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AMERICA'S COUNTRY SCHOOLS, see page 2



Andrew Gulliford

AMERICA'S COUNTRY SCHOOLS

The following is an excerpt from a chapter in **America's Country Schools** by Andrew Gulliford. This new book, published by The Preservation Press, is based largely on the research directed by Mr. Gulliford for MPLA's Country School Legacy project, a two-year effort funded in 1981-82 by the National Endowment for the Humanities. Gulliford was the dreamer and planner for this extremely successful eight-state study of all aspects of country school history, and now he shares this stimulating information in his new book. Ordering information for the book appears elsewhere in this issue.

Teachers' Lives on the Western Frontier

The building of the school and the arrival of the teacher served as critical turning points in the history of Western

frontier communities. The labor exerted and time spent in constructing the schoolhouse reflected pioneer parents' commitment to their children's education. Their esteem for education extended to teachers themselves. Young and old alike looked up to the teacher, whether a man or a woman, to fulfill specific community roles, organize social events, plan debates, create special programs and exemplify virtue, temperance and respectability.

Country school teachers had to reflect faithfully the values of the rural communities in which they taught. Yet, in their bearing and in their teaching they were expected to impart a sense of culture and knowledge. As a vital member of the community, the teacher functioned as the social pivot on which all activities turned. If a teacher became too authoritarian or seemed to consider herself or himself socially superior to the community folk, she or he was quickly dismissed. Teachers served as an example and inspiration to the young and a social equal for adults.

One-room school teachers simultaneously performed several exceedingly difficult roles. School boards expected much from them for a very small salary. That country school teachers of both sexes succeeded in providing children with the rudiments of an education and adults with social opportunities is proof of their pluck and perseverance on the frontier.

In "Country Schoolteaching on the Sod-House Frontier" in the journal **Arizona and the West** (1975), Wayne E. Fuller states that "both the Kansas and Nebraska school laws required that teachers be at least sixteen years old before they began to teach, but it was not uncommon for them to begin at 15 or even younger, particularly in the 1870s, when the demand for teachers outran the supply." As late as 1919, a Nebraska study showed that the median age of that state's schoolteachers was only 21.

The "schoolmarm," single woman teacher, is the stereotype, but in fact men teachers were much preferred, especially for the winter terms, partly because of tradition and partly because it was thought that they alone could control the older farm boys who attended school only during the winter when their time was not completely taken up by farm work. Women were employed to teach primarily in the spring and summer terms, when only younger children were in school. According to Fuller, 52 percent of Nebraska teachers and 47.2 percent of Kansas teachers in 1871 were men.

Within 20 years the statistics change. In Republic County, Kans., from 1895 to 1976 only 19 percent of the teachers were men. Of the 1,725 one-room schools in operation in Colorado between 1906 and 1913, 84 percent had women teachers. In Van Buren Township, Renville County, N.D., only eight of the 179 teachers who taught between 1902 and 1958 were men. Elk Mountain School District in Carbon County, Wyo., had no men teachers between 1913 and 1936. Although women dominated the education profession on the frontier, men played important roles, especially as disciplinarians.

In **100 Years on the Muddy** (1967), Arabelle Lee Hafner discusses the problems of keeping teachers in Moapa Valley, Nev.:

There were many teachers brought in at the turn of the century, but their efforts were in vain because of the meanness and trickery played on them by the students. The teachers stayed on the average of two or three months or less until John Crosby came. "Johnny Bull" was a nickname given him by the students. He was a

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large, athletic, muscular man, and was the only one that was able to control the students or scare them into learning.

Men teachers in Nebraska had to be quick with their fists as well as their wits. Frank Grady, who attended a one-room school in Nebraska in the early 1900s, recalled some features of student discipline:

The first teacher in Raymond School was run out by the boys, who used stones as weapons of assault. The second met the same gang, but when he had soundly thrashed one boy and the youth's father coming to take up the battle shared the same fate, the reign of terror ended abruptly, and a new respect for the school was established.

The discipline on the whole was pretty good. . . . There were no high-falootin' laws, and the teacher could whale the very devil out of you if it would aid in bringing you to time.

[Another teacher] was already in the school on New Year's Day, and [the students] threw brimstone—sulphur. I reckon it's called—down the chimney and smoked him out, getting possession of the premises. . . . Quite a percentage of the big fellows considered the teacher Public Enemy Number One.

In 1875 at the McCarthy School, District No. 29, in Washington County, Neb., the teacher found the students, many of whom were larger boys, difficult to control and was driven out. Jimmy Van Duesen, who took the teacher's place, laid a gun across the top of his desk and said, "Boys, I'm here for business—to teach." He had no trouble.

John G. Neihardt recounts in the first volume of his autobiography, **All Is But a Beginning—Youth Remembered 1881-1901** (1972), his tribulations as a one-room school teacher in Nebraska. As the first day of teaching progressed, Neihardt began the difficult task of assigning his 20 students to desks of the proper size and trying to teach them. One of the boys suggested a snowball fight at recess, and the naive Neihardt assented because it would give the students a chance to expend some energy. He did not comprehend their true intentions.

Bill Kendrick loomed up before me out of the melee. I can see him yet as I saw him then in a vivid, timeless moment—a robust youth, perhaps a trifle overgrown for his years but amply shouldered and chested like a buffalo bull calf. I caught the triumphant grin upon his flushed face as he stooped in front of me, reaching with his right hand for a fistful of snow. I saw and knew and I didn't wait for further information!

In that split second Bill had accidentally placed himself in the best possible position for my trick throw. . . .

It worked. Bill's size and weight were greatly in my favor now. He came down like a wagonload of brick; and it was fun to hear him grunt under the impact of my right shoulder landing in the midst of him!

When I leaped to my feet, I became aware that the tumult was dying out over the battlefield. A ring of spectators were forming about us, and others were running up to see Bill and Teacher in a fracas, as they supposed. But what they saw was a crestfallen Bill shaking snow off his back and grinning sheepishly about him.

"Sorry, Bill," I said. "That's a mean throw—hard to control."

Then Bill did something that made the difference. He slapped his hand on my shoulder and laughed!

Men teachers were not the only ones who were able to deal with problem students, however. South Dakota teacher Eliza St. John Brophy was asked to accept two large boys from a neighboring district who had thrown a man teacher out the window. When they began to chew tobacco, she ignored them for three days; they did not come back. In another school, a problem developed with immigrant children bringing binder twine to play cat's cradle during school hours. The teacher gathered all the

string and made a rope of it. She then made a noose and hung it from the strongest peg on the wall. One of the older immigrant boys told the children in their language that the teacher was going to hang them. Brophy did not contradict him and by stern looks gained the upper hand.

Women Teachers

By the time the plains were open to settlement, the woman teacher had become an established figure in American education. Many country school teachers came West because they believed that it was their Christian duty to help educate children on the frontier.

In 1840, in a speech recorded in the **Fourth Annual Report, Massachusetts Board of Education**, the progressive educator Horace Mann urged women to become teachers because "females are incomparably better teachers for young children than males. . . . Their manners are more mild and gentle, and hence in consonance with the tenderness of childhood." As early as 1845, Catharine Beecher, daughter of a prominent New England family of educators and clergymen, called for recruitment of women into the teaching profession. Her highly influential pamphlet **The Duty of American Women to Their Country** (1845) decried the shortage of teachers on the frontier and predicted that men would never fill the gap: "It is WOMAN who is to come in at this emergency and meet the demand. Woman, whom experience and testing have shown to be the best, as well as the cheapest, guardian and teacher of childhood."

In "A Wider Field of Usefulness: Pioneer Women Teachers in the West, 1948-1854" (19??), Polly Weits Kaufman explains the unique qualities of pioneer women who traveled to the Midwest to teach. They came from New England and were "driven by economic necessity, a sense of mission, and even a romantic view of the West." Unlike their peers, "the women demonstrated a will to direct their own lives that was unusual for the majority of women of their time." Of the pioneer women in Kaufman's study, more than two-thirds were already self-supporting, primarily because they had lost one or both of their parents. Unlike the younger teachers who taught 30 years later on the Great Plains, three-quarters of the women in Kaufman's study "had struggled to prepare for their careers" and their median age was over 25. Marriage for them seemed unlikely. In contrast to the stereotype of the demur schoolmarm, Kaufman concludes, these pioneer women teachers "represented a special group of ante-bellum women whose spirit was rising. By using the teaching profession as their route to a new life, they achieved a significant amount of autonomy." Moreover, she notes, teaching accorded these women social acceptability as well as a "higher level of self-sufficiency than practically any other group of women."

Until a school could be built and a teacher hired, many frontier mothers took on the task of educating their children, as did Mary Luella Nesmith White, who moved to Nebraska in 1887. Because the closest schools were on the other side of the river, too far from their homestead, White recalls, "[I] considered it my duty to teach the children. This I did in accordance with my time and resources. Often I held a school book in one hand and wielded a white-wash brush with the other. At other times I

propped a book in front of the wash-tub while I rubbed soiled clothes on the wash-board with both hands" (Joan Swallow Reiter, **The Women**, 1978). In her pamphlet on women's duty, Catharine Beecher proclaimed that "woman, as mother and as teacher, is to form and guide the immortal mind." By the hundreds and later by the thousands, American women, especially those from New England, answered Beecher's call. By the 1900s young girls sought to become teachers also because teaching was one of the few careers open to women in rural areas.

In **The Sway of the Bell: Schools and Histories of Brown, Keya Paha, and Rock Counties, Nebraska** (1978), memoirs compiled by the Ainsworth Area Retired Teachers Association, Elsie Petsel Hallock of Ainsworth, Neb., recalled:

In my home town, the only highly respectable jobs for girls after they graduated from high school were nursing, teaching or clerking in a store. Since my dad ran a general store, and since I was somewhat familiar with that, clerking wouldn't be any fun, and by the time I'd completed my normal training in high school, I'd still be too young to go into nurse's training. I was going to be respectable and was going to earn a living. So, I became a teacher.

In 1909, at the age of 19, Esma Lewis left home for the first time, boarding the train in Dongola, Ill., to teach school at the mouth of Divide Creek near Silt, Colo. She stayed with a member of the school board and his family. To this day, Lewis remembers the sharp, lonely coyote howls that rolled across the mesa on moonlit nights. The first time she heard that eerie sound, it chilled her blood; all she was used to was the croak of bullfrogs. On the first day of school, she

began with the Pledge of Allegiance and then said the Lord's Prayer, as much for her own benefit as for that of her students. Lewis taught for 60 years in Garfield County. Like countless other country school teachers, she came to a new country and never left.

