Large Ribbons Seen Roaming the Conference

This year for the first time and for the greater glory of the recipients, OLA's professional librarian awards were presented at the opening session. Donna Morris, chair of the Awards Committee, gave each honoree "a very colorful and large" ribbon, so that conference goers could recognize and congratulate them throughout the conference.

Donna Denniston, Beverly Jones and Donna Skvarla each won an OLA Special Project Award "for giving of her artistry to create handmade quilts to benefit OLA funds."

Erma Stewart, Edmond High School, and Pat Woodrum, Tulsa City County Library System, won Special Meritorious Service Awards for their "continuous service to the profession and the Oklahoma Library Association." Erma has been involved in school and public library programs for almost 25 years. During that time, she has been instrumental in the development of excellence within her own school library and the development of library technology throughout the state and across the country through her willingness to share her ideas. According to the nominator, "She digs for the hard answers, often causing others to rethink programs and policy decisions." Pat Woodrum has been active in OLA for all of her 32 years of library service in the state, including being President of OLA in 1979. She is active in many professional groups, and in community and civic affairs as well. She has been especially instrumental in working with the Legislature to improve Oklahoma libraries, and in moving her library system to the forefront of libraries in this country.

OLA's highest honor, the Distinguished Service Award, went to Bob Swisher this year. Dr. Bob has served the Oklahoma library community since 1979 when he joined the OU School of Library and Information Studies as an Associate Professor. He is a mentor and a role model. His witty personality and encouragement to succeed have influenced 17 years of library school graduates. When the School faced difficult times, he steered the School back to the strong position it holds today. Not limited to the OUSLIS, his activities run the full gamut of library specialties and user groups, and include research and publishing, consulting, providing workshops, in-

(continue on page 30)
OLA President's Message

ALA, OLA, PLD, FOLIO, CYPRT, ACLU—wait! ACLU?? what's that doing among this innocuous listing of library-related initals?

The American Civil Liberties Union has joined the American Library Association, American Booksellers Association, and a host of others to challenge the Communications Decency Act, Title V of the Communications Act of 1996. Issues are constantly evolving, even as the case is being considered and results could be amazingly far-reaching. It is complicated, it is steeped in legal jargon, it is huge.

Why should those of us simply trying to effectively run our own libraries care about what 23 plaintiffs are doing in the Eastern Pennsylvania District Court? Because their actions have direct effect on how we will be able to run our facilities, how we will be able (or unable) to meet the informational needs of our patrons.

The Communications Decency Act (CDA) criminalizes the transmission of "indecent" and "patently offensive" material (note: neither term has been defined to anyone's satisfaction) via the Internet in a manner that makes it available to minors. Review of the CDA will certainly result in a landmark Supreme Court decision which will define First Amendment issues as they relate to interactive communications media. Provisions of the Act which were intended only to protect minors will deprive adults of communications that are appropriate and constitutionally protected for them, effectively reducing the adult population in cyberspace to what is appropriate for minors.

Writers and sponsors of the legislation apparently believed providers would be able to simultaneously restrict access to minors while permitting adult access. That idea (lifted from "dial-a-porn" laws) simply will not work with the Internet. Information is not stored, transmitted or received in this fashion. Restriction—or access—is universal.

The penalty given in Section 502(2) states that those who provide such access to minors shall be fined or imprisoned for not more than two years, or both. Defense against prosecution is having taken reasonable, effective, and appropriate actions to restrict or prevent access by minors.

Just as there are not hard, fast rules for the definitions in the Act, there are also no rules for operating "in good faith." Robert S. Peck, Board Member of the Freedom to Read Foundation and counsel for the American Association of Trial Lawyers, spoke about the CDA/ALA case in a presentation at Public Library Association Conference in late March. Ever an advocate for intellectual freedom and equity of access, he urged librarians to create an Internet policy and have it in place long before it is needed.

I spoke recently with Scott Fern, legal counsel for Oklahoma State University who works with the majority of OSU's Internet concerns, to get his opinion on both the federal legislation and state statutes governing electronic access. He gave the following suggestions:

1. Have an Internet policy in place.
2. Post the policy—in both written and electronic format—throughout the library.
3. Consider having a disclaimer on screens at Internet workstations.
4. Be sure parents and caregivers are aware of your access policy.
5. Have an attorney review your policy and guide your actions.

This is a heady issue. It is not simple, nor will it simply disappear. Be aware of actions taken—both in and out of the courts. (One good benchmark may be the case of Loving vs Boren and the University of Oklahoma.) Get sample policies from other libraries. Remember: we have always handled controversial material; only the presentation format is different. Our job remains to collect, organize, and disseminate.

Since this is my last editorial column as your President, I would be remiss if I failed to thank all those who have made my year worthwhile. I will not give names for fear of omitting any of you, but I will simply say that I have made wonderful new friends, have enriched existing friendships, and have explored the wealth of talent and drive that is the Oklahoma Library Association. Many thanks to each and every one of you for your support, your guidance, your willingness to participate. Next year, I will chair the Inter-library Cooperation Committee and will be planning a very special opportunity for librarians and other information providers. Watch for details.

--Jan Sanders

P.S. Many of you remarked on the column I wrote concerning my views of the libraries of Great Britain. I will be in France and Spain later in May and plan to continue my investigations of international public libraries—mostly rural. With Rachel's permission, I would be happy to share those impressions with you in a later issue.
ALA Approves New Access to Electronic Information, Services, and Networks Statement

A new Interpretation of the Library Bill of Rights on Access to Electronic Information, Services, and Networks was unanimously approved by the Council of the American Library Association at its 1996 Midwinter Meeting. This statement incorporates changes reflecting almost two years of work and debate by many parts of ALA. Recognizing that these are goals we aim for, many "musts" were changed to "shoulds." And, recognizing differences between types of libraries, several parts emphasize that libraries will develop policies based on their individual missions and goals. Because many questions were raised about how this interpretation applies to specific situations in specific types of libraries, look for the typical questions and answers ALA's Intellectual Freedom Committee plans to gather and publish. This statement can be used in responding to proposed content-based restrictions on electronic information and communications.

Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights

Introduction

The world is in the midst of an electronic communications revolution. Based on its constitutional, ethical, and historical heritage, American librarianship is uniquely positioned to address the broad range of information issues being raised in this revolution. In particular, librarians address intellectual freedom from a strong ethical base and an abiding commitment to the preservation of the individual's rights. Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. These rights extend to minors as well as adults. Libraries and librarians exist to facilitate the exercise of these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of format or technology. The American Library Association expresses these basic principles of librarianship in its Code of Ethics and in the Library Bill of Rights and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks. Issues arising from the still-developing technology of computer-mediated information generation, distribution, and retrieval need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away. Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people, for reasons of technology, infrastructure, or socioeconomic status, do not have access to electronic information. In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures or regulations relating to electronic resources and services should be scrutinized for potential violation of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association, including Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities. Users should not be restricted or denied access for expressing or receiving constitutionally protected speech. Users' access should not be changed without due process, including, but not limited to, formal notice and a means of appeal. Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as a subterfuge to deny users' access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Users also have a right to information, training and assistance necessary to operate the hardware and software provided by the library. Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice. Users should be advised, however, that because security is technically difficult to achieve, electronic transmissions and files could become public. The rights of users who are minors shall in no way be abridged.

Equity of Access

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by all libraries and information services that receive their major support from public funds (50.3; 53.1.14; 60.1; 61.1). It should be the goal of all libraries to develop policies concerning access to electronic resources in light of Economic Barriers to Information Access: an Interpretation of the Library Bill of Rights and Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities.

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing material for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children. Libraries and librarians should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction. Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. Libraries have an obligation to provide access to government information available in electronic format. Libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value. In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their collection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically. Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries.

—Adopted by the ALA Council, January 24, 1996


2. See: Diversity in Collection Development: An Interpretation of the Library Bill of Rights.

—From American Libraries, March 1996
In August 1995 staff training and division meetings for faculty were held. The librarians at Rose State College performed the following skit for each division and their supplemental faculty. We were a hit across campus.

Although the number of classes being offered in courses that traditionally schedule library orientations, such as composition and speech, were down, the number of bibliographic instruction classes coming to the LRC were virtually the same. Fall semester orientations numbered 114, while the number of Composition I classes offered had dropped 11 percent compared with the previous fall semester. The average number of students per class had increased. Orientations from many “not-the-usual” classes were conducted during the semester, “thanks” to our humorous reminder from the students’ perspectives. For example, the students in the Introduction to Engineering, and Computer Information Systems classes found their way to the LRC and located specific information for their interests.

**Students from Hell**

NARRATOR: We all know that students are the lifeblood of our college. The Learning Resources Center staff truly enjoys helping them make sense of the LRC resources, and we want, as much as you do, for them to use it. Some students learn quickly how to use the LRC to their advantage, but some students seem almost programmed for frustration in their LRC use. We’ve noticed some things, from the “other side” (so to speak) that identify some of these preprogrammed students. In fact, here comes one now.

[PHANTOM STUDENT enters with sheet over head. No script. Just walk out with sheet over head and stand there.]

NARRATOR: [Earily] The Phantom Students are Missing in action. These are students who have never even been to the LRC. They don’t know how to get to it, not to mention use it. The very thought of it overwhelms some of them. Bringing these students for an orientation will certainly make their college life more successful! Wonder who’s coming now?

[BABY STUDENT enters with baby blanket and bottle.]

BABY STUDENT: Help me. Help me. Help me.

NARRATOR: It’s our Baby Student. These students may have actually been to an orientation in an introductory course. But the assignment this time is significantly different...such as a literary paper or medical topic. In the interest of having them learn it on their own, we end up bottle feeding each one. A subject specific orientation could really help these students. Here comes another student.

[Enter EARLY BIRD STUDENT with ticking alarm clock and a worm.]

NARRATOR: Hello, may I help you?

EARLY BIRD STUDENT: My teacher said it was here. He said that it was at the reference desk.

NARRATOR: Your teacher said what was here?

EARLY BIRD STUDENT: No, I don’t know what the title is.

NARRATOR: What’s your instructor’s name?

EARLY BIRD STUDENT: [sounding confused] Oh, I don’t know his name.

NARRATOR: This is our Early Bird Student, ahead of time and trying to catch the worm, you see. The professors for these students are doing a lot right. They’ve just made one mistake...they told the students there was material on reserve for them in the LRC before they got the material to the LRC. Reserve materials are kept at the circulation desk on the second floor. Who would have ever thought that a student would do something before the last minute? Uh-oh, who’s this?

[Enter BORED STUDENT with night cap and teddy bear.]

BORED STUDENT: [yawning] I’ve been to three general orientations already...I’ve heard all this before.

NARRATOR: You poor, Bored Student. This student might actually not need another orientation. But her boredom quickly turns to frustration when the professor brings the class to do research without checking with the LRC first. The class arrived and found that two other classes were already there, and not only were the CD-ROM databases full...there was no room to sit! [Pause.] This student looks like a challenge.

[BABY STUDENT enters with baby blanket and bottle.]

BABY STUDENT: Help me. Help me. Help me.

NARRATOR: It’s our Baby Student. These students may have actually been to an orientation in an introductory course. But the assignment this time is significantly different...such as a literary paper or medical topic. In the interest of having them learn it on their own, we end up bottle feeding each one. A subject specific orientation could really help these students. Here comes another student.

[Enter MUTANT NINJA STUDENT with a sweat band and waving a sword.]

MUTANT NINJA STUDENT: You don’t have the Asia/Pacific Scientist. But I need it for my class tomorrow! My teacher said you would have it!

NARRATOR: Our Mutant Ninja Students are angry. Their professors told them it would be here. Unfortu-
nately, the professor forgot to check. We will do whatever we can to provide materials for the students. If you want them to read an article we don’t have, we’ll be glad to request it through interlibrary loan and put it on reserve. If you let us know in advance regarding LRC assignments, we can make sure the material is available. . . . Hey, here comes someone with a smile on her face.

