, even if the material does not fit the legal definition of being obscene. Consequently, the ruling could apply to material of serious scientific, educational or artistic value. McCormick said the decision made sales of the book too risky.

Change of Address Notice

Name ____________________________________________

New Mailing Address ____________________________________________

New Telephone No. ________________________________

Mail to Dorothy Gaither, Executive Secretary
1747 West Virgin, Tulsa, OK 74127
Phone: *(918) 563-1551*
The Conception and Birth of a Serials List

by Roscoe Rouse

The concept of a list of the serial holdings of Oklahoma libraries was the invention of three Oklahoma library notables: Allie Beth Martin, Arthur McNally, and Edwin O. Low. The early forerunner list such a list was the 1967 spiral bound "Periodicals Received Recently in the Libraries of Oklahoma State University and the University of Oklahoma," issued from the OU library. Following shortly were the separate OU and OSU in-house lists of serials holdings in print-out format, not a joint undertaking.

The state serials project began with a letter dated May 9, 1968 from Melville R. Spence, assistant director at OU, to "Librarians of all libraries in the State" asking if they expressed their interest, if any, in participating in the project, even at a cost to each institution to cover expenses. He hoped the undertaking would require only eighteen months. The first efforts began in the OU library with Larry Larason, graduate student, keypunching the data he received from Mrs. Alice Pattee, OU head cataloger, who edited the records. The work laboroned into the early 1970's with problems arising from insufficient staff, lack of computer availability, funding, and the like. Upon the resignation of Larason, who had carried out most of the programming of the list, it had a dim future. The OU library then volunteered to carry the work forward and it was transferred from Norman to Stillwater in the summer of 1972. Mrs. Pattee, then retired, was called back to work on a part-time basis as editor of the union list to work from a grant of $5,000 (for salary only) which had been procured from the State Regents for Higher Education by Arthur McNally and Roscoe Rouse. Until 1974 Mrs. Pattee laborediously examined most of the 30,000 records which had accumulated from 25 participating libraries and precisely corrected and unified them for entry onto computer tape from punched cards. Upon the depletion of available funds and her departure from the state, work was continued in the OU library with Norman Nelson taking up the editing responsibility which was estimated to be three quarters complete.

The OLA President Dee Ann Ray in 1973 named a committee whose purpose was to recommend the future course of the list. Its first chairman was Roscoe Rouse. In 1975 the committee announced the completion of the first edition of the list which had been converted from punched card format to magnetic tape. It was available for sale in either hard copy format (five volumes; for $87 or in microfiche at $5 per set. Formal news releases were sent to the library press announcing the availability of the list at these prices.

Concern was expressed throughout OLA about the currency of the list once the completed set had been issued and there seemed to be no hope of finding funds to continue it. Then, word came that "if OLA does not accept responsibility for the work the OU library staff will volunteer to correct, edit and update the list in the coming year." Shortly afterward Norman Nelson, Assistant Librarian at OU, was named editor for the second edition and two graduate students were "loaned" by the OU library to work with him in the project. OKULS-2 was issued in April, 1977. It was again available in five volumes or in microfiche, the price remaining the same as the first edition. By 1980 more than 300 copies had been sold nationwide. The list included over 32,000 titles with holdings for 23 participating libraries.

Again the rumblings for currency could be heard across the state and OLA took action to seek out private, state, federal, or other funds to keep the list updated. A formal recommendation was made in 1978 by Norman Nelson and Ruth Blake, members of the newly formed Network Advisory Council, that funds be sought through the Oklahoma Department of Libraries for a two year period and that the list be converted to the OCLA/CONSER II format and entered into the OCLC data base.

In 1979 Robert Clark, Director ODL, reported that LSCA funds amounting to $26,000 were allocated to the OKULS project for one year period to be continued in the OU Library. Susan Saunders was named Serials Cataloger/Coordinator early in 1980 with the responsibility of beginning the list anew providing full bibliographic data in the recommended format and entering it into the OCLC data base. She supervised a clerical assistant and reported to Norman Nelson as chair of the OKULS Administrative Board. Miss Saunders and the clerk were paid through grant funds. Supplemental LSCA funding in the amount of $9,228 was requested and received near the end of the first year and a grant totaling $49,702 for the second year of the project.

In January 1982 when the work on OKULS-3 was approximately half finished, Miss Saunders resigned. The work was carried on, however, for the remainder of the contract term. At that juncture ODL asked for bids from institutions and organizations interested in carrying the work on. Although OSA was one of the bidders, the bid was won by the Phillips Regional Library Center and all materials and equipment related to the project ODL forwarded to them in March 1982.