For Lewis the sound of yapping coyotes was a nuisance, but Hetty Birdick, who taught in the Rowena School near Boulder, Colo., in 1914-15 had more serious problems with animals. She relates one experience:

[at] that time it [the schoolhouse] could be reached only on horseback most of the year. Men worked at a large mine where burro power pulled ore cars and brought children to school through the snow drifts. The source of water was a spring, which never froze, on a rocky path 200 yards away. The temperature at that altitude was often 40 degrees below zero. I became weary competing with wildlife to [get water from the spring] and shot a mountain lion one frosty morning.

In the West, women were at a premium. The arrival of an attractive, unmarried woman in a frontier town populated largely by men was met with enthusiasm. Tales of bashful cowboys courting the new schoolmarm have long been part of the folklore of the West. Marriages between school-teachers and range riders did occur, often because of the cowboy's persistence. On the other hand, girls came West seeking adventure and, also, matrimony. Some came from poor backgrounds with few social opportunities, but out West they were in charge of their own school and could meet all the eligible bachelors at local pie socials and square dances. School board members often requested photographs from prospective teachers and made their

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selection on the basis of appearance. In fact, a single man often worked hard to get on the school board just so he could have a say in the selection of the new teacher.

How many young women came West to teach school and stayed to raise families cannot be estimated. Certainly no history of the West would be complete without a chapter on the influence of schoolteachers on isolated ranch communities. In his novel **East of Eden** (1952), John Steinbeck describes country school teacher Olive Hamilton and the difficulties of being a marriageable single woman in the Salinas Valley of California.

The teacher was not only an intellectual paragon and a social leader, but also the matrimonial catch of the countryside. A family could indeed walk proudly if a son married the schoolteacher. Her children were presumed to have intellectual advantages both inherited and conditioned.

In her school there were pupils older and bigger than she was. It required great tact to be a schoolteacher. To keep order among the big undisciplined boys without pistol and bull whip was a difficult and dangerous business. In one school in the mountains a teacher was raped by her pupils.

Olive Hamilton had not only to teach everything, but to all ages. Very few youth went past the eighth grade in those days, and what with farm duties some of them took fourteen or fifteen years to do it. Olive also had to practice rudimentary medicine, for there were constant accidents. She sewed up knife cuts after a fight in the schoolyard. When a small bare-footed boy was bitten by a rattlesnake, it was her duty to suck his toe to draw the poison out. . . . It was far from an easy job, and it had duties and obligations beyond belief. The teacher had no private life. She was watched jealously for any weakness of character. She could not board with one family for more than one term, for that would cause jealousy—a family gained social ascendancy by boarding the teacher. If a marriageable son belonged to the family where she boarded a proposal was automatic; if there was more than one claimant, vicious fights occurred over her hand. The Aguita boys, three of them, nearly clawed each other to death over Olive Hamilton. Teachers rarely lasted very long in the country schools. The work was so hard and the proposals so constant that they married within a very short time.

Women teachers paid a heavy price for marriage. Only one family member was expected to earn a living; if a woman married, she immediately forfeited her job. Many a love affair and marriage had to be kept secret. In the 1920s, teaching contracts in Utah required that a teacher who married give up her school and her last month's salary. In one year in Piny, Wyo., six out of seven teachers married. Edington School in Albany County, Wyo., was called the mating ground because of the number of teachers who had to give up their jobs because they married.

In the 1920s Esther Cambell taught in an area of Colorado and Utah frequented by outlaws and cattle rustlers. Although she did a fine job of teaching, one year she was not hired back. The school board trumped up an excuse, but the real reason was that she had married. As the summer ended, however, no unmarried teachers had applied for the little one-room school at Elk Springs, Colo., so the school board reluctantly gave "Miss Esther" her job back.

During the Great Depression, when everyone was out of money and it seemed unfair for a family to have more than one wage earner, the number of laws barring married teachers increased. During World War II, however, thousands of young men left for the service, and the lack of teachers in rural areas created a national crisis. Many married women who had not taught for 20 years found themselves teaching again, with emergency certificates.

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Living Conditions

Usually a teacher's pay included room and board; the teacher would shuttle from home to home, sharing a bed with one or more children. He or she stayed longest with families with the greatest number of children and, frequently, the least privacy and provisions. Sometimes the teacher would sleep alone, but seldom in much comfort or privacy. Phoebe Nater wrote of her Nebraska experiences in **Koshapah** (1972):

The only other possible door was the one in the teacher's bedroom. This door was warped out of shape. It lacked four inches at the top of being closed. The door hung with icicles and heavy frost. . . . Lying in her bed, this country teacher was nearly insane with anger. Shivering under blankets and dressed in a flannel robe and pajamas, a coat and socks, her breath made a thin sheet of ice around the pillow and covers as she kept her head under the covers and tried to sleep. . . . The supreme test came as dawn arrived one morning. Two coyote trappers, relatives of the family, pushed the frosty frozen door open, and smoking corn cob pipes, walked across the bedroom floor with traps slung over their shoulders and dead coyotes resting outside the door.

In **Memoirs of South Dakota Retired Teachers** (1976), edited by Ruth Morgan, Julia Hall recalled:

My bedroom was an unfinished attic room with an outside stairway which at times was slick with ice and snow. . . . the room was heated with a small wood and coal stove; we used a kerosene lamp. I kept my clothes under the covers so they would be warm in the morning; sometimes my bed was covered with snow. I would go downstairs to wash, eat breakfast and take my school bag and pail to start walking one and a half miles to school.

Living in a single room was often an economic necessity and allowed little freedom. A teacher could not entertain friends or engage in any noisy activity in someone else's home. The room was simply a place to retire after a day's work at school.

The parsimony of country school district officers was notorious. Perhaps no other single characteristic did more to give country school education a bad reputation than the deliberate stinginess of local school boards. They would not buy books. They would not hire qualified teachers. Some district boards would not even buy coal for the stove until after the first heavy frosts of winter. And if the stove was a woodburning one, the wood might arrive cut in sled lengths for economy's sake, leaving to the older students the responsibility of cutting and splitting the wood.

These economies certainly included teachers' wages. Martha Washburn, who taught in a village school in Livermore Falls, Maine, in the 1840s, wrote in her diary in 1843, "For aught I know I may as well do nothing the compensation is so meagre." Although rural teachers' salaries improved during the last quarter of the 19th century, school districts with limited tax bases were at the mercy of national recessions and depressions, in which farm products lost value. Anticipating losses in their farm incomes from an economic crisis or crop failures because of droughts or floods, school board members often sought the most inexpensive teacher they could hire. If a board member's niece agreed to work for \$5 less a month than the teacher they had hired, the niece received the job.

Men teachers consistently earned higher wages than women teachers for the same work. In the early 1840s, men in Maine could expect \$15.50 per month during the winter, while women received only \$5.50 per month for the

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summer term. In 1880 men in Kansas were paid about \$6.50 more per month than women; in 1914 men received about \$17 more. In Nebraska in 1914, men were paid \$21.89 more a month than women. In Utah throughout the period 1900-20, women received on an average only 70 to 80 percent of what men earned. In **The Rural School in the United States** (1908), John Coulter Hockenberry lists salary data from 34 states. Average monthly salaries for teachers in rural schools were \$40 for men and \$33 for women (\$40 in the early 1900s would have a 1980s purchasing power of approximately \$500). Not only were the wages abysmally low, but teachers frequently worked terms of only six or seven months. Salaries had risen after World War I to more than \$100 per month. Experienced teachers could command as much as \$125 to \$140 per month, but after the depression caused the farm economy to collapse, teachers felt lucky to get \$75.

To avoid unnecessary expense, school boards regularly fired or failed to rehire experienced teachers; in this way, they could keep teacher salaries at a minimum. Such practices were common through the 1930s, when some schools stopped paying their teachers altogether. Salaries had plummeted along with farm prices during the depression, and few local taxes could be collected, so districts had minimal funds. During the depression many teachers were paid in warrants, similar to IOUs against forthcoming district tax income. Banks always checked the status of the district account before redeeming the warrant, and in the 1930s many of the warrants were not worth the paper they were written on. Teachers then had the option of not getting paid and letting the warrant collect interest at the bank until the district could redeem it or cashing the warrant at 20 percent loss and letting the bank profit by the difference and the interest. Moreover, many districts required the signatures of school board trustees to make the paychecks valid. Teachers had no choice but to close school early on the last Friday of the month and go find the trustees, who were often off farming remote parts of their land. The first trustee to be visited was the clerk who made out the checks, then the treasurer and, last, the district president.

Ernest Grundy, a professor at Kearney State College, Kearney, Neb., who began his teaching career in Kansas schools during the depression, still remembers one school board president who would take an inordinately long time to endorse a check. With one arm wrapped around the leather reins of his plowhorse and his right foot planted firmly in the soil behind his plow, the man would examine the check closely and say "Sixty dollars. Sixty dollars a month. That's an awful lot of money in these times, wouldn't you say, Ernest?" Grundy would shuffle his feet in the dry earth, waiting for this humiliating ordeal to be over. The president would look at the check, look at the young teacher standing before him and add, "I sure could use a monthly income like this. Kids need shoes." With hat in hand, Ernest would nod his head in agreement. Finally, the weary farmer would say, "Well, lets head on into the house and see if I can find pen and ink." Experiences like this pushed many young teachers into getting more education so they could teach in town schools for better pay.

Expectations of Teachers

In "Sand Tables and One-Eyed Cat: Experiences of Two Texas Schoolteachers," in the **West Texas Historical**

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Association Yearbook (1981), Lou Rodenberger, an English professor and daughter of rural school teachers, recalls, "The country school teachers in the first half of this century were the intellectual, social and often spiritual leaders of communities where, until the 1940s, there were no books, few newspapers and fewer radios." People were interested in everything the teacher did or said or wore. Country school teachers who lived in the community came to be well known; they were important to the whole community, not just to the children in school.

Teachers had to be upstanding citizens who set an example not only to their students but also to everyone around them. They had to be well dressed but not overdressed. Nobody wanted the new teacher putting on airs. Because the community expected them to dress and behave in a certain way, young teachers looked on schoolteaching as an honorable profession and tried to instill in their students a sense of the worth of an education.

Citizens kept their country school teachers under close surveillance to ensure that they followed a stern moral code. In the 1890s Lena Harrison, of Junction, Tex., was returning home from obtaining her teaching credentials when she decided to stop by her uncle's saloon to pay him a social call. The community that had so eagerly welcomed her home now became divided about whether she should leave her teaching job because of this transgression. Helen Redd, on her way to Ucola, Utah, where she was going to teach, was warned by the county school superintendent about the young men in the community. He informed her that it would be disastrous to her career if she were seen with any disreputable cowboys and pointed out which ones were "respectable."

