CAN STRONG REFERENCE SERVICE SURVIVE WEAK BUDGETS?
PRESENTATION TO OLA REFERENCE ROUNDTABLE
OLA ANNUAL CONFERENCE
April 23, 1987

Dr. J. Richard Madaus
Dean of Library and Learning Resources
NSU, Tahlequah, OK

This is, of course, a very timely topic. Survival in a budget crisis is intense. It brings out both the best and the worst in a variety of circumstances. It is my firm belief, however, that it's not what you do in tough times that gets you through tough times. It's what you do during the good times that gets you through the tough times.

Reference service, by my definition, is why the library exists. Without it, you have either a warehouse full of books, or at best, a very expensive study hall. All other library departments exist to support reference.

I would note here that one of the reasons I was asked to speak on this panel was to present a commentary on part of our reference program that we call "Resource Coordination." I would also like to pursue what I consider greater issues of particular aspects of professionalism, or "do we practice what is preached by our national professional organization?" and does that relate to our long term survival?

First let's talk about Resource Coordination. Resource Coordination is defined as all the "stuff" a reference librarian is supposed to do when not at the reference desk. In some libraries this may also be known as "all the stuff they taught in library school that we don't ever seem to have time to do."

In our library, we have not only tried to make time for it, we try to schedule it. I feel that poor time management is probably one of the greatest excuses librarians have. But, as Yoda pointed out in Star Wars, "There is no try, there is only what you do." What we actually do in our daily schedules makes us productive professionals or, conversely, what we do not do keeps us from quality programs. Again, there is no try, there is only what you do.

Because we are an academic library and our librarians are full faculty members, we have sought to be as much like faculty as the personnel who only teach in classrooms. Time schedules crop up again. What is the equivalent of a full-time teaching load, i.e., what activity by the reference librarian equates to being in front of a class? We found support and logic in equating reference desk time to the experience of lab work in the science building. The interaction with students is indeed quite similar. Further, 20 hours of lab is also considered a full time teaching load in the science area.

Upon investigation and some experimentation, we decided that 20 hours per week is an appropriate total commitment at the reference desk for any single individual. That 20 hours we consider as "teaching time" since the reference librarian is assigned to be at a desk in the same way a biology lab teacher is assigned to be in the laboratory. Experimentation has also shown us that we cannot schedule people on

Continued on Page 50
Madaus Continued from Page 49

the desk for more than two hours straight and maintain service quality as well as mental health. Pragmatically, only one hour is scheduled on a particular reference desk, then librarians trade places on each of our two reference desks — one in periodicals and indexes and one in the reference collection area.

Now, for the specifics of Resource Coordination, or, that time outside the 20 hours on the desk. A classroom teacher has to prepare lectures, do professional reading, grade papers, counsel and advise students, and participate in the academic life of the institution. Resource coordinators, similarly, must evaluate the collection, weed, order new materials, do professional reading, keep up with changing online systems, and work with faculty in their use of library resources. We feel these kinds of tasks equate to "preparing" for the "teaching time" at the reference desks.

In order to most efficiently manage our personnel resources, we have divided the campus amongst the various resource coordinators by academic discipline area. One has science, one has business, one has education and so on. We have tried to balance it so that each resource coordinator has no more than 35 to 50 faculty for whom he/she is responsible.

The resource coordinator is responsible for all library functions for that academic area. All materials orders pass through the resource coordinator. All budget information to the deans and division heads is delivered and discussed by the resource coordinator. All bibliographic instruction for that academic area is done by that resource coordinator. The departmentalized serials list is the responsibility of the resource coordinator. All online searching is done by the resources coordinator. The collection development policy for that academic area is part of the job. The delivery of the monthly library statistics report to the academic department is another resource coordinator function. Interpreting it is still another. The traditional and separate functions of bibliographer, online searcher, bibliographic instructor, and faculty library liaison are all centered in the same resource coordinator.

