

**FLORIDA**  
**VACATION READERS**

**REGATTA**  
**RIGGING**

**for**  
**CHILDREN'S LIBRARIANS**





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REGATTA RIGGING  
FOR  
CHILDREN'S LIBRARIANS

by

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DEPARTMENT OF STATE,  
DIVISION OF LIBRARY SERVICES  
TALLAHASSEE, FLORIDA

1970



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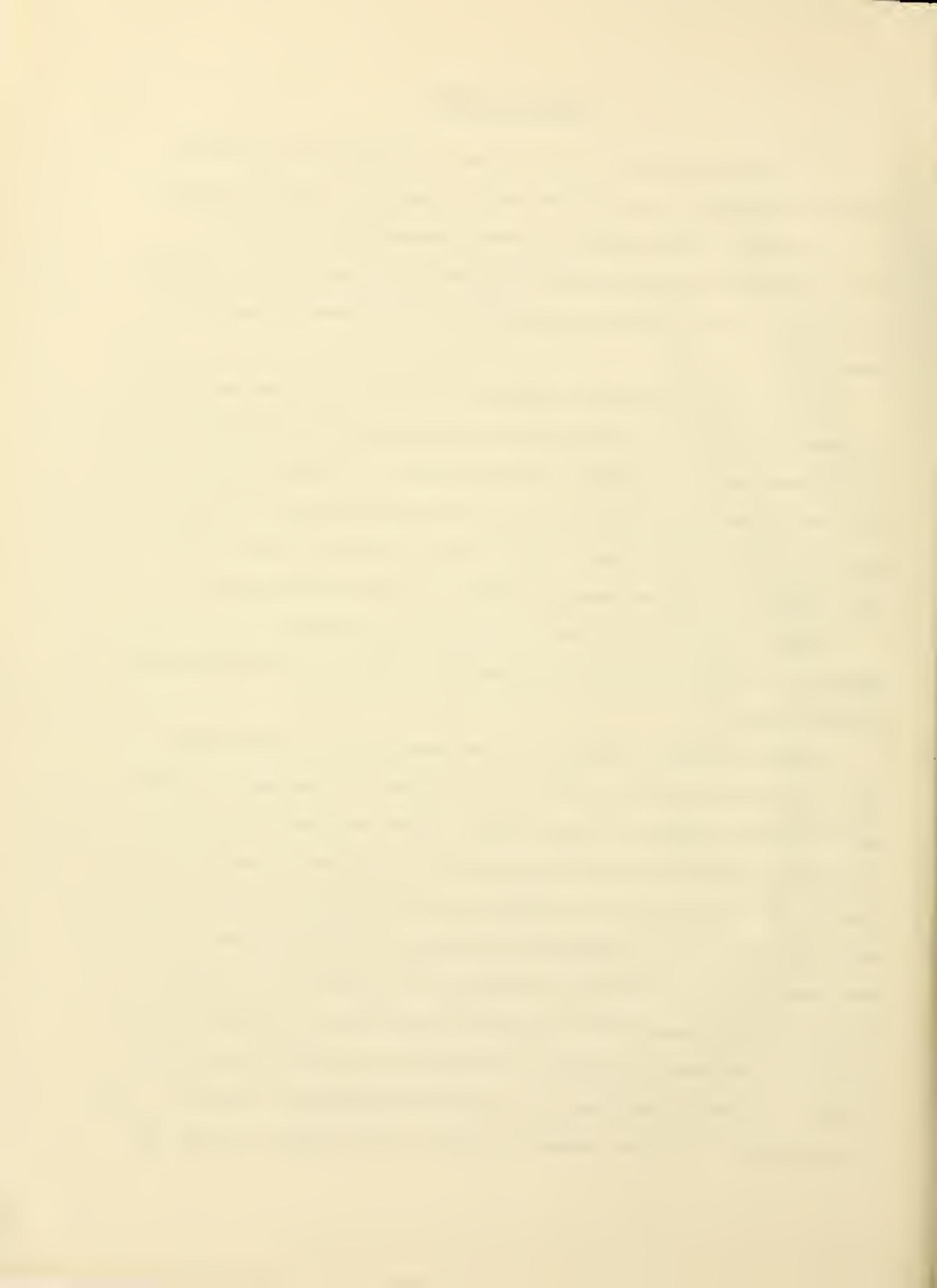
## READYING THE BOATS

All winter long, people think and plan for warm weather. There are those who read seed catalogs and those who lie under sun lamps but this year you, as Children's Librarians and Directors, responsible for children's services, have been looking forward to open waters, the sun on the sea and a brisk wind of interest to send your Reading Regatta streaming across the Summer of 1970

A good sailor plans ahead anticipating, hopefully, all the hazards of the course; plotting the maneuvers necessary to insure smooth sailing; and he also looks forward to a happy, festive homecoming. He wants, first of all, to let his friends and often the world, know he's outward bound. Next he must plan for a first, successful launch and all the while he wants to have things happening along the shore and sights to see as he travels too.

These, then, are the points we will cover in this manual for you, the captain of the fleet, so that you and your crew will have an exhilarating and successful summer.

Before we set sail, however, for new hands on deck, we would like to say a word about past summers, 1968 when we jousting in a Tournament of Books and 1969 when we trekked on a Summer Safari. These were the first two years of a unified state-wide summer reading program for children in the State of Florida. In 1969, the State of Oklahoma contracted with Florida for the plan and its materials also. The program was conceived by Mrs. Mary Jane Anderson, then Youth Services Consultant on the staff of the Florida State Library. All plans and the philosophy behind them were evolved by her in conjunction with a committee of Children's Librarians from Florida and including Miss Mary Ann Wentroth, Children's Consultant for the Oklahoma Department of Libraries. Cost of the program was entirely funded from Title I of the Library Services and



Construction Act as a service above and beyond that which would be possible for a single library to offer. In 1968, 72 libraries participated. In 1969, there were 76 and in 1970, we will have 85 individual libraries and library systems including again Oklahoma, the Florida Library for the Blind and Physically Handicapped at Daytona Beach, two Sunland Centers for the Mentally Retarded (Orlando and Gainesville) and the South Florida State Hospital at Hollywood.

Materials this year were designed by Mr. Rudolph Jegart, Associate Professor of Art at Florida State University.

The program has gained national publicity and recognition and has proved its worth by its increasing use and the satisfaction its participants have expressed. We hope you too will enjoy your summer, this year under the flags of a regatta, and come home to port tired but happy in the knowledge that your young patrons have had a summer that was fun!

If you have used the Tournament or Safari programs you will find little difference this year with the Regatta. We want to repeat the objectives almost as they were given last year, since toward them you will work.

1. The Regatta is open to all children who can read.
2. Each child maintains a personal reading record, stamped by the librarian as books are completed.
3. Each child has this record begun, by having his name written thereon, the day he joins. He also receives an ID Card on that visit.
4. Each child who reads at least one book receives a button when the book is recorded in his folder.
5. Reading records are interchangeable between library systems should a child move or spend part of his summer elsewhere.
6. Children participating in the Regatta are not required to read from prescribed lists nor to compete with other children in devised contests of any kind.
7. Certificates of merit or rewards of any kind other than an



awareness of personal satisfaction will not be used.

8. Reading during the summer is for fun!

It has been and is the belief of children's librarians in Florida that any child who can read has the right to do so for his own pleasure without pressures from adults and that he has also the right to have a quality collection of books, varied and well-written, easily accessible. In short, we believe reading should be fun and we so desire to present it to children. This, then, is the purpose behind each part of the Florida Vacation Readers plan and all parts have been thought out with the intent of reaching this goal.



## CHARTING THE COURSE

No one purposely sets himself a tortuous path unless he is trying to prove only that he can do it. This is not your purpose. A simple course with time and emphasis where it really counts will take you most successfully to the finish line. In order not to be off hand and miss some of the markers however, let us outline procedures.

