GETTING KIDS TO WRITE
by Robert Newton Peck
OLA Annual Conference
April 25, 1986

Excerpts From a Transcript

The craft of writing began possibly a quarter of a million years ago when your ancestors and mine walked almost on all fours, occasionally stood up. They lived in caves, possibly ate raw meat. It was before language. It was when your ancestors and mine merely walked around and pointed at things and grunted. And one day, this hairy thing picked up his club because his mate and his young were hungry. This was back in the good old days when young men fed their families. And he went out and killed an animal — possibly the animal almost killed him — dragged it home, skinned it, gutted it, perhaps ate it raw, maybe they half cooked it. And this man is sitting in his cave a quarter of a million years ago Robert Newton Peck and he sees that his mate and his young finally have their bellies full and In this day and age, the word generation, rightly or wrongly, has gone: We live in a screen generation. This is MGM, this is ABC, this is Atari. Today's machine is a keyboard with a screen. This is a screen generation. If you want to write something, if the kids in your school write something or if you write something, you want to know if it's any good. This is the acid test: can it be photographed? If it cannot, reassess it. It must be all picture.

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I would say the modern concept of good writing began with the radio. Fifty years ago, people would sit around in their parlors and they would watch a radio. They would stare at a little orange light for hours. Why? Because they wanted to see Amos and Andy so badly, or Bob Hope, or Jack Benny, Fibber McGee and Molly, Eddie Cantor, the great radio stars half a century ago. That's why television was invented, for one reason only, that radio watchers so longed for a picture. And you know, people who read books, kids, adults, don't give them a paragraph to read, give them a picture to look at. Writing is tangible. Writing is stuff. It's not emotions. It's stuff, physical things, items. The greatest teacher who ever lived was a Nazarene carpenter 2,000 years ago and when he would teach and preach, he talked about stuff. He talked about loaves and fishes and a mustard seed. Take your pencil sometime, a very sharp pencil and make a dot, right on the tip of your finger. That is a mustard seed, full of life, full of promise. But that Nazarene carpenter spoke of things, of objects that people would understand. His parables were full of tangibles — a camel passing through the eye of a needle. You say that's impossible, but it isn't. In those days, the city gates were enormous, great big double gates and during the daylight hours, they were open and when nighttime came, to insure their safety from
marauding bands. The big gates were closed. But, there was always a little gate for the late comers who arrived to the city after dark and it was called the needle's eye. And a man had to stoop down to walk through it and the gate was so small, his camel had to go through the needle's eye in the dirt on his knees. And so, when the carpenter said, "It is easier for a camel to pass through the eye of a needle than a rich man to enter the kingdom of God," that's what he meant. And I am rich man in many ways, but sooner or later, before I go to where I really want to go, I had better get down on my knees in the dirt. Because that's what it means. Gosh, I hate humility. I'll never do that again.

So, basically speaking that's what writing is about. It's all stuff. If you say Bill was nervous. Lousy stuff. Awful writing. "Nervous" is pictureless; it's radio. You say Bill was flicking his bic. Bill was clicking his ballpoint pen off. That's television. Bill is a kid at school and he got in trouble. He got sent to the principal. But, you don't say Bill was nervous. It's pictureless. It's radio. It's yesterday. It's gone. Bill sat on that hard bench outside the principal's office and he began to peel the skin back from the edge of his thumb until the raw, red flesh began to show. until he could get that skin between his teeth and rip it away and taste the hot sweetness of his own blood. You are right, not all pictures are pretty. But, that's the secret of writing. Don't tell me Bill was nervous. Show me Bill's thumb and as soon as you do that, you are a writer. If you are assigning writing or if you are talking to English teachers who are assigning writing, tell them to never, never use the word love. It is pictureless. It's like nervous. It's an intangible. Discard it. The farmer had a horse and loved the horse very much and always took good care of his horse. Love, care. We are raised that love, care are such beautiful words. Crap. They are useless. Bending low, he lifted up one massive hoof to cradle gently between his knees as though it were a child. With the heel of his hand, he brushed away the grit and cleared the frog. His hands were busy with tools, but as he worked, he rubbed his head against the barrel of his side to quiet his mare from the pain. Which is more effective? The tangible or the intangible? You decide.

I would starve as a writer if I wrote, "Janice Riker was a very mean little girl and she did mean things to me and I will always hate Janice." That is storytelling and storytelling is not good. It is storyshowing as the cave man showed us. We were playing cowboys and Indians and there I was helpless and tied to a tree and along came Janice and she yanked on my britches and she said, "I've got a hornet." This is picture and that is what writing is. It is a visual thing. There is nothing intellectual about it. It is visual. And, if you can't learn from me, at least learn from the carpenter.

Enthusiasm is one of the great gifts of God to all of us. There is a storehouse of it, a great bin. There is a great storehouse, a reservoir of enthusiasm. Most of us go there with a teaspoon to get our share. Go there with a wheelbarrow. Just drench yourself with enthusiasm. You are a teacher. Enthusiasm doesn't begin with those kids; it begins with you. Boy, I want you to come into that class dressed in spangles on a skateboard, playing the sweet potato. You're not in education; you are in show biz. When I make a speech to kids, they think they are being entertained. They think I am doing a gig. This is entertainment. Secretly, don't tell them this, but I am really teaching them something and it is kind of fun to do that.

By the way, if you are making a speech and you lose your place, never panic. And never get up and read a speech. If you are planning a program, the first thing you ask the potential speakers is, "Do you read a speech?" If the answer is yes, just say well, read it somewhere else. You know who reads speeches — PhDs. We've got to rise above this low level PhD level of education. We've got a lot of fresh air in education. You know what is the best thing that happened to the public school system? The growth of the private school system. Really. It sharpened you all up. Everybody needs competition. When you are the only girl at the dance, you don't shave your ankles any more. It's true. People, the idealists, are always saying we should have full employment. Who'd get out of bed? Life is like a book. My mama told me that. I was coon dogging after a girl in town and three nights running, I said I was going into town to see Margie. And she said, "Son, sometimes not quite enough is the right amount." That was the only sex lecture she ever gave me. She couldn't read or write and she was a doggone smart old broad — that my mother — a great lady. And it's true. It's true in life and it's true in fiction. I'm having a party at my house and, of course, I've invited all of you because you are all so much fun. And, we have decided to play musical chairs and we have the music going. We've got twenty people at the party. I put twenty chairs out there. How many people hustle. You know. Nobody hustles. You've got to have twenty people and nineteen chairs. And that's the way it goes and it boils right down to two people and one chair. That's actually the way the plot, the way a story moves. That's the way it almost ends because that's what plot is.

