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 and he sees that his mate and his young finally have their bellies full and they are sleeping by their fire. He did one more thing. He picked up a sharp stone and he went to the wall of his cave and he told a story in the only way that he knew. He drew himself, his mate, his cave, his fire, his children. He possibly drew the animal that he had slain that day. And he looked at it and was proud of what he had done. He was that first storyteller before language. And he also did one more thing that day. He established the first good rule of writing — don't tell the story, merely show the story.

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.

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

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were busy with tools, but as he worked, he rubbed his head against the barrel of her 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,
are three people in this wagon. Three people who aren't all alike. They are as different as Harpo, Chico, and Groucho. Three people in this wagon. There is, of course, the fight promoter, a drunken old Irishman whose name is Eugene McColgan. And they call him Nose because he broke his nose as a kid fighting the night that Lincoln was shot. He is now about seventy, gets drunk every night and wets his bed. He doesn't wash very often. That's Nose. Well, he is not the pugilist is he? You've got to have a Palooka. It turns out Nose of course is a white guy. He is an Irishman. His fighter is an enormous black man whose name is Baptist, but Baptist does not know his name. Baptist is a deaf mute. He cannot hear and he cannot speak and Nose found him defending himself against two other men. And Nose took him in. And together, Baptist can do what Nose cannot and Nose can do what Baptist cannot. And these two men have suddenly decided as a pair bond, they will somehow survive together — a fighter and a promoter. There is a third person who tells the story. Because twelve years ago, Nose and Baptist were leaving a small town and Baptist was up in the wagon seat, driving in the rain, and Nose was drunk and asleep in the back of the wagon. Something woke Nose up, a baby crying. They were going through a thunderstorm and a baby was crying. Somebody had thrown a little foundling, a little baby girl that they didn't want in the back of the wagon. They had passed through a couple of towns. They didn't know who owned her, or who once had, or who discarded her. They were lucky to get through the lightning storm alive and Nose named her Lucky as he had named his fighter Baptist. Just plain Lucky. And, he decides that he is going to raise her, he and Baptist together. These two tough men are going to raise a little baby girl. And, as our story begins, Lucky is eleven or twelve. This is the only family she has. This wagon with "Dukes" on the side and the mules in front. This is the only home she knows. And what has she become? She has become their mother. These are her two real live warm dolls that she absolutely adores — Nose and Baptist. Do you think Lucky ever talks to Baptist? Of course, constantly, constantly talks to Baptist. Does he hear? Does he sense that she is talking to him? Of course, he does. No, he doesn't hear, but he knows. They somehow communicate all the time. And he lifts her up and holds her high in the air because he is proud. Twelve years ago, when Baptist looked at that tiny little baby in the back of the wagon, it was the first time that Nose ever saw that big man smile. Well, life somehow goes on. Here are three people. A little mother, aged twelve, tending for her two men — Nose and Baptist — trying to survive. It is Lucky's dream that they will retire. Because, you see, every time Baptist crawls into that ring at night to face the new crowd, the toughs of the town, and every time that Lucky stops at hard one — and you've got them on right now. There were no boxing gloves then. You are wearing them. It were bare knuckles — and every time Baptist takes a good shot in the gut, you can imagine how the pain shoots through Lucky's body.

There is 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 destroyed. 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 hardboiled eggs have soft centers and I

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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: ____________________

Kay Boies, Executive Secretary
Oklahoma Library Association
300 Hardy Dr.
Edmond, OK 73013

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1987
SCHEDULE OF MEETINGS AND DEADLINES
OLA

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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 bit of dirt and a lot of work on it, but didn't 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 beautiful 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 there is 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 grateful for the back to do it. A happy book to tap your toe to it, because it sings like a country fiddle — marble 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. They will want to say, "Here come the Indians," explained Custer. Oh, no, they will want to add one of those totally useless "ly" adverbs. "Here come the Indians," explained Custer excitedly. Excitedly? You know you've got 10,000 Sioux coming over the hill and they are going to eat his skivvies. Just use the word "said." You really don't have to gussie it up. But, the amateur, the amateur, oh yes. "Hello John." "Hello," said George. "Hi," Janet whispered. "Busy tonight," asked George. "No," replied Janet. "How about a date," George inquired. "Thought you'd never ask," Janet responded. "Wear something slinky," George suggested. "My filmy black nighty," Janet panted.

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 next 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 type-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 beside me on my kitchen shelf. Come visit me and we will brew a cup of Constant Comment in the lavendar 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 the reader. And tears in the eyes of 200-pound males, too. Boy, that just ripped my guts out when I read that. 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 — Haré 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 checkout, computer services and literacy.