A total of at least 45,000 local data records for currently received titles is expected to comprise OKULS-3 when it is completed. Oklahoma librarians and library users hope that accomplishment will be attained within a twelve month period—the summer of 1983. It is estimated that there may be an additional 40,000-50,0000 records for titles that are not currently received that should be added to the list. In the meantime serials which have been entered are readily available to all users of OCLC. The list will never be finished but when it is on line at last, it will not be altogether obsolete. At last Oklahoma now has its long sought union list of serials.

The second program, co-hosted with the Public Libraries Division, is concerned with safety and security in libraries. Norman Nelson of Oklahoma State University is the principal speaker. Again, few would question the relevance of this topic.

Since this is my first report (and possibly last), I am going to take executive license and climb up on the soapbox.

I have been asked and other concerned librarians have questioned the ACRL Steering Committee about the validity or necessity of establishing a local ACRL chapter when we already have a College and University Division of OLA. In my opinion there is definitely room for both and academics should belong to both. With careful planning and coordination, the ACRL could provide programs of a general nature or state-of-the-art type programs. In fact, this is exactly what most division and roundtable program planners attempt to do because of the diversity of size and purpose of the libraries they serve, ACRL, on the other hand, can offer programs of a more specific nature, more technical or more in-depth than would ordinarily appeal to the average CUD member. ACRL can also offer publication possibilities for speakers or for scholarly papers. ACRL can also take positions on academic issues that might seem improper for CUD.

The soapbox is teetering. So I am going to quickly go to take another shot and also urge you to join and actively support OLA. As a relative newcomer to Oklahoma, I am impressed with the dedication of OLA-elected officers and committee people and their attempt to make OLA a meaningful association. Mary Sherman, the current OLA president, and the Program Planning Committee have spent a great amount of time and thought to assure that academic librarians are represented at the forthcoming OLA Annual Conference. In my opinion, the Oklahoma Library Association is truly deserving of your respect and support.
people and places

President-Elect

Francis W. Atswood has been elected Oklahoma Library Association’s new Vice-President and President-Elect. Ms. Atswood is a professor of Library Science at Central State University. Letty Rains resigned.

BETA PHI MU Initiates New Members

The Lambda Chapter of Beta Phi Mu held its annual dinner meeting and initiation of new members. Dr. Guy Logsdon, professor of American culture and folklore, University of Tulsa, was the guest speaker.

Beta Phi Mu is an international library science honor society, founded in 1946 and designed to recognize graduate and advanced students of accredited library schools. Initiates are required to have a 3.83 grade point average on a 4.0 scale and as well demonstrate superior academic achievement and professional promise.

Initiates for 1982 were: JUDY DALE DAY, LINDA JORDAN, CAMILLUS A. KERWIN, VICTORIA A. MCCLURE, MARY K. PROKOP, DONNA S. RICHEY, JANIS SHELTON, EMILY TERRELL, MARJORIE J. WEBBER, and JULIA ANN WICKENS.

Two Oklahoma educators have been honored by the Oklahoma Library Association for their outstanding contributions in support of public school library services.

Receiving the Oklahoma Association School Library Media Specialists’ fourth annual Certificate of Merit is Dr. Wesley Jarman, Superintendent, Union Public Schools, Tulsa, Oklahoma.

Dr. Jarman has been instrumental in upgrading and building new media centers in all the schools in the district. In each case, the library media specialist was involved at the planning stage and start-up funds were allocated for new library media centers. A special allocation was made to equalize the collections at all existing library media centers.

Dr. Jarman is a frequent visitor in each of the Union Schools’ media centers, where he often takes the time to stay and listen to a story or library lesson. He feels that library media centers are particularly important at the elementary level, as they give basic training.

Awarded honorable mention is Dr. Dale Stearns, Deputy Superintendent, Choctaw-Nicoma Park School District, Choctaw, Oklahoma.

Dr. Stearns initiated his dream of centralized elementary media centers during the 1990-91 school year when he was instrumental in placing two pilot media centers on a bond issue. After the bond issue passed, Dr. Stearns returned to his School Board and requested that new media centers be built at two other sites and a third renovated.

Whether it was dressed in fatigues to help assemble furniture or a three-piece suit to meet with his School Board or the Legislature, no one has ever doubted that Dale Stearns was enthusiastically launching his dream of centralized elementary library media centers in the Choctaw-Nicoma Park Public Schools.

The awards will be presented on October 14, 1982 during the meeting of the Cooperative Council of Oklahoma School Administrators and during the 1983 Oklahoma Library Association Conference, March 31, 1983.