I was at a writer's conference one time. They're always fun. I made the mistake of reading the post mortems and there was this little old lady. I remember her very well. Her name was Azalea. You just remember people whose names are Azalea. And, she sat right in the front row with this little thing that said, "Hello, My Name is Azalea." And I read the post mortem that she had written. She said, "Of all the speakers I heard this week, I thought Robert Newton Peck was the most inspiring." And the next sentence was this, "I realized that if he could be a success, anybody could." And, it's true. Anybody can. It's a simple craft. Plot. My gosh, I have read pages and chapters on plot. A plot is merely (this is Peck's definition) two dogs and one bone. That's all it is. Not quite enough is the right amount.

Is that your purse? Just hold it up way up high so everyone can see it. Suppose I want that purse, but if I never try to get it, we don't have a plot. If I want that purse and this nice person whose first name is Barbara says,
There's a scene in this book. Lucky, her one little dress is nothing more than a rag, too small. Nose takes her to a drygoods store in a little town. Remember, this is about 1900. She finds a dress she wants. It is white with little blue flowers on it. But, I think the dress costs $3.00. And she realizes this will take $3.00 out of their coffee can and they will be $3.00 farther from having a home and a place where Baptist will not be punched anymore because he is not young anymore either. And, so she decides. In the back, in the trying-on room, she takes off the good dress and puts on her old dress, gives it back to the store man and tells him it is just a little too small and walks out of that store. Sacrifice. I guess that's sacrifice. Boy, I am telling you. When I wrote that chapter, even now, when I wrote that chapter, I was just so stopped. I felt like I just loved that little girl so much. And she was with Nose when she did it. Outside Nose never says anything. He just gets down on his knees in the dirt and holds her in his arms. That's all.

Gosh, my mother used to say hard-boiled eggs have soft centers and I
Letter from the President

Dear Colleagues,

As many of you know, the Oklahoma Library Association has discussed the possibility of hiring a lobbyist to represent the interests of librarians at the Capitol. The funding of such a position is a challenge. A minimum of $5,000 is needed to engage a professional lobbyist on a part-time basis. Can we afford to hire a lobbyist? We can no longer afford not to!

The funding for a lobbyist must come from within our own ranks. I am asking that each OLA personal member contribute $10.00 to the newly established Lobbyist Fund. $10.00 is less than the cost of one book—a small investment in the future of libraries in Oklahoma. If $10.00 is unmanageable, smaller contributions would be welcome.

Many past-presidents of the association, as well as members of the present Executive Board, have contributed $25.00 each to effectively begin this worthy effort and to demonstrate their support. Please join them by giving generously.

Legislative activities are my first priority this year. I am counting on all of you!

Sincerely,

Donna Skvarla
President

Enclosed is $________ for the OLA Lobbyist Fund. ____________

Send to: Signature

Kay Boies, Executive Secretary
Oklahoma Library Association
300 Hardy Dr.
Edmond, OK 73013
think it is true. This is from a man who used to butcher hogs. Anyhow, life cannot go on quite as pleasant as this. They come into a tough town, a real tough Florida, backwoods, sanddirt, redneck town and they run into a spade of trouble, some horrible trouble. And, I suppose for $9.95, you can find out exactly what happens.

What I gave you was not a pitch for a book. It was a lesson on how to get kids to read. I was giving you a little education. How do you get kids to read? You get kids to write. That's the secret. Jimmy Taylor is a boy in your school. What is his favorite book? It is not one that I have written. It is one that he has written. You bet. Maybe he hasn't written well, but that is his favorite book. You know, my favorite books are not anything written by Richard Peck I can tell you. They are the books written by little Bobby Peck.

I remember I was the first person in my family to ever attend a school, the first person in my family who ever learned to read or write. We were mountain people. Sometimes on a Sunday night, a traveler would be passing through, a very scholarly person, and this great scholar would be asked to stay for supper. Sometimes the scholar was the clerk at the local feed store in town. But he could read. That made him to me a wizard. I can hear my mother and my aunt and my father saying, "Would you please read to us?" And I was sent to fetch the one book, and that is what it was called in my home—the one priceless thing that we owned, God knows we didn't own much, but a lot of dirt and a lot of work on it, but did own one book with a calfskin binding. It was big and gray. And that's what it was called. It was called the book. "Robert, would you go fetch the book?" Do you really have to ask what that book was? And this man would put that wonderful book down and open it up to Isaiah and pound swords into plowshares and spears into pruning hooks and study war no more and it looked like a page out of the Yokohama phone book to me. This man could look at those tissue thin pages, look at these funny markings and get stories out of it. And I said, "Hey gee, that is a class act." I didn't phrase it like that, but I said I want to learn to do this. I said is there a place where I can learn to do this? And he said yes, school. I said I want to go to it. My parents were opposed. They were Shakers. You have to remember the outside world was a threat to those people. They were good people. very narrow.

So, I decided I would go to school. I teased and teased until mama said, "Alright, if you will stop, you can go." And my grandmother marched me the first day of September, the day after Labor Day, and she marched me the miles down the road to the school and my grandmother sat on a bench outside the building until school was over. She then took me by the hand and marched me home. And my mother said, "How was school?" And I said, "I want my hair cut." Several of the other boys had pulled on my hair. And they didn't want to cut it. So I went out and I found a pair of shears in the barn and I cut it myself and I've been cutting it myself every since. And I said, "Tomorrow morning I am going alone." And I went alone. I was a feisty little devil, but that's what independence is all about.

In that one building is where I met Miss Kelly, who was mine for six years. To me — and I, of course, was knee-high — she was tall, statuesque, stood soldier-straight, read to us Lady of the Lake, Wind in the Willows, Huckleberry Finn, Tom Sawyer, Ivanhoe. That's what we had to make do with. The great books had not yet been written. And so, one day in school she said, "Your homework for tomorrow is to write a poem." Nobody had ever asked me to write anything before. I got home, gave it a try. I went out to the barn and papa said, "Chore time, let's get going." Our old barn cat had some kittens and I thought they were real wondrous and pretty. I sat down at the age of nine or ten and did my thing with Sara and her kittens, handed it in to Miss Kelly. She put a gold star on my paper. I got to read it for the whole school. There I was looking at 27 ugly kids. It's kind of embarrassing to be the only cute one.

Sara's Wondrous Thing
by Robert Newton Peck

Sara's our tabby cat and always every spring she steals away out to the barn and does a wondrous thing. Somehow she has some kittens in the hay up in the loft. They all don't look like Sara, but they touch so wondrous soft. Each day, I hurry home from school and up a barnyard path. And there is Sara giving each and everyone a bath. Sara licks each tiny ear and tiny tail of silk and then they have their supper which is really Sara's milk. I don't know how she does it, but she does it every spring. It makes me want to whistle because it's such a wondrous thing.