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

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 in recognition of inspired leadership, devoted service, and unusual contributions to the libraries and to the profession of librarianship. The recipient of this award has demonstrated 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 sound 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  
Jessie Lee Rader, 1950  
Ida M. Sherman, 1950  
Metta M. Woodward, 1950  
Carl Hastings Milam, 1951  
Mary Hayes Marable, 1952  
Robert T. Motter, Sr., 1953  
Coza Case Porter, 1955  
Edmon Low, 1958  
Allie Beth Martin, 1961  
Leta Soder Dover, 1962  
Frances Kennedy, 1965  
Beth Welch Heimann, 1967  
Delia Farmer Thomas, 1969  
Esther Mae Hanke, 1971  
William Houston Lowry, 1973  
Dee Ann Ray, 1974  
Mary Ann Wentworth, 1975  
Irma Tumbrilin, 1976  
James Wilkerson, 1978  
Rosa Re Rouse, 1979  
John Hinkle, 1980  
Anne Masters, 1981  
Pat Woodrum, 1982  
Lee Brawner, 1983  
Alfreda Hanna, 1984  
Mildred Laughlin, 1985  
Mary Sherman, 1986

**CITIZENS RECOGNITION AWARD**

Ted Rodam, 1979  
Leo Mayfield, 1980  
Lillian Norberg, 1981  
Cleta Deathridge, 1981  
Governor George Nigh, 1982  
Peggy Helmar, 1985  
Larry K. Hayes, 1986  
State Senator Paul Taliaferro, 1986  
State Senator Al Terrill, 1986  
State Representative Roy B. Hooper, Jr., 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 Hanke

**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  
Delores 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 73062-0192.

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.

Originally 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.

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 librarian 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 enhancement 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 Association (ALA) to administer a Library/Book Fellows Program, which will place American library and book service professionals in institutions overseas 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 university-level library science curriculum, setting up a system for automating library functions, developing and promoting American study collections in host countries, organizing a national archival collection, training host-country librarians in traditional and automated information retrieval techniques or promoting the translation and distribution of American books in a particular country or region.

In announcing the grant, Marvin Stone, deputy director of USIA, said, "This project will become a critical component 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 qualified to administer this program because of its firmly established relations with library and publishing organizations worldwide," Stone continued. "ALA's membership represents a full range of library and information professionals in the U.S."

ALSC 1987 Putnam awards available

The Association for Library Service to Children (ALSC) is accepting applications 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 Annual Conference in San Francisco, June 27-29, 1987.

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

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

* * * * *

Thomas J. Galvin, ALA executive director, commented, "This exciting new venture provides important opportunities for U.S. librarians to enrich and broaden their experience through a short period of service overseas."

The United States Information Agency, an independent agency within the executive branch, is responsible for the U.S. government's overseas cultural and information programs, including the Voice of America, the WORLDNET satellite television system and the Fulbright scholarship program.

The American Library Association is creating a database of potential fellows and would like to hear from librarians, information specialists and book people with foreign language skills, technical expertise and international interests or expertise. For further information, contact Robert P. Doyle, Project Director, Library/Book Fellows Program, American Library Association, 50 E. Huron St., Chicago, IL 60611 (1-800-545-2433).

Fellows Award established by Special Libraries Association

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

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

To initiate the Fellows Award, the Award Committee will solicit candidates and name a maximum of five Fellows at the 1987 Awards Banquet at the SLA Annual Conference. Future years, no more than five members per year will be installed as Fellows.

Fellows of the Association will be permitted to use the designation, "Fellow of the Special Libraries Association," will be presented at the Awards Banquet and will receive a scroll recognizing their achievement. The only restriction 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 encouraged to submit names for consideration to the Awards Committee or the Association's Board of Directors.

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.
Panel members left to right: Michelynn McKnight, Kathleen Ryan, Letty Watt, and Danielle Hall.

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 Dannelle 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 Dannelle 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 shrew," although she will likely be paid better, have better benefits and be less likely to work evenings 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 himself 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 story teller 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 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.
COOPERATIVE PROGRAM PLANNING AND TEACHING
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 Haycocks 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 which we learn, but they will learn 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 an information skills continuum.

Anne Masters
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.

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


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.

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, 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.

COACHING: PRACTICE MAKES PERFECT, $130.00, 16 minutes, 1986, order code 2051.

For information about “Coaching” or other videotapes produced for staff training, contact: Donna Kitta, Manager, ALA Video, 50 East Huron Street, Chicago, IL 60611 (312) 944-6780.

For rental information, contact: Sally Florian, 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.


Sunday workshops and instructors are:

"Pay Equity" bumper stickers available

"Pay Equity—Overdue" is the message featured on bumper stickers offered by the American Library Association (ALA) for $1 each. Available from the ALA Office for Library Personnel Resources (OLPR) and Committee on Pay Equity, the 11½" x 3" sticker reads "Pay Equity" in black lettering on a white background stamped "Overdue" in red.

Pay equity addresses the issue of workers in traditionally female professions and occupations receiving lower pay than workers in traditionally male occupations that require comparable skill, effort, responsibility and working conditions.

Approximately 80 to 85 percent of librarians are women. The disparity in salaries between library workers and workers in other comparable positions is being documented in a number of jurisdictions, with adjustments being sought through negotiation, legislation and litigation.

The bumper sticker reflects the continuing need for corrective action to upgrade salaries in librarianship and other predominately female occupations.

To order bumper stickers, write OLPR/ALA, 50 E. Huron, Chicago, IL 60611, enclosing check made payable to the American Library Association, registration, 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.