[Enter CHEERLEADER STUDENT.]

CHEERLEADER: Give me an A. Give me an A. Give me an A, A, A.

NARRATOR: Although enthusiastic, our cheerleader students don’t understand that accessing, evaluating and effectively using information is part of the critical thinking assignment they’ve been given. The reference librarians will gladly get them started and will assist faculty in developing assignments in order that the students will get the most learning and have a positive experience in the LRC.

CHEERLEADER: Give me another A.

ASSEMBLY LINE STUDENTS: [Enter three people with hot pink assignment sheet, standing in line, pointing to the sheet and saying:] I have this assignment.

NARRATOR: We call these Assembly Line Students. They come to the LRC one at a time with the same assignment and with no idea on how to tackle the project. An orientation or tour for the whole class will save lots of frustration.

Now, ABOUT HEAVENLY STUDENTS. Students who can use the LRC effectively have some similar characteristics: They are prepared. They understand their assignment. They’ve been over for an orientation targeted to their assignment which has already been given to them. Their professors have done some advance phonenumber, calling the reference desk at ext. 7543, to make sure there is both space and appropriate materials available for the students. Sometimes their professors even spend time with them in the LRC to make sure they are interpreting their assignments correctly. Your handout gives you a quick look at what you can do to prepare your students for their research and other services in the LRC. Help all of your students gain from a “heavenly” experience at the LRC.

[This is a take-off of a book called Boards from Hell by Susan M. Scribner, Scribner and Associates, 49 Coronado Avenue, Long Beach, CA 90803, phone (310) 433-6082.]

--Adapted by Melissa Huffman and Sharon Saulmon.

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OL A Awards (cont. from page 25) volving practicing professionals in the library school, and being involved in professional organizations.

Bob Swisher's contribution to Oklahoma librarianship reached a peak with his service as President of the Oklahoma Library Association in 1994-95. He has influenced not only library professionals, but positively affected the life of every student in secondary and higher education, every citizen who uses a public library, and every patron who has used a special library.

Community members and library supporters received OLA honors at the Friday night banquet as in the past. This year a Special Project Award was given to the Friends of the McCloud Library, "for their vision and commitment, leading to a new public library in McCloud."

For "their outstanding efforts in making the new public library of Wilburton a reality," the Latimer County Foundation for the Future received a Special Project Award. Current Foundation Executive Committee members are Leycel Burger, Mavis Martin, David Rouse, Joyce Shelton, and John Shero.

Dr. Arthur Ward Kennedy and Dr. Chester Craft Kennedy each received an Award, "for his role in funding, planning and constructing the Kennedy library of Konawa." The Kennedy Library is a city-school library providing service to a remote part of Seminole County. Gerald Hickman received the awards and presented them to Dr. Arthur Kennedy at the annual Konawa Chamber of Commerce banquet on April 26, 1996.

(Upper Left) Elizabeth Romero and Bob Swisher, OLA's 1996 Distinguished Service Award winner, leaning back during the OU School of Library & Information Studies Alumni reception. (Upper Right) Jan Keene talking with Erma Stewart, who's sporting the eye-catching ribbon which came with her Special Meritorious Service Award. (Lower Left) Pat Woodrum with Patsy Stafford, Donna Skvarla (partly hidden), and Andy Peters at the head table. (Lower Right) Gerald Hickman presenting an OLA Special Projects Award to Dr. Arthur Ward Kennedy.

OL A Preconference Stresses Planning, Communication

Those who missed the 1996 OLA Pre-conference program may very well have missed the best such program in years. Carol Hughes, Member Services, Research Library Group, regaled about fifty attendees on the vicissitudes of planning, designing and implementing a campus-wide technology program.

Her talk focussed on a research project at the University of Michigan. The project sought to execute open access to all university personnel. It sounded simple enough. What Hughes discovered is that the Augan Stables, one of the Herculean labors, might have been an easier task to accomplish.

Many obstacles stood in the way of successful implementation. These she described as transmission, leadership, space and facilities, cooperation, and resource sharing. Transmission obstacles involved costs. What people wanted and what the university could fund proved widely disparate in some cases. Leadership obstacles manifested themselves not only in its lack at certain key levels, but even in areas where leadership was unquestioned, job changes overthrew good leadership matches, forcing the project team to rebuild in that area. Space and facilities also proved difficult. In some cases space proved too commodious or too narrow; in others, physical barriers forced redesign. Cooperation also proved unwieldy as turf-protecting overwhelmed certain departments or individuals, impeding the transition for a time. Finally, resource sharing revealed itself a bugbear in a number of instances. Where it could be achieved (i.e., personnel were open to it) circumstances of function made it untenable. In cases where it proved tenable, personnel were unwilling to relinquish real or perceived power loss.

Hughes said she was proudest of the planning process, sorriest of its implementation. She also was proudest of the caliber of faculty and people with whom she had to work, sorriest of a pervading unwillingness to change. Implementation failed, not because of agreement (key personnel—the Provost, Deans, etc., were in harmony), but because there was never clarity of implementation. Once the plan had been approved, it never became a university priority on any long-term goals plan.

Afternoon respondents provided lively exchange and helpful information. Ed Johnson, OSU Dean of Libraries, stressed acquiring alliances among both fellow deans and students, as well as using state boards and standing committees as allies.

Maithreyi Manoharan discussed how infrastructure and requirements at the University of Central Oklahoma pro-
If you made it to the 1996 OLA Conference, and especially if you helped put on a program, you know that there's plenty of library-related activity in Oklahoma. Listening and talking to others builds our community of committed librarians, and reinforces the sense of our "Unity through Diversity." So many people contribute ideas and energies focused toward the end of improving information access for Oklahomans. And this year, we had highlights: bomb sniffing dogs the President, SSRT's relaxing and informative "Feel Good" rooms, the LaLas and great programs.