In her book **Ranch Schoolteacher** (1974), Eulalia Bourne writes of being dismissed from her teaching position in the one-room school on Beaver Creek near Flagstaff, Ariz. Sixteen-year-old Bourne had outraged a member of the community by dancing to the ragtime hit "Too Much Mustard" and was fired for her audacity. Within the year, however, the song had swept across the country, and she had the pleasure of teaching the new dance step to the same school board member who had withdrawn his children from her class in protest of her conduct, but she was not rehired.

A reference letter for a teacher, written in 1923 by J. A. Sikkink, the clerk of Dempster School, District No. 1, in Hamlin County, S.D., concerns itself entirely with the young woman's morality and does not mention her teaching ability:

I sincerely recommend Miss Jeanette E. Kones as a successful teacher. While teaching [at] our school, she was a teacher we could be proud of. A girl of splendid character, with name above reproach. She is a faithful member of her church, and is in all her ways a true Christian, her faith in the Bible is very sincere and her whole attitude expresses good morals and a clean upright life. She is also a very sociable person and a leader of any community. I take great pleasure in recommending Miss Kones to any school board.

In addition to moral responsibilities, teachers also had menial chores. Except for community clean-up days in the fall and spring, teachers generally did all the janitorial work, including the sweeping, scrubbing, mopping, dusting and blackboard washing. Because most children walked to school by the shortest route possible, during the rainy

season mud was continually tracked into the building, forming little brown rivulets down each aisle. The mud dried during the day, and the floor required a vigorous sweeping in the afternoon. Robert L. Conger who attended one-room schools in western Nebraska, recalls the many duties of his former teachers:

The teacher, aside from being teacher, was counselor, mediator, nurse, judge, jury, disciplinarian and jack-of-all-trades. He or she was also the duly elected janitor. [The tasks] included the housekeeping as well as starting and maintaining the fire in the coal stove. On winter mornings, the temperature on the inside was about like that on the outside. The teacher tried to get there early and get the fire going before the pupils arrived. Any teacher worth his or her salt was enterprising enough to incorporate some of the janitor work into his discipline program.

Farm children often came to school with health problems, and teachers had to initiate cleaning routines to combat head lice, scabies and impetigo. Children who caught pinkeye from cattle received the same treatment that the livestock received—boric acid. Today, such nursing practices would be considered illegal. Stan Leftwich, a former supervisor of rural schools in Colorado, says, "We would be put in jail today for the nursing we did in those years, but what were we to do? No organized health service existed."

According to Maude Lindstrom Frandsen, who taught in rural schools near Brighton, Colo., in the 1920s, health problems were the responsibility of the teacher. If a tooth needed to be pulled, a sticker removed, a broken fingernail cut or a stomachache eased, the teacher had to rise to the occasion. Epidemics could be disastrous. Frandsen remembers a student, the daughter of the school board president, who came to school with a rash. Because the child lived nearby, she was sent home with a note. Within the hour, the child and her mother were back, the mother declaring, "If Susie has a disease, she caught it here at school, so she will stay here." The girl was kept as far as possible from the other children for the rest of the day. That evening, the teacher drove to the county seat to report the case to the health officer. The child had scarlet fever; fortunately, however, no other child contracted the disease. Such incidents, however, often created tensions between teachers and parents.

Country school teachers had to be prepared to cope with emergencies, and snakes were one type of emergency. Rattlesnakes posed deadly problems to inexperienced teachers on the high plains. Teachers needed quick judgment and quick reflexes, and under no conditions could they be squeamish. A teacher quickly learned that if a snake appeared in the schoolyard, it had to be attended to immediately. As one parent remarked, "If a teacher hasn't enough sense and know-how to kill a snake, she had better go back where she came from. It is twenty miles to the closest doctor, and death would arrive first."

Prairie rattlers are at their deadliest in late autumn, and they often seek shelter under buildings and in crawl spaces. In western Kansas, a teacher holding class in a sod schoolhouse turned her head just in time to see a huge rattlesnake fall out of the roof and land with a sizzle on top of the woodburning stove. In eastern Colorado, older ranch boys enjoyed killing rattlesnakes during their lunch recess; the largest kill was 16 rattlers in one den. In 1915, in her second year of teaching near Wild Horse, Colo., Lois Lucre went out late in the summer to get her school ready for fall. As she opened the outside door, stepped into the anteroom

and fumbled with her keys to the main door, she suddenly felt uneasy. She spun quickly around to face a six-foot-long rattlesnake coiled up in a corner. The unmistakable sound of his rattles sent tremors down her spine, and she jumped backwards out the door.

Maud Clark, who taught in the late 1880s in a country school near Platteville, Colo., saw a rattlesnake she thought was dead come to life. A favorite trick of farm boys who wanted to test a new teacher was to put dead snakes in the teacher's desk, coiling them so they looked alive. In this case, the large snake dangled from a slip-noose at the end of a stick, and the boys knew, although the teacher did not, that the snake was only stunned. In an attempt to gain the respect of her class, Clark, thinking the snake was dead, took the snake by the string, coiled it on the top of her desk and went on with class. It was not until she saw the terrified stares of her younger student that she turned and saw the snake had slithered off her desk and started toward her. To the intense disappointment of the boys who had brought in the reptile, she did not scream; instead, she tightened the noose. The snake went limp again, and she took it outside, where the boys finished it off.

Storms were another emergency that country school teachers often had to cope with. In the plains states, the ever-present threat of tornadoes terrified rural school teachers, particularly those only a few years older than the children they taught. Usually, though, it was possible to see a tornado coming and take shelter in a storm cellar; everyone knew what to do if a tornado threatened.

Blizzards posed a different problem, because most farm children who walked or rode to school assumed that they could make it home before a storm worsened. In most cases, either the children left school early and found their way home, or, if a really bad storm threatened, their parents came to pick them up. As late as the 1940s, few rural roads had high centers and graded shoulders, so during a blizzard it was easy to miss the road altogether.

Spring storms were the worst. At that time of year, teachers spent many anxious hours scanning the sky when the barometer fell and the wind increased. Spring storms meant frozen mud, because usually there had been a January thaw and excess water had drained into sloughs and ponds. Such was the case on March 15, 1920, when North Dakota had one of the worst blizzards on record. In two tragic instances, four brothers died while trying to return home from school and a country school teacher died while saving her students. Some snow was falling when Adolph, Ernest, Sorn and Herman Wohlk hitched their horses to the sled and drove the team to school near Ryder, N.D. Hazel Miner, 15, a teacher at Center, N.D., got to school early that day with her brother, Emmet, 11, and her sister, Myrdrith, 8, in order to have a fire in the stove when the rest of the children arrived. As the day passed, the sky grew dark and temperatures started to drop quickly. In all the western states, country schools closed early that day, and parents came to get their children. The Wohlk brothers were sure that they could get home, as was Hazel with her younger brother and sister. However, the Wohlk brothers lost their sled in thin ice only a mile from home. Adolph, the oldest boy, started home but never made it. When the rest of the family found the sled, the younger brothers had all frozen to death. The Miner's sled, too, fell through the ice, and the children were drenched. To protect them from the biting wind and fierce cold, Hazel took off her coat, wrapped

them in it and lay down on top of them. Fortunately, they survived. The citizens of North Dakota remember Hazel's bravery and have placed a statue dedicated to her in front of the state capitol at Bismarck.

In "Winter Thunder," a short story based on an experience of the author's cousin, Marie Sandoz describes the terrific blizzard that blanketed the Nebraska plains during the winter of 1949. The school children and their teacher, Lecia, abandon a school bus stuck in deep snow and start out for the nearest ranch but are forced to make a snow shelter to survive the fury of the storm.

The teacher squinted back along the line, moving like some long snowy winter-logged animal, the segmented back bowed before the sharpening blizzard wind. Just the momentary turn into the storm took her breath and frightened her for these children hunched into themselves, half of them crying softly, hopelessly, as though already lost. They must hurry. With not a rock anywhere and not a tree within miles to show the directions, they had to seek out the landmark of the ranch country—the wire fence. So the girl started downwind again, breaking the new drifts as she searched for valley ground where fences were most likely, barbed-wire fences that might lead to a ranch, or nowhere, except around some hay meadow. But it was their only chance, the girl from the sand hills knew. Stumbling, floundering through the snow, she kept the awkward string moving, the eyes of the older ones straining through frozen lashes for even the top of the fence posts, those of the small ones turned in upon their fear as the snow caked on the mufflers over their faces and they stumbled blindly to the pull from ahead.

Finally they find a small hillside and begin to build a brush shelter with bits of willow branches and the blankets they took from the school bus. The children were cold, hungry and terrified by the storm's ferocity.

But as the blankets came down, part of the loose snow wall was blown in by the force of the blizzard, the huddle of children suddenly white again, the fire almost smothered. So the wall had to be rebuilt in discouragement, but with care, using more brush and sticks, more fire-softened snow to freeze in place as soon as it was struck by the storm. . . The wall must be finished, and when it was solid, Calla came to whisper under the roar of the wind. "Bill's been eating the lunch," she said.

"Oh, Bill! That's not fair to the others, to your own little sister Joanie!" Lecia called. Suddenly not the good teacher, she grabbed up the containers and hung them on high branches in plain sight for watching, for reminders and derision from the other children. "Why, it may be days before we are found!" she scolded, in her exasperation saying what should have been kept hidden in silence.

She was right—the blizzard of 1949 lasted eight days. Only with patience and the frontier spirit of endurance were the children able to survive, spotted at last by a search plane and later picked up by a rescue party.

Inexperienced or not, the teacher was expected to be knowledgeable in all areas, ever-resourceful, sincere and courageous. In 1915 a survey of Wyoming teachers showed that 41 percent had four full years of secondary training, but 54 percent of the 1,077 teachers responding did not report on their professional training or reported that they had received no such training. Probably many of the teachers had not even been to high school, yet they inspired their students and helped them to adjust to a world outside of their remote rural areas. Occasionally, the children endured the tyranny of a poor teacher who was rehired year after year. A teacher who had a bad temper or no ability to keep order could negatively affect a child's attitude toward learning and give the school district a bad name. More often, however, when former country school

students are asked whether they received a good education the response is, "The teacher made the school." Learning seems to have taken place in the kind of environment most educators can only theorize about today, one of trust and confidence. The students were eager to learn, and the teachers believed that they had something to give the students. Rhea Paskett Toyn recalled the teachers she had in Grouse Creek, Utah, in the 1920s:

We had some good teachers. They came and boarded with various families and stayed, so our interests were their interests. I know as a child I became attached to school teachers; they were important in my life. I'd shed tears when they'd go.