The resource coordinator is expected to meet individually with his/her assigned teaching faculty at least once a month if possible, but outside the library in the faculty office or in the various coffee gossip groups. The key element in the program, in my opinion, is that the teaching faculty only have to deal with one librarian for everything and this is the same librarian who sits on the reference desk. This provides a unique view to send feedback to teachers about their students' interpretation of their assignments.

Very clearly, resource coordination could be a full time job in itself. But we feel reference duties and resource coordination are symbiotic. Each one makes a better quality performer out of the other. You can do better reference in the library if you are also outside the library doing resource coordination with the faculty. Likewise, resource coordination can provide valuable feedback to the teacher about how his/her assignments are being dealt with by students. The reference/resource coordinator is in a unique position to assist in the overall instructional process.

We feel this is a very positive program as our library use rose well over 100 percent in the first three years of its operation. Now how does this kind of activity get you through the tough times? Number one — communication. Through resource coordination visits, the teaching faculty are very aware of library issues, problems and funding. The library becomes more of a focal point for the faculty because we take it to them in their offices on a continuing basis, not just during tough times when money is short. Because any academic area is expected to look after its own interests, librarians screaming to the administration about the demise of collection quality are usually ignored because such screaming is expected. We sound no different from science teachers with insufficient chemicals and specimens, or business professors without enough PCs. The faculty, as a whole, must carry the sword for library budgets, not just the librarians. That's where communications-based programs, like resource coordination, are vital. Tough budget times are like censorship cases. You can't make up your procedures or policies when the censor throws down a book on the desk and wants it removed from the collection. Likewise, you can't wait until tough times to involve the faculty in library issues and problems. I believe you have to take it to them. They are not going to come to you. That effort requires time scheduling to do, not just eternally trying to work it in.

As a result, during tough times, the faculty as a whole become the ones screaming to the administration not to cut the library budget. The faculty supports the library because they have a real stake in it. They have been "involved" all along. Besides, librarians are expected to protect their own self-interests.

Let's talk about librarian self-interests for a moment. This also relates to what we do during the good times that will get us through the tight times.

Just how do we act about our working conditions during good times (or bad times) and does it affect our funding? I am firmly convinced that it does. I am also firmly convinced that in our efforts to keep service going in tough times we may dilute our efforts simply too much. I believe this has, and will continue to keep, academic libraries underfunded unless we make significant change. This is not to say we don't do very good jobs with what we have. I think we do. Perhaps we have done so well, with so little, for so long, that now it has become expected of us. Scrapping by has become part of our job. Our basic problem is that we never say no. We refuse to reduce services, even during the worst conditions, that may even challenge whether we are still, definitively, a library.

We will keep the library open at all costs. Even if it means destruction of our own personal health, both mental and physical. We are so committed to serving students and faculty that we simply cannot refuse any request for service. In tough times, that may represent the kiss of death for the long haul. If budgets are severely cut and library
service doesn't appear to suffer, we are eventually doomed. Our backbreaking work, overtime hours, and service commitment go overlooked by funders. If they cut the budget by 20% and nothing obvious happened (i.e. the building keeps opening, students still check out books, and there is no outcry by the teaching faculty), then it has to appear that we didn't really need the 20% anyway. If no damage is perceived, then the money will probably not be restored in good times. Who cares if we don't have enough new books. History has proven we NEVER have enough new books!

The needs of the library can, in many ways, reflect the needs of the institution as a whole. A healthy library usually indicates a healthy university. Conversely, shabby treatment of the library will probably be an index of other marginal university programming. This, to me, is a very good reason why the ACRL Standards outline library financial needs in terms of percentage rather than specific amounts. Our national standards call for a minimum 6% of the E&G (or education and general) university budget. This percentage relates the library to the institution as a whole in the proper perspective. This percentage is applicable in both good times and bad times. If in place in good times and kept during bad times, the library will suffer no more, but no less, than the university as a whole.