Keynote speaker Pat Wagner of Pattern Research in Denver, had the audience in the palm of her hand for "Building the Oklahoma Library Community One HELLO! at a Time." Community depends on how we treat each other individually, and is not built in the innumerable committee meetings librarians attend. Five Rules of Networking are:

1. Be Useful to others on their terms and allow them to be useful to you. Community is a place where people really care about each other. Let other people talk, let them help you. Networking is a transaction and lets them build self respect. Don't do everything yourself—new leadership needs to learn!

2. Don't be Boring. How is my behavior creating barriers? Stop being a perfectionist! It's boring and doesn't build community. Look at your own agenda and stop exploiting others for it. Let others be useful to you. Make it easy for people to reach you, and make yourself useful to them.

3. Listen. People want to be listened to. Think about what the other person is saying, not what you are going to say. Seek out people with whom you don't agree; listen to them. Maybe there are some people you don't like...who cares...shut up and do your job (be a professional) no matter what you feel.

4. Ask Questions and plan to be surprised by the answer. "How do you know this is true?" Question your own assumptions.

5. Play the Wild Card! The least likely person can have the answer to your question and you can be useful to the least likely person.

Also new, in addition to a change in awards presentation, was an A.L.S.O. badge ribbon for librarians-in-training, similar to those identifying ALA and MPLA members, speakers, and OLA officers. OU library school students participated in the conference and especially helped in the Internet room organized by Bob Swisher, Andy Peters and Scott Nicholson.

ALA was well represented: ALA president-elect Mary Somerville, OU library school graduate; Andrew Magpantay, Director of ALA's Office for Information Technology Policy in Washington, D.C.; and Charles Beard and Ching-chih Chen, ALA presidential candidates. Bettie Estes-Rickner reviewed major national events occurring during her four year term as chapter Councilor.

Donna Skvarla, Nominating Committee chair, gave OLA election results. Helping Marty Thompson, 1996/97 President, will be Susan Wright, Vice President/President Elect, Karen Marriott, Secretary, MPLA Representative Peggy Cook, and ALA Councilor Jan Keene.

Mary Somerville, Miami-Dade Public Library, brought greetings from ALA. In Miami she has really come to appreciate the uniqueness of each person and each culture, the diverse salad, not a melting pot. At Miami-Dade half the staff is bilingual and there are many different styles. Here she learned to argue, and became aware that "I come from a culture," learning to celebrate her heritage and own uniqueness. She has also become acutely aware of libraries and how much we take for granted. Intellectual freedom is precious. "We will only reach the hearts of our 21st century customers by speaking to them in the language of their youth." She closed her remarks with a bit of Maya Angelou's poem "On the Pulse of Morning."

Keep reading for more Conference reports... Observation: A library student said, "I think I was too overwhelmed at the conference last year to notice, but this year I was fascinated that librarians just don't fit into the stereotype. Everyone seemed to be assertive and forward thinking. And, I didn't see any sensible shoes at the entire conference!"

—Rachel Butler

Left: Mary Somerville, ALA President-elect and OLA opening session speaker, with Carolyn Mahin at the OLA Store.

Left: Donna Morris and Friday night banquet speaker, author Joan Hess.

Left: Security for President Clinton's visit with bomb survivors and families at the Myriad Convention Center on Friday, during the OLA Conference.
Analysis of donated celebrity items performed by Mary Marcum Evans, David Snider and Peggy Cook during set up for the auction at the Thursday night all-conference reception.

The Thursday night entertainment was truly an amazing spectacle! Held upstairs at the Bricktown Brewery, it featured food, and much laughing and telling of stories around the tables. The auction of celebrity-donated items raised over $1,000 dollars for the scholarship and legislative funds. Occasional desperate cries of “who’s bidding against me up there?” rang out over the rumble of excitement. The evening’s climax was the appearance of the four sequined “La La’s,” the truly amazing spectacle led by Jan Sanders. Backup singers in this recently formed entertainment group were Kathy Hale, Debra Engel, and Donna Morris. The group belted out “Come See About Me” and “Stop! in the Name of Love!” to the overwhelming delight of the audience. This musical and acrobatic event was a highlight of professional development to be long cherished. Thanks for your leadership!

Kay Mades and Karen Morris relaxing over refreshments after a long day on the conference trail.

Elaine Watson, Barbara Miller and Ed Johnson await the official entertainment Thursday night.

A Job Extremely Well Done!
Thank you, Jan, for your unflagging humor, energy, commitment and follow through. You are a leader and role model, with an amazing ability to involve, encourage and in all ways support so many other people in this profession. You make it easy for people to contribute. It’s been a terrific year. Marty does have a hard act to follow!

Photos Brought to You by Colleagues
Many thanks to David Scott, Desiree Webber, Kay Mades, and Rachel Butler for bringing you photos of conference activities!

Spectacular leadership as modeled by Jan Sanders, Debra Engel, Kathy Hale and Donna Morris, in a stirring rendition of "Stop! in the Name of Lo-o-o-ve!"
Left: Bob Motter greeting Conference goers and trouble shooting in the Exhibits area. Extra special thanks to Bob for his work with exhibitors. OLA can't afford a conference without its exhibitors and librarians who visit the exhibits.

Right: Scott Nicholson, library student, helping visitors to the well used and first ever OLA Internet Room, which could be found in the Exhibits area.

Above: Sequoyah Children's 1996 Book Award Winner Betty Ren Wright.

Above: Exhibits hall on Thursday afternoon.

Above: Stewart Brower and Shari Clifton in the midst of the OU SLIS Alumni reception.

Above: A warm welcome at the Children's Sequoyah booth from Jolene Singletary, Brook Jones, and Anne Harris.
Sequoyah YA a Winner

The 1996 OLA Young Adult Sequoyah Award Presentation varied from those in the past. YA author and two-time Newbery Award winner Lois Lowry won the Sequoyah Award for her YA novel *The Giver*. Though Ms. Lowry was unable to attend the conference and personally accept the award, she instead sent a videotaped acceptance speech in which she spoke to young adults about her motivation in writing *The Giver*. Students from Ninnekah Public School, under the direction of Sequoyah Committee member James Fox, gave a presentation from *The Giver*. A plaque was presented by Sequoyah Chairperson Beth DeGeer and forwarded to Lois Lowry along with a card signed by YA’s in attendance.