Neil Twitchell, who attended rural schools in Nevada in the 1920s, summarizes the feelings of many country school students toward their teachers:

By far, the most important part of my experience was the relationship between the students and the teachers. . . the closeness. . . of the whole community. . . And I'm sure you'd find that in almost any of the little communities throughout our nation. I'm sure it wasn't materials. . . I think a lot of it had to do with just plain old human relations.

Reserve MPLA's Country School Legacy Photo Exhibit

While MPLA's Country School Legacy Photo Exhibit is booked for use through November 1985, you are encouraged to reserve it for showings beyond that date. Your only cost is for shipment to its next destination. Contact Joseph Edelen, Jr., I.D. Weeks Library, University of South Dakota, Vermillion, SD 57069, should you want more information or wish to reserve it.





members are delightful and offer a different perspective than we have in MPLA. but, over all, some of the rewards. . . the support. . . the feedback that MPLA offers its members are not present in PNLA. Our professional development programs, our continuing education opportunities, and our wide variety of conference programs were all unsurpassed. Attending PNLA offered me an opportunity to "Blow Our Horn" and to brag about MPLA. I returned home from Billings feeling very, very good about MPLA and what we are doing.

As great as we are, there is still room for improvement. During the remainder of the fall and next spring MPLA will be doing surveys to find out what YOU want and need from MPLA. Also as President, I will be traveling to several state association conferences to talk about MPLA and to solicit your ideas. Please take time to return your completed survey and to give suggestions for improvements to me or to any member of the Executive Board. We need you and your ideas to keep MPLA viable.

—Dorothy

From Your President

Mountain Plains Library Association really has much to be proud of. I recently attended the annual conference of the Pacific Northwest Library Association (PNLA) at the invitation of their President, Vicky Kreimeyer. The central issue I discussed with the PNLA Executive Board was a potential joint MPLA/PNLA conference in 1989. Final decisions on the proposed joint conference are still forthcoming.

The members of PNLA share the same problems and joys as members of MPLA. Their Canadian



1984 Professional Development Grant Award Recipients

Paula Koritnik, Rock Springs, WY. Summer Quarter Session, June 18-August 17, 1984. Graduate School of Librarianship and Information Management, University of Denver.

Sister Bernadine Pachta, Salina, KS. "Managing Student Workers in Academic Libraries." April 3-4, 1984. Seattle.

Sharon Ailslieger, Wichita, KS. "English Libraries and Librarianship." May 27-June 15, 1984. Oxford, England.

Jerry Kaup, Minot, ND. "Fund Raising for Libraries." June 21-22, 1984. Dallas.

Mary Elizabeth Carter, Fargo, ND. "Career Connections." August 1984. Sante Fe.

Diane Caley, Minot, ND. "Midwestern Rural Library Conference." September 27-28, 1984. Mankato, MN.

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Current Career and Occupational Literature 1984

By Leonard H. Goodman. 208pp. Ready.
\$30 U.S. and Canada, \$35 other countries.

This important resource for guidance counselors, librarians, teachers, parents, students, and job seekers indexes a wide selection of inexpensive pamphlets, books, and periodicals with information on more than 700 occupations. It provides access to information suitable for all age levels from elementary school through adult.

Short Story Index 1979-1983

Fall 1984. \$80 U.S. and Canada,
\$90 other countries.

This up-to-date, five-year cumulative volume of *Short Story Index* lists references to almost 14,000 stories published in 900 new collections and over 2,500 stories that appeared in 56 periodicals from 1979 to 1983. To make research easy, stories are listed by author, title, and subject in a single alphabet.

Note: Subscribers who have maintained an annual subscription to *Short Story Index* for the past five years receive the five-year cumulative volume at no extra charge as part of their regular subscription.

Current Biography Yearbook 1984

500pp. approx. December 1984. \$35 U.S. and Canada, \$45 other countries.

Current Biography profiles the men and women who make today's news and tomorrow's history. The 1984 *Yearbook* cumulates the 11 monthly issues of *Current Biography*, provides a complete listing of the year's obituaries, and an index to all the biographical articles that have appeared since 1980.

World Artists 1950-1980

By Claude Marks. 928pp.
Fall 1984. \$70 U.S. and Canada,
\$85 other countries

An authoritative survey of the careers of 312 artists who were influential in the post-World War II era, *World Artists 1950-1980* presents the story of each artist's life and work, outlining work methods, influences, and aesthetic beliefs at each stage of the artist's development. The artists profiled represent a wide variety of styles and movements in painting, sculpture, and graphic media.

American Reformers

Edited by Alden Whitman. 940pp. approx.
Fall 1984. \$75 tent. U.S. and Canada, \$90 tent. other countries.

Offering concise biographies of 496 men and women who were the principal architects of reform in America from the seventeenth century to modern times, this book covers reformers from all political and ideological persuasions, from religious tolerance, labor rights and prison reform to Native American rights, racial and sexual equality, and freedom of speech.

Songs of the Theater

By Richard Lewine and Alfred Simon.
940pp. approx. Fall 1984. \$70 tent. U.S. and Canada, \$85 tent. other countries.

Two of the most frequently asked questions about musical theater—"Who wrote that song? What show is it from?"—are now easy to answer with the help of this comprehensive index to some 15,000 songs from over 1,200 shows that have appeared on Broadway and Off-Broadway from the earliest days of the American musical theater through 1983.

Sears: Lista de encabezamientos de materia

Translated by Carmen Rovira. 700pp. approx.
Fall 1984. \$45 U.S. and Canada, \$60 other countries.

The 12th Edition of *Sears List of Subject Headings* has now been translated into Spanish making this invaluable service available to libraries with significant Hispanic populations as well as libraries in Spanish-speaking countries. The new Spanish edition features an English-to-Spanish index of main headings and elaboration of regional and historical entries for Spanish-speaking regions.

The Reference Shelf 1985

Annual subscription @ \$40 U.S. and Canada, \$45 other countries. (Includes 6 titles). Individual titles are also available @ \$8.00 U.S. and Canada, \$9.50 other countries.

Focusing on significant current concerns, *The Reference Shelf Series* provides college and high school students, librarians, and researchers, with facts, background, and informed opinion. New and forthcoming titles include: *Immigration, Sports in America, Drugs and Alcohol, Capital Punishment, and Representative American Speeches: 1984-1985.*

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"A Nation of Readers" Photo Contest

"A Nation of Readers" has been selected by the American Library Association (ALA) as the theme for 1985 National Library Week, which will be April 14-20. Focus for the 1985 observance will be on a national photography contest conducted by the American Library Association in cooperation with the Library of Congress.

"To have the benefits of a Nation of Readers, we must raise a citizenry who are qualified to choose their experience for themselves... and so secure the independence that only the reader can enjoy," Librarian of Congress Daniel J. Boorstin stated in 1982. Since then, "A Nation of Readers" has been a major theme of the Library of Congress Center for the Book in its efforts to stimulate public interest in books and reading.

In recent years several states and local libraries have held very successful photography contests to observe National Library Week. A national contest thus seemed "a natural choice to bring libraries across the country together in a grand celebration of reading and libraries," Elizabeth Stone, chair of the National Library Week Committee for ALA, said in announcing the photography contest at the ALA's 1984 Annual Conference in Dallas.

The photographs should be about reading. ALA is encouraging libraries to hold local contests, announce the winners during National Library Week, and forward first place winning photographs to ALA for judging. The national winners will be announced at the July 1985 ALA Conference in Chicago.

The contest is open to amateur photographers of all ages. School-age children through the eighth grade will be judged in a youth class. Winners will be selected in two photographic categories, black-and-white and color. National winning photographs will tour the country in a special exhibit. Cash awards and a visit to the Library of Congress are among contest prizes.

For complete rules and guidelines for local library contests contact "A Nation of Readers" Photo Contest, Public Information Office, American Library Association, 50 E. Huron St.,

Chicago, IL 60611; (312) 944-6780.

OCLC Microcomputer-Based Retrospective Conversion

Libraries making plans for retrospective conversion will soon have an economical new option. In November OCLC will offer its member libraries as well as non-members a microcomputer-based retrospective conversion service. It will be offered to libraries that have at least 20,000 titles to be converted.

OCLC will lend contracting libraries one IBM Personal Computer per 50,000 titles on a rent-free basis for approximately six months. However, the number of PCs needed and the loan period are negotiable.

Libraries use the PCs to key in a search key and local data for each title to be converted onto floppy disks, then send the floppy disks to OCLC for conversion. Libraries will send floppy disks that contain data for approximately 20,000 titles in each shipment.

OCLC-MARC tapes created for this service, with the library's local data merged in the record, will be separate from the tapes created for the library's online transactions.

Baker & Taylor Introduces Acquisitions Software and Services

Baker & Taylor unveiled its new BaTaSYSTEMS family of acquisitions software and electronic services at the American Library Association's summer conference. Designed to automate book acquisitions functions, BaTaSYSTEMS provides a new generation of technological service that utilizes the library's existing terminals.

Initially, three BaTaSYSTEMS services will be made available during the summer and fall of this year. These include the Title Search and Order service, a Full Acquisitions System, and the Title Confirmation Service. Each service offers electronic ordering and promotes on-site, cost-effective management of the acquisitions function. BaTaSYSTEMS is expected to greatly expand the number of libraries that will be able to benefit from automation, regardless of collection or budget size.

To be available July 1st, Title Search and Order is an on-line service that allows the library to search Baker & Taylor's database of over 850,000 title records, to electronically order from Baker & Taylor, and to print order slips.

The second service is the Full Acquisitions System that will be available on September 1st. It is a combination software package and on-line service that enables the library to control all ordering, fund accounting, and reporting functions on a personal computer.

The Title Confirmation Service will be available on October 15th. It is a software package for personal computers that allows book orders to be keyed-in by ISBN for toll-free transmission to Baker & Taylor. Bibliographic data is then transmitted back to the library for on-site printing of slips and title confirmation reports.

BaTaSYSTEMS has evolved out of Baker & Taylor's long experience as a leader in the development and application of electronic technology to book distribution. BaTaSYSTEMS follows the successful introduction of BaTaPHONE at last year's ALA Conference.



