



Setbacks and Successes

Cameron University's Library, 1909–2000

*By Sheridan Eleanor Young**

In 1957 Cameron State Agricultural College¹ Librarian Arda Frans retired from employment at her “best love,” her “little library.” In a carefully worded letter addressed to her successor Frans provided detailed instructions for use of the facility’s single-unit “evaporative air-conditioner.”² She could not have foreseen that one day computers would replace the sun as the library’s main problem-

CAMERON UNIVERSITY'S LIBRARY

atic heat-generating source, and she was not thinking about the many past years of the library's existence when continued survival had outweighed concern with the indoor air temperature.

Frans retired from a library that lay midway between two extremes, distinctly different from both its early-twentieth-century and its late-twentieth-century forms. Early school administrators had struggled to meet students' reading needs and had fretted over the school's viability. Later administrators entrusted the library's care to professionally trained librarians. They presided over a collection large for the institution's size, provided well-established services, and helped lead the state in the use of sophisticated, library-specific software products. From 1909 to the present Cameron's presidents and library staff have been determined to meet changing community-based educational needs and to propel a library that served an early-twentieth-century agricultural high school to a modern, twenty-first-century, four-year college.

Cameron Library likely began as a few shelves of books housed in an office. In 1909 when J. A. Liner, faculty member and president (1909–12), opened Cameron State School of Agriculture, an institution designed to meet the educational needs of local farm families, developing a library was not a top priority. Forced to open the school in a dimly lighted bank storage basement, Liner was initially concerned with program development and with construction of a classroom building, under way on a more permanent location that had been selected for the school.³

After moving two miles west of downtown Lawton, Oklahoma, to the new building, later known as "Old Main," Cameron found its future threatened by persistent and severe lack of legislative support. Lawmakers argued that maintenance of both city and rural agricultural schools was costly and unnecessary and considered abolishing Oklahoma's agricultural institutions of learning. From 1913 to 1917 legislative opposition denied Cameron's administrators the necessary funds for operating at an adequate level and constructing buildings to accommodate a growing student enrollment. These difficulties consumed the energies of school officials. Under different circumstances they might have focused resources toward developing a library similar to Lawton High School's. By 1919 that institution owned almost fifteen hundred "classified and arranged" volumes under the care of a "librarian."⁴

Although during this era the agricultural school focused on experiential learning-based farming and domestic science programs, Cameron students nevertheless needed access to library resources.

THE CHRONICLES OF OKLAHOMA



Cameron's "Old Main" (OHS Research Division photo).

From the earliest days of its existence the North Central Association of Colleges and Secondary Schools had viewed high school library resources as a desirable quality. This was especially true in 1914 when Robert P. Short (1914), Cameron's president, implemented a fourth year of study to enable students to continue their education at Oklahoma's four-year agricultural college, Oklahoma A&M College in Stillwater. America's early-twentieth-century high school English, history, and other subject-matter teachers required students to read and study books other than official textbooks.⁵ In spite of Cameron Library's inadequate materials,⁶ State Board of Agriculture member J. J. Savage made no mention of library resources when he inspected the school in 1916.⁷

Fortunately, Cameron students and faculty members had access to the Lawton Public Library, which helped meet reading needs not filled by official textbooks and meagre on-campus materials. The college's initial downtown location placed students and faculty members within walking distance of the public library. The first Cameron students who visited that facility found themselves in a room on the upper floor of a bank and later in the city hall building. In 1922, several years after Cameron moved away from its temporary downtown location, students visited Lawton Public Library in an attractive Carnegie Corporation-funded building. Students made this journey by horse-drawn van, bicycle, horseback, or foot.

CAMERON UNIVERSITY'S LIBRARY

However, unpaved roads, extreme weather conditions, and limited methods of transportation hindered travel. In addition, Cameron administrators and faculty carefully controlled student activities from early morning to late evening, thereby limiting the number of downtown visits and increasing the need for on-campus library resources.⁸

The addition of new dormitories and a creamery failed to provide a lasting physical facility solution. In 1921 Pres. A. E. Wickizer (1920–23) confronted an institution with deteriorating buildings too small to meet school needs and with limited library materials. Due to determined faculty, students, and community members the school remained open. Dedicated students managed to complete their course work using only a few shelves of library books. In that same year Wickizer reported to state legislators on school facilities. Noting the lack of library resources, he stated that “this school needs a library. It has almost none. We have books to fill seven sections of a sectional book case, also a few old bulletins and reports stored away.”⁹



Lawton's Carnegie Library (Courtesy Cameron University Library).

Despite funding difficulties Cameron administrators and faculty developed a successful and popular four-year high school program and a seventh- and eighth-grade high school preparatory regimen. Programs focused on practical skill development and on traditional grade-school academic subjects. In addition to completing standard

THE CHRONICLES OF OKLAHOMA

high school English, history, mathematics, and music courses, young women attended domestic science and arts classes; young men completed agriculture, dairying, and manual training courses.¹⁰ The curriculum helped develop successful rural farmers and citizens.

From the school's inception the local community was enthusiastic and supportive. They first cared for students in private homes. In 1920 local bankers furnished funds to finish construction of a women's dormitory. In 1922 Lawton Chamber of Commerce members helped President Wickizer secure funding for additional dormitory construction. Between 1923 and 1927 a building that housed



Cameron's women's dorm, newly constructed (OHS Research Division photo).

a library was constructed, perhaps by the same local citizens and businessmen who, jarred into action by lack of legislative funding and appalled by the poor condition of campus structures, had earlier aided the building program. The edifice also provided work space for the school's yearbook staff. In 1927 state legislators granted Cameron junior college status, meeting a demand for college education in southwestern Oklahoma and ensuring the school's survival. Legislation officially changed the institution's name to Cameron State Agricultural College.¹¹ The addition of subject-specific courses supplied a heightened need to develop a library worthy of the new status.

Administrators, the faculty of eighteen professors, and the students increased the collection's size by donating books from personal libraries, and they remodeled the building's interior.¹² Of this new Cameron State Agricultural College Library, students and fac-

CAMERON UNIVERSITY'S LIBRARY

ulty were proud. Enthusiastic student journalists chronicled library improvements in the pages of the nascent school newspaper, *The Cameron Collegian*. The youthful reporters announced and detailed book donations and described how anticipation of the completed 1927 library improvement project generated enthusiasm for library use.¹³ Judging by newspaper articles, the library was a special source of student pride during the college's first few years.