The YA Sequoyah Committee was fortunate to have Young Adult author Lois Ruby speak to the YAs about books and the importance of reading. Mrs. Ruby is the author of many YA books including *Miriam's Well* which was on the Masterlist with *The Giver*. Mrs. Ruby’s presentation was exciting, thought provoking, and well received by the audience. Of particular interest were the questions posed by the YAs to Mrs. Ruby and her reactions and answers. She was presented with a Cherokee Syllabary T shirt as a special thank you from the YA Sequoyah Committee. Mrs. Ruby also signed books before and after the program.

—Leslie Langley

Stop the Whining!

Part 1: How to Complain Effectively

Pat Wagner, from Pattern Research in Denver, described the negative effects of complaining (whining), primarily in the work environment. Complaining lowers the competency level of the entire work group. Complainers tend to talk about the past; they spend large amounts of time attempting to manipulate others to accomplish the complainer’s goals.

Some manipulative techniques used by complainers are guilt (the tyranny of the weak), expecting mind-reading (this sets the other person up for failure), and making the other person invisible (my life is more important than yours, therefore only my desires count).

Wagner discussed using direct communication to accomplish goals. When doing this, it is important to recognize that the other person has the right to say “no” and refuse to do what he/she is being asked to do. A good technique is to ask, “How am I contributing to this situation?” or “What could I do differently next time to change the outcome of this situation?” When trying to break the habit of complaining, it is a good idea to have a buddy who can provide emotional support and feedback to reinforce the new behavior.

A group leader sets the tone of the organization. If the leader complains, members of the group will feel free to complain also. A good definition of leadership is that the leader is the last person in the room to run out of options. Before dealing with a situation, have ten options in mind. This helps prevent running out of options and allows freedom in dealing with the person or situation.

Ways to know that you are NOT complaining:

As you go through life, life gets “lighter” (i.e., more fun, not always easier)

People say it’s fun to work with you

People do you favors without your asking (you make it easy to do things for you)

Don’t try to take responsibility for other people, or change other people; be responsible for your own behavior.

Part 2: How to Get Them to Stop Whining

What a wonderful conference we had in Downtown Oklahoma City! The weather was great, even though the winds were blowing across the plains. Pat Wagner gave a hilarious workshop on how to deal with difficult and whining co-workers.

One of the thoughts Pat gave us was the importance of courtesy towards our fellow workmates. That is the best way to get cooperation from people. Our principles are what we BELIEVE—our policies are what we SAY—and our practices are what we DO. These are three separate ways for people to communicate.

Pat also told us complaining never works to get what you want or need in the workplace. There can be too many rules and regulations that take the place of the employees’ power. When we complain, our complaints have only a kernel of truth. The workplace is not the place to work out emotional problems. If we have a bone to pick with one of our coworkers, it should be taken care of before or after working hours.

Elicit the best out of yourself and your coworkers, and any troubles you have can be worked out in a non-complaining way.

President Clinton was downtown visiting the bomb site on that day and security was tight, but not as tight as the camaraderie at OLA on April 5.

—Jill Vessels

Pauline Boyer Rodriguez
Current Status of the Internet in Oklahoma GODORT Program, OLA Annual Conference

Oklahoma State Senator Ben Robinson delivered an informative and interesting Internet update during the 1996 OLA Annual Conference. His program was sponsored by the OLA Government Documents Roundtable. Senator Robinson serves as the Chair of the State Data Processing and Telecommunications Committee of the Oklahoma Legislature. This committee is responsible for the planning, implementing, and maintaining of statewide access to the Internet. He shared what the Committee has been striving to achieve, outlined current developments of OneNet, Oklahoma's Internet link, and answered questions.

The main impetus of the Committee is to provide Internet access to all educational institutions, libraries, and governmental entities in the state of Oklahoma. Senator Robinson explained that individual access from homes might well become an added benefit, but it is not the primary concern of the Committee or the Legislature. He cited the abundance of commercial sources offering Internet access at reasonable cost to individuals as the reason for the Committee's focus on other groups.

Currently, the twenty-two hub sites across the state which were designated to provide access to OneNet are being established with direct connection lines and necessary hardware. Senator Robinson stated that some of the new sites have just become operational, and many more were expected to do so in the following six weeks, which would roughly include all of April and most of May.

Naturally, the cost of access was of interest to all, and Senator Robinson readily shared the Committee's proposed fee schedule:

- single user dial-up.......................... $ 10/month
- LAN dial-up.................................. $ 30/month
- 56KB line................................... $ 80/month
- T-1 line.................................... $ 160/month
- DS3 line.................................... $1750/month
- full-motion video plus T-1 line........ $2250/month

After his update, Senator Robinson fielded questions from the audience. Some questions were asked about access in specific situations, and comments were offered in appreciation of the Committee's work and commitment to making libraries a major player in Oklahoma's Internet environment.

—Susan Jeffries

GODORT members Carolyn Torrence and Audrey Defrank.

"Acquiring Minds Want to Know..."

...and 31 conference attendees found out as they participated in the TSRT annual OLA conference program "Acquiring Minds Want to Know: Acquisitions and Selection Policies, Procedures, and Priorities in Oklahoma Libraries."

The program was held on Thursday, April 4, in the Kiamichi Room at the Medallion Hotel. Theresa Dickson, Collection Development Coordinator of the Pioneer Library System; Vicki Stewart, Library Coordinator for Bartlesville Public Schools; and Dottie Davis, Library Director at Southwestern Oklahoma State University, hosted a panel discussion about selection and acquisition policies and procedures in different types of libraries. After the panel discussion, questions were answered from the floor. One of the main topics of discussion was the handling of materials that included several different types of format.

The business meeting was held on Thursday, April 4, at the OLA Conference. New officers for 1996-97 were introduced. They are: Bea LeValley, Chair; Linda Pye, Chair-elect; and Janet Ahrberg, Secretary. Discussion included program plans for the Fall Workshop and 1997 Annual Conference. Sixteen roundtable members were present for the meeting.