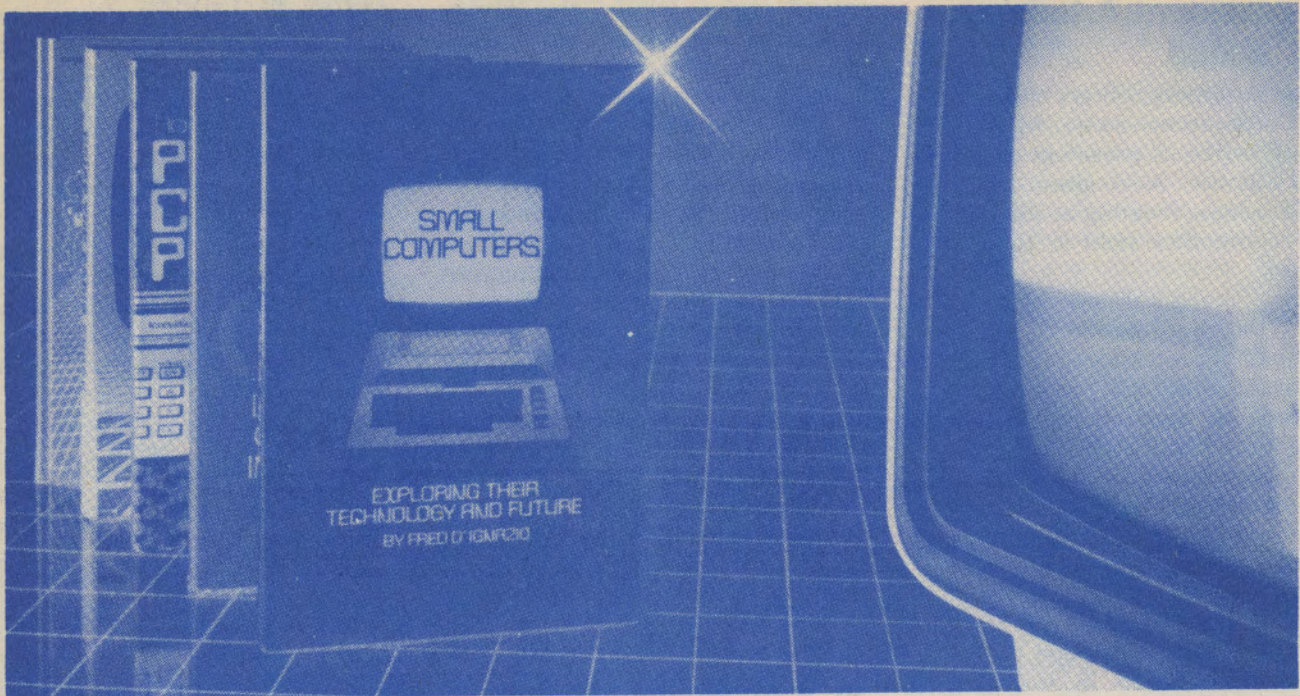
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SLA president Arterbery looks ahead

Vivian Arterbery, library director, Rand Corporation, Santa Monica, CA, took office as president of the Special Libraries Association at the annual business meeting at the 75th annual conference held in June in New York.

In her inaugural address she stated, "the 'information age' has recharged our profession. No longer are special librarians or libraries perceived as appendages in the organization. Instead we are now active partners in the information flow. As information professionals, we are tapping into the strengths of our past and are taking charge of our future."

Ms. Arterbery's address set forth three factors that will shape the information profession in the next decade:

- The impact of technology as seen by the increasingly large population of computer literate users who have convenient access to the databases and the full-text sources that we access in our libraries.

- The creation of tight interactive information networks. According to Ms. Arterbery "information sources are beginning to merge. Access points to information have already merged. Any phone, any terminal, will do."

- The involvement of the librarian in the decision-making process. "More and more, those outside the profession are beginning to agree with us and to think of the library not as a place, but as a function. That function is to enhance the transfer and flow of information. The library is wherever the librarian happens to be."

Josey forms pay equity commission

E.J. Josey, 1984-85 American Library Association (ALA) president, announced the formation of an ALA Commission on Pay Equity at the Association's 103rd Annual Conference in Dallas.

The purpose of the commission is to give increased visibility to the pay

equity issues within the library profession and other groups, to assess existing ALA activities and policies on pay equity, to develop specific activities for 1984-85, and to recommend future ALA action in the pay equity area.

Pay equity, or comparable worth, addresses the issue of workers in predominately female occupations being paid less than workers in predominately male occupations, even though duties, responsibilities and working conditions may be comparable. Approved by the Executive Board at its spring meeting, the commission will consider special programming, publications and other possible projects for the association related to pay equity.

PLA plans cost finding manual

The Public Library Associations' (PLA) Cost Analysis Task Force is developing a Cost Finding Manual for public libraries. The manual will be designed to offer librarians a tool that will enable them to make better management decisions. More than \$20,000 was raised from public libraries throughout the country to finance the development of the project. The Council on Library Resources also made a grant of \$4,000 for the manual. The Cost Finding Manual will be available in spring, 1985.

The PLA Cost Finding Manual will be a guidebook that describes the applicability and management uses of cost information within the public library. It will describe various cost concepts and offer a methodology to collect and interpret cost data. The library manager with limited exposure to cost concepts and cost finding or accounting techniques is the primary audience for this document.

The guidebook will incorporate a practical, step-by-step procedure to costing library services. It will help library managers to arrive at the full cost of library services and will define and discuss cost concepts such as: expenditures vs. expenses; direct and indirect cost; elements of cost behavior; depreciation; etc.

There are numerous approaches to allocating central services, and

the manual will provide a generous listing of various allocation methodologies, with a cautionary note that cost allocation is more art than science. At least one chapter will be devoted to the management uses of cost information: contracting out, inter-departmental chargebacks, marginal analysis, program output, comparisons to national standards, budget preparation, etc.

The manual will also include a generic case study designed to "walk" the reader through a cost finding exercise that will be applicable to both manual and automated systems. The case study will incorporate the forms and instructions recommended for the cost finding data collection process. Additional examples from recent and ongoing cost finding studies in public libraries will be included.

A number of library systems have undertaken cost studies of various library services. Where appropriate, the manual will incorporate examples of these analyses.

Philip Rosenberg, a consultant with considerable experience working with municipalities on cost finding projects, and author of *COSTING AND PRICING MUNICIPAL SERVICES*, has been selected to develop the cost finding handbook for PLA.

PLA Cost Analysis Task Force is still accepting pledges of support for the project.

Technologies Committee To Compile Community Information Service Directory

The Technologies Committee of the Public Library Association's Community Information Section is collecting information for a directory on the use of new technologies in providing community information services. The committee needs help in identifying public libraries using or planning to use innovative technologies for community information.

The term "community information" as the committee is using it encompasses not only general in-

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formation and referral but also community bulletin boards, rosters of local government office holders, car-pooling databases and lists of adult education courses. The committee's interest in technological innovations is also quite broad, including, but not limited to, cable TV, computer output microforms, word processing, microcomputers, large mainframe computers, circulation systems with community information components, electronic mail and computerized typesetting.

Names and addresses of libraries engaging in the use of innovative technologies for providing community information services should be sent to the committee chair, Jane Light, Redwood City Public Library, 881 Jefferson Ave., Redwood City, CA 94063. She will send a questionnaire to the libraries to obtain information about the specific technology used and service provided.

Slides Needed for President's Program Show

The Public Library Association (PLA) of the American Library Association (ALA) is collecting slides for a celebration of small and medium-sized public libraries in the U.S. entitled "the Low-Budget, Feel-Good, Multisensory Public Library Road Show." The slide extravaganza is being planned as a portion of the 1985 PLA President's Program in Chicago.

Librarians submitting slides of their library should follow these guidelines: (1) use 35mm color film; (2) stick to a horizontal format for all slides; (3) have at least one slide that identifies what part of the country the library is in, for example, an identifying sign, ski slopes, sand dunes or beach in the background; (4) focus on people—as many close-up, smiling faces as possible; (5) focus on the variety of services offered and people served.

Because of the volume involved, slides will not be returned. Send your slides by October 31, 1984, to Kathy Coster, Library Video Network, Blue Sky Studio, 1811 Woodlawn Dr., Baltimore, MD 21207.

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ALANET News

ALANET, the electronic mail and information service of the American Library Association, announced it now has a network-wide bulletin board for participants to post announcements, exchange ideas, and help solve practical problems in a variety of categories. To post or read notices, participants at their terminals can call for such categories as Fund Raising, Microcomputers, Solutions Wanted, Youth Ideas, and several others, plus suggested new categories.

ABI/INFORM, a leading database in business and management, is now available through ALANET. ABI/INFORM, a product of Data Courier, Inc., provides worldwide coverage of business and management information appearing in more than 650 U.S. and foreign publications. The database consists of 200-word abstracts of the principal articles appearing in these business journals.

ILLINET, the Illinois Library and Information Network, has put its network for interlibrary loans, photocopy requests, and reference questions on ALANET. Coordinated by the Illinois State Library, the LSCA grant-funded project brings into ALANET all 18 library systems and four Reference and Resource Centers.

In addition to the bulletin board, ALANET offers a wide range of information services: several electronic newsletters of current information for the library community; electronic mail and interactive forms for interlibrary loans and communication among librarians, vendors and other participants; and such special-subject databases as the **Official Airlines Guide**, UMI Article Clearinghouse, Electronic News Service, and ABI/INFORM. ALANET is the field's fastest growing network, with over 550 "mailboxes" activated since its inauguration January 1, 1984, including libraries of all kinds and individual librarians, library suppliers, library associations, and networks.

For more information contact: Joel M. Lee, ALANET System Manager, ALA Headquarters Library, 50 E. Huron St., Chicago, IL 60611; 312/944-6780.



Around the Region

Colorado

Bookmobile Mainframe Link

The Westminster Public Library has been awarded an LSCA grant totalling \$11,702 to proceed with a project which is hoped to link the City's bookmobile with the mainframe computer. If successful, the project will bring the library's card catalog to every City block where the bookmobile stops, the first project of its kind in the nation.

A radiophone link between the bookmobile and the mainframe computer will allow over 2,000 bookmobile patrons the opportunity to search for and request any item in the City's main or branch libraries. (City of Westminster news release)

CCLS Reciprocal Borrowing Agreement

Patrons of public libraries in the Central Colorado Library System will now be able to borrow from any public library in eight metropolitan counties. Exceptions will be: 1) patrons from counties which have not signed access agreements with Denver Public Library will be able to borrow circulating materials housed in the Denver Main Library only through DPL branch facilities; 2) patrons from Jefferson County will be able to borrow from other libraries only if they have purchased a \$15 reciprocal borrowing card from the Jeffco Library. The agreement begins October 1, 1984. (Plain Speaking, August 1984)

"Maggie" Knows What You Need

The Pikes Peak Library District, acting as the community's information and referral center, offers an online service to its patrons in which current information about Colorado Springs is collected, stored and retrieved from the library's computer system, named "Maggie's Place." The Community Resource files are free and available to walk-in patrons at Penrose Public Library and PPLD branches, or by calling 471-CALL. The files are also available to home computer users; currently over 1200 home users access the library's computer programs.

The Community Events CALENDAR is the major source of information for community events in the Colorado Springs area. It acts as the clearinghouse for clubs, non-profit organizations and other small groups who would not ordinarily have the opportunity to publicize their events. As many as 400 event listings can be accessed by the public.