If you liked, The Day No Pigs Would Die you certainly will like that book called, My Vermont. It's prose and poetry. Gosh, never let the publisher write the stuff in the beginning of the book. Never let the publisher write the stuff on the flyleaf up front. Always write it yourself because you really want it done right. Speaking of tangibles, not adjectives and adverbs, that's so useless. "If one book is Vermont, it is this one, an unhurried ramble among red barns, green meadows, black and white cows. More than prose or poetry, it is the lyric and tune of family farm, notes written in fresh snow like footsteps to morning chores. Earthy reason, hewn to stand stubborn as oak beams, not wine, but well water. A fragrance nearer to sweat than petals. Poems cut from leather, hickory. Memories of men and women of like stock. Vermont folk given only work and hard, maple sweet. A whistle from atop a hay of daisies, a scamper in your heart like a coon dog and inside the churn, the creamy curds turn to butter and the boy becomes a man."
It is a simple thing. If you have a thesaurus, throw it away. It’s one of the most deadly things in the world. People who don’t know how to write are so afraid they are going to repeat one word. You look at the work of the amateur writer and on one page, you will see twenty synonyms for the word said. Use it. “Here come the Indians,” said Custer. That’s all you have to do.


Basically, really that’s all there is to it. Keep it simple. Use the word “said.” If you write a book and it’s got some people in it, people do talk. They talk more than they work and they talk more than they think and so an awful lot of your book will be naturally dialogue. Use the word “said.” Use the word 20,000 times. It’s like a passing chord in music. No one will read it. When you finally get to the Little Big Horn and Custer said, “Here come the Indians,” nobody is going to stare at the word said. Nobody.

I taught a course in creative writing. There was a wonderful old lady there who had sort of yellowish-pink hair. She sat and smiled at me all the time. Her eyes were so alive, so alert. I said, “Your homework for the week is to write me three typewritten, double-spaced pages on anything of your choosing.” A week later, she handed something in. I didn’t look at it. Threw it in my briefcase, got home and read it. I took out all the papers. Everybody had written, as prescribed, three typed written pages. She, however, had turned in one tiny paragraph. Imagine turning in one little paragraph. She had even given this tiny little paragraph a title. “Teapots” was the title. Three teapots sit side by side on my kitchen shelf. Come visit me and we will brew a cup of Constant Comment in the lavender teapot with the yellow butterflies. On workday mornings, I hurriedly do myself a cup of Lipton from the beige stoneware pot in the center. The third teapot has never held tea. Margaret gave it to me when she was nine, on the last Christmas of her life.

And in giving it to me, she broke it. Long hours were spent by the two of us with scotch tape, glue and string, piecing it back together. As you see, some of the spout and the handle are still missing. I will let you read in the tea leaves which teapot is truly mine. Do you like that?

Oh, brother, I cannot get through that thing. I have done that in front of an audience. Believe me, I have done that in front of an audience 500 times. I cannot get through it. Nothing is just so perfect as that one, little beautiful shining jewel of perfection. And what is it? It is tangible. It is things. Three things. One very special thing. But that’s what it is. Do you need words like love, grief, heartbreak? Of course not, but it’s there. That’s the difference between the good writer and the amateur. The professional writer puts tears in the eyes of 200-pound males, too. Boy, that just ripped my guts out. Long hours were spent by the two of us with scotch tape, glue and string, piecing it back together. As you see, some of the spout and the handle are still missing. I will let you read in the tea leaves which teapot is truly mine. Do you like that?

When he gets that letter. One day, he will read it. It was just like somebody had beaten me to death with a tire iron.

Oh, I’ve got something important to say to you. Well, I’ve got a couple of things. Well, one thing. I will skip how much I hate teacher’s unions.

I like teachers. This is not lip service. I have dedicated more of my books to teachers and librarians. Where is Hamilton? Has anybody got Hamilton? Everybody has seen Hamilton, haven’t you? Hamilton is the little picture book about the pig and it says, “To my librarian friends who chase away the wolf of darkness.”

I always wanted to be a minister, but I know what my ministry is now and it’s that. Worthless as it may be, it’s fun doing. And I have another hobby which you can help me with. I don’t want your money. I just want your help. Maybe a little bit of your love. Already, I write a hundred letters a week to kids all over America. Do you know of another kind of a kid — a special kid in your home, your street, your church, your school, your neighborhood? A kid so far down on the pecking order, he’s not even on the totem pole. A kid with a weight problem, a skin problem, an overbite. It you tossed him a football, he would break ten thumbs and two hips trying to catch it. The kid that everybody picks on. The kid that has no friends. Have that little kid write me a letter. Do not send me that kid’s name and address please, but have the kid include the name and address. Write me just a little letter, that’s all. You are to write two words. In red, you are to write “special kid” on it. This is a going thing. This is to begin today. It really works and it’s working all over America. And, I will write that kid. You have my guarantee that I will write that kid. You have the word of a Vermonter that I will write that kid. You have the promise of Haven Peck’s son.

And I will send him a picture of me and my horse, and I will say, “Hey, Cecil, if I ever get to Pea Ridge, Arkansas, I want to shake your hand first. Thanks a lot for that great letter you wrote me. You must be a terrific guy. Your pal, Rob.” That doesn’t sound very valuable to you, does it? You wouldn’t really be happy to get . . . . But you see, you are not ten; you are not alone down in that dark, friendless dungeon known as the school yard. That kid is. He is in that dungeon. He is in that own little personal hell that he goes through every day of his life. And in one day, when he gets that letter. One day, he will hold up his hand and he’s got tangible evidence that says to the world and to his classmates, “Look everybody, I am somebody. Look what I got.” Up to you whether you ask me to do it or not. The service is available to you and I am delighted to do it. And when I receive that letter with your red “special kid” on it, I will play ball with you. You have my promise. There aren’t many things in this world I haven’t done. But, I have done that.
READING AND WRITING NATURALLY

Stories, Songs, and Poetry to Teach Reading and Writing is a comprehensive text on primary grade reading for librarians, teachers, and parents. School library media specialists and children's librarians will use this book to gain an awareness of their role in teaching reading as they plan children's programming and story hours. The bibliography will assist librarians in professional collection development and curriculum support.

The McCrackens treat reading as part of the larger process of language acquisition, and model the acquisition of written language by children on the acquisition of spoken language by babies. Children say meanings first, and through repeated practice learn to speak. In learning to read, children begin with stories, songs, and rhymes they have heard many times. With insightful teaching all children learn to work with print, come to understand how it works, and practice to become proficient.

The same method can be used to learn all the language arts; spelling and phonics, beginning writing, and paragraph writing are also covered. The text is illustrated with dozens of examples of stories and rhymes, and a final chapter gives advice and further reading suggestions for librarians and parents who want to assist in the learning-to-read process outside the classroom.

Robert A. McCracken and Marlene J. McCracken share an international reputation as experts in primary education. Robert A. McCracken is currently professor of education at Western Washington University in Bellingham, Washington; he has also served as a reading consultant and reading teacher. Marlene J. McCracken is a consultant in primary education with more than 30 years experience in teaching primary reading. The McCrackens have collaborated on several books, including Reading, Writing, and Language (Peguis Press, Winnipeg, 1979) and have presented workshops and seminars in the United States, Canada, England, Germany, Australia, and Hong Kong.