On Friday, April 5, TSRT held the ever-popular "Brown Bag Lunch." This lunch provided a place to relax during the conference and an informal sounding board for problems and/or ideas about technical services. Fourteen TSRT members and other conference attendees participated.

Amid all the hubbub of Secret Service, security, the Press, parking problems, and of course President Clinton himself, the conference continued. Even though it was perhaps a few inconveniences for many, not too many people can say that the President "attended" their annual library conference!

—Karla Moore, TRSTSecretary

Gates to Documents Discussed in GODORT Table Talk

GPO Access was the subject of the Government Documents Roundtable Table Talk at the 1996 OLA Conference. Created by Public Law 103-40 (June 8, 1993), the Government Printing Office Electronic Information Access Enhancement Act of 1993, GPO Access WAIS Service offers full-text access to U.S. Federal Government databases made available by the U.S. Government Printing Office on the WWW. GPO has asked each state to come up with a gateway. Oklahoma's resides at Oklahoma State University at the following address: http://www.okstate.edu/gpolinks.html

Suzanne Holcombe, GODORT chair, led the talk with an overview of the OSU Government Documents Web page that offers access to the GPO Access Oklahoma gateway, and is also a search tool for government information in its own right. The address of the Web page is http://www.library.okstate.edu/inform/libguide/govinfo/docs.htm

—David Kolpin
High School Access to Academic Libraries

John Rosenhamer and Pat Zachary led a lively discussion among school and college librarians at the conference on issues surrounding high school access to college libraries.

A handout showed results of their unscientific survey of access policies in 15 Oklahoma college libraries of all types. All fifteen allow access by high school students. In one case, high schoolers must come with a teacher and have a class first; in another, groups of 25 may arrange for a tour and assistance. All but one library provide reference service to high school students in person; nine provide phone reference to high school students. High school media specialists can receive interlibrary loan materials for their students from eight of the college libraries. And lastly, the colleges are divided on checkout policies. The 7 college libraries which allow checkout do so with various caveats, such as: only if student gets a courtesy card, Friend of the Library card, public library card; if 18 or over; if concurrently enrolled at that college.

Discussion raised many issues. College libraries in rural areas are under great pressure from school classes. There are hidden costs involved in making your resources available with limited staff. Both high school and college students are competing for the same research materials. In the short term, librarians should share periodicals lists, and visit each other. Perhaps require teachers to have their school librarian be the liaison with the college library—this would alleviate a problem some media specialists have with teachers not fully using collections at their own institution. Having a contract between the school and the college was suggested as a way of acknowledging the value being received. Students at one college are questioning the legality of charging a library resource fee of college students, then encouraging high school and community members to use the resources for free. Someone commented, "what are we doing to help school libraries, particularly rural ones, get better budgets, more resources?"

This is an area the OLA Library Cooperation Committee might look into. There was clearly a lot of interest.

--Rachel Butler

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Round Up of Reference

The Reference Round Table of OLA sponsored several sessions at this year's conference. The annual Best Reference Sources was a great success as a breakfast session with print and nonprint sources presented by Cindy Gottsch, Laine McCarthy, Louise Whitaker, Karen Morris, Laura Bottoms, and Wally Waits. During the RRT business meeting, it was decided to hold an Internet workshop at UCT next fall. The Internet tabletalk, held on Friday of the conference, was an informal discussion of favorite Internet sites, evaluation of sites, and hardware necessary to begin Internet usage.

Next year's officers are R.D. Bell, Chair; Bill Robinson, Vice Chair/Chair Elect; and Donna Denniston, Secretary.

---Elizabeth Romero

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Legislative Committee Luncheon

The OLA Legislative Committee hosted the luncheon the first day of the 89th Annual Conference at the Medallion Hotel in Oklahoma City. The luncheon was chaired by Legislative Committee Co-Chairs Katherine Hale and Debra Engel. An estimated 100 members of the Association attended. Andrew J. Magnantay, Director of the American Library Association's Office for Information Technology Policy in Washington, D.C., was this year's guest speaker. He was joined at the head table by Oliver Delaney, OLA Legislative Lobbyist, and Jan Sanders, President of OLA. Special guests from the Oklahoma State Legislature were Representative Wanda Jo Peltier, Democrat of Oklahoma City, and Representative Doug Miller, Republican of Norman.

Delaney's remarks focused on the status of Legislative activity this year, particularly as that business relates to the Association's Legislative goals. The chief goal has been to encourage the completion of the network connection of libraries throughout the state.

Magnantay's office in Washington, D.C., directs ALA's work that seeks to assure public policies that promote electronic access to information. The intent is to assure that the American public remains a free and open information society. This office is currently attending to ALA's legal challenge of the Communications Decency Act (1995). Magnantay addressed the difficult and complex issues at stake resulting from this legislation.

---Gerald Hickman

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Thank You....

Many, many thanks to Louise Whitaker, who worked "behind the scenes" for several months preparing the Conference Preview and the OLA Conference Program. Your hard work resulted in great programs.

Also, thanks to all those who helped at the auction Thursday evening. Your spirit of enthusiasm was much appreciated, as we made this a very successful event. Thank you Mary Marcum Evans, Charlotte Riggle, Elizabeth Romero, Sybil Connolly, and everyone else who pitched in to help raise over $1,000 for the Scholarship and Legislative Funds.

Cordially,

Peggy Cook, Program Chair

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Linda Levy and Anne Masters, Local Arrangements Chair, who looks surprisingly relaxed during the middle of the conference!
How An Internship Broadened My Perspective
by Karen Bays Blount

Liberal arts programs that many of us go through during our undergraduate study are meant to liberate the mind, to expand our horizons, and to free us from our narrow perspectives. Until recently, I might have argued that the opposite is true of graduate study. Its purpose, I thought, was to focus the student on a particular field of expertise and to deepen that focus to form a basis for practical application. I had little patience for study of theory for which I could extrapolate no practical applications. Or to be more embarrassingly direct, I equated graduate school with trade school.