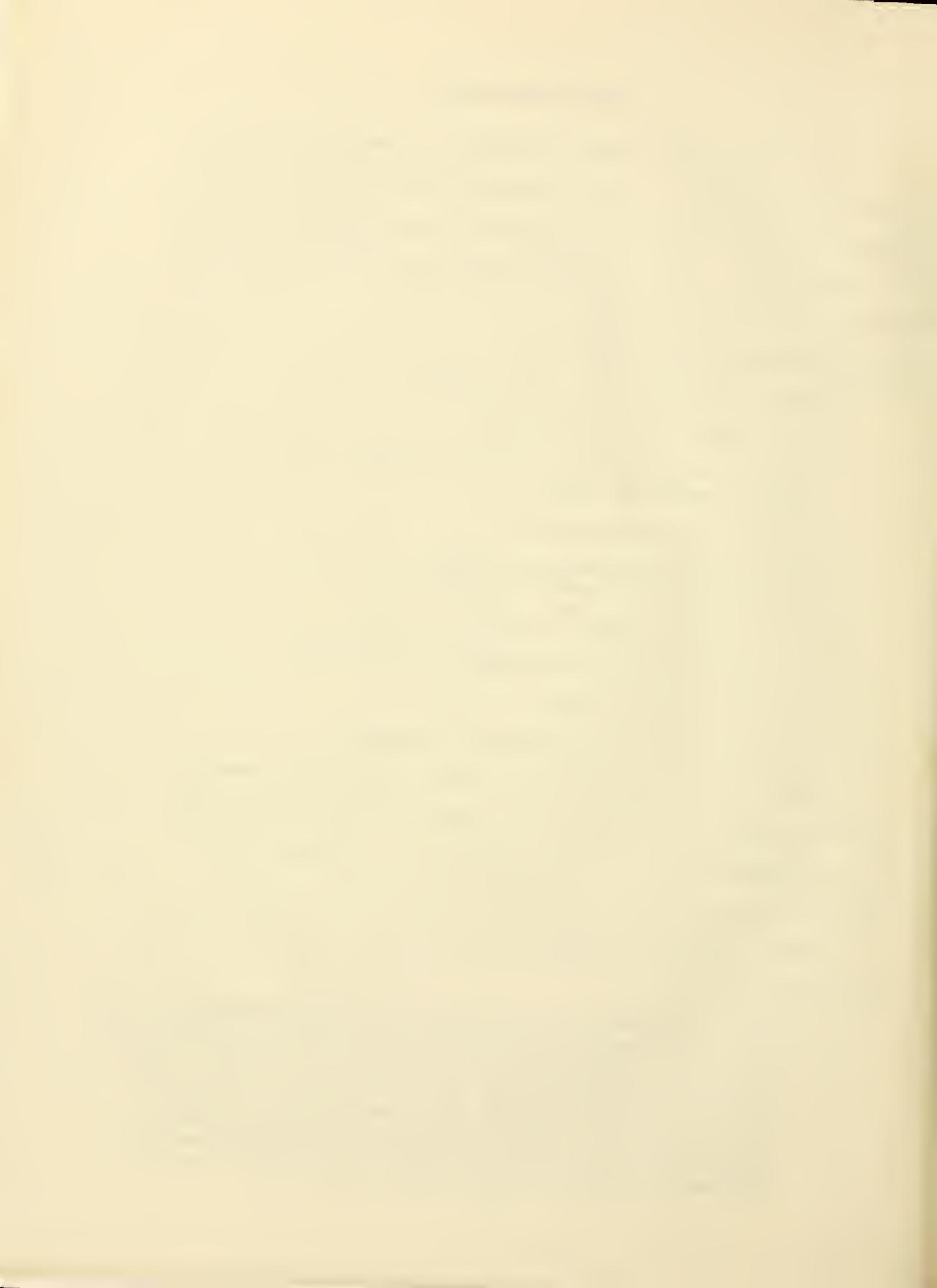
### These Are The Things You Need To Consider

1. Opening and closing dates for the program.
2. How to handle registration records.
3. Shall the reading folders be kept at the library or by the child during the summer?
4. What shall be recorded and how?
5. Where shall we have headquarters in the library for this program and how shall it be manned?
6. The extent of personal contact with each child.
7. Programs, displays, and other special related events.
8. How to wind up the program.
9. Publicity before, during and after the program.

Certain of the listed items will be dealt with separately; namely, publicity, programming and winding up the program. As we have already said in our introductory chapter, the firm guidelines are very simple for this program. Practically no hard and fast rules exist.

However we offer some suggestions now on points one through six that should prove useful.

1. Dates - It has been found that starting the program immediately after the close of school is most successful. Since much of your publicity will be done in cooperation with the school, no time lag should occur after the children's enthusiasm has been aroused in school. Number of weeks of running time is not specified but since all capabilities of children must be considered, ten to twelve weeks is suggested. There are twelve lines inside the reading folder which the child is encouraged to fill. Many children will not need twelve weeks to fill them but what about those for whom a book a week is a major



accomplishment?

A closing date is likely to be determined by staff vacations, by a possible local vacation period for an industry which takes a majority of families out-of-town for August. On the other hand, vacation has begun to pall by August for many children and the need for more pastime is apparent. Public school libraries close in August too if they have been open during the summer. Whether you conduct a two or three month program, publicize your dates well and continuously and then be firm. Children understand fair rules. Parents are the problems. Don't let them be.

2. Registration Records - How you keep these will be determined largely by how the children are to receive their folders when the program is over. Some libraries just have the child keep his folder when it is filled. Others have had fairly elaborate presentation ceremonies either at the library or in another central location where all can be accomodated. The presenting of certificates has previously been a part of this type of ceremony. Since we are not to use certificates this year, a simpler, more informal denouement is indicated.

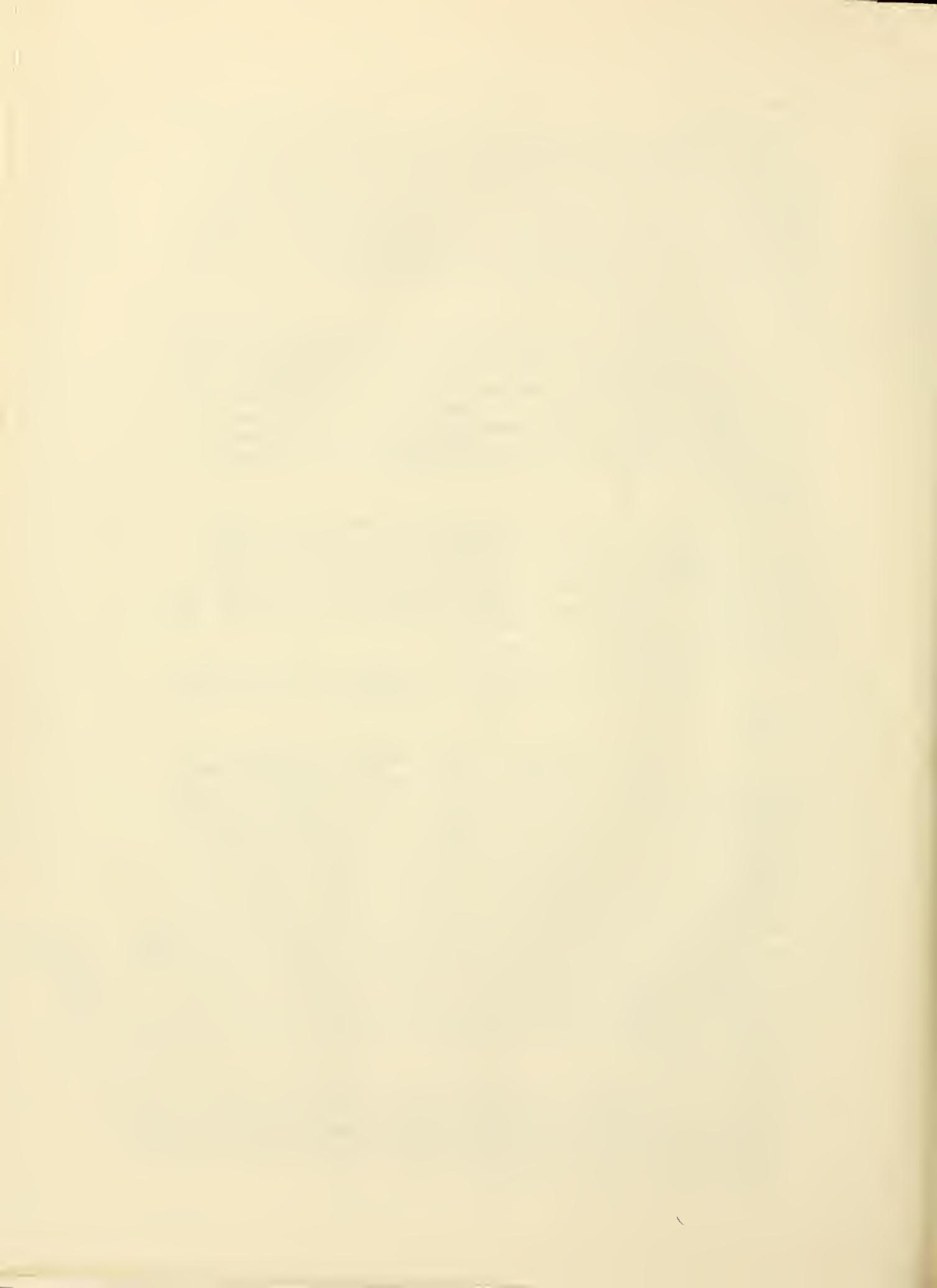
In any case, you will want some record of those participating if for no other reason than to satisfy the insistent child who says he "signed up last month" and has read three books already. If you have no way of knowing who did and who didn't, you are non-plussed. Of course, his reading record will be there if you are keeping them, but if he moves and when it's all over, you want to return his record, how will you do it?