ALA ANNOUNCES TAKE TIME TO READ THEME MATERIALS FOR 1987

"Take Time To Read" is the theme for the new library promotional materials developed by the American Library Association for National Library Week 1987 (April 5-11) and the Year of the Reader.

Theme posters feature "real" people taking time to read at home, in the office and locker room. New products featuring the theme include a "Take Time To Read" wristwatch, rubber stamp, television public service spot, and meter message available from Pitney Bowes. A "Year of the Reader" wall planner with dates of ALA and reading-related events noted is also available.

The "1987 Library Publicity Book" will include tips for National Library Week and month-by-month library promotion ideas for throughout the Year of the Reader.

A full-color catalog of ALA library graphics and promotion products is set for mailing in November. The catalog includes a new reading program kit—Hare Whodini Reading Spectacular. "When you absolutely, positively have to know...ask a librarian" is the theme for a new banner, bookmarks and notepads. Other new posters promote video check-out, computer services and literacy.

New celebrity READ posters feature David Bowie, Diahanna Carroll, Paul Newman and Phylicia Rashad, and a celebrity radio PSA tape will be available.

SEQUOYAH YOUNG ADULT MASTERLIST

The members of the new Sequoyah Young Adult Book Award Committee have reached the final stages of selection for the 1987-88 masterlist. This award, created at the 1986 OLA convention, is designed to encourage Oklahoma young people in grades seven through nine to read books of literary quality.

This first Sequoyah Young Adult masterlist will be available by January, 1987. Seventh through ninth grade students will vote on their favorite books in January, 1988, and the first award will be given to the winning author in April, 1988, at the OLA convention. Students will be invited to attend the presentation of the award to the author.

For further information, contact Maureen Goldsberry (405-799-3326), chair of the committee, or Rosemary Moran (918-664-1840), chair-designate. Other committee members include Carol Casey, Muskogee Public Schools; Linda Cowen, Oklahoma Department of Education; Bobbie Frisk, Yukon Public Schools; Linda Gann, Jenks Public Schools; John Hinkle, Oklahoma Department of Libraries; Mildred Laughlin, OU School of Library and Information Service; and Donna Smith, Altus Public Library.

Don't take the First Amendment for granted!


To order: American Library Association Publishing Services, 50 East Huron Street, Chicago, IL 60611.

Free Catalog of Library Graphics Available from ALA

A free full-color catalog of posters, bookmarks and other materials promoting reading and libraries is available from the American Library Association's Public Information Office.

The 16-page catalog includes more than 100 items, including calendars, pins, notepads, clip art, reading kits for children and outstanding book lists for children and teens. Special materials celebrate 1987—The Year of the Reader and National Library Week (April 5-11, 1987).

For a free catalog, send request on a postcard to ALA Graphics, Public Information Office, 50 E. Huron St., Chicago, IL 60611.
**NOMINATIONS NEEDED**

The Oklahoma Library Association recognizes meritorious achievement in the field of library service by presenting a Distinguished Service Award, one or more Citizen's Recognition Awards, and Certificates of Appreciation each year at the annual conference. **Please send your nominations** for these awards or certificates to the Awards Committee Chair, Dr. Elizabeth Max, Rm. 511, Library, Oklahoma State University, Stillwater, OK 74074. If you need information about the criteria for the awards and certificates, contact Dr. Max. To be considered, nominations plus documentation of service and accomplishments must be received by January 1, 1987.

The Citizen's Recognition Award and the Certificates of Appreciation are in a printed form with the name of the recipient lettered in. The Citizen's Recognition Award is framed.

**Distinguished Service Award. (Article X, Section 2,A)** — At the Annual Conference one Distinguished Service Award may be granted to an individual librarian in recognition of inspired leadership, devoted service, and unusual contributions to Oklahoma libraries and to the profession of librarianship. The recipient of this award has demonstrated for a period of five years or more a valid, thorough, and imaginative concept of librarianship and library service in Oklahoma and has expressed that concept in actual practice.

**Citizen's Recognition Award. (Article X, Section 2,B)** — At the Annual Conference one or more Citizen's Recognition Awards may be granted to the individual(s), who is not a librarian, who has demonstrated a contribution and special interest in libraries and library service on a state wide level and has given effective and important service to the advancement of libraries. This award is not necessarily presented every year.

**Certificates of Appreciation. (By action of the Executive Board, 1981-1982)** — Granted to one or more individuals who have made a contribution of an outstanding nature on one particular project for OLA or one particular type of contribution to the field of librarianship. Persons deserving the certificate might be non-librarians offering a one-time, valuable contribution to the field, or librarians whose effort on one project appears notable.

The Awards Committee reviews suggestions for these and any additional awards. (In the past, special awards have been presented to Allie Beth Martin, Leta Dover, Alice Pattee, and Edmon Low.)

**RECIPIENTS OF OLA Distinguished Service Award**

(Award established 1950)

Mrs. J. R. Dale, 1950
Jesse Lee Rader, 1950
Ida M. Sherman, 1950
Metta M. Woodward, 1950
Carl Hastings Milam, 1951
Mary Hayes Marable, 1952
Robert T. Motter, Sr., 1953
Cora Case Porter, 1955
Edmon Low, 1958
Allie Beth Martin, 1961
Leta Soder Dover, 1962
Frances Kennedy, 1965
Beth Welch Heimann, 1967
Della Farmer Thomas, 1969
Esther Mae Henke, 1971
William Houston Lowry, 1973
Dee Ann Ray, 1974
Mary Ann Wentroth, 1975
Irma Tomberlin, 1976
James Wilkerson, 1978
Roscoe Rouse, 1979
John Hinkle, 1980
Anne Masters, 1981
Pat Woodrum, 1982
Lee Brawner, 1983
Alfreda Hanna, 1984
Mildred Laughlin, 1985
Mary Sherman, 1986
State Representative Carolyn Thompson, 1986
State Representative Penny Williams, 1986

**RECIPIENTS OF SPECIAL AWARDS, CERTIFICATES OF APPRECIATION, AND CITIZEN'S RECOGNITION AWARDS**

Special Awards
Allie Beth Martin
Leta Dover
Alice Pattee
Edmon Low
Esther Mae Henke

Certificates of Appreciation
Cathy Audley, 1979
H. Wayne Morgan, 1979
Frosty Troy, 1979
Don Johnson, 1980
Anne Hoyt, 1982
Anne H. Morgan, 1982
Millie Audas, 1983
L. L. Blandon, 1983
James Houston, 1983
Katy Joachim, 1983
Ada Jones, 1983
Marcus Salazar, 1983
Dolores Sumner, 1983
Dr. Robert R. Matthews, 1984
Marguerite Schmitt and the
Eufaula Public Library Board, 1985
Oliver Delaney, 1986
Aarone Corwin, 1986

**OLA SCHOLARSHIP FUND RECEIVES DONATION IN HONOR OF ANN HOYT**

Ann K. Hoyt, who retired two years ago from the Oklahoma State University Library, recently had a $225 contribution made in her honor to the OLA Scholarship Fund. The retirement gift was donated to the scholarship fund at Mrs. Hoyt's request by the OSU Library Faculty.