In 1928 Pres. John L. Coffey (1927–31) appointed Frances Carter as librarian. Although Carter lacked formal library management training, the president deemed her qualified to hold the position because she had graduated from Cameron “with high honors.” One of the school’s “most popular young ladies,” undoubtedly this good-natured person made library visits appealing for students and faculty alike. Although by 1927 many of America’s academic libraries were under the care of professionally trained librarians, Cameron would follow the traditional practice of placing a faculty member or, as in Carter’s case, a graduate, in charge of the library. At this stage of its development Cameron resembled nineteenth-century American small colleges in which, due to necessity, “professors, tutors, students, and even college presidents assumed the job [of librarian].”¹⁴

Although Cameron and Lawton community members thought well of the school and its library, external evaluators who visited the college in 1931 did not. In that year, Schiller Scroggs, Oklahoma A&M College’s director of administrative research, submitted a report entitled “A Partial Survey of Cameron State School of Agriculture” to the Oklahoma State Board of Agriculture, the institution’s governing board. After detailing several classroom building and equipment deficiencies, the author described the library as inadequate. “The most outstanding weakness of the school from any point of view,” he said, “[is that] the library is entirely inadequate for anything approaching high grade high school instruction, not to mention instruction on a college level. . . .” Scroggs considered library resources to be “the heart of all instruction.” “Without adequate library facilities,” he wrote, “instruction tends to become merely a text-book affair, limited, uninspiring, and wholly unfitted to be called college teaching.”¹⁵

The 1931 external evaluation was the first of many that would find Cameron Library resources and services deficient. Such negative reports fueled a desire to secure resources for library improvement and brought administrators and librarians together to work toward effecting it. Determining exactly what changes would sat-

THE CHRONICLES OF OKLAHOMA

isfy evaluators and working to obtain the necessary resources to effect change, however, proved a time-consuming challenge.

Scroggs's conclusions likely influenced Cameron Pres. Charles M. Conwill (1931–46) in his decision to hire the institution's first professionally trained librarian. Further, Conwill was probably familiar with early North Central Association of Colleges and Secondary Schools guidelines that required a library to be "professionally administered." He decided that Cameron should employ a professional librarian in order to strengthen the weak library described in the survey and to comply with North Central guidelines. He hired Howard Way, a library school graduate who had recently completed a difficult cataloging assignment at the University of Oklahoma's main library.¹⁶ Equipped with an outgoing personality and a genuine enthusiasm for library work, Way used his educational and work experiences, together with President Conwill's support for library improvement, to transform Cameron Library.

Seeking to make the institution into "the best junior college it could be,"¹⁷ Conwill took "great interest in the library"¹⁸ and supported Way as he tried to correct the problems noted in the 1931 report. The president viewed access to scholarly materials other than textbooks as an essential component of college-level education. His dual interest in library development, that of meeting accreditation guidelines and providing high-quality education, proved important. With the president strongly behind him, Way expanded collections, improved access to them, and encouraged their use. The new librarian gave Cameron Library its first meaningful direction.

Consulting North Central Association of Colleges and Secondary Schools guidelines, Way discovered that association officials expected college libraries to contain "at least eight thousand volumes . . . bearing specifically upon the subjects taught."¹⁹ Conwill made one thousand dollars available for the purchase of library books, quite a sum in 1936. Several months later Way's diligent and knowledgeable use of the Dewey decimal classification scheme made an eight-thousand-volume collection accessible via a card-catalog filing system.²⁰

Way purchased books related to each of Cameron's programs. He expanded the library's magazine subscription count from two to twenty-one. *American Home* supported home economics courses, while *Hoards Dairyman* and *Oklahoma Farmer* strengthened the agriculture program. Subscriptions to *Musical America* and *Modern Music* accommodated the band and music programs.²¹ His selections reflected his understanding of the accrediting body's requirement that library materials be directly related to course offerings.

CAMERON UNIVERSITY'S LIBRARY

Professor Way's collection development activities were more vigorous than even North Central required. A practical-minded librarian employed in a practical-minded school, he purchased "the type of book that the student can read and then apply to his actual conditions and . . . use in his class work."²² Like the Cameron State Agricultural College curriculum that taught students "real life" skills of immediate value, the librarian's book selection choices were driven by the desire to meet students' reading needs through the wisest use of funds.



Howard Way (Courtesy Cameron University Library).

After purchasing and cataloging materials, the librarian employed his creative talents and congenial personality to encourage their use. He energetically publicized the collection by providing student journalists with information on newly acquired materials. He spoke enthusiastically and descriptively about library materials to anyone he met.²³ His likeable personality and enthusiasm for librarianship infused his efforts with energy that ensured success.

Way facilitated use of the library by carefully improving and maintaining reading room furnishings. He kept the area equipped with tables, chairs, and a card catalog. In 1935 he placed a "beautiful . . . leather back" Bible, purchased for the library by Lawton

THE CHRONICLES OF OKLAHOMA

YMCA and YWCA officials, in the room “on a special table where all students of the school [had] . . . access to it.”²⁴ Such efforts made this early reading room comfortable, attractive, and functional.

In making the reading room physically appealing, providing a well-organized card catalog, and publicizing new and existing holdings, the librarian overcame a potential barrier to collection use—a closed stack area. During his administration the school’s book collection resided on shelves located behind a solid wall, separated only by an opening or “call window” counter area where patrons requested use of materials from the librarian. This arrangement, common in nineteenth-century North American college libraries, protected materials rather than encouraged their use. When the next new library building was constructed, Cameron would follow other institutions that had shifted to open stack access as a means of facilitating collection use. Until then, Way overcame the physical barrier between the reading room and the stacks by maintaining an accurate patron-use card catalog and by permitting students and faculty members to go behind the wall and browse through the shelved materials.²⁵

The hardworking students who used Cameron’s early library appreciated the opportunity to attend a local school that focused on the practice of agriculture. After attending class from morning until mid-afternoon, they engaged in physical exercise. Many students also took part in team sport programs, the debate team, or the school band. Social activities, church attendance, and course assignments filled student evenings. Somehow, those who attended Cameron and used its library during this early era also managed to find time to supply much of the labor required to keep the school operating. They planted trees, gardened, cared for school-owned livestock, helped construct new buildings, and maintained existing ones. These individuals also improved the library through book donations. If students complained about the dearth of library resources, records of such complaints have not survived.²⁶ The faculty, however, may have struggled with the problem of scarce materials when they were devising students’ reading assignments.