It is suggested that you keep a 3 x 5 scrap card file, alphabetical by last name, showing name, home address, school and new grade.

3. The Keeping of Reading Records - There has been a division of philosophy on this. The space limitations of bookmobiles have caused many units to have to give a child his folder to keep and bring back with him each time he comes. It is reported that this works fairly well. However, we suggest you seriously consider retaining the folder all summer to insure against losses and forgettings. It is very difficult to discuss books with children with any accuracy several weeks after the fact. Remember, part of the program guideline is that you do this, before stamping his record. This is not to be construed in any way as an interrogation but should be regarded as your opportunity to gain insight into his individual tastes and abilities. By the way, do you leave bulletin boards or moldings from which the reading records can hang like pennants? Susy can proudly remove hers on arrival each time at the library and bring it to you for your attention if you'd like to try that method.

*idea section*  
\*

4. What and How to Record - This is purely a decision based on space limitation in large part. The twelve lines inside the folder are short. Let's forget about the conventional library approach to the listing of books and not put on authors' names. Although older elementary



school children are familiar with a card catalog title card, it does not mean that they, like we, think an author must precede a title. In fact, this is illogical to lay people. Who talks about Alcott comma Louisa May comma Little Women? We say Little Women and, as an afterthought, by Louisa May Alcott. The title's the thing. Record only it. <sup>the title</sup> A word here about personalizing. It is highly recommended that you forget that handy dandy gadget, the typewriter, even in the interests of legibility. If you, as a person, have listened attentively and with interest to a child tell you, person to person, what he thought about the book he has just lived in, isn't it more warmly personal to smile, take your pen and print (please!) the name of this book which has meant a good deal to him?

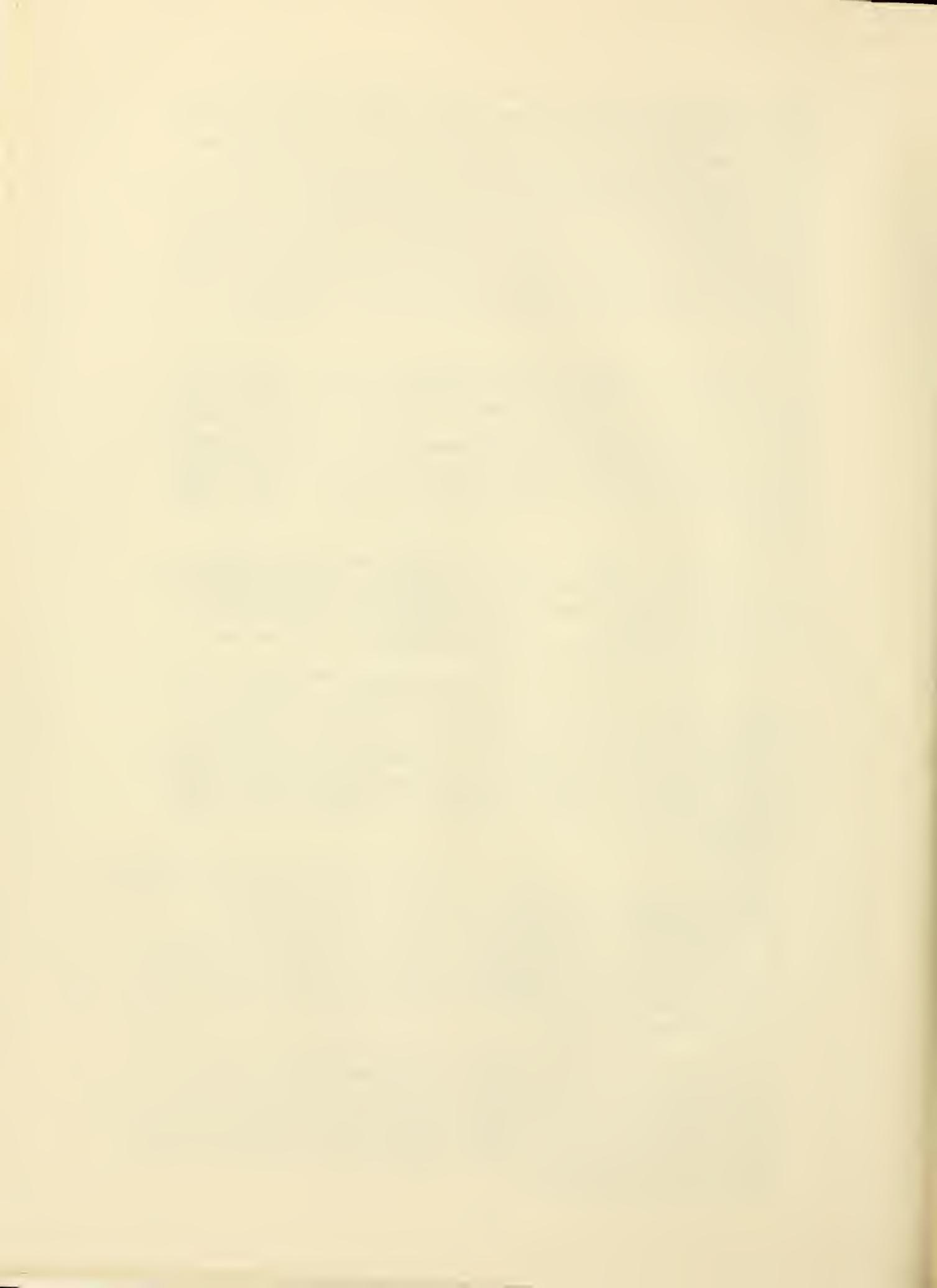
And speaking of logic, let's not print his name at the top the way we do it on his patron registration file card! To him, he's not Jones, John. He's John Jones! Yes, we know it's a mite harder to file that way but you can cope! It has been found that, particularly in larger areas, many staff members or temporary helpers are not familiar with the spelling of certain street and school names. Encourage them to take the time to spell everything right. These are details where careful attention to correctness is not a waste of time!

The question of where to put the symbol stamp is debated each year and this is really entirely up to you. A uniform practice for all staff to follow is advised but experiment a little first and see where it looks best. In the previous two years programs, some very interesting symmetrical arrangements have been used.

How you want to record titles on the back of the folder is also up to you. The heading indicates that the child can go on with this himself and this was done in an attempt to downplay the accumulation of an inordinate number of books which is discouraging to less facile readers. It also gives the short-staffed library a chance to graciously say "no more" when twelve books have been listened to. Since no recognition of number read is to be given, the fullness or blankness of this back side is of no significance.

5. Headquarters and Its Staffing - Most libraries are most ingenious in devising a station which, this year, we are inclined to call "homeport". We have seen castles and jungle huts made out of Children's Librarian's desks or small tables in the children's corner of a branch library. We think you will want to have some such place a little or much away from the main desk where the children can go and wait until you are free to talk with them and where the materials for the Regatta are kept.

Staffing this station is often a problem especially for the one-woman operation that small libraries frequently have to be. It is suggested that volunteer help be seriously considered. High School service clubs can often be approached and young people of this age readily trained. Advice on what book Susy would enjoy next is another matter and your business or that of an unusually knowledgeable non-professional.



6. Personal Contact - Remember the essence and the delight of this program is the individual contact you have with each child. This should occur at two points; one, in helping him choose his books and, two, when he comes to tell you about what he has read. Cut if you must (and probably should) all your red tape but keep these contacts open!



## RUNNING UP THE FLAGS

Since the best laid plans will come to naught if ample and adequate publicity is not given them, we want to devote a section to it here.