COURSES is a file listing more than 1500 educational and recreational courses available to residents of the Pikes Peak Region.

The CALL file lists over 650 community service organizations and agencies in the city and county, and to a lesser extent, in the country.

The CLUBS file lists some 500 current clubs and organizations in the city and El Paso County.

The DAYCARE file is the newest of the library's online services. The file lists daycare providers, both center and private homes licensed by the Colorado Department of Social Services and within El Paso County. (Tipsheet, August 1984)

Kansas

Red Carpet Service

The Topeka Public Library has inaugurated a new Red Carpet Outreach Service as a result of a recent gift from the Friends of the Library and the merging of two library programs into one.

In May of 1971, the Topeka Public Library began the Homebound Program to Topekans unable to come to the Library. For thirteen years, library staff and volunteers have hand-carried and used grocery carts to take books and reading materials to individuals in nursing homes and private homes.

In January of 1979, the Homebound Program was enhanced by the addition of the Red Cart Service. Through Red Cart, reading materials were taken out to retirement living centers in heavy-duty canvas bags on a red cart (hence, the name).

Beginning in October 1984, the two services will be combined to become the Library's Red Carpet Outreach Service. Thanks to a recent gift of \$20,000 from the Friends of the Topeka Public Library, a new Ford box van has been converted into the Red Carpet vehicle. Special shelving and book carts will allow library staff and volunteers to carry as many as 1200 books, plus magnifiers and reading aids, to those in retirement highrises, at Red Cross meal sites, and homebound individuals. The van is equipped with a hydraulic lift and special carts for ease in handling large quantities of books, especially the large print books which are heavier than standard size books. On-going contributions for new large print books have been provided by the Topeka Lions Club and Auxiliary No. 58 of the Fraternal Order of Eagles. (TPL news release)

Automated Library Network Conference

The Kansas Automated Library Network Conference, hosted by the Kansas State Library with assistance by the Johnson County Library, was held August 22-24 in Overland Park. The conference brought together more than 60 librarians, library automation experts and vendors to discuss the future of statewide cooperation in the area of automation networking.

The following mission statement emerged from the Conference: "Cooperative statewide electronic networking and interconnecting among libraries in Kansas should be developed to provide equal and effective access to adequate

resources using appropriate technology." It was recommended that the State Library coordinate efforts by library constituent groups to seek new state funding for this area of library service.

The Kansas Library Network Board was recommended as the group to create a formal statewide automation network plan to meet the goals and objectives emerging from the conference discussion; the State Library would assist the KLN Board with this task. The network would provide online access to data bases, access the collections of all Kansas libraries, and ultimately provide more prompt and ready access to materials for users. (Kansas Libraries, September 1984)

Resource Development Plan

The State Library and the Kansas Library Network Board are actively soliciting support from the library community and library users across the state for the Resource Development Plan, first aired during the 1984 Legislative Session. This plan is aimed at providing funds to certain libraries within the state for the purpose of building collections in specific subject areas, in order to provide access to these areas for statewide interlibrary loan. The proposal calls for just over \$2,000,000 a year for five years. The plan received good support during the 1984 session; unfortunately, no funding accompanied that support. (MPLA Representative report)

Montana

A Choice of Future, A Future of Choices

As part of a long-range planning cycle initiated by the Montana Library Services Advisory Council a 69-page draft "A Choice of Futures, A Future of Choices" has been circulated to librarians in Montana. Included in this draft is an opinion survey that is to be returned to the

Council so they may develop a cohesive expression of long-range visions for statewide library development. This draft identifies six major goal areas-vision statements for 1989 when Montana celebrates her Statehood Centennial. It presents 179 options organized under those six vision statements and it provides background information on funding resources. (MPLA Representative report)

Vietnam Humanities Award

The Montana Committee for the Humanities has awarded a grant for \$9425 to the Montana Library Association, the Montana State Library and the Office of Public Instruction, to fund the acquisition and promotion of "Vietnam: a Television History," a 13-part video series. The series will be housed and distributed by the Instructional Materials Service of the University of Montana Mansfield Library, as part of the Humanities Film Collection. Target audiences include adult study groups, historians, and researchers, and college and high school students. (MPLA Representative report)

Realities Distribution

ALA's response to **A Nation At Risk**, "Realities" will be distributed to key people in Montana through a coordinated effort by the Montana Library Association, the Office of Public Instruction, and the State Library. (MPLA Representative report)

Mill Levy Legislation

The 1983 permissive levy legislation has made a difference for several Montana public libraries, allowing longer hours and expanded book budgets. After many years of serious cutbacks, the potential to increase the tax support for libraries in an important victory, but the gain may be short-lived for some libraries.

The legislation increases the maximum city mill levy from 4.5 to 7 mills and the county levy from 3 to 5 mills. Previous to the passage of HB212, sixteen Montana libraries were at the top of the statutory mill limitation. While few recent levy increases reach the top of the limit,

the ability to achieve even a half mill more can make the difference between "having a library and having a warehouse," says a librarian whose operation benefited from the legislation.

Whereas the levy increase is a long overdue improvement in the library funding picture, it is not the final answer, especially for libraries serving large populations and those with a variety of service and outreach programs. The challenge for future planners continues. (Montana State Library News, July/August 1984)

Nebraska

Scottsbluff Sponsors Two Books

The Scottsbluff Public Library is the sponsor of two new books dealing with ethnic history in Nebraska, **A History of the Japanese in Nebraska** by Hiram Hisanori Kano and **Ethnic Life, Agriculture and the North Platte Valley** by Sheryll Patterson-Black. The books were produced under a joint project with the Nebraska Committee for the Humanities, and printed by the Cottonwood Press of Crawford. The soft bound publications are available to Nebraska libraries from Shirley Flack, Director of the Scottsbluff Public Library. (Overtones, July-August, 1984)

Joslyn Holdings Added to NEUCAT

Most Nebraskans are aware of the fine collection of art objects at the Joslyn Art Gallery in Omaha, but few are aware the Joslyn has an extensive library of art books, periodicals, and gallery publications from art galleries throughout the United States.

A mini-grant awarded this summer by the Nebraska Committee for the Humanities allowed Sandra Hutton and Barbara Trout of the Textiles, Clothing & Design Department at UNL to inventory and document the Joslyn collection of periodicals

and serials. The isolated 569 different periodicals/serial titles and completed NEULIST forms supplied by the Nebraska Library Commission. Over one-half of the holdings were titles new to NEULIST. (Overtones, July-August 1984)

Nebraskans Form Political Action Group

A group of concerned library supporters in Nebraska has formed "Nebraskans for Libraries," a political action committee, to offer support to candidates for the Nebraska Legislature and to increase the visibility of libraries in the political process. Because of the continuing number of vital issues librarians face in the Nebraska Legislature, the group will be prepared to work actively in 1985 and future years.

The group is seeking donations and volunteer commitments. (News release)

CHIRS: Consumer Health Information

Plans are being completed between the Nebraska Library Commission and the McGoogan Library of Medicine at the University of Nebraska Medical Center to undertake a special project aimed at helping public libraries deal with health related reference inquiries.

CHIRS, Consumer Health Information Resource Service for Nebraska residents will address both the training needs of librarians to handle medical/health related questions, and access to current reference materials and health information.

The Library Commission has approved an LSCA Title I grant of \$19,063 to fund the project during its first year. (Overtones, July-August, 1984)

NLC To Test GRCCOM/QUEST

NEUCAT, the Nebraska Union Catalog, is set to get a boost from a new microcomputer software package developed by General Research Corporation. The Library Commission will begin testing the program October 1. The software,

called GRCCOM/QUEST, allows the library to enter brief descriptors of its library holdings on a microcomputer diskette. The descriptors are then matched against the General Research database to add new bibliographical records and library holdings. The new program offers a quick and efficient method for producing computer readable library records for local, regional or state library resource sharing use. (Overtones, July-August, 1984)

Nevada

University of Nevada-Reno Gets Engineering Books Grant

Recently an FMS (Flexible Manufacturing Systems) fund was established in the Order Department for the Engineering Library. The initial allocation for the fund was \$15,000 from the Xebec Corporation to be used for the purchase of publications relating to flexible manufacturing systems for the Engineering Library.

Flexible manufacturing systems are systems used in advanced manufacturing technologies, such as sensors, robotics, computer-aided design, and computer-aided manufacturing. If the Library demonstrates sufficient financial support for the FMS collection, more funding will be forthcoming from Xebec. (Memo, University of Nevada-Reno, August 1984)

North Dakota

Intellectual Freedom Survey

The North Dakota Library Association Committee on Intellectual Freedom recently completed a survey of librarians throughout the

state to ascertain the extent of intellectual freedom problems. The survey asked questions about nature of incidents, number of incidents, resolution of problems, area of state, and type of library. The survey results will be used by the Committee to unite librarians in the state on issues of intellectual freedom and to make everyone aware of problems. The Committee is also rewriting its Intellectual Freedom in Libraries Manual. (MPLA Representative report)

State Library Task Force

In April, 1984 the State Library formed a Task Force to determine the role and future of the agency, and to develop meaningful goals and objectives for this role. The object of the Task Force was to prepare a position paper to be accepted, rejected or amended by the library community documenting goals for the State Library to carry out a mission statement. The proposed mission statement will give direction for the State Library in responding to the legislature and statutory requirements during the next five years. (MPLA Representative report)

South Dakota

Significant Books & the Plains Experience

Last spring over 400 adults in 17 communities across the state participated in a book discussion program, "Significant Books & the Plains Experience" featuring three books and a South Dakota Public Television show by Frederick Manfred, author of several books on Siouxland.

This fall adults will again have the opportunity to discuss books at their public libraries. This series will feature **Black Elk Speaks, Giants in the Earth, and The Thresher.** The discussion series are sponsored by the South Dakota Committee on the Humanities. (Humboldt Journal, September 13, 1984)

SDLA Grant to MPLA WHCLIST Fund

At their September meeting the Executive Board of the South Dakota Library Association approved contributing \$350 to MPLA's White House Conference on Library and Information Service Task Force (WHCLIST) fund. It also budgeted an additional \$200 for 1985 and agreed to challenge all other MPLA state associations to do the same.

The MPLA/WHCLIST fund is used to defray expenses of providing regional representation at WHCLIST meetings.

Prairie People Calendar

Libraries in South Dakota have the opportunity to participate in distribution of the 1985 Prairie People Calendar, a special calendar produced by the editors of Prairie People, a history magazine published by the Siouxland Heritage Museums of Sioux Falls.