During the Great Depression years of the 1930s students gained a new opportunity to participate in library development. A Federal Civil Works Agency program provided student library employment funds. Under Professor Way’s supervision students prepared recently purchased materials for patron use. While earning money, they improved their knowledge of information resources, gained work experience, and built a feeling of accomplishment. According

CAMERON UNIVERSITY'S LIBRARY

to former student Irene Clements, "Way made student employment a positive experience for those who participated in it." Many years after he approached Clements with the idea of working in the library, she remembered how he energetically encouraged her to change from cafeteria to library worker because he thought she would profit personally and academically from doing so.²⁷

Professor Way's "love for good books"²⁸ and President Conwill's genuine interest in library development fueled decisions that resulted in expanded collections, improved accessibility, and increased library use. The enthusiasm that both men showed for Cameron Library facilitated use of and interest in it. Conwill's concern with library development led him to take actions that resulted in construction of a new library. Unfortunately, ill health forced him to resign.²⁹ His successor, C. Vernon Howell (1947–57), realized Conwill's dream of a new library.

In 1948 Cameron proudly opened the doors of an architecturally impressive, award-winning, \$128,000 combination library, classroom, and administration building. The first floor provided office space for president, registrar, bursar, and classrooms. The second floor library contained shelving capacity for fifteen thousand volumes, library staff offices and workrooms, and reading/study tables and chairs that simultaneously could accommodate one hundred of the approximately six hundred students. The space could meet the needs of approximately one thousand to twelve hundred students.³⁰

The building's exterior appearance invited visitors to enter. From sidewalks leading to it, students and faculty members viewed an attractive brick edifice enhanced by numerous windows. One small section of the building was one story in height, while the remainder was two stories. A landscaping project added appeal. A researcher later described the facility as the campus's "first modern structure."³¹

Also pleasing was the new library's interior, considered architecturally innovative at the time. The interior surfaces used the same type of brick that formed the outside walls. Abundant natural light illuminated the reading room's sturdy study tables. Venetian blinds added interest to the windows and blocked unwanted direct sunlight.³² The main seating and shelving areas were open to each other. Shelves located underneath the windows and adjacent to the study tables housed high-use reference materials.

Hired in 1946 as the school's second professionally trained librarian, Arda Frans planned and directed the relocation of nine thousand printed volumes from the old building to the new. She hired and supervised the work of several students who assisted

THE CHRONICLES OF OKLAHOMA

with the transfer. A detail-oriented person, she created and preserved written records of the number of hours the students worked and the pay owed to them.³³ The fact that Frans saved these and other records relating to her administration suggests that she believed the school library would survive and that its history would become of interest to future researchers.

In conjunction with the move the librarian made what must have been a long-awaited transition from closed to open stacks. This conversion meshed with a growing interest in facilitating access to college library materials, even at the risk of increased patron-induced damage or theft.³⁴ The knowledge that accrediting agency officials would employ relative ease of material access as one measure of institutional success rendered school officials supportive of the transition to open stacks.

Howell and Frans proudly hosted an open house to celebrate the new combination administration and library building. Fifty-seven individuals attended.³⁵ The event opened a new era in the library's role in promoting Cameron to the community. For the first time, the library became an asset to administrators' efforts to recruit new students and supporters. From that time forward, the library played an important role in ensuring the school's survival by facilitating teaching and learning and by impressing visitors as a modern facility conducive to research and study.

After the move, administrators made funds available for labor and materials, enabling Frans to expand the collection and further facilitate its use. In 1948 Howell had authorized her to hire a full-time library assistant to help enlarge the collection. Assistant librarian and sophomore student Rebecca Kinzer helped Frans accession "one hundred books the first month of school and also set up permanent files for 60 periodicals." According to *The Cameron Collegian*, school officials believed that hiring additional staff would help secure North Central Association approval. In December 1949 new steel shelves replaced temporary wooden ones and permitted doubling the collection's size to eighteen thousand volumes. Buoyed by the new assistance, space, and facilities, Frans worked with *Collegian* reporters to publicize new acquisitions by title and subject.³⁶

Students using the library during the years when it was located in this award-winning building likely were satisfied with it. It was a pleasant place to work, except during hot weather when lack of air conditioning made the second-floor public access area uncomfortable. Patrons enjoyed open shelf access and a growing library collection. Natural light illuminated their reading materials, and a heat-

CAMERON UNIVERSITY'S LIBRARY

ing system kept them comfortable in the winter. In Frans the students had a patient, kind librarian and an experienced teacher who taught them how to use the card catalog, encouraged them to read, and provided them with the library's first "leisure" reading collection. As enrollment expanded, however, lack of private study areas made quiet library time increasingly difficult.³⁷

Cameron's Library, 1958 (Courtesy Cameron University Library).



When Frans retired in 1957, administrators wondered whether recent improvements would meet two-year college accreditation standards. Pres. Clarence L. Davis (1957–60) hired as librarian Odeal Locke, a former Women's Army Corps servicewoman and library school graduate. One of her first duties was to complete the library-related portion of a "self-study" report requested by North Central officials. The resulting nineteen pages described library services and collections and explained how administrative decision-making structures worked to ensure high-quality services and collections. Locke detailed the library's physical plant, hours of operation, staff qualifications, holdings, instructional programs, budget preparation, expenditures, and strengths and needs. She described how she worked with faculty members to develop and maintain collections and services designed to meet college needs.³⁸ The tone of her writing suggests her positive view of the resources under her care.

Visiting North Central team members, however, disagreed. After examining the Cameron State Agricultural College report and con-

THE CHRONICLES OF OKLAHOMA



Reading Room, Cameron College Library, 1958 (Courtesy Cameron University Library).

ducting a site visit, they denied the junior college's bid for association membership. With regard to the library, the officials deemed per-student material expenditures insufficient, student and faculty use of the library low, and the building's physical facilities in need of improvement.³⁹

Becoming more serious about gaining status as an accredited college, school administrators busied themselves addressing and correcting these problems. They hired a University of Texas junior college consultant during the 1959–60 and 1960–61 school years to help plan for and implement a solution for each of the examining team's criticisms.⁴⁰ President Davis provided library development funds and secured a six-thousand-dollar library improvement grant. These actions enabled a phenomenal per-student library expenditure increase from \$.61 in 1958 to \$7.02 in 1961. Locke made 2,067 new book additions in 1960 and 1961, an impressive accomplish-

CAMERON UNIVERSITY'S LIBRARY

ment for a librarian working without access to shared Library of Congress system catalog records.⁴¹