— Dorinea Cuchnoor, CASLMs, Chair

Ibrahim Hanif Joins Library Faculty

Ibrahim Hanif assumed duties as Assistant Biological Sciences Librarian in the Oklahoma State University Library on September 13 of this year.

Mr. Hanif received the B.S. degree in 1972 from Clemson University and has awarded the masters degree in Library Science from Emory University in August of this year. He has done additional study at the Howard University College of Medicine and at the U.S. Department of Agriculture Graduate School in Washington, D.C.

CLENE BOARD ELECTED

Alphonse Tressa is the new 1982-1983 President of the Continuing Library Education Network and Exchange. Tressa, recently appointed to the position of associate professor of Library Science at Florida State University, was formerly the director of the Intergovernmental Library Cooperation Project, Library of Congress.

The other newly elected officers are President-Elect, John Hinkle, Continuing Education Coordinator for the Oklahoma Department of Libraries, and Treasurer, Sydelle Popinsky, Continuing Education Consultant, Texas State Library. The new board members are Evelyn Clough, Assistant to the Dean, School of Library and Information Science, University of Pittsburgh; and Vee Friesner, Director of Library Development, Kansas State Library.

Board members continuing are Joan C. Durrance, Donald Haynes, Sandra S. Stephen and Sharon A. Sullivan.

Intellectual Freedom Committee to Give Award

The Intellectual Freedom Committee, in conjunction with Social Issues Resources Series, Inc. (SIRS), will present an award to the Oklahoma librarian who has contributed the most to the principles of intellectual freedom. The award will consist of $500 to the librarian, $500 to the library of the librarian’s choice, and an award plaque. The presentation will be made by Elliot Goldstein publisher of SIRS, at the OLA conference in March.

SIRS, based in Boca Raton, Florida, publishes a series of note books of editorials and articles on topics of current interest. Criteria for the award and further details will appear in the next Oklahoma Librarian.

Cynthia M. Coulter
Intellectual Freedom Chairperson

Timothy A. Balch Accepts OSU Library Position

Timothy Balch joined the faculty of the Oklahoma State University Library on September 13 as Assistant Reference Librarian (Interlibrary Loans).

Mr. Balch received the B.A. degree in 1972 from Trinity College, Hartford, Connecticut, and his masters degree in Library Science in June of this year from the Baker School of Information and Library Science, Case Western Reserve University.

NEW EDUCATIONAL OPPORTUNITIES OFFERED BY LIBRARY SCHOOL

The Library School continues to expand its offerings for those wishing to specialize in selected areas of librarianship and information science. Two special options are now available at the Master’s level: a law option and a biomedical option.

The law option includes a minimum of 15 credit hours in core courses in library science, up to seven additional hours in a law librarianship sequence, and additional electives adding up to 36 credit hours. The biomedical option requires 15 hours of core courses in library science, 15 hours of courses in the biomedical sequence and 36 hours of electives.

Beginning for the first time this fall is advanced post-master’s study in library science leading to the 8th year certificate. The objective of this new program is to provide individuals the opportunity to upgrade his/her knowledge in library and information science, to redirect or strengthen a career path, and to develop an awareness of the importance of research in library information science and its application in the field. This program consists of a total of 30 hours of coursework beyond that taken as part of a Master’s program. To be eligible for admission, prospective applicants must have worked as a professional librarian for a minimum of three years.
Library School Faculty Changes

Faculty changes have occurred at a fast pace over the past two years, with Assistant Professor Bernice McKibbon leaving in 1981 and the Director Jim Healey and Assistant Professor Peggy Smith leaving in 1982.

Director Jim Healey left the School at the end of the 1981-82 academic year to explore new educational and career possibilities. Dr. Healey had been director of the School for seven years, during which time the School added a 6th year post-master's program and specialty programs in law and biomedical librarianship.

Dr. Smith left O.U. in August, 1982, for the University of Tulsa where she is now Assistant Dean of the School of Business Administration. Smith had taught courses in Foundations and Literature of the Social Sciences as well as workshops in microcomputer applications for libraries. She had also been the Library School liaison for the O.U. Library Program conducted in Oxford, England, during the 1982 summer.

Joining the faculty in the fall of 1981 were Dr. Evelyn Curry and Dr. Rosemary Ruiz Du Mont. Assistant Professor Curry completed her doctorate in Library Science at the University of Illinois at Urbana right before arriving at O.U. She teaches courses in reference, academic libraries and information science. Associate Professor Du Mont came to O.U. from the University of Kentucky where she had been teaching for five years. She holds a Ph.D. in Library and Information Science from the University of Pittsburgh and teaches courses in Management. Public Libraries, Literature of the Humanities and Communication. She is also Coordinator of Continuing Education for the School.