For the two previous years we have been most fortunate in being able to supply television stations throughout the state with a spot "commercial" to use as a public service. Station WJXT in Jacksonville, Florida, has filmed these for us at cost and done a splendid job. Unfortunately, because of the precarious condition of LSCA, Title I, funds until very late in the 1970 fiscal year, we are unable to carry on this part of the program. We, therefore, encourage any of the larger library systems that have any facilities or rapport with local TV stations to do their utmost to work out spot announcements with them.

Radio is quite another matter, much easier to handle and one that your publicity person is probably quite in the habit of doing. If you are the PR person plus being the librarian and the janitorial staff, but have never approached a radio station, now is your chance. Write out the facts briefly and be as "catchy" as you can. Really listen first to some good radio commercials and see how the essential facts are there preceded and ended with a good phrase. Don't be wordy. They'll only cut it in the wrong place! Carry your copy personally if you can but write a good cover letter in any case. Tell the station between what dates you would appreciate having it used. Write the station to call you for further information.

All types of news media are important. Your daily or weekly papers, small neighborhood publications, school newspapers, all need articles at the beginning of the program, intermittently through the summer and at the end. Try for a photographer whenever you can! Don't forget the Friends of the Library newsletter. It is suggested that large libraries with a PR person coordinate



this type of publicity through that department.

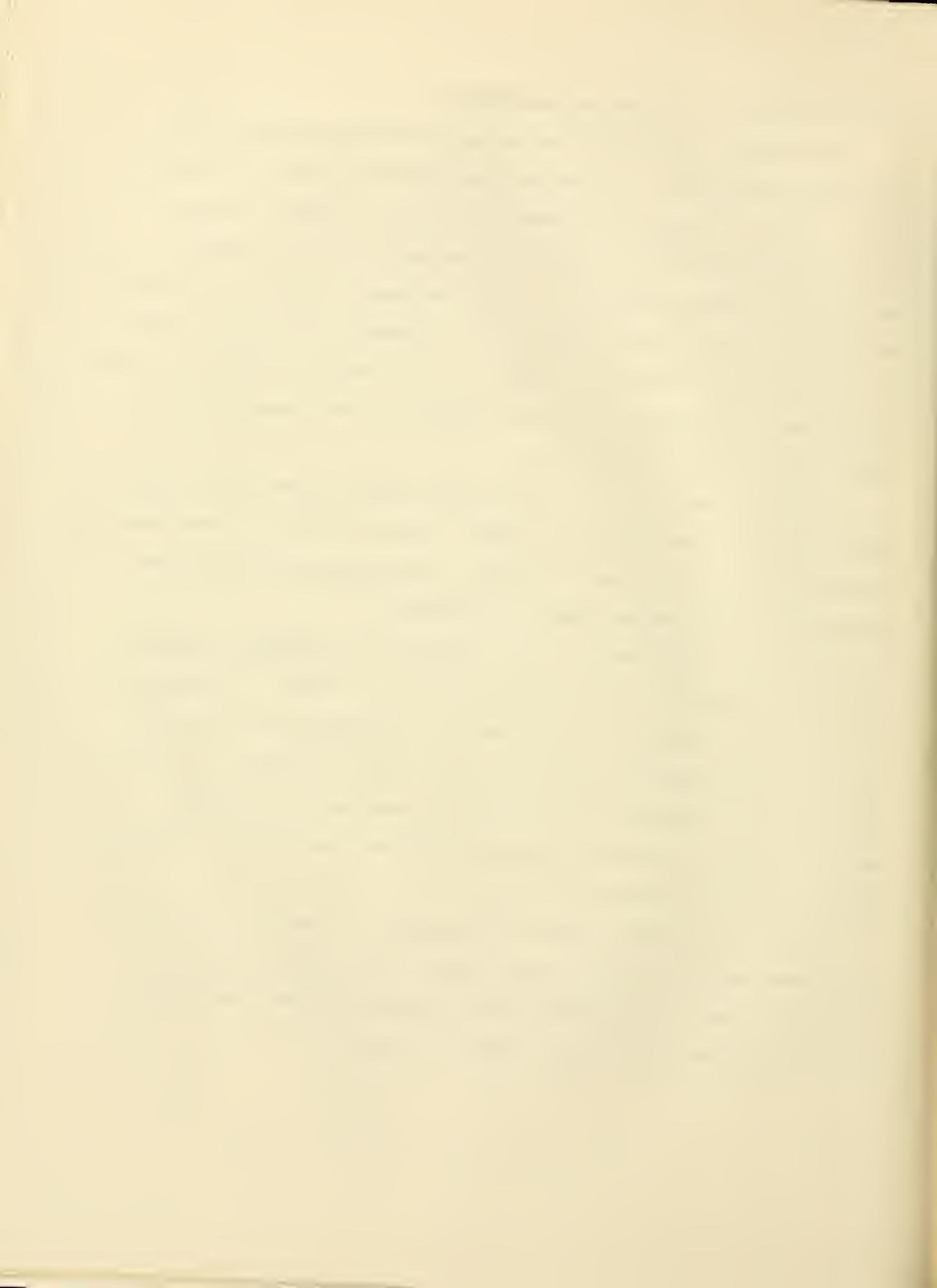
Other types of publicity you may or may not wish (or be able) to put through the PR department. Don't neglect close touch with public and private schools. This is a program which touches their charges and yours. Let them know what you're planning and, ideally, get permission to visit classrooms leaving Regatta bookmarks behind you. Auditorium appearances are not recommended because here again the intimate contact with individuals is not possible. Stop in to see the school librarian and find out if the library will be open this summer and what special activities are planned. Leave her a poster advertising the Regatta. She is your friend and ally.

If you are unable to visit a school (after earnest effort) write to the principal enclosing bookmarks and/or posters. Ask him to have the program announced, as close to the end of the year as possible. In any case, the school is your best point of contact and its help must be enlisted.

Now travel about yourself and get permission to put posters in strategic places in the community. It may be the laundromat or the Mall. You know where!

Publicity about special story hours, film programs and the like needs to be done through news media whenever such an event is approaching. Try to be inventive and to avoid long lists of children's names who have joined the Regatta. Of course, no mention of how many books they read or even, in the end, they all read the magic number 12!

Do not feel limited to the use of the materials we supply. If you have bright ideas and the materials at hand, expand on these basic outlets we have suggested. Be sure to send us good ideas that proved seaworthy when it's all over so we can pass on your ideas to others next year!