As the work of selecting, purchasing, and cataloging new materials began to proceed at an accelerated pace, Locke developed and implemented a plan designed to increase student and faculty use. Her efforts proved successful, as judged by the fact that 1960–61 school year library use doubled that of the previous year. Strategies included making general and course-related reading lists and bibliographies available to students and faculty members and conducting a freshman orientation program focused on effective library use. Additional strategies included notifying students, faculty, and administrators of new acquisitions, implementing joint librarian-faculty collection development procedures, and including library-related information in the student handbook.⁴²



*Odeal Locke (Courtesy
Cameron University
Library).*

THE CHRONICLES OF OKLAHOMA

To address North Central officials' concern with the building's facilities, Locke used some of the funds provided by the administration to upgrade library furniture. Pres. Richard Burch (1960–69) decided to begin planning for a new library and administration building. He was probably influenced by the North Central report that found library space lacking. The president's new direction, however, diverted the librarian's attention away from devoting time to enhancing the physical aspects of the existing library.⁴³

Locke's self-confident personality and focus on library excellence helped her make needed improvements. She effected changes beyond those required by North Central officials. For example, the librarian relocated the circulation desk to an area adjacent to the building's exit in order to better ensure that material did not leave the building without being properly checked out. So determined was she to establish and maintain excellent services that she challenged her superiors when she disagreed with them. One such incident occurred when Locke discovered that new building plans failed to include a mechanized book lift. That plans were modified to include such a device suggests her adeptness at encouraging others to view matters as she did.⁴⁴

In 1963 Locke relocated the collections to the new building, one that housed both library and school administration offices. This facility opened with resources that included fifteen thousand books, nine daily newspaper subscriptions, and a sixty-drawer card catalog that provided Dewey decimal system subject, title, and author collection access. Twenty boxes of new books and three new encyclopedia sets awaited cataloging.⁴⁵ Perhaps most important from a student's perspective, there were new, semiprivate study areas.

A full-time assistant, a full-time secretary, and several part-time student employees helped the librarian provide student and faculty access to a continual supply of recently published books and expanded reference and serial collections. This staffing level enabled Locke to teach library orientation sessions to students in English courses. Expanded hours allowed students and faculty to enjoy access to materials and study areas from 8:00 a.m. to 9:30 p.m. each Monday through Thursday and from 8:00 a.m. to 5:00 p.m. each Friday and Saturday.⁴⁶ Cool indoor air that circulated during southwestern Oklahoma's hot summer months must have delighted those who had visited the older library.

The new building was not without its problems, however. It lacked growth space, because administrators occupied the building's first floor. The book lift had been installed, but it was too small.

CAMERON UNIVERSITY'S LIBRARY

Although it obviated the need to haul boxes of new books up the stairs, its size required staff to constantly load and unload it, a persistent, time-consuming challenge.⁴⁷ These problems increased in severity with continued enrollment growth and expanding collections.

The move to the new facility stimulated Locke's drive to establish and achieve challenging goals. Soon after accomplishing the major task of relocating the entire library collection to the new building, she tackled a conversion from the Dewey decimal to the Library of Congress classification scheme. She believed the conversion was necessary to facilitate collection growth and subject-specific collection browsing. She also thought that the change would assist the administration's ongoing efforts to achieve four-year college status and accreditation. Approaching her task with determination, she reasoned that Cameron could accomplish the same type of conversion then underway at Oklahoma's two university libraries.⁴⁸ With help from full- and part-time assistants, she and the next head librarian would see this monumental task to completion.

While Locke's headstrong, self-assured personality served the school well in terms of moving and recataloging the collection, her authoritative management style made difficult a transition to shared library governance. In response to continuing North Central criticisms about the lack of faculty involvement in campus decision-making processes, administrators created several campus governance committees. When they formed a library committee, Locke confronted this development by attempting to control the content, the scheduling, and the format of the group's meetings. Her overly assertive approach made it difficult for other committee members to affect library-related decisions.⁴⁹

In 1968 a newly hired education professor, Karen McKellips, transformed the library committee into a mechanism for shared library governance. McKellips viewed the committee as a faculty governance instrument that she and other forward-looking faculty members could use to promote freedom of expression and information access. She and other committee members discussed and affirmed the American Library Association "Library Bill of Rights" and "The Freedom to Read" statements. She surprised Locke in November 1968 by requesting that a meeting be scheduled. The librarian's hastily composed, handwritten reply suggests that until this time Locke had seen herself as the only proper initiator of meetings. The resulting session established a precedent for faculty input into library-related matters. Professor McKellips deserves credit for making the library committee the shared governance mechanism

THE CHRONICLES OF OKLAHOMA

envisioned by North Central officials.⁵⁰ Although the library committee supplied one opportunity for faculty participation in institutional decision-making processes, lack of campuswide shared governance mechanisms would remain an obstacle to North Central accreditation.

Looking back to the library's beginnings, it is clear that the facility in 1968 was larger and much more adequate than its predecessors. It housed approximately forty-three thousand printed material volumes—twice the number contained only four years before. These volumes and 388 serial subscriptions provided access to current information on a wide variety of scholarly subjects. With assistance from five full-time, nonprofessional staff members, four librarians maintained this collection and provided library services. Representing between 6 and 7 percent of Cameron College's total budget, the library's funding allocation exceeded the 5 percent recommended by American Library Association guidelines.⁵¹

Impressive though this library was in comparison with the one of earlier years, in May 1969 North Central representatives denied Cameron's four-year college accreditation request, in part due to library deficiencies. North Central agents deemed the expanded library resources still "insufficient" to meet the information needs of the anticipated number of students who would enroll in a four-year program. Also problematic to evaluators was the lack of an audio-visual collection and viewing center and insufficient evening and weekend hours of operation. The fact that Cameron College routed all book orders through the Stillwater, Oklahoma-based A&M board's purchasing agent also troubled North Central agents. They deemed this process unnecessarily cumbersome.⁵²

More positively, North Central visiting team members identified several library-related strengths. Locke's "advanced academic and library training," excellent collection development efforts, and efficient cataloging strategies pleased the officials. They were favorably impressed with student use of the Library of Congress classification system, and they liked the plans to take over the space occupied by the college administration.⁵³ Library development was headed in the right direction, despite the fact that it had yet to arrive at a destination that would satisfy accreditation officials.