Ann Hoyt joined OSU as a full-time teacher in the Library Science Department in 1969. From 1973 until her retirement in mid-1984, she continued as a part-time teacher in the library science program while serving as acting director and then as director of the Curriculum Materials Laboratory in the University Library.
CITATION OF MERIT AWARD TO BE GIVEN

The Social Responsibilities Round Table (SRRT) of OLA is charged with recognizing outreach programs that bring library services to individual and groups not normally served within a community. The Round Table will be awarding their Citation of Merit at the 1987 OLA Spring Conference and are asking librarians to submit their programs. The SRRT encourages all sizes of programs to be submitted whether they are run on a small, volunteer basis or on a large scale with full funding. Unique, innovative, creative programs that can be adapted to other libraries will receive special attention.

Specific criteria requirements are:
1. The program must have been initiated or carried out during the previous calendar year (January to December 1986).
2. Programs submitted for consideration could have been single events or a series of events included in an ongoing program.
3. The program submitted should demonstrate the library's desire to initiate and develop programs that reach out to the individuals and groups in a community not normally served by a library.

For more information and an application form write to: Deborah Ottsen, Chair SRRT, Central State University, Library, Edmond, OK 73060-0192.

AWARDEE — Barbara Spivey and Family

Mrs. Phil (Barbara) Spivey of Weatherford has been awarded a scholarship by the Oklahoma Department of Libraries through the Western Plains Library System using a special grant for that purpose. The scholarship amounts to $3,724.62, to be paid to Mrs. Spivey per semester hour as she takes the required hours on her Master of Library and Information Studies degree at the University of Oklahoma. A total of 36 graduate hours are required for that degree.

In return for the scholarship, Mrs. Spivey is committed to work for the Western Plains Library System at a professional level salary for two years on completion of her Master of Library and Information Studies degree. She will assume the position of Reference Coordinator which includes supervision of interlibrary loan, book selection, and working with groups—and organizations in the area in regard to services available through the library system.

Mrs. Spivey is the mother of two children, Erin, age 5, Shaun, 8, and resides in Weatherford with her family. Her husband Phil is co-owner of Radio Station KWEY/KBXR.

Origially from Amarillo, Barbara and her family have lived in Weatherford for a total of eight years. Barbara holds her Bachelors' degree in Elementary Education from SWOSU.

"Western Plains Library System was given this scholarship for Barbara in order to help the library system move toward meeting the standards for the number of professionally trained librarians working in its four counties. Currently, I am the only person on the staff holding a Master of Library Science degree," said Dee Ann Ray, District Librarian. "According to library standards, we should have six librarians with Masters degrees working in administrative and specialty areas of the library program. For example, we have no children's specialist working with the schools and children's book selection, because we do not have the money to hire one and also the availability of people with the qualifications needed is almost nil," related Ray in commenting on the need for more professional librarians.

Should Mrs. Spivey, for any reason, fail to complete her Master of Library Science degree or decide not to return to work the required two years for Western Plains, then she must pay back the scholarship plus ten percent interest within ninety days after notifying the library system she does not intend to fulfill her agreement.
AASL NEWS
1987 AASL AWARDS
It's time to start planning for 1987, according to Dawn Heller, chair of the AASL Awards Committee. Members are urged to review the various awards that are offered annually by the association in cooperation with corporate sponsors and to submit applications. The deadline for all 1987 awards is February 1, 1987.

Many of the AASL awards offer handsome cash grants to outstanding individuals, to school library media centers, and, in some cases, to both individuals and schools. To assist with their planning, a brief description of each current AASL award is provided.

MICROCOMPUTER IN THE MEDIA CENTER
There are two awards cosponsored by the Follett Software Company, one award is given in each of two areas: exemplary use of the microcomputer as a library management tool and exemplary use of the microcomputer as an educational tool in the learning center. The application form requires a four-page narrative describing the goals of the program and the measures of program effectiveness.

The award in each category is a plaque, a grant of $1,000, travel expenses to attend the award presentation, and a grant of $500 and a certificate to a media center designated by the recipient.

THE PRESIDENT'S AWARD
Cosponsored by Baker & Taylor, and so named because it is presented each year by the president of AASL, the President's Award was created to recognize an individual member of the library profession who has made an outstanding contribution to school librarianship and school library development.

The nomination form requires only a single page of accomplishments to be listed. The nomination must be made by a personal member of AASL.

The award consists of a plaque and $3,000 to the winner.

THE INTELLECTUAL FREEDOM AWARD
The purpose of this award, cosponsored by SIRS (Social Issues Resources Series), is to recognize a school library media specialist who has upheld the principles of intellectual freedom as set forth in "Policies and Procedures for Selection of Instructional Materials," as adopted by the AASL Board of Directors in 1976.

The award consists of a plaque plus $2,000 for the school library media specialist in addition to travel expenses to the award presentation. In addition, a school library media center, designated by the recipient, will receive a certificate and $1,000. The sponsor also hosts a reception in honor of the recipient at the site of the award presentation.

Nominations may be made by organizations or individuals, but self-nominations will not be considered.

THE DISTINGUISHED LIBRARY SERVICE AWARD FOR SCHOOL ADMINISTRATORS
Cosponsored by SIRS (Social Issues Resources Series), the Distinguished Library Service Award for School Administrators was created to honor administrators whose leadership and sustained efforts have made worthy contributions to the operation of effective school library media programs and whose support has advanced the role of the media center in the educational process.

State, county, or district school superintendents and building principals are eligible for nomination. The nomination must be made by a personal member of AASL.

The award consists of a plaque and a grant of $2,000.

THE NATIONAL SCHOOL LIBRARY MEDIA PROGRAM OF THE YEAR
Three awards, cosponsored by the Encyclopaedia Britannica Companies, are offered, based upon the student population of the district or individual building. The categories are fewer than 2,500 students; 2,500 to 9,999 students; and more than 10,000 students.

The National School Library Media Program of the Year Award recognizes excellence and innovation in services and programs at the elementary and secondary level. The award is designed to emphasize the importance of school library media programs, to demonstrate their value in the personal and social development of youth, and to encourage community support for school library media programs.

Each winning school or district receives a plaque and a grant of $2,500. Three awards may be given annually, although the committee is not obligated to recommend a winner in each category.

TWO NEW AWARDS FOR 1987
Two new awards were announced at the 1986 Annual Conference. The Frances Henne Award, sponsored by the R. R. Bowker Company, provides a grant of $1,250 to assist a school library specialist to attend his or her first ALA Annual Conference or AASL national conference. Recipients must be AASL members.

ABC/CLIO is sponsoring a new award for leadership development by AASL affiliate organizations. The new award provides a grant of $1,750 to assist affiliate organizations in planning and implementing leadership training or enrichment activities for their members.