## THE STARTER'S GUN

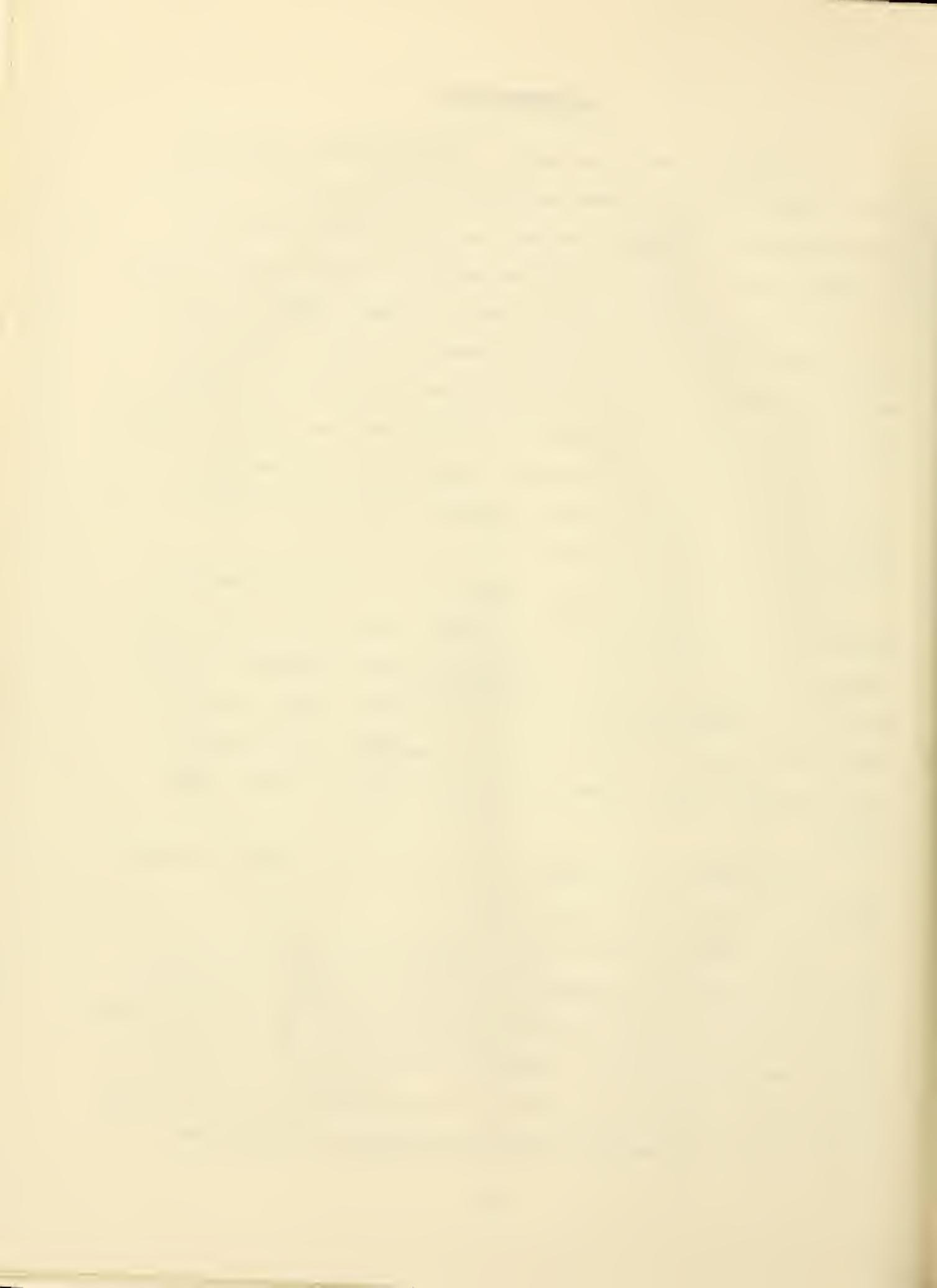
And now you are ready to set sail. In the pilot house (which used to be the Children's Librarian's desk) the materials are all laid out. There's a yachting cap full of buttons. You won't need these the first day because the sailors have to have read a book after registering before they get buttons.

There's a sea chest which holds a supply of reading records. There's a tin cup with ID Cards and another with bookmarks. A supply of pens, the rubber stamps and an ink pad are ready (not needed till tomorrow, but ready.) Also a stack of 3x5's are there and you'll probably keep them filed in a biscuit tin. You seat yourself in your captain's chair (which you borrowed from a friend's dining room for the summer) and when the doors open, your first young mariner appears on the horizon.

Invite him to sit on the other captain's chair you borrowed and write out the registration card with his name, address, school and new grade. With a pleased smile you now inscribe an identification card and present it to him. Next you take a reading folder and put his name thereon. There's room for school and/or grade if you desire. Give him a bookmark even if he says he got one at school because it does tell the procedure and the dates of your program.

"You're started," you proclaim. "Hop over and pick out some books and stop back so I can see what you chose, OK?"

Now the reason for this is, again, reading guidance tailored to his needs, not an overture to informing him, "Oh, that's too hard (or too easy) for you!" Once a child is in the habit of showing you his books before he leaves the room for charging out, he'll always do it and also begin to find his way around among the sections to his liking. If you are absolutely sure he's taking a wrong tack, hop up yourself and help him to something more appropriate. .



We hope, of course, that the **helmsman** (that's you) will take time to cruise the shelves with him anyhow whenever it's not too busy.

When he returns a few days later, there you are ready to find his folder and, after he chats a minute about his books, write down their titles therein, stamp them ceremoniously and reach into the cap for a button which you proudly present. (You are proud of his first voyage, aren't you? He is.)

That's really all there is to it except that there's lots more. Let's take a look.



## HIDDEN REEFS AND SHOALS

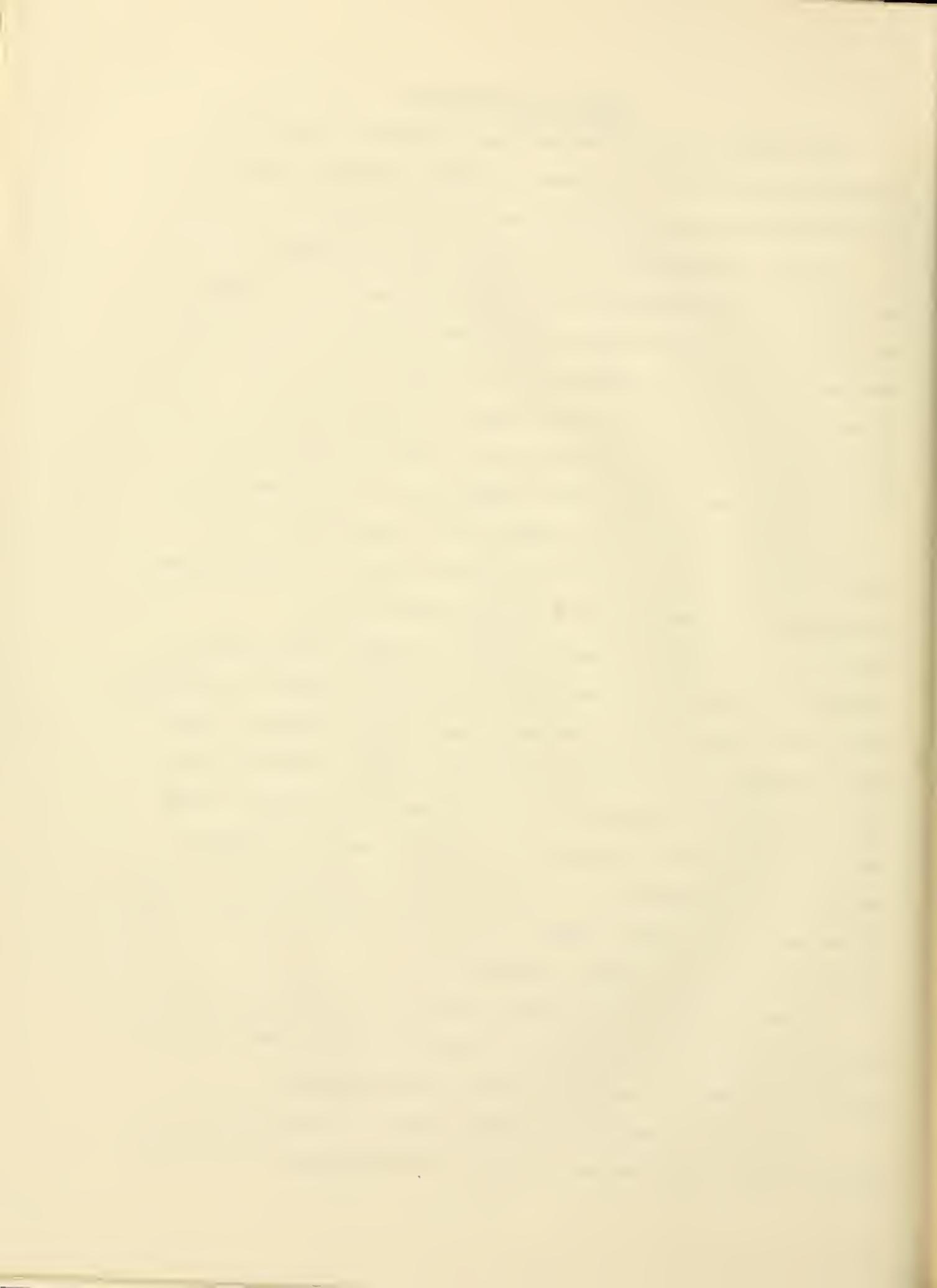
Even the most ancient of mariners cannot predict or chart all the hazards that lie in wait for the unwary. A number, however, have been revealed through the years about which we want to tell you.

Rigidity is something to guard against. The palms bend in the hurricane wind and seldom snap while the mighty oaks go down with a crash. This year you will notice we have stipulated that a child only be able to read, not necessarily have completed the first grade, to participate. It has been found that there are a goodly number of pre-schoolers who can read and so should be allowed to join the program. Bend, please, don't snap. If he really can't read and Momma thinks reading to him is sufficient, be firm.