FACULTY UPDATE

DR. FRANCES LAVERNE CARROLL, Professor of Library Science, returned August 1, 1982, from Australia where she had been Head of the Library Studies Department, Nodlands College (Perth, Western Australia). Her new book, Recent Advances in School Librarianship, has been published by Pergamon Press.

Associate Professor HARRY CLARK has had two publications come out in the last year. The first entitled 'Foling the Pirates: the Preparation and Publication of Andreas Versalits De Fabrica,' can be found in Library Quarterly of July 1981. The second "Library of Congress in 1880," was published in the Journal of Library History in the Fall of 1981.

Professor MILDRED LAUGHLIN presented numerous papers and speeches in that field throughout the State of Oklahoma during the last year. She presented the keynote speech at a pre-conference program at the American Library Association Conference in Philadelphia in 1982 entitled "Library Skills: K-12 - A Search for Answers."


ALA ADDS NEW LIBRARY LOGO

PROMOTIONAL ITEMS

The American Library Association is introducing an expanded line of promotional items using the new national library symbol. In addition to the mugs, t-shirts, and tote-bags that sold like hotcakes at the Philadelphia Conference, the Library Symbol Collection now includes a cube note pad, luggage tag, duct tape paperweight, rolls of circular stickers, and symbol sticker clipbook with layouts for stationary, envelopes, postcards and other ideas for inexpensive local printing.

All of the items are available for mail order, and wholesale prices are offered to libraries or library organizations who wish to purchase in bulk (orders of $125 or more). In addition, for a profit, order forms are available from the ALA's Public Information Office, or see the October issue of American Libraries for a photo and order information.

The national library symbol was launched at the 1982 ALA conference for use by U.S. Libraries to promote awareness of their services. Originally developed by the Western Maryland Public Libraries, the symbol was emblazoned for national use by the ALA Council. It is in the public domain and can be used freely without restriction.

ALA JOINS IN INTERACTIVE HOME INFORMATION SYSTEM

Reviews of new adult and children's books, drawn from Booklist and Openers, publications of the American Library Association, will be included in Viewtron, an interactive home video information system. This videotex system, which allows subscribers to interact with a variety of electronic databases through their television sets, telephone lines and a special keyboard decoder, will have its commercial introduction in mid-1983 to 5,000 homes in the southern Florida counties of Bade, Broward and Palm Beach.

The Booklist, ALA's biweekly reviewing journal for library book selectors, and Openers, a tabloid newspaper on current authors and reading for public library patrons, both highlight recommended books and other media for children, young adults and adults. Selections from each issue of these publications will provide a database of book reviews available to Viewtron subscribers along with news, weather, sports and financial information, and a variety of consumer services including shopping, entertainment ticket orders, travel arrangements and games. The reviews will be indexed and made available through various access routes or "menus," in screen displays specially designed for the ALA book review file.

Viewdata Corporation of America, Inc. (VCA) of Miami Beach, a subsidiary of Knight-Ridder Newspapers, is the developer of Viewtron.

ALUMNI SURVEY RESULTS REPORTED

Dr. Robert Swisher recently completed a very careful survey of over 500 alumni of the School of Library Science who returned questionnaires sent to them as part of the School's Curriculum Planning Survey begun during the last academic year. Analysis of alumni opinions regarding competencies needed by MLS graduates will form an important part of the School's continuing curriculum review.

Results will be reported in more detail later. A few highlights are listed below:

1) Competencies considered essential to a student's MLS program vary according to the type of library in which alumni are presently employed. Of over 60 competencies ranked, the only one consistently ranked as essential by all alumni is "establishing and maintaining effective interpersonal relationships with staff and patrons."

2) Academic librarians give highest marks to knowledge of bibliographic tools, the use of effective search strategies, and interpersonal relationships.

3) Alumni in public library positions rank interpersonal relations first, the development of selection policy second, and knowledge of selection principles third.

4) Special library alumni list effective search strategies first, followed by interpersonal relations and the effective utilization of human resources.

5) School media alumni give the highest marks to the teaching of library skills, the ability to develop a general collection of materials and selection principles.

6) All competencies that denote research, philosophy or history are ranked relatively low by the School's alumni.