For all of the AASL awards there is national recognition during the awards presentation at the ALA Annual Conference and in the national library press, as well as local recognition in local and regional newspapers and in the school community. Individuals may request forms by writing to the AASL Office or by calling the ALA toll-free number, 1-800-545-2433; in Illinois, 1-800-545-2444; or in Canada, 1-800-545-2455. AASL awards will also be available at the ALA Midwinter Meetings in Chicago.

President's Dance Nets $18,000 for ALA Scholarships
Beverly P. Lynch's President's Dance during the American Library Association's (ALA) 1986 Annual Conference in New York has netted $18,000 to benefit the Giles and Clift scholarships, according to ALA Treasurer Patricia Schuman.
ALA Receives USIA Grant
For Overseas Library/Book
Fellows Program

The United States Information
Agency (USIA) has awarded a grant of
$243,754 to the American Library As-
sociation (ALA) to administer a Library/
Book Fellows Program, which will
place American library and book ser-
vice professionals in institutions over-
seas for periods of several months to
one year.

Under the terms of the grant, USIA
offices overseas will propose projects
as requested by host countries. ALA
will recruit qualified American library
and publishing professionals to carry
out the projects.

The agreement for the start-up year
provides for placement of eight fellows
in 1987. USIA hopes to expand to 20
fellows per year within the next two
years.

Fellows' assignments might include
such projects as developing a univers-
ity-level library science curriculum,
setting up a system for automating li-
brary functions, developing and prom-
oting American studies and collections
in host countries, operating a national
archival collection, training host-coun-
try librarians in traditional and auto-
mated information retrieval techniques
or promoting the translation and dis-
btribution of American books in a par-
cular country or region.

In announcing the grant, Marvin
Stone, deputy director of USIA, said,
"This project will become a critical com-
ponent in USIA's efforts to revitalize its
program of international library and
book exchanges. With this project, we
hope to increase international access
to important information from and
about the United States and strengthen professional and personal
contacts between American and
foreign library and book service
institutions.

"We feel that ALA is uniquely qual-
ified to administer this program be-
cause of its firmly established relations
with library and publishing organiza-
tions worldwide," Stone continued.
"ALA's membership represents a full
range of library and information profes-
sionals in the U.S."

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ALSC 1987 Putnam
awards available

The Association for Library Service
to Children (ALSC) is accepting applica-
tions for four 1987 conference travel
awards made possible by an annual
gift from the Putnam Publishing Group.
The four $400 awards will be given to
four librarians to enable them to attend
the American Library Association's An-
nual Conference in San Francisco,

Requirements for application are 1)
ALSC membership; 2) one to ten
years of experience as a librarian work-
ing directly with children in elementary
schools, middle schools or public lib-
raries; and 3) no previous attendance
at an ALA Annual Conference.

For application forms, write Putnam
Award Application, Association for Li-
brary Service to Children, ALA, 50 E.
Huron St., Chicago, IL 60611. Application
deadline is March 2, 1987.

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Fellows Award established by
Special Libraries Association

The Board of Directors of the
Special Libraries Association (SLA), at
their June meeting, approved the re-
commendation of the Association's
Awards Committee establishing a Fel-
loks Award. The award will be given to
members recognized by their peers as
outstanding leaders in the profession
and having made a significant contribu-
tion to SLA.

The Fellows may be called upon to
advise the Association Board, to pre-
pare discussion material and to alert
the membership to issues and trends
warranting action. An additional re-
ponsibility of the Fellows will be to
nominate peers for the honor.

To initiate the Fellows Award, the
Awards Committee will solicit candi-
dates and will name a maximum of 15
Fellows at the 1987 Awards Banquet
at the SLA Annual Conference. In fu-
ture years, no more than five members
per year will be installed as Fellows.

Fellows of the Association will be per-
mitted to use the designation, "Fellow
of the Special Libraries Association,
will be presented at the Awards Ban-
quet and will receive a scroll recogniz-
ing their achievement. The only rest-
iction of the Fellow Award is that officers
of the Association will be ineligible to
receive the honor during their term in
office.

Members of the Association are en-
couraged to submit names for consid-
eration to the Awards Committee or
the Association's Board of Directors.

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Who uses the library?

A new Gallup survey shows that about
one-fourth of adult Americans say they
visit a public library about once a month.
One-fourth of those surveyed said they
never use the library, and the rest said
they go once every three months or less.
Other findings:
- Women visit the library more often
  than men.
- College-age people use the library
  more frequently than do other age
groups.
- College-educated adults use the library
twice as frequently as those with a
high school education.
LIBRARY EDUCATION DIVISION MEETING

Practicing librarians and library science educators from around the state exchanged ideas with library science students from Cameron University and Rose State College at the November 3 Library Education Division meeting held in the O.U. Conoco Auditorium. Featured on the “What’s It Like Out There? panel were Danelle Hall, from Oklahoma City University, representing academic libraries; Michelynn McKnight, from Norman Regional Hospital, representing special libraries; Kathleen Ryan, from Seminole Public Library, representing public libraries; and Letty Watt, from Jefferson Elementary School in Norman, representing school libraries.

“Administration has been the most fun and the hardest work I’ve done,” commented Danelle Hall, Acting Director of the O.C.U. library. Much lip service is given to the idea of the library as “the heart of the institution” but as an administrator “you do have to compete for the dollars.” Therefore, Hall believes marketing and money management skills need to be stressed in library schools. Speaking skills (to defend library policy), a sense of humor, and an awareness of how the individual library fits into the total picture of the academic institution are also important.

Because the special librarian often works alone, Michelynn McKnight stressed that she must be “a fantastically quick shelve,” although she will likely be paid better, have better benefits and be less likely to work evening and weekends than other types of librarians. “You get a lot more respect in a corporate situation than in other library situations,” McKnight said. But she emphasized that the special librarian must be able to market herself and his services. McKnight explained that often special librarians choose to attend professional conferences other than OLA because these specialty conferences provide much of the training needed to keep abreast of changes in the field. At Norman Regional Hospital, where the average book price is $150, McKnight has no margin for error in book selection. She recommends that library schools stress management, budgeting, and report writing skills along with requiring practical experience of their students.

Former Oklahoma City Zoo librarian, Kathleen Ryan, is now Director of the Seminole Public Library. Nothing, Ryan said, in library education could have prepared her to deal with the horned snake and the armadillo that one day escaped into her zoo library! But library school did provide her with a solid introduction to the profession; an exposure to new and varied viewpoints about subjects such as intellectual freedom; and direction for finding and using resources in the form of people, organizations, and books.