In library school, faculty and fellow students encourage identification within a narrow area of librarianship by continually asking, "So, what type of library do you plan to work in? What will you do?" More of a conversation starter than anything, really, but those who don’t have a ready answer to this question are usually considered somewhat "unfocused." This question was always easy for me to answer. Because I was already working half-time as a paraprofessional at the reference desk of a busy public library (and loving it!), I knew I had found my niche and was very eager to get through school and acquire the piece of paper I needed to be a public librarian. "I want to work in public libraries in reference!" was my enthusiastic answer to the perennial conversation starter.

Some of my library school friends raised their collective eyebrows when I announced that I would be doing an internship at a community college library. I assured them that I hadn’t wavered from my original goal of public librarianship; that I simply wanted experience in a different setting for resume ammunition, and that I wanted to learn through doing rather than from passively sitting in a classroom. Not the pure attitude of a scholar, I realize.

Imagine my surprise when, after working at Oklahoma City Community College for just a couple of weeks, I realized I was having fun! Many more of the theories I studied in library school began to make sense to me. Gears clicked into place, and light bulbs turned on. Here was a new practical framework into which I could fit more concepts and theories previously put on the back shelf of my mind, labeled "interesting, but not useful." But most of all, I began to see the thread that runs through all librarianship, regardless of setting: connecting people with information. This is the fun part for me. Even if I were forced to take a job, such as cataloging, that didn’t require direct contact with customers, I would probably survive by knowing that my added subject headings and access points would help someone find what was needed.

The differences between the two places I am working are myriad. The Metropolitan Library System has centralized materials selection, cataloging, automation, and technical processing departments. This makes it possible for branch reference librarians to handle the flood of customers and to maintain a fairly consistent quality of service across the system while still allowing for individual communities’ differences. At OKCCC, librarians specialize in circulation, reference, or technical services, but because the staff is so small, everyone must have some expertise in all aspects of running a library. This internship period has allowed me to see all these differences while noticing that my reference work is basically the same. Some of the tools are different, many of the questions are different, but I’m simply helping people find information in either setting. Now, if a fellow student asks about the type of library in which I intend to work, I’ll have to answer that I want to be a reference librarian—anywhere!

Graduating students, fresh out of library school, are not only competing amongst themselves for entry-level positions. We also contend with seasoned librarians who are relocating, changing their specialization, coming back for an MLIS after racking up years of experience, and with those entering the field as a mid-life career change. The first-time job seeker should take advantage of every opportunity to gain relevant experience while still in school in order to feel confident, comfortable, and competent in his/her job search. An internship can give students lacking work experience in libraries all of these things. But even students who are already employed in a library should consider an internship in a different type of library setting in order to become more flexible and "portable." My public library job gave me that feeling of confidence and competence after 2 years: I am familiar with the reference tools, the collection, and the community. I’m familiar with common types of questions and have even begun to anticipate certain assignments that local students work on at certain times of the year.

Familiarity with resources and community are desirable traits in a librarian, but familiarity cannot be allowed to decay into complacency. For library students already working, an internship in a different setting is a terrific way to rout out complacency before it has a chance to form, and to pull it up like so much fungus from the earth. You may not have this opportunity after you’ve already taken a full time position. Because of this experience, I am more flexible, more open-minded, more willing to try new approaches, and absolutely incapable of complacency! There’s too much to learn!
Public Librarians Certification

Now that the *Oklahoma Certification Manual for Public Librarians* has been approved by both the Oklahoma Library Association Executive Board and the Oklahoma Department of Libraries' Board, plans to implement certification are moving forward rapidly. A Certification Board has been appointed with Peggy Cook, Mary Moroney, Jan Sanders, Pat Sprowls and Ginny Dietrich already hard at work.

The voluntary certification program will highlight continuing education opportunities for support staff through administrators, with yearly opportunities to increase skills and knowledge. This commitment to improve library service throughout the State will not only motivate public librarians to develop sharper skills, but will also improve the public image of the profession.

With LSCA grant funds, the Oklahoma Department of Libraries and the Certification Board are working to develop the Institute in Public Librarianship for library staff and administrators without an MLS degree. Requests to develop the Institute classes have been issued statewide with a deadline of May 30th. Grant recipients will develop the classes, independent studies and handouts this summer with the Institute classes beginning to be offered this fall.

In a major step forward for public libraries across the State, every public librarian will have a convenient opportunity to enrich the profession. For more details, contact Jan Sanders, Certification Board chairman (918-337-5353), or Ginny Dietrich, Certification Specialist, ODL (800-522-8116, ext. 241).

—Ginny Dietrich

Executive Board Takes Action

The OLA Executive Board, serving your Association as its current set of guiding lights, has been making decisions just as it is supposed to do. In its last meeting the following actions were taken:

**March 15, 1996**

—Approved Government Roundtable proposal to sponsor the “Electronic Government” workshop which was held at the OSU Library in Stillwater on May, 1996.

—Approved an expenditure of $0.00 for OLA Executive Director to attend a one day workshop for executives of nonprofit associations which was held in Oklahoma City on April 10, 1996.

—Approved recommendation from the Scholarship Committee to award $350.00 OLA scholarship to Elissa Laird.

—Approved payment of registration fee and banquet ticket for the OLA scholarship recipient.

—Approved Award Committee recommendations for awards to be presented at the OLA Conference.

—John Augelli, Secretary

Because of the Annual Conference, no Executive Board meeting was scheduled in April.

Field Trip to Santa Fe:
Native American Library Resources

The spectacular Sangre de Cristo Mountains will provide a setting for practicing librarians and graduate library education students interested in “Library Resources and Services for Native Americans.” Scheduled August 5-9, this course in the “Summer in Santa Fe” program, presented by the OU College of Continuing Education, is a unique opportunity to learn outside the traditional classroom.

Attendees will be introduced to Native American resources held in special collections in Santa Fe libraries, museums and archives. During site visits to the Santa Clara, Laguna Zuni, Zia, Cochita, and Navajo reservations, librarians will discuss library resources and services for their people. Library leaders and group discussions will address future development of tribal libraries and library services. People will enjoy the Santa Fe Opera’s performance of Puccini’s *Madama Butterfly*. Course instructor is Lotsee Patterson, Associate Professor of Library & Information Studies. Rumor has it that Dr. Bob may take a van load of participants to Santa Fe!