It is generally felt that interest in this program does not exist beyond the sixth grade. Don't force it on those older. We'd like to suggest you experiment with something for junior high people if you'd care to. But if a seventh or eighth grader truly wants to join, let him. Please don't embarrass him by returning his folder in his junior high classroom. You will have gained an enemy. The only other rigidity we support is your firm closing date if it has been thoroughly publicized. We're sorry the Smith family was on vacation when your closing date rolled around. Lots of families have even taken unplanned-for, last minute vacations and Dad has dashed in with the children on their way out of town to finish up the longed-for reading folder. Anyhow, remember, filling the folder is not your main goal, only a nice thing to have happen, remember?

Flexibility with the timid child, the one who obviously isn't up to his grade level, the child who wants to bring his pre-school brother to the program you planned for sailors only is the only good approach.

Running out of supplies is a possible hazard. Please contact us as far in advance of this disaster as you can. We can't promise but we'll try.



Running out of books could happen though usually doesn't. However, the State Library expects to discontinue group loans to established systems for the express purpose of supplying this summer program. We suggest that a Children's Librarian confer with her Director at once over book budget if it has been her habit to depend on the State Library for this annual help. We will be happy too to work on the problem with her for another year if she will but call upon us.

A confusing whirlpool has deepened in some metropolitan areas at least within the last two years. More public school libraries have been kept open during the summer months. There appears to be no generally coordinated program activity in these libraries, at least in most counties. It had been our hope to select a pilot county for summer, 1970, and work with the Department of Education in a coordinated program. Federal fund uncertainty again caused us to decide against it until another year. In the event we can plan for 1971 it will be initiated by the two departments at the State level. Meantime, any suggestions about cooperation will be welcomed by this office. We cannot afford to supply materials to school libraries this year but a cooperative funding program might be worked out another year. We, therefore, encourage you to be aware of school library activities and establish rapport with personnel as well as an understanding of the natural confusion that may result in some places over a child's participation in two programs.

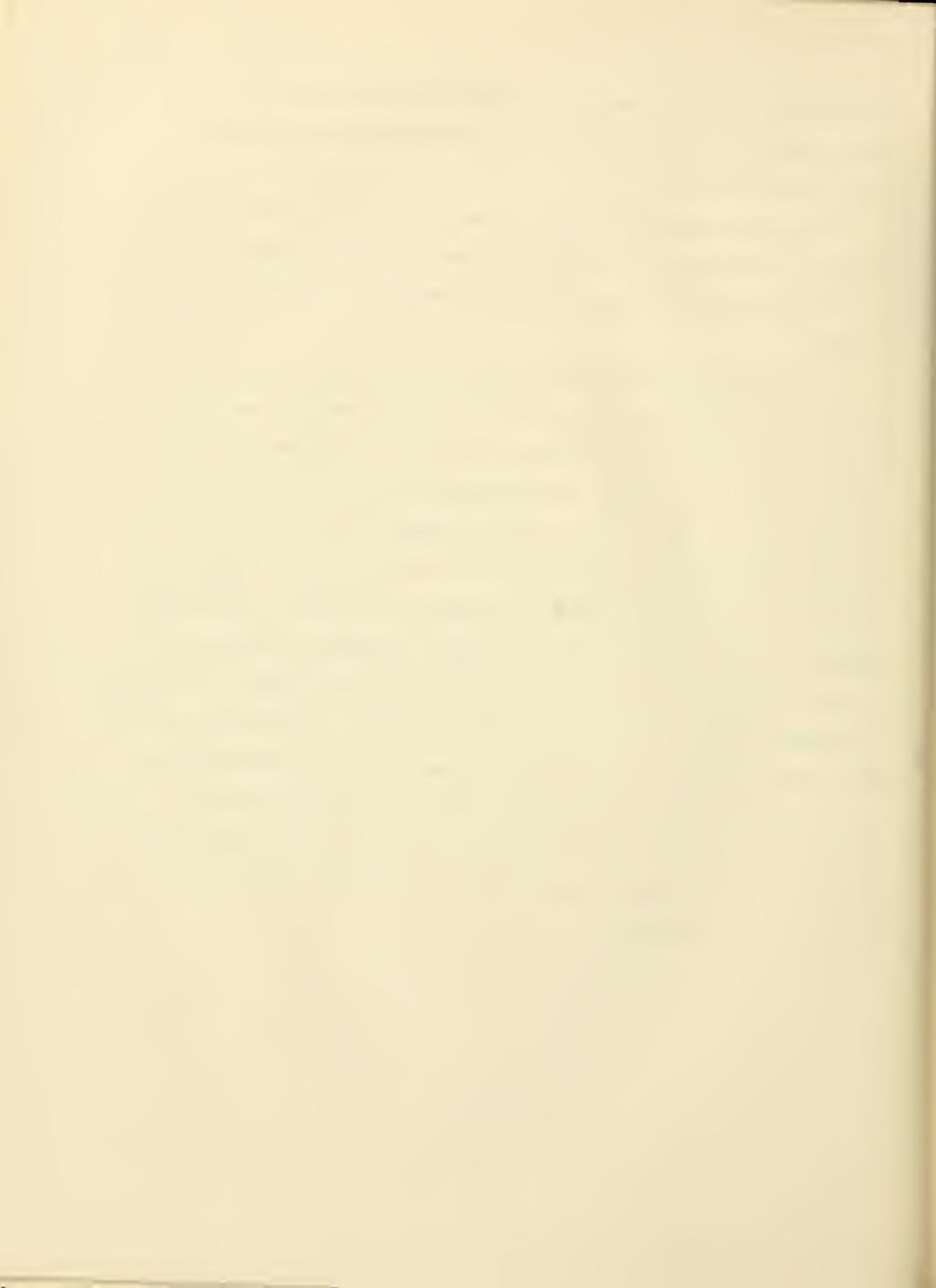
We have already touched on the all-too-evident shortness of staff as a hazard. We earnestly suggest you plan for all the help you can get by investigating volunteers even if you have not used these people before. In any event, plan a workshop with all employees who are going to help with this program. (Large systems should brief staff at department head meetings but encourage them to have their staffs refer questions from patrons to the children's department.) Active workers in the program should know as much about it as you do, especially



the philosophy on which it operates. This thorough familiarity will prevent different interpretations of the guidelines to the disgruntlement of both patrons and staff.

Some parents can be a hazard to a program of this kind. They come in two varieties, the impatient and the overeager. As a children's librarian, you suffer for the child involved. Tact and pleasant firmness and sympathy are your best aids.

If you are the harried Head Librarian with no person especially responsible for children's work to aid you, you yourself can be a hazard. You may subconsciously feel that the program is taking an inordinate amount of your time, that you really don't know much about children and their books, or maybe that we're wrong in some of our philosophy, especially when we are rather insistent that no rewards be given of a tangible nature. Please be assured, first, that we understand your feelings and, further, we congratulate you that, even so, you want to try this program. Now please allow yourself the exhilarating pleasure of "thinking differently" for the summer. Consciously tell yourself that the children are of equal importance with your adult patrons. Tell yourself you will be extra clever this summer in handling both in as fair a way as you can. Give yourself the great pleasure of relaxing with the children and getting to know them and their literature. And, finally, give them a reward. Give them your smile and your friendship and your encouragement. You'll be rewarded too!