How do we, as individual librarians, recognize and promote the national standards of a minimum 6% funding? I fear that too often we only bring it up at budget time and then to point out that we should have it, but don't. As pointed out before, I believe that it's not what you do during the good times that gets you through the bad times. To me, one of the very best of times is represented when you apply for a job. You are on your best behavior and the institution should be trying to impress you as much as you are trying to impress it. This, to me, is the most ideal time to bring up library 6% E&G financial relationships.

On one end of the scale, think what would happen if every librarian applying for every academic library job would strongly suggest that a 6%

minimum is needed for the library as part of the interview process. And further, refuse to accept the position unless the university was committed to being in line with ACRL standards. I believe that within five years we would begin to see significant shifts in library budgeting. Of course, immediate results would be a lot of unfilled positions (which would also have a secondary impact). However, there are alternatives. We have to eat and many times we apply for jobs because of where they are, who they are near, or what they pay. We must begin to at least raise the issue of minimum percentage fundings for the library. Otherwise, what are we saying about ourselves and the conditions under which we are willing to work. We have already said we are willing to take less than ACRL standards because we accept the position. If we are not willing to refuse to accept the position, shouldn't we at least make some pretty strong inquiries to the president and academic vice president during the interview about library funding. If just asking about funding costs us the job, would we really have been happy there in the long run anyway? As more and more people bring it up at interview time, funding will gain more importance in the minds of the administrators. After we take the job it is too late, in my opinion.

The more I study this area, the more I am convinced that the 6% proportional funding issue is the most significant issue to our long term survival. The 1986 ACRL standards call for microcomputers and audio visual support to be added over and above the traditional 6%. This presents some significant financial issues in higher education. The technological impacts, the newer emphasis on access rather than collections themselves, optical and electronic publishing, are impacting, and will continue to impact, our ability to service our students' needs. These areas all call for significant realignment in library and university budgeting. The tired old phrases of the library being the heart of the university have to be backed up with funding, or hardening of the arteries and cardiac arrest are not too far off.

Personally, I believe that percentage funding issues should become a matter of professional ethics. If we are as good, and as professional, as we say we are, we have to be willing to back it up—in terms of where we will allow ourselves to work, and under what conditions. After all, there is no "try" there is only "do."

AGNES OLIVE CHOSEN FOR ALTA'S LITERACY AWARD

Agnes Olive of Oklahoma City has been selected as this year's recipient of the American Library Trustee Association (ALTA) Literacy Award. The award is given annually to an individual who has done an outstanding job in making contributions toward eliminating illiteracy.

Olive, working through public libraries in Oklahoma, has set up literacy councils in 50 communities and assisted in 20 others. She has taught thousands to become volunteer tutors and is supervising many others as tutor trainers. She has personally taught 26 persons to read.

LITERACY COALITION RECEIVES GRANT

The push for national literacy received a $20,000 boost when the Urban Literacy Development Fund awarded a grant to the Metropolitan Library System. Oklahoma County is one of eleven areas selected for funding through a competitive process.

The grant will be used to make more efficient use of existing literacy resources by establishing a literary coalition, updating a directory, setting up a library of funding sources and establishing a referral hotline.

One goal of the grant, to establish a network of literacy professionals, was achieved while the grant was being written. Elberta Steinele of the Metropolitan Library System worked with the Oklahoma City Community College, the Literacy Council, Literacy Link, Assault, Rose State College, the Oklahoma Department of Libraries and Carol Wilkinson of Gannett Broadcasting, to gather the information she needed to submit the proposal.
COLLEGE AND RESEARCH
DIVISION

The College and University Division, in cooperation with the Automation Roundtable and the Technical Service Roundtable, sponsored a "Microcomputer Applications for Libraries" workshop July 10, 17, and 24 at the Oklahoma City Community College Microcomputer Laboratory. Pete Weaver, Circulation/Testing Center Supervisor at OCCC was the instructor. Registrants were able to receive college credit for the workshop. This is the second microcomputer workshop sponsored by the College and University Division. Since comments about the courses have been favorable, the Division plans to sponsor more such microcomputer workshops in the future.