Into this set of circumstances came James Byrn, a recent library school graduate and former military officer. A visit to Cameron Library while he was completing his library degree proved fateful. Impressed with Byrn's likable personality and military administrative experience, Locke told him that she was preparing to retire and

CAMERON UNIVERSITY'S LIBRARY

convinced him to apply for her position. He secured the job after being interviewed by outgoing and incoming presidents during a period of leadership transition.



James Byrn (Courtesy Cameron University Library).

The recently hired librarian soon learned about the administration's determination to earn four-year accreditation. Years of work ensued as campus administrators and Byrn strove to correct library-related difficulties identified by North Central officials. Byrn expanded library hours from sixty to seventy-two per week and provided for the use of an audio-visual collection. He enhanced an Oklahoma curriculum collection initially secured by Locke. When school administrators vacated the shared building, Byrn created spacious reading, circulation, and reference areas near the library's new, first-floor entrance.

Two major problems remained: the collection's small size⁵⁴ and insufficient quantity of quality materials for several major academic subject areas. Urged on by Cameron's first academic dean, Dr. Richard Murray, the former military officer identified collection

THE CHRONICLES OF OKLAHOMA

development as his main priority. He began an intensive search for books to add to the collection.

Byrn, who had quietly but successfully changed his title from that of “head librarian” to “director of library services,” found creative and varied ways to expand the collection. When Oklahoma’s two large academic libraries culled their shelves, he secured the withdrawn materials for Cameron Library. He asked for and received donations from Lawton residents’ private book collections. He focused Pres. Don Owen’s (1969–80) attention on acquiring a junior college library collection that was for sale, and Owen secured a grant from the state legislature that enabled the purchase. Using vans, librarians and library staff hauled books from a variety of locations and helped catalog and shelve them. When he searched his attic for books, Byrn’s own house became a resource.⁵⁵

Two procedural changes assisted collection development activities, rendering the book-purchasing process more efficient. The director convinced Cameron’s business manager to stop personally reviewing all book purchase requests before authorizing them. Additionally and in accord with North Central recommendations, Cameron ceased sending material requests to Stillwater for A&M board approval. These changes enabled Byrn to acquire new materials at an ever more rapid rate.⁵⁶

Three years of buying, moving, cataloging, and shelving materials produced a positive result in 1973. A North Central team pronounced Cameron College Library’s 102,000–volume collection sufficient to meet the needs of a four-year, baccalaureate degree–granting institution. Periodical title subscriptions numbered seven hundred.⁵⁷ The persistent efforts of past and present librarians, school administrators, and students who had worked to develop Cameron’s library made possible this moment.

The library’s continually expanding enrollment, programs, and staff necessitated altered work patterns. Byrn could not be the librarian that Locke had been when she completed almost all of the library’s daily work by herself. Nor could he be the librarian that Frans had been when she obtained assistance with and approval for administrative changes through direct communication with the President Howell.⁵⁸ Instead of doing most of the work himself and securing resources by communicating directly with the president, Byrn shared responsibilities with four professional librarians and dealt with administrators who reported to the president. While several librarians handled instruction, cataloging, circulation, and interlibrary loan services, the director supervised employees, bud-

CAMERON UNIVERSITY'S LIBRARY

geted, allocated, and expended funds, and conducted assessment, planning, and publicity activities. When he needed administrative guidance or assistance, Byrn worked with Academic Dean Murray, Cameron's first liaison between president and library director. Byrn's ability to successfully collaborate with co-workers enabled him to establish communication patterns that were suited to an expanded scale of operations.

Because Byrn viewed his fellow librarians as professionals possessing a high level of expertise, he decided to seek faculty status for them. When Dean Murray created a special committee to consider the request, the shared governance question reemerged. Although the final result was a recommendation for faculty status, the three-year-long effort to produce it was time-consuming and stressful.⁵⁹ In the end, librarians participated in campuswide faculty governance structures, and they now found opportunities to discuss library- and campus-related needs and developments.

While committee structures helped Byrn accomplish some of his goals, they consumed a significant portion of his energies and sometimes prevented him from effecting changes. Committee members forced the director to address requests for after-hours faculty library access and for extended hours of operation. They refused to support his attempt to implement a dress code. In the 1970s "freedom of expression" atmosphere, faculty members joked about his concern for proper student attire. The library committee formally denied Byrn's proposed regulations during its May 6, 1971, meeting.⁶⁰ The first Cameron librarian to work in a true shared campus governance setting, Byrn learned by trial and error how to address committee-generated requests and how to decide which issues merited consideration.

In addition to enlarging the collection, securing faculty status for librarians, and establishing a successful organizational structure, the director created a "patron friendly" environment designed to encourage library use. He relaxed Locke's strict collection use rules by providing open access to materials she had kept out of public view. During National Library Week he provided "amnesty" for patrons returning overdue, damaged, or improperly charged library materials.⁶¹ Such actions fostered an inviting and relaxed atmosphere, designed to facilitate student academic success through increased library use.

Byrn prepared his co-workers for entry into the emerging world of library computerization. He introduced the topic into discussion and encouraged the librarians to learn all they could about it. Such

THE CHRONICLES OF OKLAHOMA

leadership helped enable his successor, Robert Phillips, to implement use of an Online Computer Library Center to catalog materials. Phillips and those who worked with him made Cameron Library one of the first Oklahoma libraries to provide computerized access to the holdings.⁶² These individuals similarly established electronic access to periodical indexes and full-text databases.

Automation emerged at Cameron Library during the 1970s and 1980s through a sometimes frustrating process. System failures that denied patrons card catalog access, together with cumbersome online catalog search mechanisms, distressed students and librarians alike. In November 1986, 667 students who were upset about online catalog failures petitioned Pres. Don Davis (1980–2002) to require Phillips to reinstate the physical card catalog. As computer programs became more sophisticated and networked connections more reliable, students and faculty benefitted increasingly from improved information access.⁶³

Library services, collections, and staffing needs increased in size and complexity, and Cameron became a university in 1974. In 1980 seven full-time librarians, eight full-time staff members, and several student workers managed library collections and services, while an assistant director helped manage the organization's operations. Library faculty member credentials improved as each librarian earned a graduate-level degree beyond that of master of library science in order to qualify for academic tenure.⁶⁴

Librarians expanded educational services and activities through creation and participation in special activities. They designed educational displays, hosted traveling exhibits, and coordinated special lectures. One highlight of these efforts occurred when the librarians spent a full workday clothed in seventeenth-century costumes during Cameron University's Renaissance Festival. Another came when the library served as a display area for mastodon bones unearthed by students near the on-campus home of President Davis.⁶⁵

During the 1980s and 1990s Davis and Provost Terral McKellips made funds available for continued library growth and development. A 1983 building expansion project doubled the library in size. "The recently renovated Cameron Library added beauty and prestige [and] was a symbol of Cameron's new image," noted one admirer. An adequately sized elevator made material shelving more efficient and provided access for physically challenged patrons. A computer lab allowed students to complete course assignments, from beginning research to final paper creation, in one convenient location.⁶⁶ Because of administrative interest in emerging technolo-

CAMERON UNIVERSITY'S LIBRARY



Cameron University's Library, 2000 (Courtesy Cameron University Library).

gies, database access improved, and library functions were progressively automated.