Letty Watt, who describes herself as “a storyteller by heart,” came to Oklahoma from western Kansas “where libraries are well-supported.” “You have no idea what that does for your ego,” she said. Watt took tremendous cuts in personal salary and in the library budget, with which she works when she came to Oklahoma. Going back to library school to complete her degree, she was able to choose the courses she knew she needed, and “every class was worth my time. What they don’t tell you in library school is that you have to have a sense of humor and that often you will grabbing an apple for lunch on the road on the way to your next meeting.” Watt also said she had “some wonderful selection classes. Now we know how to find out the answers — what we don’t know how to do is cut that back each time we have a budget cut.” Library school did not prepare Watt to deal with the political aspects of her job nor with the discipline problems. “They didn’t teach me how to be a storyteller, but ODL’s Mary Ann Wentroth did.”

Future plans of the Library Education Division include an OLA Luncheon on April 23 with Sue Epstein speaking on “Skills for Successful Supervision.” LED is also planning a statewide teleconference, “Oklahoma Looks at the Carnegie Report on Teaching,” for February 10. Presently LED is negotiating with Dr. Albert Shanker, member of the Carnegie Task Force, to participate in the conference along with Representative Carolyn Thompson, State School Superintendent John Folks, Higher Education Chancellor Joe Leone, Librarian Pat Woodrum, and Oklahoma Observer editor Frosty Troy. The two-hour teleconference will be broadcast throughout Oklahoma over the State Regents’ Televised Instructional System.
A New Look at Library Media Programs and the Role of the Library Media Specialist

(The following is a brief summary of a workshop taught by Ken and Carol-Ann Haycock for the Oklahoma Association of School Library Media Specialists. The workshop was held in Tulsa on October 17. Ken Haycock is the Director of Program and Staff Development for the Vancouver, British Columbia schools. Carol-Ann Haycock is President of The Human Resources Development Group, an organization which provides staff training, professional seminars and program development. Together the Haycokcs edit Emergency Librarian, a professional journal for school library media specialists.)

Research on the role of the library media specialist has shown that principals view the position as having curricular planning and leadership potential. Teachers, on the other hand, see the role of the library media specialist as clerical or technical. The library media specialists themselves are confused about what that role should be.

The major objective of the library media program, according to Canadian school library media leaders Ken and Carol-Ann Haycock, is to contribute to the increased effectiveness of the teachers' instructional programs. The role of the library media specialist, then, is to plan with classroom teachers and cooperatively teach or team units of study on a flexibly scheduled basis. To the cooperative planning process the teacher brings subject or content knowledge and knowledge of the abilities of the students. The library media specialist brings a knowledge of resources available that are suitable for the students, as well as knowledge of how to integrate information skills into the unit of study.

Information skills include the ability to locate information, the ability to extract the information, the ability to analyze the information and the abilities to communicate and present the information. These are process skills and, like thinking skills, are essential for today's students. As we move toward a more process oriented curriculum we find that the skills become more generic. It isn't the specific information we learn that is important, but rather the process which we can then use again and again with new learning. Students will need the skills to find, process and use new information after they leave high school — more, in fact, than they will need many of the facts they may have acquired. However, there is absolutely no point in teaching information skills outside the content areas. It is difficult for students to generalize and see connection between and among subjects and they do not transfer information skills to another subject context. They have to be led. It is the classroom teacher and library media specialist together who must teach information skills. Ken Haycock says, "What have you gained when you replace one teacher and thirty kids with a different teacher and the same thirty kids? The benefit is found when the two teachers work together with the class of thirty."

The following tasks are essential if a library media program is to reach its potential:

1. The development of a written mission statement. (The written purpose of library services in the Vancouver School District is as follows: The aim of the school library program is to assist students to develop a commitment to informed decision-making and the skill of lifelong learning.)

2. The definition of the roles of the library media specialist, the principal and the teacher in relation to the library media program.

3. The development of a partnership in the library media program. (The partnership should involve the school district, the principal, the classroom teacher, and the library media specialist.)

4. The development of ownership of the responsibilities for the program by the partners.

5. The development of information skills continuum.

Anne Masters
POLLY CLARKE

Services were held recently for Polly Clarke, past-president of the Oklahoma Library Association and faculty member at Northeastern State University, Tahlequah.

OU LIBRARY SCIENCE SCHOLAR PUBLISHES TWO ARTICLES

Norman—Frances Laverne Carroll, University of Oklahoma professor emeritus of library and information studies, has published two articles in the International Library Review.

Carroll’s work includes “Some Impressions of Former Presidents of IFLA 1963-1979: Francis, Liebaers and Kirkegaard,” an article exploring the administrations of three presidents of the International Federation of Library Associations.

The second article, titled “International Relations of the American Library Association and R. Wedgeworth 1972-83,” studies the impact of Robert Wedgeworth’s presidency on the library association’s international activities.

Carroll joined the OU library science faculty in 1962. She retired in December 1985.

Financial assistance opportunities booklet available

“Financial Assistance to Library Education, Academic Year 1987-88” is now available from the American Library Association (ALA) Standing Committee on Library Education (SCOLE).

The annual directory gives information on scholarships, fellowships, grants and assistantships from state library agencies and associations, educational institutions and local libraries. Most listings are for programs leading to the master’s degree in library science, although some apply to undergraduate, sixth-year certificate, doctoral and continuing education programs. National awards are also covered.

Printing of this directory is made possible by a grant from the H. W. Wilson Foundation, Inc. Copies of the booklet are available upon request from SCOLE, ALA, 50 E. Huron St., Chicago, IL 60611; 1-800-545-2433. Send $1 to cover postage and handling for single copies. Institutions and associations that wish to obtain multiple copies for distribution should contact SCOLE at ALA.

Volunteers Needed

As a part of Planned Parenthood of Central Oklahoma’s educational services a non-lending resource library is available for use by persons in the community. The library specializes in references related to birth control and women’s issues.

Volunteers are needed to organize and maintain the library. Some of the duties include updating the library catalog, categorizing books and materials, and recording the usage of A/V materials.

Job training and agency orientation are available. Parking is free.

Volunteers are asked to assist in the library two hours per week. Other volunteer positions are also available.

For more information or to volunteer call Janice Phillips at 528-0221.

MUSEUM OF SCIENCE AND INDUSTRY BASIC LIST OF CHILDREN’S SCIENCE BOOKS, 1986

The first annual update to ALA’s popular 1985 title, Museum of Science and Industry Basic List of Children’s Science Books, 1973-1984. The update critically reviews science books for grades K-12 published since the last volume was compiled.

Books examined in the Basic List have been examined for accuracy and currency by staff members of the Museum’s Kresge Library. The author’s qualifications, organization and format of the text, and quality of illustrations were also evaluated. Finally, the reviewers looked for less tangible qualities: literary merit, balanced and objective writing, and the degree to which the book encourages scientific skills and attitudes. Books are rated on a five-point scale, from “excellent—strongly recommended” to “not recommended.”

The Museum of Science and Industry Basic List of Children’s Science Books 1986 will be valuable for librarians, teachers, and parents as an aid to current book selection, planning classroom activities, or encouraging reading at home.


To order: ALA Publishing Services, 50 East Huron Street, Chicago, IL 60611.