Library Education Division

The Library Education Division is open to OLA members interested in all aspects of education relating to library and information science, including bibliographic instruction, continuing education, and certification, as well as library school concerns. Last year this group joined forces with Oklahoma educators to examine the impact on teachers and librarians of proposed changes in the public schools. At another meeting the kinds of information and skills needed on the job which are not presently included in most library school curricula were discussed.

"What issues would you like to see addressed? Your ideas and input are needed and welcomed. Come join us. Contact any of the people below to find out how and to give us your ideas.

Officers for the year are: Beverly Joyce, O.U. Libraries, Chair; Mary Jane Hamilton, Ardmore Center for Higher Education, Vice-Chair/Chair-Elect; and Mona Sage, Ponca City Public Schools, Secretary.

Public Libraries Division

Greetings to all members, current and potential! As the incoming chair of one of our association's strongest divisions, I feel a deep sense of responsibility towards every one of you, the folks who make up our group. I am interested in reflecting your needs and desires as shown through the C.E. survey and the annual conference evaluations. Top priority will be given to developing a year full of activities that will be interesting, informative, and effective for the meeting of the goals of OLA.

As a short note of introduction, since I'm relatively new to this organization (five years), let me tell you a little about myself. I graduated from OU with my MLS in 1982, and have served as the Director of the Guthrie Public Library. I have been very active in the "revival" of the Junior Members Roundtable here in Oklahoma, and have served on several JMRT-ALA committees as well. I would class myself as an approachable person - do not hesitate to call if you have a question or an idea for discussion. My daytime telephone number is 405-282-3137.

1987

SCHEDULE OF MEETINGS AND DEADLINES

OLA

1987

Aug. 5 Sequoyah Young Adult Book Award Committee Meeting
Aug. 15 *Submit Names of Nominating Committee to Exec. Sec.
*Submit Items for Bulk Mailing to be mailed September 1
Aug. 21 Executive Board Program Committee-Gov. Services Branch, ODL
Sept. 1 *OKLAHOMA LIBRARIAN deadline
Sept. 7 Labor Day
Sept. 19 Executive Board Program Committee—Shangri-La
Oct. 1-2 Oklahoma Chapter ACRL—"Managing Human Resources"
Oct. 4 Sequoyah Young Adult Book Award Committee Meeting
Oct. 12 Columbus Day
Oct. 15-16 Oklahoma Education Association Convention
Oct. 23 Executive Board Program Committee—Gov. Services Branch, ODL
Nov. 1 *OKLAHOMA LIBRARIAN deadline
Nov. 11 Veterans Day
Nov. 14 *Submit Items for Bulk Mailing to be mailed December 1
Nov. 18 Sequoyah Young Adult Book Award Committee Meeting
Nov. 20 Executive Board Program Committee—Martin E Reg. Lib. Tulsa
November 26 Thanksgiving
Dec. 7 *Mail Division or Roundtable Ballots to Exec. Sec.
Dec. 18 Executive Board Program Committee—Guthrie Public Library
Dec. 25 Christmas Day
OKLAHOMA LIBRARIAN APPOINTED TO NATIONAL ADVISORY COUNCIL

Scholastic, Inc., an educational publishing firm based in New York City, has named Charlie Lou Rouse, Stillwater Middle School Librarian, to its National Advisory Council. Mrs. Rouse recently attended the annual meeting of the Council in New York.

and my office hours are as normal as any public librarian's can be.

An exciting challenge that our President, Susan McVey, has given us is to formulate goals and objectives for our group in conjunction with those adopted by OLA this spring. A project such as this will not only give our group focus, but will also allow us to get to know one another on a working basis. I encourage all members to attend our committee meetings, so that everyone can have input. Decisions concerning our meeting dates, times, and locations are to be announced. Look for those in future bulk mailings from OLA.

In conclusion, what I ask of you as members is your involvement and your enthusiastic approach to our tasks!

Peggy Royster

LETTER TO OLA

Dear Friends at OLA:

I want all of you to know how much I appreciate the Citizen Recognition Award that was presented to me at your recent meeting in Norman.