Lack of space became problematic, in spite of the building expansion. Librarians purchased materials in micro format and deselected books in order to create space for collection growth. When students discovered withdrawn materials in an outdoor trash bin, campus and Lawton newspaper authors criticized the disposal of library materials. The Cameron Student Government Association passed a resolution that attempted to forbid disposal of library materials.⁶⁷ Librarians implemented stringent withdrawal guidelines and either gave withdrawn items to other libraries or to university officials for sale as surplus materials.

Student criticism of library-related events such as conversion to an online catalog and de-selection of library materials marked a new era in library-student relations. No longer pleased with whatever library access was available, students expected excellent collections and services, and they vocalized these expectations. Shared

THE CHRONICLES OF OKLAHOMA

governance mechanisms—the Student Government Association, for example—encouraged students to evaluate school services and think critically about the library. In contrast to early-twentieth-century students who helped insure their library's survival through unconditional support, late-twentieth-century students helped their school's library remain relevant through critical examination of its collections and services.

Could they have seen it, Arda Frans and other early Cameron librarians and administrators likely would have been favorably impressed with Cameron's late-twentieth-century library. Together with those who served before them, Howard Way and Charles Conwill might have been interested to find the college and its library still in existence. Arda Frans and Odeal Locke might have been astonished to learn how computerization had helped provide access to more information more rapidly than ever before possible, without, in many cases, the need to visit the library in person. Each one of those individuals would have been pleased to see records of their work at Cameron Library preserved in a recently created University Archives Room⁶⁸ and would be amazed at the increased complexity of operations and level of faculty and student participation in library governance.

The local, state, and national movement for agricultural education created Cameron and its library. Community, faculty, and student faith in the efficacy of agricultural education and, later, in higher education, offered the financial and moral support that enabled both school and library to survive. Accrediting agency requirements, library association guidelines, and public belief in the importance of informational resources inspired administrators and librarians to evaluate and improve library services and collections as educational needs changed. The library's history was one of setbacks and successes. Cameron University continues to enroll a larger student body each year. In the fine tradition of development that began in 1909 with that first shelf of shared-use books, plans are under way in the twenty-first century for a new, larger library building and student writing center. As the university grows, so grows the library.

CAMERON UNIVERSITY'S LIBRARY

ENDNOTES

* Sheridan Eleanor Young, M.A., M.L.I.S., Ed.D., is Cameron University Director of Library Services.

¹ Opened in 1909 in Lawton, Oklahoma, the school began as a high school named Cameron State School of Agriculture and experienced several mission and name changes.

² Arda Frans to her successor, May 23, 1957, Folder 4, Box 2, Cameron Library Collection, Cameron University Archives, Lawton, Oklahoma [hereafter cited as CLC].

³ "To Put into Force Section Seven of Article Thirteen of the Oklahoma Constitution Requiring the Teaching of the Elements of Agriculture, Horticulture, Stock Feeding, and Domestic Sciences in the Common Schools. . .," Senate Bill Number 109, *Session Laws of Oklahoma* (1907–1908), 13–20; Sally Soelle, "Cameron History, 1909–1911," *Cameron Today* (Fall 1995): 5.

⁴ "Cameron School is Saved," *Lawton* (Oklahoma) *Constitution*, June 13, 1912; "Cameron Initiative Blacklist," *Lawton Constitution*, May 13, 1913; "Should Cameron Remain Intact?" *Lawton Constitution*, January 13, 1917; Sally Soelle, "Cameron History, 1911–1913," *Cameron Today* (Winter 1995): 6; Sally Soelle, "Cameron Survives Challenge of Early Years," *Cameron Today* (Spring 1996): 4–5; "Enrollment at Cameron Greatest in History of the School," *Lawton Constitution*, January 31, 1914; "Cameron School Over Crowded," *Lawton Constitution*, September 17, 1919; "Lawton High Has Good Year," *Lawton Constitution*, May 16, 1919.

⁵ "Cameron State Agricultural School Starts Most Favorably," *Lawton Constitution*, September 3, 1914; Calvin Olin Davis, *A History of the North Central Association of Colleges and Secondary Schools, 1895–1945* (Ann Arbor, Mich.: North Central Association of Colleges and Secondary Schools, 1945), 51. By 1932 the Oklahoma Department of Education had written a recommendation that high school English students would be required to read several books other than textbooks and that teachers would supplement history and agriculture textbooks with "collateral material." Oklahoma Department of Education, High School Inspection Division, *Handbook for High School Courses*, Bulletin Number 120-B (Guthrie, Okla.: Cooperative Publishing Co., 1932).

⁶ "An Appropriation of \$160,000 is Sought for Cameron School," *Lawton Constitution*, January 24, 1921.

⁷ "Cameron College Praised," *Lawton Constitution*, February 10, 1916.

⁸ Oklahoma Library Commission, *Oklahoma Libraries, 1900–1937* (Oklahoma City: Oklahoma Library Commission, 1937), 59–60; "Cameron College on the Road to Becoming One of State's Largest," *Lawton* (Oklahoma) *Constitution-Morning Press*, January 5, 1969.

⁹ "Enrollment at Cameron Greatest in History of the School," *Lawton Constitution*, January 13, 1915; "Dormitory to be Finished Soon," *Lawton Constitution*, August 14, 1920; "Cameron's Creamery," *Lawton Constitution*, January 11, 1914; "An Appropriation of \$160,000"; Soelle, "Cameron Survives Challenge."

¹⁰ Sally Soelle, "Cameron Makes Transition to Junior College Status," *Cameron Today* (Summer 1996): 6–7.