For the OLA Annual Conference, the Technical Services Roundtable is planning a forum for the exchange of ideas and information on the impact of AACR2 name headings and subject heading changes on the catalog. Anyone interested in participating or who would like to submit examples of heading changes for discussion, contact, by January 30, 1983, Linda Taylor, Technical Services Librarian, South Oklahoma City Junior College, 7777 S. May, OKC 73159 (682-1611, Ext. 229).
DYNNAMITE VOICES IN DEFENSE OF FREEDOM

by

L. B. Woods
Cynthia Robinson

Oklahoma's Indian and pioneer heritage has encouraged a freedom of spirit that is now traditional in the state. But the qualities that give that spirit meaning could be in danger of decay due to persistent threats to intellectual freedom. During the past fifteen years, 1966-1980, twenty-nine censorship cases have been reported from Oklahoma by AAL, the Office of Intellectual Freedom (OIF) in the Newsletter on Intellectual Freedom. These reports do not represent all the cases that occurred in the state, however. It has been estimated that about fifteen percent of all censorship cases are reported by the news media, and not all of these are sent to the OIF. This study is limited to those cases reported in the Newsletter.

For this study, 'Indexes of Censorship' were done for two time periods: 1966-1975 and 1976-1980. For the years 1966-1975, twenty-three cases were reported. Oklahoma's censorship rate was slightly below the national average. Only six cases were reported for the years 1976-1980.

Educational institutions include kindergarten through college and public libraries. Non-educational include theaters, bookstores, government/cases, etc.

The number of reported cases from non-educational institutions is almost twice that of educational institutions. Although the nation as a whole reported more non-educational attempts than educational, Oklahoma's rates are skewed toward non-educational attempts.

This seems to indicate that Oklahomans are not particularly concerned with potentially objectionable classroom and library related materials. (Readers can make their own judgment.)

The actions of school librarians in heavily populated areas, which is consistent with other states the authors have studied.

Censorship attempts originate from many sources. Attacks directed at educational institutions are usually led by administrators and parents, as was the case in Oklahoma. For non-educational institutions, the majority of attempts were begun by district attorneys and federal prosecutors with courts being second.

Only one religious group led an attack in Oklahoma. This may not be indicative of the period from 1980 onward, however, as the national trend seems to indicate religious attempts from the New Right (including the Moral Majority) are on the increase since conservative victories at the polls in late 1980.

Censorship proponents raise numerous reasons for attacks, chief among them being obscenity, both in educational and non-educational institutions.

Reasons for censorship attempts directed at educational institutions are covered politics, pornography, and criticism of authorities, in addition to obscenity. Fourteen books were removed; for 'further considerations' in Alton because they were considered questionable. These included Flowers for Algernon, The Learning Tree, and One Flew Over the Cuckoo's Nest, all popular censorship targets nationally. Dynamite Voices, a paperback used in a black studies course in Tulsa, was attacked for being pornographic and obscene. The question raised by cases such as this is, whether the objection are partly due to feelings of racism.

Attacks directed at non-educational targets were usually based on obscenity charges. Examples were two cases against Tulsa bookstore owner Al Hart for selling the newspaper, Screw. Hank was ultimately fined $7,000.

Nationally, the high school level is most often the target of censors. In Oklahoma too, few cases were reported to determine which level is most sensitive. At the university level, cases usually revolve around school newspapers, films considered pornographic, or speakers considered controversial. Self-confessed communist Angela Davis, for example, has often been the target of censors. Oklahoma being no exception. The Oklahoma State Senate asked that she not be invited to speak at the University of Oklahoma at Norman. This attempt failed when she appeared and addressed the student body anyway. In Edmond The Vista, a student newspaper at Central State University was censored by Vice President for Administration Alvin Atchon, who threatened to sue the faculty advisor and two reporters if "anything adverse to him" appeared in the newspaper.

In non-educational institutions, District Attorney S. M. Falls Jr. prosecuted a Tulsa bookstore owner for selling a magazine showing sexual intercourse. The bookstore owner was sentenced to four years in prison and fined $15,000. This conviction was upheld by the Court of Appeals. Theater censorship occurred in Oklahoma City when Last Tango in Paris was attacked by the Oklahoma County District Attorney. Tango has been attacked nationally on a number of occasions, but did not reach the level of notoriety achieved by such porno films as Deep Throat and The Devil in Miss Jones, two titles missing from the Oklahoma List.

Two books, Boys and Sex and Girls and Sex, were the center of a long controversy in the Oklahoma County Library System. The case began in December 1974 when sixth grade teacher Ben Travis wrote an open letter to Lee Brower, Executive Director of the system, which appeared in the Oklahoma Journal. Travis felt the works were irresponsible and inappropriate in a children's library. After a long battle in which the system at one time considered restricted access for youth, the forces of intellectual freedom prevailed (April 1974). The books were retained and made accessible to any patron.