After a lifetime of book-borrowing, personal and professional research and in-house reading for pure enjoyment, I know that I can never give to libraries more than a small fraction of what they have done for me. "Labor of Love" is an expression made to order for the modest services I've been able to contribute.

One thing more: I've never known a finer, more dedicated group of people than the librarians of Oklahoma. All the more reason to prize the certificate you have given me. You couldn't have pleased me more if you had cancelled all my overdue book fines!

Gratefully,

Phil Dessauer

JMRT JUNIOR MEMBERS ROUNDTABLE

Who may join JMRT?

JMRT membership is open to anyone who has been a member of OLA for ten years or less. There are JMRT members in just about every part of Oklahoma and in just about every type of library.

Why join JMRT?

The central role of JMRT on both regional and national levels is to help members to "get their feet in the door" with professional involvement. Membership in JMRT on a regional level helps one become acquainted with OLA as an organization and, better yet, with many of the individuals who are members.

How do I join?

JMRT is one of the best bargains around. Membership costs only $1.00. If you have not yet renewed your membership, you may include your JMRT membership along with your regular dues — just check the appropriate box on your renewal form and include the extra $1.00. If you have already renewed, please contact Kay Boies (300 Hardy Drive, Edmond, OK 73013). Send her $1.00 and a note explaining that you wish to join JMRT. We'd love to have you — and not just for the $1.00!

What will JMRT be doing this year?

There are two annual functions. The first is a fall reception for library science students, faculty, and OLA members held at the OU School of Library and Information Studies. The purpose of the reception is for current OLA members and incoming professional associates to become acquainted with one another. The second annual function is our program at the annual conference. JMRT also awards the annual Baker & Taylor Grass Roots Grant to a local library science student. The selection is made in the fall and the award presented at the annual conference in the spring.

Finally, this is a new year and there will surely be new ideas and new plans. One suggestion has been the formation of a "Research Forum." David

TECHNICAL SERVICES ROUNDTABLE

Members met on July 24 at Rose State College LRC to discuss the needs of the membership and to plan for future continuing education activities. A demonstration of Infotrac II on a CD ROM system was presented.

If you have questions, suggestions or need more information, please contact either Linda Taylor, Chair, at OKCCC, (405) 672-1611, ext. 229 or Carolyn Hust, Vice-Chair, Rose State College, (405) 733-7539.

BANNED BOOKS WEEK

Celebrating the Freedom to Read
SEPTEMBER 19-26, 1987

Don't take the First Amendment for granted!

For more information visit your library or bookstore.

Hovde (OU) has recommended that such a group be formed to encourage research, increase awareness of local research, and to provide a forum (annual conference?) for researchers to present their papers and findings. Another possibility is to hold a workshop on a topic of particular concern to recently fledged professionals, such as the trials and tribulations of being a supervisor for the first time.

Please contact us with your responses and/or suggestions: Kathleen Ryan, Seminole Public Library (chair), 405-382-4221; David Hovde, OU Library (vice-chair/chair-elect), 405-325-4142; Kevin Harwell, OSU (secretary), 405-624-6313.
GODOCS
Njambi Kamoche, Chair
OLA/GODORT

Chair: Njambi Kamoche, ODL, (405) 521-2502, ext. 253 or 1-(800)-522-8112.

Vice Chair/Chair Elect: Jill Moriearty, Northeastern State University, Tahlequah, (918) 456-5511, ext. 3242.

Secretary: Louise Robbins, East Central University, Ada, (405) 332-8000.

Welcome to Ken Prentice who is the new documents and automation librarian at Southeastern Oklahoma State University, Durant. Ken received his MLS from the University of Oklahoma in 1983, and has been working as a media specialist in the Mustang Public School System.