¹¹ "Cameron Calls a Meeting for Benefitting Rural Library," *Lawton Constitution*, February 18, 1909; "Cameron State Agricultural School Starts Most Favorably," *Lawton Constitution*, September 3, 1914; "Dormitory to be Finished Soon"; "Chamber of Commerce Will Help Aggie School Secure Buildings," *Lawton Constitution*, February 17, 1922; Leia McCracken Holley, untitled paper, n.d., Folder 10, Box 2, Cameron

THE CHRONICLES OF OKLAHOMA

History Collection, Cameron University Archives, Lawton, Oklahoma [hereafter cited as CHC]; "Senate Votes to Make Cameron Junior College," *Lawton Constitution*, March 15, 1927.

¹² "Coffey Donor of Valuable Books," *The Cameron Collegian*, September 15, 1927.

¹³ "College Work at Cameron Planned," *Lawton Constitution*, February 19, 1927; "More Books for the Library," *The Cameron Collegian*, December 1, 1927; "Many New Books for the Library," *The Cameron Collegian*, December 15, 1927; "College Library Gets New Books," *The Cameron Collegian*, September 13, 1928; "Books Donated," *The Cameron Collegian*, March 24, 1931.

¹⁴ "Miss Carter is New Librarian," *The Cameron Collegian*, September 13, 1928; Orvin Lee Shiflett, *Origins of American Academic Librarianship* (Norwood, N.J.: Ablex Publishing Corp., 1981), 35–36, 212.

¹⁵ Schiller Scroggs and Clarence L. Beltz, "A Partial Survey of Cameron State School of Agriculture [report submitted to Oklahoma State Board of Agriculture, March 1931]," 60, Folder 19, Box 2, CHC.

¹⁶ Charles Shaw, "Accredited Colleges and their Libraries," *Library Journal* 51 (1926): 77. Way worked as music professor and band director as well as librarian. "Howard Way, Band Instructor and Librarian, Valuable Asset to School," *The Cameron Collegian*, February 14, 1934; "Cameron Library Under Direction of Howard Way, Increases Over Four Thousand Volumes," *The Cameron Collegian*, February 3, 1936.

¹⁷ Sally Soelle, "Cameron Survives Depression, WWII," *Cameron Today* (Fall 1996): 6.

¹⁸ "New Books are Scheduled for School Library," *The Cameron Collegian*, January 2, 1936.

¹⁹ Shaw, "Accredited Colleges and their Libraries," 77.

²⁰ "New Books are Scheduled," *The Cameron Collegian*, January 2, 1936; "Cameron Library Under Direction of Howard Way."

²¹ "Cameron Library Under Direction of Howard Way"; "Library Will Have New Magazines," *The Cameron Collegian*, October 2, 1933.

²² "New Books are Scheduled."

²³ *Ibid.*; "Cameron Library Under Direction of Howard Way"; "Library Books Being Mended," *The Cameron Collegian*, March 8, 1939.

²⁴ "Bible Purchased for Library By 'Y,'" *The Cameron Collegian*, October 23, 1935.

²⁵ "Library Murals Are Attractive Feature," *The Cameron Collegian*, March 17, 1948; Sidney L. Jackson, *Libraries and Librarianship in the West: A Brief History* (New York: McGraw-Hill Books Co., 1974), 405; Shiflett, *Origins of Academic Librarianship*, 33; Arthur T. Hamlin, *The University Library in the United States: Its Origins and Development* (Philadelphia: University of Pennsylvania Press, 1981), 31, 135; "Cameron Library Under Direction of Howard Way"; "Cameron College Library Regulations," n.d., Folder 1, Box 1, CLC.

²⁶ "Physical Development is Sought at Cameron," *Lawton Constitution*, October 19, 1922; Soelle, "Cameron History, 1911–1913"; "Church to Have Cameron Night," *Lawton Constitution*, October 17, 1927; "Cameron is Coming to Front in Way of Results Under Supervision of President Short," *Lawton Constitution*, April 16, 1914; "Improvements at Cameron," *Lawton Constitution*, April 23, 1914; "Governor Johnston Pleased with Cameron College Progress, After Trip to School Saturday Morning," *Lawton Constitution*, July 31, 1927; "Coffey Donor of Valuable Books."

²⁷ Soelle, "Cameron Survives Depression"; Irene Clements, interview by Sheridan "Sherry" Young, September 2004, notes, Folder 24, Box 2, CLC.

²⁸ "Cameron Library Under Direction of Howard Way."

²⁹ Soelle, "Cameron Survives Depression."

CAMERON UNIVERSITY'S LIBRARY

³⁰ "Date is Set for Completion of Library Wing," *The Cameron Collegian*, March 17, 1948.

³¹ Chris D. Ingram, "Cameron's Architecture from Beginning to Present [typescript; Cameron history course paper, Cameron University, n.d.]," 7, Vertical File, Cameron University Archives, Cameron University, Lawton, Oklahoma.

³² "New Stacks are Installed in Library," *The Cameron Collegian*, February 1, 1950.

³³ "Labor in Moving the Library [typescript]" and untitled student worker time sheets, Folder 4, Box 2, CLC.

³⁴ In 1950 a *Collegian* reporter described "the 'open shelf policy'" as having "always been a favored practice of Miss Frans." Quoted in "New Stacks are Installed." See also Hamlin, *University Library*, 137–38.

³⁵ Open house guest list, Folder 11, Box 2, CLC.

³⁶ "Ass't. Librarian Chosen For School," *The Cameron Collegian*, October 20, 1948; "New Stacks are Installed"; "Library Receives 'Rivers of America,'" *The Cameron Collegian*, November 26, 1947; "Library Contains Notable Books," *The Cameron Collegian*, November 23, 1949.

³⁷ Frans to her successor, May 23, 1957; "College Library: Lawton, Oklahoma," *Progressive Architecture* (February 1951): 53–57; "More Books are Added to Library," *The Cameron Collegian*, October 25, 1950.

³⁸ Cameron State Agricultural College Faculty and Administrators, "A Self-Survey Report of Cameron State Agricultural College," June 20, 1958, Lawton, Oklahoma, Folder 1, Box 1, Office of the Provost Collection, Cameron University Archives, Lawton, Oklahoma [hereafter cited as OPC].

³⁹ "An Addendum to the Cameron State Agricultural College Self-Study Report to the Commission of Colleges and Universities of the North Central Association of Colleges and Secondary Schools," June 1961, Lawton, Oklahoma, Folder 17, Box 1, OPC.

⁴⁰ *Ibid.*

⁴¹ *Ibid.*, 15.

⁴² *Ibid.*, 16–17.