Most censorship attempts were successful with success defined as the banning of materials. In two cases, censors were partially successful, when materials were retained with restrictions placed on them. Seven cases were unsuccessful resulting in victories for the forces of intellectual freedom and the results of seven cases were not reported by the Newsletter on Intellectual Freedom.

The result of one case was extremely severe: a Tulsa bookstore manager was sentenced to fifteen years and fined $25,000 for selling a magazine including sex. It is reported that such a case has not been overturned in a higher court, but it illustrates the lengths to which certain judges will go to try to make a name for themselves among conservative elements in the state. Often people do not realize how their own freedoms come under fire when such outlandish results emanate from their court system.

Oklahoma librarians must be aware of censorship attempts and hopefullv report them to the Office of Intellectual Freedom even if the attacks are not directed at their institutions. Every attempt at censorship endangers everybody's right to freedom of information. Since the 1950 elections, censorship is on the upswing. In those elections librarians were not active. In 1980, many librarians were heavily active, and in 1980, those activities were successful. People know that censorship is a serious threat to the rights of the individual, and they are prepared to fight for their rights. However, librarians are not prepared to fight censorship. The lack of awareness is frightening. Censorship attempts can happen anywhere, and librarians are uniquely prepared to deal with censorship, because they deal with these issues every day. Librarians must be aware of the threats to their freedom to choose what they will read, hear, or view. When cases are kept secret, educators librarians are more likely to lose censorship battles. In the process, they are more likely to suffer loss of prestige and be pressured to resign. If the community is made aware of censorship pressures, however, support for intellectual freedom will materialize, sometimes in the most unlikely places. In addition, the more self-policing procedures, the more effective censorship prevention programs can be. This awareness is particularly important on our Constitutional guarantees of free speech. Although some lower courts, such as the one already cited, do not always uphold our Constitution, higher courts usually do.

Education librarians are at a crossroads. If they don't fight such forces as the New Right now, they will have left in their classrooms and libraries only that which can pass "official approval". From the list of items subjected to censorship pressures in Oklahoma, it is obvious that very little would pass muster.

The key to winning the battle is to know what to do in advance. That includes educating trustees, having the proper documents ready, being psychologically prepared and knowing where to go for help, both in your community and outside. The Office of Intellectual Freedom and the ACLU are good places to begin. They can help apprise you of your position. Don't weaken your position through ignorance. Attend workshops and read widely about the problem. Be prepared before the censorship strikes. Only then will educators and librarians speak authoritatively (with Dynamite Voices) in defense of their selections, their jobs, and their Constitution.

REFERENCES

The information presented is the result of data compiled from all issues of the Newsletter on Intellectual Freedom published by AAL's Office of Intellectual Freedom from 1966-May 1980.

L. B. Woods, is Associate Professor at the Graduate Library School, University of Rhode Island. Cynthia Robinson is a Graduate Assistant at the School.
FREE REGISTRATION TO VISIT ALA SAN ANTONIO MIDWINTER EXHIBITS

All librarians and library staff members in the San Antonio area are invited to visit the exhibits at the ALA Midwinter Meeting in San Antonio, January 8-11, 1983. The deadline for free registration passes is December 1, 1982.

More than 275 booths at San Antonio’s Convention Center will house exhibits of some 225 companies whose products and/or services include publishing, book wholesaling, microform supply, furniture manufacture and sales, library security systems, cataloging services, information retrieval, publications, subscriptions and reproduction equipment.

The exhibits schedule is as follows: Saturday, January 8, 10:00-7:00 p.m.; Sunday-Monday, January 9 and 10, 11:00 a.m.-5:00 p.m.; Tuesday, January 11, 11:00 a.m.-2:00 p.m.

All who work in libraries may attend the exhibits, whether or not they are attending the Midwinter Meeting itself. In order to register, interested librarians and library staffs must send a stamped, self-addressed envelope with their request for a free exhibit pass to: Conference Manager, ALA, 50 E. Huron St., Chicago, IL 60611. Because of time and budget limitations, only those requests which include the stamped, self-addressed envelope will be filled.

DINOSAURS BRING BIG FUN TO LIBRARIES

Hagerstown, MD — Upstart Library Promotions is now offering libraries a FREE Children’s Book Week Activity Pamphlet and a FREE full-color 20-page catalog featuring over 150 library decorations, inexpensive bookmarks, teaching aids, T-shirts, posters, buttons, book bags and more.

Friendly dinosaurs are featured on kits for children with the slogan “Books Are BIG FUn.” Children and dinosaur are shown having “big fun” as they enjoy books together.

For young adults and adults, kits carry the slogan, “Pass the Word — Read.” Done photographically, these promotion aids capture the brilliant color of mascot parrots passing the word about reading.