Congratulations to Mildred Hauser, Government Documents Librarian at Central State University, Edmond, on her retirement. Congratulations to Vicki Phillips who was elected Vice Chair/Chair Elect of the Depository Council to the Public Printer during the Spring Depository Council Meeting held in San Diego, California, April 1-3, 1987. At this meeting, GPO announced that dual distribution will be continued through this fiscal year and that GPO requested a supplemental appropriation to fund such a distribution in FY 88. GPO again requested Council for 500 titles that should never be converted to microfiche. Council welcomes recommendations of such titles. Send recommendations to:

Vicki Phillips
Oklahoma State University
Edmon Low Library
Documents Department
Stillwater, Oklahoma 74078

NEW APPOINTMENT
Brenda Bradshaw has been appointed Catalog/Reference Librarian for Zollars Memorial Library at Phillips University, Enid, beginning June 29.

Ms. Bradshaw received her BA from the University of Tulsa in 1985 and her MLIS from the University of Oklahoma in the summer of 1987.

PRIVATIZATION OF NTIS

The June 10, 1987 issue of the Commerce Business Daily contains a notice seeking comments and expression of interest from those interested in contracting to operate NTIS. This does not mean that privatization is automatic; a lot depends on the proposals submitted. Many of the concerns raised by those opposed to the privatization of NTIS are not addressed but they are still valid. The notice states: "The Contractor will be free to perform value-added services not covered by this contract." This raises the concern over the expected increase in prices for NTIS products and services. "The Contractor will ensure permanent availability of all documents presently in the NTIS system and all documents that the government may provide to the Contractor over the life of the contract. Contractor assumes the risk that some sources of NTIS materials may choose not to use a contractor operated facility." What happens to NTIS collections and services should a contractor go out of business or elect not to renew a contract? As indicated in the March/April issue of the Oklahoma Librarian, all of us in the information field are urged to write to our Congressional Delegation and to Representative Doug Walgren, Chairman, House Science and Technology Subcommittee, Rayburn House Office Building, Washington, D.C. 20501 and to Senator Donald E. Riegel, Chairman, Senate Subcommittee on Science, Technology and Space, Hart Senate Office Building, Washington, D.C. 20501.

IN CASE YOU MISSED IT

The second chronology titled Less Access to Less Government Information By and About the U.S. Government has been published by the American Library Association. It covers the period 1985-1986, and has 110 entries. It can be obtained for $3.00 from ALA, Washington Office, 110 Maryland Avenue, N.E., Washington, D.C. 20002. Among the many entries, one on page 32 comments on the increased costs to users resulting from the privatization of government databases for the Department of Agriculture, the National Library of Medicine and the Federal Election Commission.

Administrative Notes, v. 8, no. 10, contains the index to its contents for volumes one to six, September 1980 through December 1985.
Now Available Online

BOOK REVIEW DIGEST

The Decisionmaker's Tool for Reference, Research, and Collection Development
A classic reference tool since 1905, Book Review Digest brings you excerpts from reliable reviews of significant new books—available as a monthly printed index, with more than 80 years of retrospective coverage, and online, through the WILSONLINE® Information System.

Covering some 6,000 English-language adult and juvenile fiction and non-fiction titles each year, BRD monitors 80 leading American and Canadian periodicals for reviews of the latest titles in the humanities, social sciences, and general science.

Ideal for Your Reference Desk
Book Review Digest answers the kinds of questions your patrons are asking, citing reviews on the latest works on everything from adoption to home computers, covering literature from critical works on Shakespearean classics to Sidney Sheldon's latest bestseller, and biographical material on anyone from Nelson Mandela to Shirley MacLaine. Subject, author, and title entries lead patrons to carefully selected review excerpts and annotations that describe each book's contents, represent the major critical schools of thought, and offer a suggested appropriate audience.

New Low Rates for Retrospective Volumes
Is your Book Review Digest collection complete? Annual cumulative volumes of BRD from 1970-1979 have just been made available at flat rates. Now all BRD volumes from 1905 to 1979 can be purchased at these special low rates, making this the perfect time to fill the gaps in your collection.

New Book Review Digest Author/Title Index 1975-1984 Available
This single-alphabet index to the nearly 60,000 books covered in Book Review Digest from 1975 through 1984 offers access to the reviewed books by title and names of authors, compilers, editors, joint authors, or translators, and provides the year that the reviews for the book were cited in BRD.