SPECIAL LIBRARIES ASSOCIATION OFFERS FREE CONSULTATION SERVICE

Organizations with libraries or developing a library/information center should consider using the Consultation Service offered by the Special Libraries Association (SLA). The Consultation Service provides free expert guidance to organizations establishing or enlarging a special library/information center.
“The purpose of the Consultation Service is to define an organization’s information requirements and to provide guidance in developing a support system to meet those information needs,” said Dr. David R. Bender, SLA Executive Director. “As the marketplace becomes more competitive, information will be the key to success. An effective special library can make a difference in an organization's competitive edge in the market.”

SLA has Consultation Officers in each of its 55 chapters. The consultants will work on-site with an organization’s management team to define and recommend solutions to information needs. The Consultation Service is confidential and is done as a professional courtesy. The Consultation Officer will arrange a meeting, usually a half-day, at a mutually convenient time.

The Special Libraries Association (SLA) is an international professional association of more than 12,500 members who work in special libraries serving business, research, government, universities, newspapers, museums and institutions that use or produce specialized information. The goal of SLA is to advance the leadership role of special librarians/information professionals in putting knowledge to work.

A brochure describing the Consultation Service and complete details are available from Tobi Brimsek, SLA’s Manager of Information Resources at (202) 234-4700.

SPECIAL LIBRARIES ASSOCIATION BROCHURE ASKS “WHAT IS YOUR I.Q.?”

The Special Libraries Association (SLA) has published a new brochure entitled, “What Is Your I.Q.? (Image Quotient).” The brochure uses a 10-question quiz to provoke information professionals to think about their image and attitudes.

“Image has long been a major concern for the entire library community,” commented David R. Bender, SLA Executive Director. “This brochure challenges the information professional to take positive steps to present the best image possible and gives some practical advice to develop a positive image.” The brochure has five guidelines essential in taking that first step in changing an individual’s image: Change your mind set; Take a risk; Project a stronger image; Enjoy being noticed; and Build personal power.

Kaycee Hale, Executive Director of the Resource and Research Center at the Fashion Institute of Design and Merchandising, Los Angeles, CA developed the brochure from her successful workshop on “Image Formation” given at numerous SLA conferences, at other information/library association meetings and scheduled for SLA’s Winter Education Conference in January 1987.

Copies of the brochure are free upon request by contacting David Malinak, SLA Director of Communications at 1700 18th Street, N.W., Washington, D.C. 20009 or by calling (202) 234-4700.

LIBRARY VIDEO NETWORK RELEASES NEW STAFF TRAINING TAPE ON REFERENCE INTERVIEWS

“Coaching: Practice Makes Perfect,” a 16-minute videotape, explains how a peer-to-peer coaching program can be implemented to aid skills transference form workshop to on-the-job performance. Specifically, it illustrates how reference librarians can improve their reference interview skills by observing a team member interact with a patron and providing feedback on performance. Components of a coaching program are explained and examples of coaching situations are illustrated.

“Coaching” is recommended for all library staff prior to implementing a coaching program. While the reference interview is used as the example in the videotape, coaching is a useful program for learning any behavioral skill. The concepts in the tape can be applied to many situations in the library. A 10-page discussion booklet accompanies the tape.

“Coaching: Practice Makes Perfect” is the third in a 3-part series on the reference interview, following “Does This Answer Your Question?” (LVN, 1985) and “The Difficult Reference Question” (LVN, 1986). Library Video Network is a video consortium of 12 Maryland public libraries. The staff training tapes produced by the Library Video Network are distributed by ALA Video, a unit of the American Library Association.

For information about “Coaching” or other videotapes produced for staff training, contact: Sally Flocian, Library Video Network, 1811 Woodlawn Drive, Baltimore, MD 21207 (301) 265-6983.

King Poster and Idea Book for Black History Month Available

A poster featuring Martin Luther King, Jr., and a Black History Month program idea booklet for schools and libraries are available from the American Library Association’s Public Information Office.

The 15” x 23” poster ($4) features a handsome black & white portrait of King along with handwritten manuscript. Ideas for observing the King holiday (January 19) and Black History Month (February) are contained in the booklet with program, promotion and display ideas, book lists, information sources and art. The booklet is suitable for use by schools, churches and other organizations. The booklet is free with a self-addressed, stamped (39c) 9” x 12” envelope.

To order posters or booklet, write ALA Public Information Office, King Orders, 50 E. Huron St., Chicago, IL 60611. A free full-color catalog of posters and other materials is also available.
WOODY HORTON TO KEYNOTE SPECIAL LIBRARIES ASSOCIATION'S WINTER EDUCATION CONFERENCE

The Special Libraries Association (SLA) will feature Forest "Woody" Horton as the keynote speaker at the Association's 1987 Winter Education Conference in Pittsburgh, January 30-February 1, 1987.

Horton will speak on “Strategic Information Management: Using Information to Gain Competitive Advantage,” which will serve as the theme for the three-day conference. Professional development offerings include four workshops, three courses and a unit of SLA's Middle Management Institute.

"The addition of a keynote address provides a focal point for the Winter Education Conference," said David R. Bender, SLA Executive Director. "Mr. Horton's presentation on corporation information strategies will complement the conference program which focuses on improving all aspects of special libraries and information centers."

Workshops will be presented on Friday and Sunday. Participants may select one workshop for each day. Friday workshops and instructors are:

Evaluating the Company Library, James M. Matarazzo, Associate Dean and Professor, Simmons College Graduate School of Library and Information Science, Boston.

Introduction to CD ROM, Sharon Saviers, Manager, Electronic Product Development, Information Handling Services, Inc., Denver.

Sunday workshops and instructors are:

Introduction to Artificial Intelligence and Expert Systems, Douglas Metzler, Assistant Professor, School of Library and Information Science, University of Pittsburgh.


Three continuing education courses are offered on Saturday:


Corporate Library Excellence, James M. Matarazzo.

Emily Gallup Fayen, Assistant Director for Library Systems, University of Pennsylvania, will teach "Technology and Applications," a unit from SLA's Middle Management Institute (MMI). The three day unit will assist information professionals in managing technological change within their organizations. The unit focuses on the design and implementation of computer systems to solve information needs. Individuals completing all five units of the MMI receive a certificate recognizing their achievement.

On Saturday afternoon a Vendor Update Reception will be held to acquaint participants with new information products and services. NewsNet, Inc., and VU/Text Information Services will sponsor the event.

SLA will provide two options for individuals attending the Winter Education Conference. The "Education Series" includes the keynote address and reception, two workshops, one continuing education course, the vendor reception, lunch, breaks and materials for $210 ($255 nonmembers). The second option allows participants to select individual events at a per event fee.

Complete information on the 1987 Winter Education Conference can be obtained by contacting the Professional Development Section, SLA, 1700 18th Street, SW, Washington, D.C. 20009 or by calling (202) 234-4700.