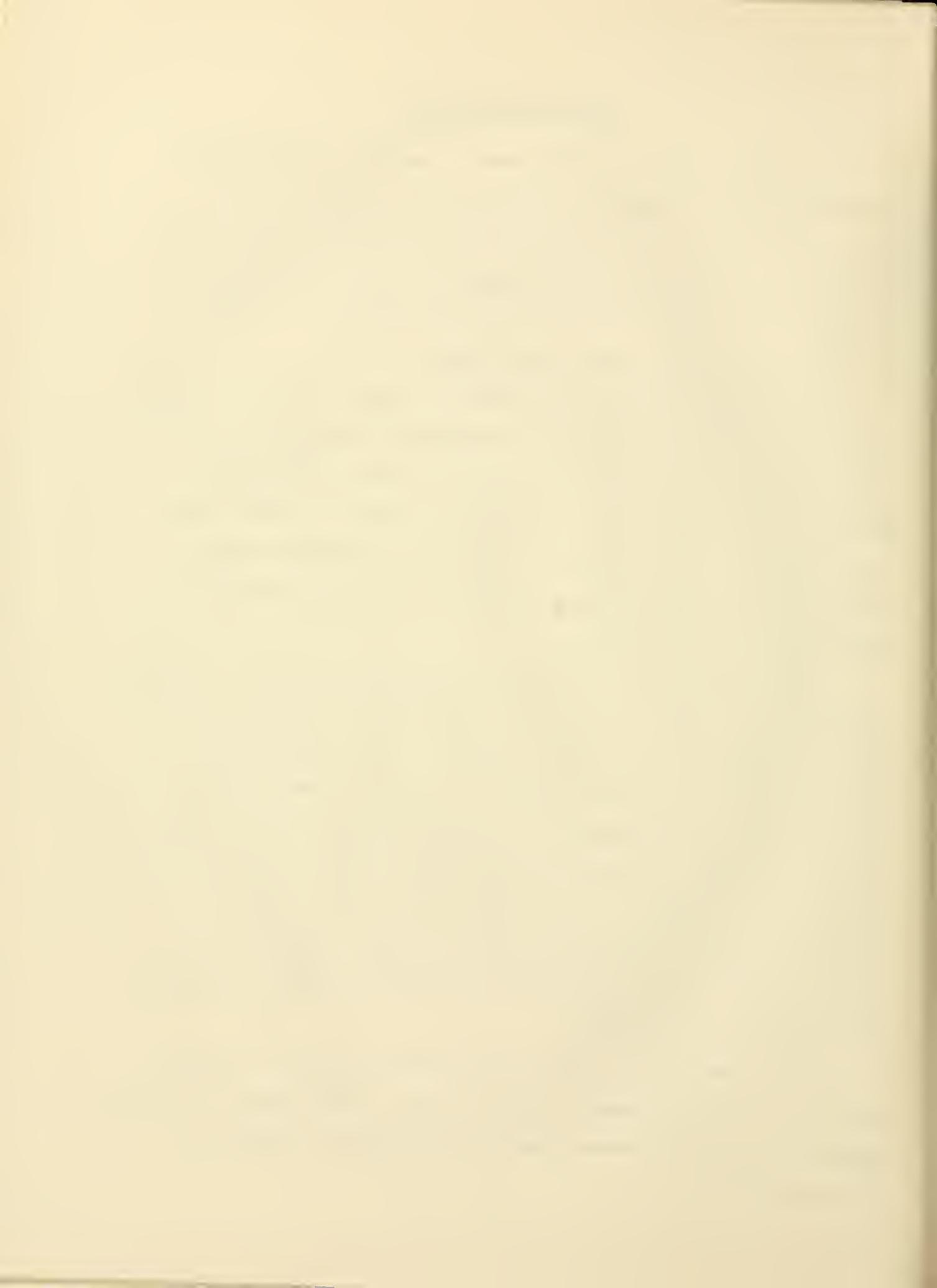
## LIGHTS ALONG THE SHORE

We hope your heads have already begun to buzz with forming ideas for enlarging on our theme. What extra added attractions you will be able to produce for the delight of your young seafarers will depend on your time and ingenuity. The materials sent you are meant to be a base for your operations and can, if used cleverly, be entirely adequate in themselves. We hope you will use them to their fullest possibilities.

Book displays within the library should be a must. The Regatta streamer will be useful here since it fits a conventional book display rack. Examine fiction and nonfiction and picture books with a weather eye to what might be appropriate. Do not limit yourself to sailing. Consider the water, the life in and around it in all its aspects. Ghost ships have sailed the seas, lost cities have sunk beneath the waves, science has created oceanography and poets have written about the deep.

A watery imagination will stand you in good stead when you begin to think of programs for the summer. Story hours, picture book hours, read-alouds are things to think about either regularly scheduled or as special events. We think personally that a half hour weekly read-aloud in the hot weather is a most pleasant activity. The preparation is not great except that it will require thought in choosing a well-balanced program (easier after you see what kind of audience you're attracting.) Do read your material through ahead of time so that you'll be fluent. Continued stories from one week to another are not too successful usually. Can you find a 9x12 rug which can be your Read-Aloud Raft, unrolled for the occasion?

Please remember, that if you do theme booklists, they are to be only suggestions and not requirements. Be sure you have an ample number of duplicate copies of the titles you choose otherwise a list becomes a frustration to the patron and you.



Film programs and puppet shows are more ambitious but if feasible, certainly to be encouraged. Special displays of sea gifts, once animate like coral or the shells of strange creatures, twisted driftwood and bottles found floating. Ask the Boy Scouts if they would do you a knot display. How about old maps and charts? Get the weather flags and string them across the room. How about persuading a marina to donate a catboat for the summer which can be rigged inside the children's room and loaded with books and aquatic objects? Does your town have a lake where model boat races could be sponsored by you and the Jaycees?

Anchors aweigh!

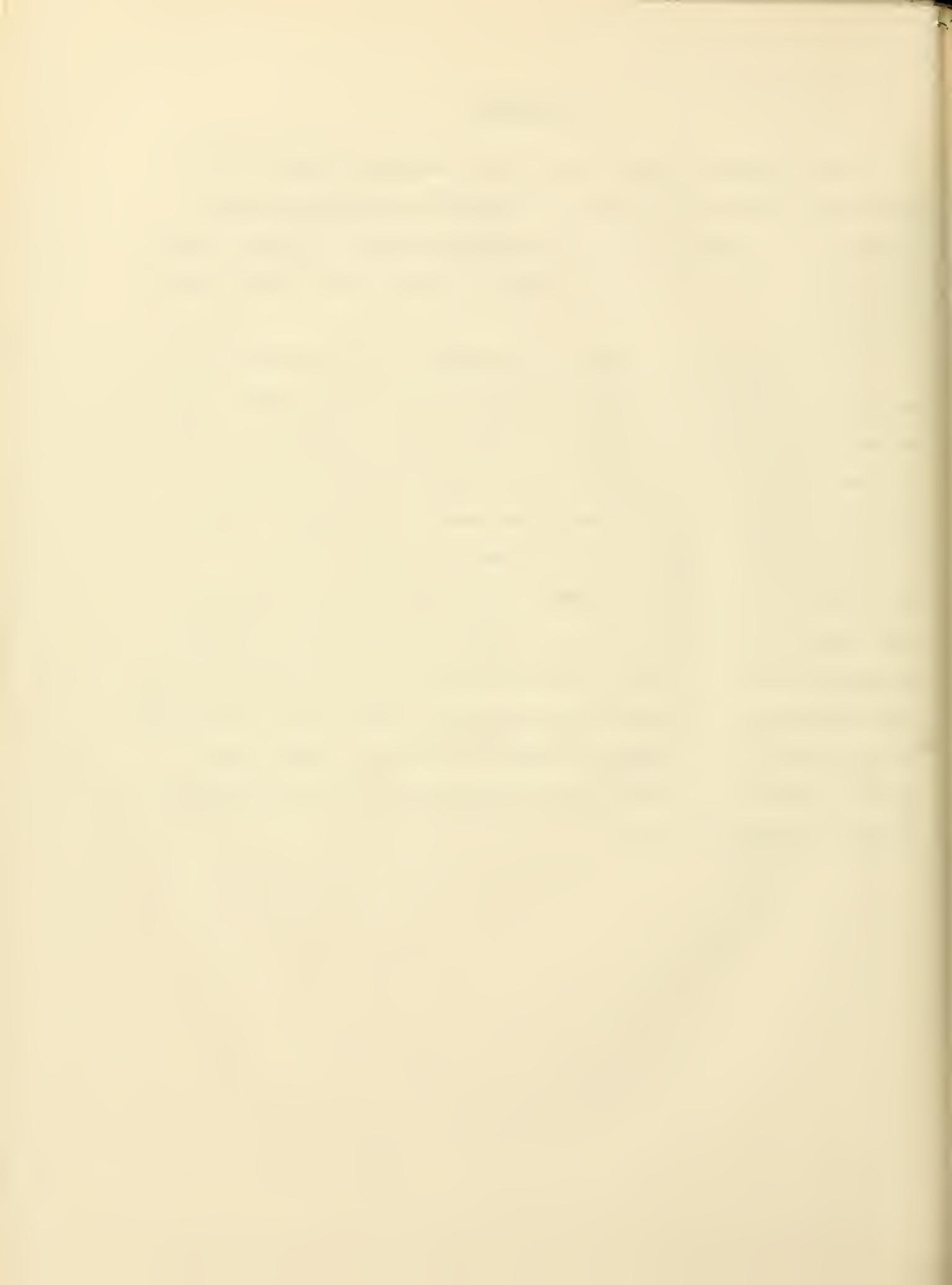


## HOME PORT

We have already discussed briefly how to conclude the Reading Regatta.