The calendar contains quality photographs taken throughout the state emphasizing people in the context of their day-to-day lives. Accompanying the contemporary photographs will be information explaining their significance as well as additional commentary about South Dakota and its people.

The libraries will secure copies for selling locally from the State Library. The income of \$6 will be divided evenly between the publisher and the library, so that libraries can use this as a fund raising venture. (Bookmarks, July-August 1984)

Graphics Gift to Deadwood

Original graphics and watercolors valued at more than \$100,000 have been donated to the Deadwood Public Library.

The 300 pieces were donated by Dr. Saul Parks, Dr. Daniel Pia, and Harry Wohl of Chicago and by Jim Gillihan, all who have given the library some original lithographs. Most of the works are originals of movie posters and book and magazine covers. Many of the pieces go back to the 1940's with an average value of \$200 to \$300. A traveling exhibit is planned. (Bookmarks, July-August 1984)

Law Suit Dismissed

U.S. District Judge John B. Jones, on September 25, 1984, concluded that the evidence in the case of Nancy L. Myers versus the University of South Dakota, the South Dakota Board of Regents, Charles D. Lein, Wayne S. Knutson, Michael O. Stewart and Bob Carmack totally failed to show any sex discrimination against Myers. Ms. Meyers, Acquisitions Librarian and Affirmative Action Officer for the University, brought the suit in February, 1984 alleging that she was the victim of sex discrimination by the defendants. Judge Jones entered judgement for the defendants on all issues and ordered that Ms. Myers reimburse them for their taxable costs. The judge further commented that when statutes are used, as they were in this case, to obtain personal advantage in personality conflicts and bureaucratic battles, they are misused and trivialized. (Plain Talk)

She also said the school retaliated against her after she filed a sexual discrimination action. They threatened not to rehire her as the school's affirmative action officer, she said.

Jones said Myers went to the university administration when a library supervisor did not want to recommend her for a promotion. When administrators did not support her, she threatened litigation. When the threat did not work, she sued the university and the regents, the judge wrote.

Jones said Myers caused her own problems by fighting with library and university workers who she thought were her enemies.

"In her damage claims, Ms. Myers sought to recover for numerous headaches in the past four years," Jones wrote. "I conclude from the evidence and exhibits that Ms. Myers gave as many headaches as she received." (Argus-Leader, Oct. 4, 1984)

Utah

Fax Delivery Assists Universities

The discontinuance of university
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delivery services encouraged the Utah College Library Council to investigate other methods to deliver documents. Using two forms of technology available in many libraries—the telefacsimile machine (Fax) and electronic mail—there is no longer any need for delay in the delivery of materials. Any library in Utah with a Fax machine can obtain material from any of the four Utah universities within minutes. The UCLC libraries have learned there is a place for the telefacsimile equipment. The job now is to retrain patrons to expect and receive delivery of interlibrary loan requests in a matter of hours or days, not weeks and months. (Horsefeathers, August 1984)

Wyoming

GEAC Progress

Communications equipment and terminals are currently being installed in all Wyoming Phase I libraries for the state network. This process will be completed by early September. A test load on the bibliographic database is scheduled for early September. After it has been accepted, a full loading of several hundred thousand records will follow.

Representatives of all Phase I library staffs completed training during July and August, and the user's group is in the process of formulating policies on interlibrary loan procedures and cataloging quality to insure standardization throughout the statewide system. (MPLA Representative report.)

Indian Awareness Week

The Sheridan County Fulmer Public Library is cooperating with the National Miss Indian America Pageant Board in presenting Indian Awareness Week during the coronation of the XXIX National Miss Indian America. This is an historic event as the Pageant will leave Sheridan after 33 years and move to Bismarck, North Dakota next year.

The Library featured Indian stories, crafts and activities for children, a 70-minute film "The Truth About Red Cloud, General

Custer, Butch Cassidy, and . . . John Wayne," filmed locally, and an arts and crafts exhibit with classes. (SCFPL Newsletter, August 1984)



About You

Dick Allen, who has been Coordinator for the Eastern (Nebraska) Library System, will be Library Services Coordinator-Public Library Specialist, for the Nebraska State Library.

Ella Jane Bailey has been named Chair of the Technical Services Department at the University of Nebraska-Omaha.

Marla Bouton, formerly Coordinator for the Republic Valley and Meridian (Nebraska) Library Systems, will be Library Services Coordinator-Systems Development Specialist, Nebraska State Library.

Bob Carmack, Dean of Libraries, University of South Dakota, received the South Dakota Library Association's Distinguished Service Award.

Barbara Chandler, Reference/ILL Librarian at the Nebraska Library Commission, has been appointed NEBASE representative on the OCLC Interlibrary Loan Advisory Committee.

MonaJeanne Easter, currently Supervisor of Technical Services, Nebraska State Library, has been appointed Library Services Coordinator-Resource Sharing Specialist.

Joseph R. Edelen, Jr., Bibliographic Control Librarian at the University of South Dakota, is the new President of the South Dakota Library Association.

Vee Friesner, currently Director of Library Development, Kansas State Library, will be the new Program Officer for the Public Library Association/ALA in Chicago, effective November 1.

Helen Hoyt, Director of the Rapid City Public Library, and a member of that library's staff for the past 43 years, is retiring December 1.

Dorothy Liegl, Deputy Director of the South Dakota State Library, was named "Librarian of the Year" by the South Dakota Library Association at its annual conference in September.

Dorothie Mahoney, MPLA's WHCLIST Region IV Representative for 1982-84 has been elected Treasurer for 1984-86.

Janet Palmer, Human Resources Consultant at the Colorado State Library, is leaving that position to return to the Minneapolis/St. Paul area.

Sara Parker, Montana State Library, has been appointed to serve on the Advisory Committee for the Fred Meyer Charitable Trust Library and Information Resources for the Northwest program. The grant program, for which the Trust has committed an estimated \$3.5 million, is intended to enhance access to information through development of a technologically sophisticated resource sharing network among libraries in Alaska, Idaho, Montana, Oregon and Washington.

Jane Ulrich, Director of the Southwest Regional Library Service System, Durango, CO, was recently elected vice-president/president-elect of ALA's Public Library Association Public Library Systems Section.

Jerome Wagner, librarian at Andes Central High School, Lake Andes, SD, won an MPLA membership at the SDLA annual conference in September.

Newly Minted

Automation for Archivists and Records Managers: Planning and Implementation Strategies provides general recommendations and specific methods to assist records managers and archivists in utilizing the new information technologies. \$27.50 from ALA.

Acquisitions Management and Collection Development in Libraries, by Rose Mary Magrill and Doralyn J. Hickey, thoroughly updates Stephen Ford's **The Acquisition of Library Materials** (ALA, 1973), the standard American text on this subject. This book provides an overview of the techniques used to manage academic, public, special, and school library acquisitions programs and the process through which collections are planned, developed and evaluated. \$20.00 from ALA.

The Assertive Librarian, by Janette S. Caputo, provides a practical guide for using assertiveness skills in interactions with colleagues, patrons, governing boards, supervisors, or subordinates. It presents a wide range of assertive behavior models to aid librarians in selecting behaviors appropriate for specific situations, times, and places. Oryx, \$19.50.

River Bend Revisited: The Problem Patron in the Library, by Bruce A. Shuman, is a sequel to **The River Bend Casebook: Problems in Public Library Service**. It offers forty carefully crafted fictitious scenarios that portray plausible—and often familiar—problem situations in the library setting. Oryx, \$22.50.

OUTPUTM, a microcomputer program designed to simplify output measures record-keeping for public librarians, is a simple menu-driven program which includes a floppy disk and documentation. It can be

run on the IBM PC, the IBM PC-XT, and the Columbia microcomputer. \$99.00 from Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, Clarion, PA 16214.

Strategic Planning for Library Managers, by Donald Riggs, encourages library managers to become more proactive, instead of reactive, in planning for their future. This book offers an introduction to strategic planning, plus discussions of organizing and implementation, coping with new technology, applying these strategies in the library, and planning evaluation and control. \$27.50 from Oryx.

Films, Young People, and Libraries, a reprint of the **Top of the News** Spring 1984 special theme issues, is available for \$6.50 from YASD, ALA, 50 E. Huron St., Chicago, IL 60611.

Always in Season, the highly acclaimed 10-minute slide show that premiered at the 1984 President's Program in Dallas, is now available from ALA's Public Information Office. Combining inspiration with information, this professional production about public libraries can be personalized with slides of your own library. While **Always in Season** isn't specifically about fund raising, it carries a motivating message that makes it perfect to take to community group meetings. Cost is \$150, and it is available in three formats: 1) single-carousel slide tray with sound-synced tape cassette; 2) ¾" videotape; and 3) VHS format videotape. Send check, payable to American Library Association to: Public Information Office, ALA, 50 E. Huron St., Chicago, IL 60611.

Share The Wealth, a complete training package of fund raising materials, based on Brooke Sheldon's popular 1984 President's Program, "Raising Funds For Libraries: Paths to the Private Sector," is now available from ALA's Public Information Office. This special kit was prepared for library organizations, associations and agencies that want to sponsor

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workshops on fund raising. The kit includes: a 90-minute videotape, an instruction manual for trainers, 50 copies of five brochures written specially for the President's Program, 50 copies of a general annotated fund raising bibliography, and 50 copies of a fund raising list naming 64 librarians and fund raisers who are willing to share their experiences and expertise. The training package is available for \$200. To order or for more information, contact ALA's Public Information Office.

The Micro In Your Library is a 38-page pamphlet giving practical suggestions for developing a computerization plan for your library. It was written for persons with little or no experience with microcomputers and includes advice for those who need to justify budget requests as well as guidelines for planning hardware and software purchases. Order for \$5.00 from: Contemporary Issues Clearinghouse, Dept. A, 1410 S. 2nd St., Pocatello, ID 83201.

Books for the Youngest Child is an annotated list of books recommended for children ages 6 months to 4 years. The list of 56 titles, including author, title, publisher and suggested age level, originally appeared in the November 1983 issue of **Booklist**. Librarians may obtain a free copy by writing: Booklist/Free Annotated Books for the Youngest Child, ALA, 50 E. Huron St., Chicago, IL 60611. Enclose a ssae with 37¢ postage.

Kidstuff is a periodical with fingerplays, action rhymes, program ideas, puppet plays, flannelgraph patterns with the story text and much more for those of us working with preschool and early elementary aged children. Order for \$24/year from: Kidstuff, 1307 S. Killian Drive, Lake Park, FL 33403.

Religious Books for Children lists over 400 books by subject, including Bible, Old Testament, New Testament/Jesus Christ, Christian Theology, Judaism, Buddhism, Hinduism, American Indian religions, and Religious Holidays. Two age groups, preschool through elementary, and elementary through

6th grade, are presented. The 36-page booklet is available for \$5 prepaid from: Church & Synagogue Library Association, P.O. Box 1130, Bryn Mawr, PA 19010. Add 50¢ for handling.