⁴³ *Ibid.*, 15, 17.

⁴⁴ *Ibid.*, 17; Ronnie Spessard, former Cameron Library staff member and librarian, e-mail message to Sheridan "Sherry" Young, May 18, 2004.

⁴⁵ "Library has New Material," *The Cameron Collegian*, September 18, 1963.

⁴⁶ *Ibid.*

⁴⁷ Barbara Pickthorn, current Cameron librarian, interview by Sheridan "Sherry" Young, October 2004, transcript, Folder 24, Box 1, CLC.

⁴⁸ Minutes of the Library Committee Meeting, April 19, 1966, Folder 3, Box 2, CLC.

⁴⁹ "Report of a Visit to Cameron State Agricultural College," February 5, 1970, Folder 3, Box 1, OPC; Minutes of the Library Committee Meeting, April 19, 1966, Folder 8, Box 2, CLC.

⁵⁰ Karen McKellips to Odeal Locke, November 27, 1968, Folder 8, Box 2, CLC; Minutes of the Library Committee Meeting, December 5, 1968, Folder 8, Box 2, CLC.

⁵¹ Cameron State Agricultural College, *Self-Study for Preliminary Accreditation* [report submitted to North Central Association of Colleges and Universities, January 1969], 158, 160, Folder 3, Box 1, OPC.

⁵² Dr. James Fisher and Dr. Sam G. Gate, Office of the Provost, "Report of a Visit to Cameron State Agricultural College," January 1970, 1, Folder 3, Box 1, OPC; Commission on Colleges and Universities of the Central Association of Colleges and Secondary Schools, "Report of a Visit to Cameron State College," February 10–11, 1969, 7, Ac-

THE CHRONICLES OF OKLAHOMA

creditation Reports, Folder 1, Box 1, Dean of Academic Affairs Collection, Cameron University Archives, Cameron University, Lawton, Oklahoma.

⁵³ "Report of a Visit," February 10–11, 1969.

⁵⁴ In January 1970 North Central officials recommended the forty-three-thousand-volume collection be "at least tripled as soon as possible." "Report of a Visit," January 1970, 7, Folder 3, Box 1, OPC.

⁵⁵ Lacreata Skrdle, former Cameron librarian, interview by Sheridan "Sherry" Young, October 15, 2004, notes, and James Byrn to Sheridan "Sherry" Young, December 10, 2003, Folder 24, Box 1, CLC.

⁵⁶ Byrn to Young, December 10, 2003.

⁵⁷ The school's name changed from Cameron State Agricultural College to Cameron College in 1971 after the awarding of the first bachelor's degree in 1970. "The History of Cameron University," *Cameron University Commencement 2003 Program*, Folder 1, Box 2, CLC; Dr. Paul Cashman and others, "Report of a Visit to Cameron College," November 1972, 20, Folder 3, Box 1, OPC; Richard K. Barksdale, "Report of a Visit to Cameron University," February 1979, 1, Folder 3, Box 1, OPC.

⁵⁸ An undated, untitled example of such a note resides in Folder 1, Box 2, CLC.

⁵⁹ James H. Byrn to Terral L. McKellips, May 12, 1970, Folder 11, Box 1, CLC; William H. Harwood, "Report of the 'ad hoc' Committee on Tenure for Staff Librarians," n.d., Folder 11, Box 1, CLC. When some committee members failed to understand the teaching component of librarianship, the librarians endured comments that devalued the intellectual nature of their work. "Librarians Now 'Faculty Members,'" *The Cameron Collegian*, September 5, 1973.

⁶⁰ Karen McKellips to James Byrn, February 10, 1970, Folder 8, Box 2, CLC; Minutes of the Library Committee, May 6, 1971, Folder 8, Box 2, CLC.

⁶¹ "Nat'l Library Week Fete Set Thursday," *The Cameron Collegian*, April 19, 1972.

⁶² "James Byrn New Library Head," *The Cameron Collegian*, September 3, 1969; Jason Lloyd and Renate Brooking, "More Than Meets the Eye as Library Experiences Phenomenal Changes," *Wichita* (Spring 1998): 14–15; "PC Users Can Now Access CU's VTLIS System," *The Cameron Collegian*, September 2, 1994.

⁶³ "Library Computer Expanded to Provide Greater Access," *The Cameron Collegian*, April 3, 1986; "More Than Meets the Eye"; "Visit the CU Library via the Computer? Sure Can!" *Wichita* (Spring 1998): 16–17; Markanne Talley Rouse, letter to the editor, *The Cameron Collegian*, September 10, 1986; "Cameron Enters New Era; Computers Break Down," *The Cameron Collegian*, September 17, 1986; Sheree J. Fortney, letter to the editor, *The Cameron Collegian*, November 26, 1986; "Students Offer Petition to Davis," *The Cameron Collegian*, November 12, 1986.

⁶⁴ Robert S. Phillips, memorandum to Dr. Charles Smith, January 29, 1988, Folder 3, Box 1, CLC; *Faculty Handbook* (Lawton, Okla.: Cameron University, 1983).

⁶⁵ "Discover New Worlds," Cameron Library Year of the Renaissance Festival Program, September 1991, Folder 8, Box 2, Festival I Collection, Cameron University Archives, Cameron University, Lawton, Oklahoma; Sophia Diaz, "Exhibit Adds Culture to CU Resource Center," *The Cameron University Collegian*, March 4, 2002; "The Old West is Revisited at CU," *The Cameron University Collegian*, September 29, 2003; "Library to Display Mammoth Tusk," *The Cameron Collegian*, September 10, 1993. Librarians would continue to host displays and lectures.

⁶⁶ "A Reference Guide to Cameron: The Ten Members of the Class of 1914 Would Never Have Recognized the Cameron of 1984," *Wichita* (1984): 32.

CAMERON UNIVERSITY'S LIBRARY

⁶⁷ "Library Trashes 200 Books," *The Cameron Collegian*, November 12, 1993; "Students OK Resolution on Disposal of Books," *Lawton Constitution*, November 16, 1993; "SGA Passes Bill on Books," *The Cameron Collegian*, November 19, 1993.

⁶⁸ "Archives Provide Opportunity to View CU History," *The Cameron University Collegian*, September 20, 2004.

⁶⁹ "Search with Ease," *The Cameron University Collegian*, September 20, 2004; "Library Implements New Security for Books," *The Cameron University Collegian*, October 11, 2004; "Grant Sought for Library Update," *The Cameron University Collegian*, September 7, 2004.