The non-use of certificates this year will negate any formal presentation ceremonies. If, however, you'd like a general get-together for Regatta Readers we hope you'll do it. This is not necessarily the best time to return reading folders however.

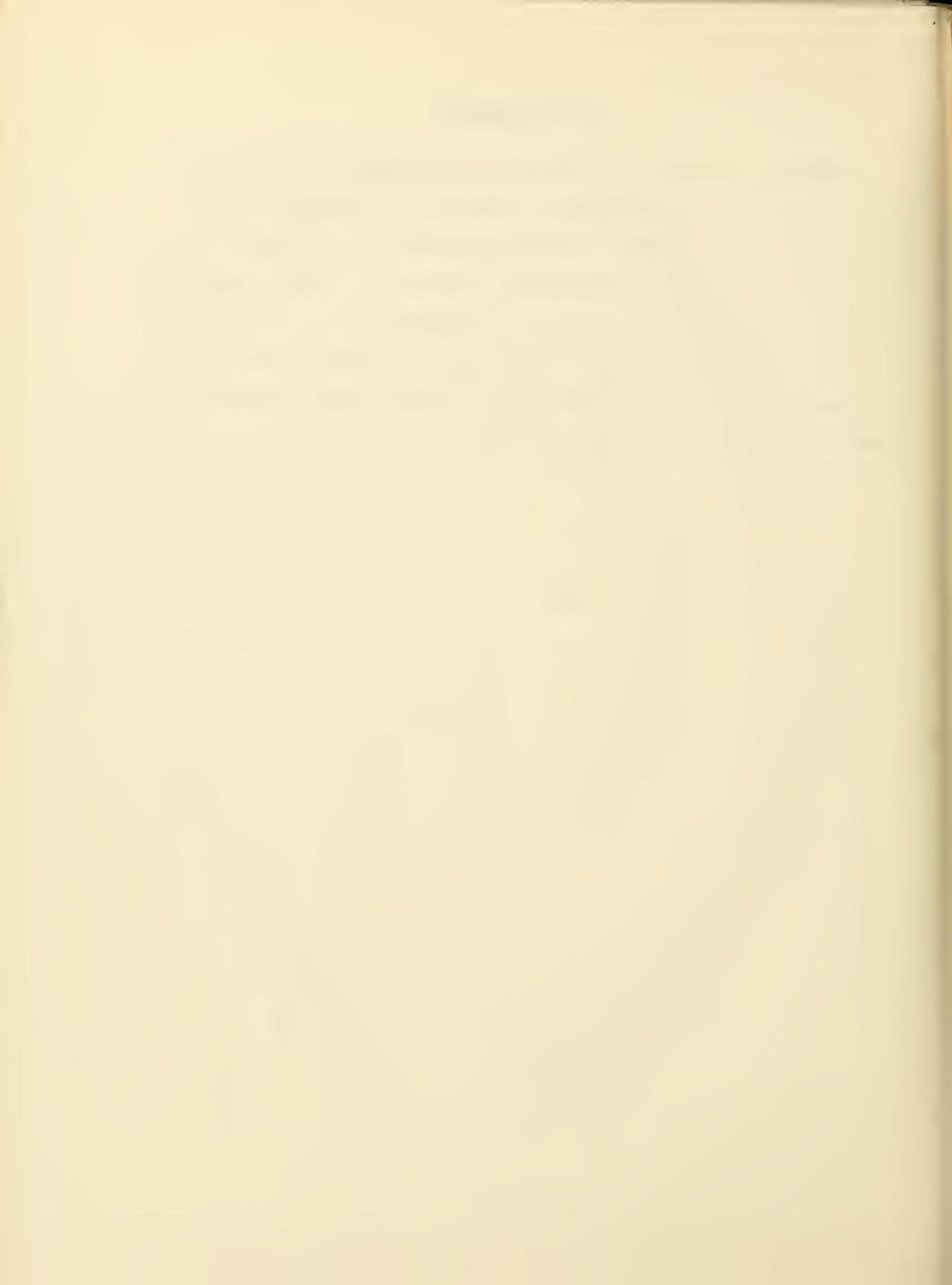
A rounding out of the circle of cooperation you have initiated with the schools is suggested. After the first hectic week of school-opening, call the principals for permission to make a second round of room visits. If you have many schools in your shipyard, do it as quickly as possible while the memory of the program is still fresh in the minds of the children. This is a splendid chance to remind them that the public library is still at their service now that fall is here and you can mention your upcoming story hour series or whatever too. The closer your ties with teachers and school personnel, the better. A private word with a teacher is often possible at this point about extra resources and services the public library has to offer during the coming school year. How about bringing the class for a visit? Don't forget to stop to see the school librarian and thank her for her cooperation in promoting your summer project!



IT WAS A GREAT DAY

We hope it has been . . . . for you and the children. We hope you have suggestions to give us and constructive criticisms of all materials and the philosophy behind this program. Perhaps you have some new and totally different ideas about public library summer services to children. Please tell us. For your convenience we include now an evaluation sheet which we ask you to return as soon as your program closes. (Also, we include a re-order form should you need more supplies.) Please attach sample booklists and photographs, if possible, of your interpretation of this years theme.

Bon Voyage!



READING REGATTA  
EVALUATION QUESTIONNAIRE

NAME OF LIBRARY \_\_\_\_\_

ADDRESS OF LIBRARY \_\_\_\_\_

I. Name and title of person who was in charge of the REGATTA?

\_\_\_\_\_

II. Statistics:

A. Number of children who registered for program? \_\_\_\_\_

B. Number of children who read at least one book (thus earning a button) \_\_\_\_\_

C. Number of weeks REGATTA lasted? \_\_\_\_\_

Inclusive dates: \_\_\_\_\_

III. Publicity and Activities:

A. Were bookmarks distributed in schools? \_\_\_\_\_ yes \_\_\_\_\_ no  
In what other ways were they distributed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Where were posters displayed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Were radio spot announcements used? \_\_\_\_\_ yes \_\_\_\_\_ no

D. Was any TV announcement made? \_\_\_\_\_ yes \_\_\_\_\_ no

E. Were any TV appearances made locally promoting the REGATTA?

\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ no local TV station

If yes, number made \_\_\_\_\_

F. Describe briefly the displays used in the library:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



G. Were any other publicity techniques used? Please describe briefly:

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H. Did the library sponsor

1. A special beginning program? \_\_\_\_\_ yes \_\_\_\_\_ no  
If yes, give attendance \_\_\_\_\_ and describe briefly:

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2. A special finale? \_\_\_\_\_ yes \_\_\_\_\_ no If yes, give  
attendance \_\_\_\_\_ and describe briefly:

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3. Other than beginning program and finale, did you during the summer  
sponsor or conduct:

A. Story hours? \_\_\_\_\_ yes \_\_\_\_\_ no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

B. Picture book hours? \_\_\_\_\_ yes \_\_\_\_\_ no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

C. Spontaneous read-alouds? \_\_\_\_\_ yes \_\_\_\_\_ no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

D. Film programs? \_\_\_\_\_ yes \_\_\_\_\_ no  
If yes, give number held \_\_\_\_\_ Total attendance \_\_\_\_\_

E. Any other special programs or activities? If so, please  
describe briefly and give total attendance:

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IV. And, in conclusion:

A. Were you satisfied in general with using this program, getting materials from a central source, etc?

yes  no  in part  
If in part, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Were the methods suggested for operation sufficiently simple and adaptable for your library?  yes  no

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Would you like the State Library to plan for a similar program with a different theme in 1971?  yes  no

Any changes you would like to see made?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. How about some suggestions for next year's theme?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Mail to:

Mrs. Marianne Hough,  
Youth Services Consultant  
Department of State,  
Division of Library Services  
Supreme Court Building  
Tallahassee, Florida 32304

OR

Miss Mary Ann Wentroth,  
Children's Services Consultant  
Oklahoma Dept. of Libraries  
109 State Capitol  
Oklahoma City, Oklahoma 73105



REGATTA MATERIAL REORDER FORM

Please send me the following additional materials (if available):

<u>Quantity</u>	<u>Article</u>
_____	Large posters
_____	Small posters
_____	Streamers
_____	Bookmarks
_____	Reading folders
_____	Buttons
_____	ID cards

\_\_\_\_\_  
Librarian

\_\_\_\_\_  
Library

\_\_\_\_\_  
Address

\_\_\_\_\_

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