Other items of special interest include an expanded selection of Book Bug products, a new line of “I Read” buttons, feminine-cut T-shirts and a unique “Book Return Chart.”

For a FREE CBW Activity Pamphlet and FREE 20-page catalog write: Upstart, Box 889, Hagerstown, MD 21740.

FACULTY ATTITUDES TOWARD LIBRARY INSTRUCTION: THE REAL KEY TO SUCCESS

by

Dr. John Lolley, Director of Library Services
Central State University
Edmond, Oklahoma

INTRODUCTION

CSU is a regional university serving approximately 12,000 students and is located in a large metropolitan area. It is primarily a commuter school with the majority of its students holding full and part-time jobs. Since the average age of all students is around 30, several years may have passed since many sat in any classroom, high school or college. Academically, the average entering freshman at CSU is not only below the national norms of standard college entrance tests, but also below the Oklahoma norms. Without setting foot on the CSU campus, one conclusion that could immediately be drawn from these characteristics is that the majority of these students probably can not make efficient and effective use of the Library. There is also a very good chance that they are deficient in reading, language and computing skills.

Yet in a recent study conducted by the Library staff of attitudes and use of the Library by CSU faculty, many teachers expected students in their courses to use library materials, ranging from the elementary to the complex.

Paradoxically, while the majority feel that entering CSU students do not possess the necessary skills to use the Library, efforts to establish a required freshman library instruction course, either as an independent course or as course-related instruction, have met with sentiments ranging from indifference to hostility.

Great Expectations

We librarians are an industrious group. We go to exhaustive efforts to acquire what we hope are the best informational resources for our academic community. Libraries are staffed by professionals and specialists to select, acquire, process, circulate, and retrieve information. We are justifiably proud of our achievements and fervently hope that they are utilized and appreciated. Yet numerous studies show that it is the influence of teachers, not librarians, who determine to a large degree the use of the library by students. As far back as 1935, McDearmind found that 91 percent of all titles borrowed at seven college libraries in the North Central area of the United States were circu-"mulated.1 In 1954 Patricia Knapp at Knox College reaffirmed "the earliest studies in finding that college students’ use of the library is almost exclusively stimulated by the demands of courses." Similar studies through the years have reported like conclusions.

Since the success or failure of the overall mission of a college or university library depends so heavily on the teachers of the institution, it seemed prudent to discover just exactly what are expectations of the CSU faculty regarding student use of the library. Therefore in fall 1981, a comprehensive survey of the attitudes and use of the CSU Library was conducted. Table I illustrates the results of one section of the survey.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Affirmative Responses</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Journal articles</td>
<td>197</td>
<td>73.23%</td>
</tr>
<tr>
<td>2. Materials located through use of card catalog, indexes and bibliographies (for example, for term papers)</td>
<td>171</td>
<td>63.87%</td>
</tr>
<tr>
<td>3. General reference books</td>
<td>157</td>
<td>58.36%</td>
</tr>
<tr>
<td>4. Reading from a required or recommended list of library materials not on reserve</td>
<td>125</td>
<td>45.47%</td>
</tr>
<tr>
<td>5. Reserve materials</td>
<td>458</td>
<td>34.49%</td>
</tr>
<tr>
<td>6. Government documents</td>
<td>126</td>
<td>19.33%</td>
</tr>
<tr>
<td>7. ERIC (Educational Resources Information Center Documents)</td>
<td>16</td>
<td>16.73%</td>
</tr>
<tr>
<td>8. Curriculum Collection</td>
<td>33</td>
<td>8.59%</td>
</tr>
<tr>
<td>9. Cassettes</td>
<td>18</td>
<td>5.99%</td>
</tr>
<tr>
<td>10. Library of American Civilization (LAC) Microform Collection</td>
<td>14</td>
<td>5.20%</td>
</tr>
<tr>
<td>11. Maps</td>
<td>11</td>
<td>4.09%</td>
</tr>
<tr>
<td>12. Children’s Collection</td>
<td>10</td>
<td>3.72%</td>
</tr>
<tr>
<td>13. Human Relations Area File (HRAF) Microform Collection</td>
<td>10</td>
<td>3.72%</td>
</tr>
<tr>
<td>14. Current study</td>
<td>8</td>
<td>2.97%</td>
</tr>
<tr>
<td>15. Library of English Literature (LEL) Microform Collection</td>
<td>7</td>
<td>2.60%</td>
</tr>
</tbody>
</table>