Without Technical Standards, Systems Cannot Grow is the caption on a strong, bold poster now available from ALA's Library and Information Technology Association (LITA). The poster depicts the golden spike ceremony of 1869, when the tracks of the Union Pacific and the Central Pacific Railroads were joined at Promontory, Utah. Send \$5.00 to LITA, ALA, 50 E. Huron St., Chicago, IL 60611.

Continuing Education

Date: November 10, 1984
Automated Records Management

Sponsor: Graduate School of Library and Information Science, Simmons College.

Location: Simmons College

Description: This seminar will present computer-assisted microform retrieval (CAMR), advanced optical disk systems, digitizing techniques, and other computer and mechanized equipment and procedures for the control of large-scale records and archival systems. Information will be appropriate and cost beneficial to future resources management decision-making.

Cost: \$80 (includes lunch)

Contact: Dr. Ching-chih Chen, Graduate school of Library and Information Science, Simmons College, 300 The Fenway, Boston, MA 02115. 617/738-2224.

Date: February 18, 1985
Downloading/Uploading Online Databases and

Catalogs

Sponsor: Division of Library and Information Science & the School of Continuing Education of St. John's University.

Location: St. Albert Hall, Queens Campus, St. John's University

Description: Covers terminology, hardware, procedures, policies, special downloading/uploading software, bibliographic database production, downloading from OCLC, copyright law and downloading, plus OCLC and RLIN positions on downloading.

Cost: \$35.00, which includes coffee breaks and a champagne luncheon. C.E.U. (.5) available.

Contact: Dr. James Benson & Dr. Bella Weinberg, Division of Library and Information Science, St. John's University, Grand Central & Utopia Parkways, Jamaica, NY 11439. 718/990-6161, ext. 6200.

Dates: August 14-16, 1985

First World Conference on Continuing Education For the Library and Information Science Professions

Sponsors: International Federation of Library Associations and Institutions (IFLA) and American Library Association.

Location: Palos Hills, IL

Description: The Conference will bring together international leaders in continuing education with those who have responsibility for providing it to examine important trends; to review the impact of new technology, and provide a forum for exchange of ideas between national leaders and practitioners in the field. The conference will be interactive and media oriented and is designed to demonstrate the present state of the art and to plan for the future. Limited to 150 people.

Request: This announcement is a request for proposal of papers for presentation.

Contact: For additional information and forms for proposal presentation write Dr. Brooke Sheldon, Dean, School of Library Science, Texas Woman's University, Denton, TX 76204.

Joblist

Position: **Administrator**

Salary: \$2,154-\$2,477 per month.

Library: Greeley Public Library

Duties: Administrative work in directing all functions of computerized municipal library. Collection evaluation, supervision of overall acquisitions and cataloging operations, and staffing/personnel supervision. Reports to director of cultural affairs and meets with citizen advisory board.

Qualifications: M.L.S. required. Five years' experience in general library work, to include 1 year of post-graduate work in library administration and three years' supervisory experience.

Contact: City of Greeley, Personnel, 919 7th Street, Greeley, CO 80631.

Women, minorities, and disabled encouraged to apply. EEO.

Deadline: November 15, 1984

Position: **Head Government Documents Librarian**

Salary: \$21,000 minimum

Library: University of Nevada, Las Vegas

Duties: Coordinate reference service, collection development, acquisitions and bibliographic control for federal, state, local and international docs.

Qualifications: ALA-accredited MLS, knowledge of fed. and international organization documents. Understanding of online searching and advanced degree are desirable.

Contact: Mary Dale Decon, Director of Libraries, U. of Nevada, Las Vegas, 4505 Maryland Parkway, Las Vegas, Nevada 89154.

Deadline: November 15, 1984

Available: Immediately

Position: **Cataloger**

Salary: From \$16,500 plus benefits; Academic rank of Instructor;

12 month; tenure-track appointment

Library: Roland R. Renne Library, Montana State University

Duties: Original and copy cataloging and classification of monographs and serials in all languages and subjects, but with emphasis on English Language sci/tech materials; authority file maintenance; some supervision and training of support staff. Reports to the Head of Cataloging.

Qualifications: Required: ALA-accredited MLS; knowledge of at least one foreign language; knowledge of LCSH, LC classification and AACR II; and ability to work well with others. Background in science or technology preferred. Desired: Academic library experience and familiarity with a bibliographic utility, preferably with WLN. Librarians are expected to meet University requirements for promotion and tenure.

Contact: Send letter of application, resume and names, addresses, phone numbers of three references to: Catalog Librarian Search Committee, Dean's Office, Roland R. Renne Library, Montana State University, Bozeman, MT 59717.

An AA/EEO employer.

Deadline: November 16, 1984

Position: **Assistant Director**

Salary: \$16,455

Library: Minnehaha County Rural Library (SD)

Duties: Serving county population of 26,000. Responsible for technical services, children's services and collection, supervising seven "store-front" branches, public relations, preliminary budget preparation and special projects.

Qualifications: ALA accredited Masters. Two to three years responsible, professional library experience or equivalent combination of education and experience.

Contact: Personnel Office, Minnehaha County, 415 North Dakota, Sioux Falls, SD 57102. 605/335-4257.

An AA/EEO employer.

Deadline: October 31, 1984

Deadline: December 1, 1984

Position: **Director of Library Services**

Salary: Competitive, depending on qualifications and experience.

Library: I. D. Weeks Library, University of South Dakota

Duties: Chief administrator of the I.D. Weeks Library including budget preparation, personnel management, policy development, networking and resource sharing.

Qualifications: Masters in Library Science from an ALA-accredited school and a doctoral degree in a disciplinary area. Progressively more responsible administrative positions in academic or research library. Demonstrated knowledge of collection development, personnel management, budget planning, automated systems, etc. Should be eligible for appointment as a full professor.

Contact: Professor John A. Day, Acting VP for Academic Affairs, University of South Dakota, Vermillion, SD 57069.

Deadline: January 24, 1985

Position: **Senior Library, Extension Librarian/Institutional Library Coordinator**

Salary: \$17,014-\$19,302

Library: South Dakota State Library

Duties: Working in advisory capacity with 11 institutional libraries, consulting in all phases of library service. 30 percent travel.

Qualifications: BA in LS and 5 years experience (ALA-accredited MLS and 3 years experience preferred)

Contact: Application/resume, including Social Security no. to: Bureau of Personnel, 118 W. Capitol Ave., Pierre, SD 57501.

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professional development assistance

Reflected here is an MPLA concern that members have an opportunity to continue their formal education. MPLA's Professional Development Grants Committee is charged with developing and improving library services in the region by helping individuals already employed in the library profession to expand and continue their education.

Association members are encouraged to apply for grants and mini-grants, both of which may be used for the following: formal college or university classroom work, independent study programs, attendance at workshops, conferences or seminars, or participation in any other activity that will benefit librarians and the library community in our region.

Applications are invited throughout the year, and members should recognize that each application will be considered on its own merits and the availability of funds in each year's Committee budget.

For more information see your Membership Information folder or write: Joseph R. Edelen, Jr., MPLA Executive Director, c/o I.D. Weeks Library, University of South Dakota, Vermillion, SD 57069.

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- News of people and programs in member states

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STATE REPRESENTATIVES

Colorado:	Gail Dow Denver Public Library 3840 York Street, Unit I Denver, Co. 80205 303-571-2348
Kansas:	John Ellert Wichita Public Library 223 South Main Wichita, Kansas 67202 316-262-0611
Montana:	Bunny Morrison 2135 Silver Sage Trail Billings, MT 59102 (406) 252-0811
Nebraska:	Linda Rea Hastings Public Library 4th and Denver, Box 849 Hastings, NE 68901

Nevada:

Joseph J. Anderson
Nevada State Library
Capitol Complex
Carson City, NV 89710
702-885-5130

North Dakota:

Diane Caley
Ward County Public Library
405 3rd Avenue SE
Minot, ND 58701
701-852-5388

South Dakota:

Dorothy Liegl
South Dakota State Library
State Library Building
Pierre, SD 57501
605-773-3131

Utah:

Mary Petterson
Weber County Library
2464 Jefferson
Ogden, UT 84401
801-399-8517

Wyoming:

Helen Higby
Wyoming State Library
Supreme Court & State Lib Bldg
Cheyenne, Wyoming 82022
307-777-7281

SECTION REPRESENTATIVES

Academic Libraries:

V. Sue Hatfield
Emporia State University
William Allen White Library
Emporia, KS 66801
316-343-1200, Ext. 205

Children's & School:

Judy Zelenski
Central Colorado Library System
3805 Marshall St., Suite 204
Wheat Ridge, CO 80033
303-422-1150

Junior Members Round Table:

David Jacka
Bellevue Public Library
1003 Lincoln Road
Bellevue, NE 68005
402-293-1580

Public Library/Trustee

Jerry Kaup
Minot Public Library
516 2nd Avenue SW
Minot, ND 58701
701-852-1045

State Agency:

Steve Ooton
Arkansas Valley Regional Lib. Sys
205 West Abriendo Avenue
Pueblo, CO 81004
303-542-2156

Technical Services:

Mary Carter
North Dakota State University Library
Fargo, ND 58105
701-237-7440

Awards:

COMMITTEES

James Swan
Central Kansas Library System
1409 Williams
Great Bend, KS 67530
316-792-4865

Constitution and Bylaws:

Jerry Kaup
Minot Public Library
516 2nd Avenue SW
Minot, ND 58701
701-852-1045

Continuing Education:

Carol J. Connor
Lincoln City Libraries
14th & N Streets
Lincoln, NE 68508
402-435-2156

Convention Handbook:

Dorothy Middleton
East High School
2800 East Pershing
Cheyenne, WY 82001
307-635-2481

Finance:

Duane Johnson
Kansas State Library
3rd Floor, Statehouse
Topeka, KS 66612
913-296-3296

Intellectual Freedom:

Heather McQuarie
Bemis Public Library
6014 South Datura
Littleton, CO 80120
303-795-3826

Nominating:

K.L. (Jan) Janecek
North Dakota State University
Library
Fargo, ND 58105
701-237-8887

Professional Development Grants:

Cynthia Beter
Winfield Public Library
1001 Millington
Winfield, KS 67156
316-221-4460

Public Relations:

Blaine Hall
Brigham Young University
Library
5226 HBLL Library
Provo, UT 84602
801-378-6117

Voluntary Recognition:

Stephen K. Ooton
Arkansas Valley Regional Library
205 West Abriendo Avenue
Pueblo, CO 81004
303-542-2156