Reading and Discussion Project
Needs Storage Space

The “Let’s Talk About It, Oklahoma” project of the Oklahoma Library Association needs donated storage space for its books and archives. Books for “Let’s Talk About It, Oklahoma” series are currently housed at the Blanchard Public Library, but they must be moved by July 1, 1996, to make way for library renovations. In the past, books have been stored at the Oklahoma Department of Libraries and the Purcell Public Library. The “Let’s Talk About It, Oklahoma” office is at the Norman Public Library.

“We have about 6,000 books for our 29 reading and discussion themes,” says LTAIO director, Jennifer Kidney. “At any given time, about half of the books are in circulation at the libraries presenting programs.” Dr. Kidney says that she needs about 200 square feet of storage space with shelving and temperature control. “I would like to find a space close to Norman, as travel funds for the project are limited, and I need to pack books for mailing at least once a month.”

If you have a space or know of a space, or if you would like information about LTAIO, please call Dr. Kidney at 405-321-1481, x127, or 405-329-3395.
KEN BIERMAN, Assistant University Librarian for Technical and Automation Services, Edmon Low Library, Oklahoma State University, has been awarded the University of Oklahoma School of Library and Information Studies Alumni Association Award of Merit. Ken received his Masters in Library Science in 1968 from the OU. He began his career in the Bizzell Library at the OU in the Serials Department. He worked at the Oklahoma Department of Libraries as Data Processing Coordinator before leaving the State to work as Assistant Director at Virginia Polytechnic Institute and State University, and the Tucson Public Library in Arizona. In 1990 he returned to the State in his current position. He has served in a variety of offices in state and national organizations. These offices include: Treasurer of the Arizona Library Association, Treasurer of the Oklahoma Library Association, member of the AMIGOS Board of Trustees, the OCLC Users Council Executive Committee, and the OCLC Users Council. During 1992-1994, he served on the Executive Committee of the SLIS Alumni Association and served as President during 1993-94. Ken is recognized as one of the leading authorities in the country on automation and technical services. He has published extensively over his career in leading library journals. He is currently serving as a consultant to several states, including Oklahoma, on developing cooperative plans to meet information access needs.

OSU Dean of Libraries EDWARD R. JOHNSON has been selected as the Administrator of the Year by the Oklahoma Chapter of the American Society for Public Administration in an April 2 ceremony at the Cowboy Hall of Fame. This annual tribute recognizes a public administrator in Oklahoma whose career exhibits the highest standards of excellence, dedication and accomplishment. He was selected for his efforts to strengthen the OSU library and to promote library cooperation within the state. High points at OSU include: implementing an automated library system that now includes access to other databases; gaining support of student and faculty groups for a new fee directed toward improving library automation and increasing book purchases; managing to eliminate 10 positions without layoffs, when faced with a staff reduction; providing leadership and attracting funding for the statewide library consortium called ORACL (currently composed of OSU, TCCL, UCT, UT, OU, Rose, NEOSU, OSU College of Medicine, Cameron, and USAO libraries) for seamless connections among automated catalogs and databases; and establishing the Friends of the OSU Library organization.

CATHARINE COOK is now the Administrator of the Central Branch of the Fort Worth Public Library System. Until May 3 she was Director of the Enid Public Library.

BARBARA MILLER, Visiting Assistant Documents Professor, comes to OSU from the University of Tennessee. She works half-time cataloging Documents materials and splits the rest of the time working the reference desk in Documents and providing library instruction. ELAINE WATSON is a new Assistant Documents Librarian at OSU, previously a library student at the University of Alberta in Edmonton. NANCY WIKEL, Visiting Assistant Professor in Documents at OSU, does among other things, reference, cataloging of international materials and microfiche, assists in the Patent Library. TORAJ WILLIAMSEN is Assistant Professor, Architecture Librarian, at OSU. She was previously at the Epilepsy Foundation of America, then a Visiting Assistant Professor in OSU's Patent and Trademark Library.

LOTSEE PATTERSON, Associate Professor of Library & Information Studies at OU, is one of 25 Silver Award winners from the U.S. National Commission on Libraries and Information Science (NCLIS). The awards honor librarians and library advocates for their noteworthy and sustained contributions to libraries and information services at the national, state and/or local levels. Lotsee's career has embraced school, public, tribal and academic libraries and museums but, according to her nominator, she is "primarily a teacher of other librarians and an advocate of training for Native American librarians."

PAT WOODRUM has announced plans to retire as Director of the Tulsa City-County Library System this fall, and to enter the race for the State Senate District 35 seat vacated by Senator Don Rubottom. She has been with the Tulsa Library for 32 years and served as director for 20 years. Among her countless service activities, Pat is a past OLA President. More on Pat's tremendous contributions in a later issue.

The Information Superhighway now goes through Byars, Maud, and Macomb, according to PIONEER LIBRARY SYSTEM officials. A computer, modem, and printer have been installed in some area schools to allow customers direct access to the library system's collection of over 315,000 books and other materials. Residents are currently using the system to reserve books or other materials. The library system delivers and picks up the materials once-a-week, according to Project Director Susan Gregory. The information stations also allow rural residents to search the text-based Internet as well as an online database of 400 magazines with abstracts and full text. This is a one year federally funded project administered through the Oklahoma Department of Libraries.

More than 1,500 OSU students took part in the Oklahoma State University Library's fall "Plug Into the World" drawing. A freshman student from Sapulpa won the grand prize—a pentium computer donated by Cecil's Computers and the Friends of the OSU Library. The student qualified to win by taking one of the 45-minute Introduction to PETE training sessions that the library conducts during fall and spring semesters. Another drawing took place April 15 during National Library Week. "Our mission is to increase students' awareness of electronic resources are available to them," says Sheila Johnson, assistant university librarian. The library also wants to show students how to use electronic resources effectively, especially PETE and the Internet. "The Internet classes are booked almost as soon as we open them."
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