Your Annual Subscription
A subscription to the printed version of Book Review Digest brings your library ten monthly issues, including quarterly cumulations, plus a permanent annual volume. BRD is sold on the service basis (book budget). For a no-obligation price quotation on a BRD subscription and for more information on online access to BRD, call toll-free: 1-800-367-6770
In New York State call 1-800-462-6060; in Canada call collect 212-588-8400.

THE H.W. WILSON COMPANY
950 University Avenue, Bronx, New York 10452
OLA SCHOLARSHIP WINNER

Congratulations to Janie E. Janzen, bookmobile librarian at Clinton, Oklahoma, Western Plains Library System.

Janie’s statement of objectives in pursuing graduate study follows.

GRADUATE SCHOOL  
A SWEET GOAL
by
Janie E. Janzen

Every Friday afternoon I eat a silky, milky, chocolate bar. If I have managed to get out of bed and be awake by the time I get to work for five frenzied mornings in a row, I feel I have earned a reward, and what could possibly be more rewarding than chocolate? I am very good at my Friday afternoon diversion, maybe because I have had a lot of practice. In addition, through experience, I can also tell you where to locate Hershey Big Blocks in fourteen different towns; I can judge by appearance if the bar is fresh or forgotten; and I can estimate the time the treat will last depending on the tunes from my tummy.

As good as I am at eating chocolate, it has occurred to me that that does not make me an expert at eating gourmet foods. For example, my experience with lobster is limited, and the occasions I have had octopus could be counted on no hands. Even though I have heard about eating lobster and octopus, I have no skills in those areas.

Lately, I have had the same feelings about my job. Since 1981 I have been a bookmobile librarian for the Western Plains Library System headquartered in Clinton, Oklahoma. I feel that I do a good job of serving library users, maybe because I have had over six years of practice. Through experience, I can locate most books that patrons ask for; I can judge if people need help or would rather be forgotten; and I consider dealing with the book seekers a real treat for mutual satisfaction.

As good as I feel about my abilities as a bookmobile librarian, it does not make me a professional in the library field. My skill with reference is from random searching, not real knowledge. My dealings in acquisitions would amount to a few dollars spent for felt pens or file folders. I have heard about reference tools and selection aids, but I am not able to use them with professional talent.

After realizing that my job could be bigger than a bookmobile, I decided to work towards a Master of Library and Information Studies Degree at the University of Oklahoma.

On January 14, 1987, I began an evening class on the principles of selection (LIS 5103), and I completed that session on April 29. It was a challenge to cover the miles between Clinton and Norman, but the learning stimulated my appetite to acquire more information. Therefore, I have pre-enrolled in classes that meet for the three-week period of July 13-30, 1987. The course titles are:
1. Reference Materials 5013
2. Organization & Description of Materials 1 5043

Because of the intensity of summer school, I am planning to live in Norman on the week days and be with my family for weekends.

If I would be awarded the OLA scholarship, I would use the money to pay for the tuition, books, and housing for my schooling this summer. The money would be very helpful to me because most of the days that I will miss from my job this summer will be “lost time.” Not only will I be spending money on school expenses, I will be losing money from my pay check. Any funds remaining would help me continue classes in the fall.

If I can drive for another 3 hours in the autumn, I will have 12 hours of credit for 1987. Depending on how the school schedule coordinates with my work schedule, I might be able to complete the 36 hour degree program in three years.

Ideally, after graduation I would be able to continue working in the same system I am in now. However, if the financial picture has not cleared by that date, Western Plains would not have the funds to support another degree holding person. In that case, I plan to apply at the library of Southwestern Oklahoma State University.

I am a librarian, but I am not a professional librarian. I plan to earn that degree in the masters program at the University of Oklahoma so that I can better serve library patrons in Western Oklahoma. When I reach my goal, I just might eat an entire box of chocolate bars.

OKLAHOMA LIBRARIAN
300 HARDY DRIVE
EDMOND, OK 73013