As we see, there is a distinct possibility that a student in one or all of his courses could be expected to utilize journal articles, locate materials in the library catalog, indexes or bibliographies, answer reference-type questions from reference sources, and find and read materials from a required or recommended list. It is not inconceivable that he might be expected to locate and use maps, government documents or materials from special collections. Many students, no upper classmen, may find themselves assigned projects which require such resources as ERIC and other microform collections. The difficulties that even the brightest student might encounter without library instruction are quite apparent and CSU teachers, like those at any college or university, have definite attitudes regarding library instruction. (See Table II.)
### Table II

**ATTITUDES TOWARD LIBRARY INSTRUCTION BY CSU FACULTY**

Indicate your responses to the following statements:

1. Students should learn effective utilization of library materials as part of their university experience.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>254</td>
<td>94.42%</td>
<td>5.58%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Students entering CSU possess the necessary skills for use of the library.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>94.44%</td>
<td>5.56%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Development of library skills needed by university student is the responsibility of the student.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>99.1%</td>
<td>0.9%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Faculty members have primary responsibility for instructing students in the use of library resources needed in their disciplines.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

5. Librarians have primary responsibility for instructing students in use of library resources needed in their disciplines.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>566</td>
<td>99.0%</td>
<td>1.0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

6. All incoming freshmen should be required to receive instruction in the use of basic library resources.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>226</td>
<td>99.1%</td>
<td>0.9%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

7. Library instruction should be included in a required course with library instructors and regular course instructors doing team teaching.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>94.8%</td>
<td>5.2%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

8. Library instruction should be offered as an independent required course.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>97.6%</td>
<td>2.4%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

9. Upper level students who determine their major and graduate students should be given subject-oriented library instruction.
   - Yes
   - No
   - No Opinion
   - No Response
   - Percentage

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>No</th>
<th>No Opinion</th>
<th>No Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>98.1%</td>
<td>1.9%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The overwhelming majority of CSU teachers responding to the survey felt that students should indeed learn to use the library. Most felt that entering students wouldn’t use it and that they probably be required to learn about it. Teachers were, however, ambivalent on the question of just who should teach their students. At least a third felt that it was up to the students to teach themselves (presumably, including those whose entrance scores were below national and state norms). Almost half responded negatively to the statement concerning faculty responsibility for teaching library use, and as might be expected, an equal amount felt that, perhaps, fibers and graduate students should be taught library use.

### Conclusions

What does this all mean? On one hand CSU teachers suspect, and most know, that unfortunate experiences with library assignments, that entering freshmen cannot effectively and efficiently use the CSU library. They feel something should be done about it, but they are not sure what and how. Undeterred, however, they continue to make assignments requiring library resources. On the other hand, a large number of students had no opinion or made no response to the question on library instruction. Many felt that librarians do not have the primary responsibility for teaching library use, the library, that they should not be required instruction for incoming students, and certainly that it should not be offered as an independent course.

Why there is this apparent gut feeling that something is definitely wrong, but an unwillingness to cure the patient? First, let me point out that the responses to this survey by CSU teachers are probably no different from those of most college and university teachers at public institutions. There still remains, however, the paramount question of why many are reluctant to endorse and see implemented formal library instruction. Few would question the importance of learning at least the basics in their particular discipline.

Why would any educator debate the merits of learning to find information in any and all fields of knowledge? There are many possible answers to this question. First, lack of time, lack of inclination, lack of faith; they can’t or they won’t learn to teach, a pervasive sentiment that librarians are basically clerical in vocation and demeanor, too much trouble — the old ways have always been good enough anyway.

If, indeed, one or all of these reasons are valid at Central State or your college or university, then I see at least two courses of action that libraries must take.

1. Arm Yourself. Yes, that’s right, arm yourself with statistics, studies, and data which show that library instruction not only occurs at many colleges and universities, but that it works. Pre and post-test, represent groups to graphically demonstrate the need for library instruction. As the CSU survey shows, while many teachers have an idea that a problem exists, they apparently not convinced to the point of doing something about it.

2. Present a Polished Product. Remember, you are about to tread in traditional and sometimes sacred academic waters. Therefore, it is absolutely essential that library instructional programs should be based on sound educational principles. Written achievement goals must be clearly stated. The methods to accomplish these goals should also be described. Finally, describe the observable or demonstrative outcomes of the instruction. Pre and post-test the program and document the results. Refined the program where necessary. Then present the polished product to the faculty or Academic Vice President.

It can be a bitter pill for librarians to realize that faculty attitudes toward library use and library instruction largely determine their success or failure. As Patricia Knapp observes, where the instructor expected and planned for student use of the library, it occurred. Where he did not, it did not occur. In most cases, the same observation will probably be true for library instruction.

### Notes