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SUMMER 1953

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CONTENTS

ARTICLES

Oklahoma A. & M. College Library

Edmon Low

3

Friendship through Understanding

Ann Nolan Clark

5

Oklahoma Library Association Convention, 1953

Lucy Ann Babcock

8

Mr. O.L.A. of 1953

Esther Munn Meurer

9

O.L.A. Conference Resolutions

10

A Footnote on Library Service in Brazil

Gaston Litton

13

Library Work Conference at O. U.

Vern Hutchison

14

Bureau of Mines Library

16

FEATURES

A Message from the O.L.A. President

Virginia LaGrave

2

From the Four Corners

11

Who’s Where

15

Meet the Authors

18

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Tulsa, Oklahoma
Another successful association meeting has become history with the attendance the largest on record. A healthy sign of our growth was the presence of the new trustees who took an active part in our program. Group meetings such as these which permit participation by all members are among our good American customs which should be encouraged. These meetings, inspirational and friendly, where we can gain something and give something in return are good signs of our interest in human and public relations. We should exert our efforts individually and as a group to put public relations to work. arouse interest in strengthening existing library facilities and thereby create a demand for better library service in Oklahoma. No longer do makers of mouse traps hide away. They display their wares. Let us make the public conscious of the potentialities of libraries. Any organization without esprit de corps is a lifeless thing with uncoordinated effort and no chance of achieving things worthwhile. The expressions of encouragement and support of all activities by the membership show we know the meaning of that phrase.

The Library Services Bill has been reintroduced in the 83rd Congress. If we make our friends and trustees aware of the benefits of this bill, passage will not be far away. Another item of interest to watch is the ALA Committee on the Study of State Library Agencies.

Other subjects worthy of our continuing interest are recruitment to the profession and the strengthening of our state membership. We are justly proud of our present roll of 183 members but our objective is several times that number. Let us increase our efforts to enlist more trustees and institutional members.

A small ball, that I hope will gain in momentum, is the project of district meetings. I understand that during the past year one group of members in adjoining counties held several informal meetings to discuss mutual problems and for general good fellowship. I wish that more groups would consider this forward-looking move and I hope for the day when the state will be blanketed with these district meetings.

The Association now has a permanent mailing address which is shown on the first page of this issue. Please let me have your suggestions. I would like to hear of any district meetings also.

I am fully aware of the responsibilities that go with this office and I earnestly hope to justify your confidence in my ability to meet the obligations during the coming year. With the aid and inspiration of the Executive Board, I will strive to achieve this goal.

The Library Commission Board itself was retained as an advisory board on library extension matters, the members being appointed by the governor for the same terms as under the previous law.

The effect of the act is to consolidate the library work of the state in one office, without in any manner curtailing its functions or duties. To the contrary, these responsibilities are somewhat broadened and more specifically stated, and should result in more effective service to the state.
The New Oklahoma A. and M. College Library

Completion of the magnificent new library building, which opened January 28, 1953, is the culmination of a dream of many years by the faculty, students, and administration of Oklahoma A. and M. College. Even yet, many who dreamed of and worked for the library over a period of years can hardly believe it is a reality. When they walk up the beautiful staircase, wander through the well-lighted reading areas, and rest in the sumptuously appointed browsing room, it still seems all a part of the dream.

Conception and planning of the building goes back more than a score of years to the time of the formulation of a master plan and a 25-year building program by the late President Henry G. Bennett, assisted by Philip A. Wilber, architect of the college, and Don Hamilton, a member at that time of the architecture department staff and now head of the department.

At that time, a site in the very center of the campus was reserved for the library. This area was jealously protected through the years from encroachment by another building, so that now, a quarter of a century later, the library stands in the central quadrangle and forms the central building on the campus.

The building has six stories, including the basement, and is 250 by 130 feet. It is of modified Georgian style with an exterior of brick, with stone trim. The floors and supporting columns are of reinforced concrete, the columns forming bays or modules, generally 18 by 21 feet. The height from floor to ceiling varies from eight feet to nine feet two inches, depending partly on the space required for air ducts between the ceiling and the floor above.

Entrance to the building on the front is through three sets of large bronze doors. These open onto a palatial entrance foyer with a wide stairway leading to the second floor, where the central mixing lobby, card catalog files, bibliographies, and an information desk are located.

On each side of the main entrance is an attractive room for reading the reserved books and for general study. These rooms are colorfully decorated, one with light blue walls and the other with moss green. Each of the long birch tables has its own set of chairs, each set a different color. The hall, onto which the reading rooms open, is in chartreuse with a floor of patterned rubber tile. The reserve book desk stands in the center of this area.

The library building, in general, is devoted to the housing and service of books arranged in seven broad subject areas, biological sciences, including agriculture; and physical sciences, including engineering, are on the first, or ground, floor. Home economics is on the third floor; and the remaining four—humanities, education, documents, and social sciences—are on the fourth floor.

In each of these subject areas, the stacks alternate with small study areas, thus affording the privacy desirable for study, with suitable books close by. These study areas have both formal and informal furniture. They usually are situated close to the walls of the rooms and afford, particularly on the fourth floor, a beautiful view of the central campus.

Each area has its own staff under the direction of a librarian with special training in the subject field in addition to general library training. There is no central circulation desk; books are checked out and returned in the subject areas in which they belong.

The fifth floor and the basement duplicate the subject areas of the other floors, furnishing books for advanced study by faculty members and graduate students. On the fifth floor are the graduate areas for documents, education, humanities, and
social sciences. The graduate areas for biological sciences, and physical sciences are in the basement. Study desks at the ends of the various book ranges are assigned so that people doing advanced study can be close to the books they will be using.

In the center of the fourth floor are eight small study rooms for the use of groups studying together or for typing or other special uses. One of the rooms is equipped for reading microfilm.

Other special sections of the new building include the map department, documents department, and the reference department, which houses encyclopedias, dictionaries, indexes, and other reference books. Soft brown walls and gold draperies combine with comfortable furniture to create an atmosphere for quiet study in this last room.

In the northeast section of the second floor is the browsing room. Here, in a beautifully decorated room, is located a large collection of readable, attractive books in their original jackets. These books, which are not for general circulation, may be used in the browsing room where students enjoy the comfort of soft chairs arranged in informal groups around the room. The browsing room will also serve as an occasional meeting place for groups associated with library activities.

An area in the building is provided for the special preservation and protection of the book rarities owned by the library. This area will also contain the A. and M. collection and other items of particular significance to local and state history.

The librarian's office and the behind-the-scenes working departments are on the north side of the second floor. A council room is located with the office also. Furnished with a large table and leather-covered chairs, the room provides a meeting place for the library staff or small faculty groups. The catalog department, where books are processed for circulation, and the acquisitions department are the rest of the second floor working area.

The 182-foot tower, a distinguishing feature of the library building, houses an electric carillon, which will be played from the console room at the base of the tower. A library of appropriate music will be kept in the console room.

The library has year-round air conditioning throughout the building. Fortunately, the same temperature and relative humidity are best for both people and books. Thus, in addition to making the library comfortable, the air conditioning helps in preserving the books. Air for the library is drawn from outside through electrically charged filters to remove the dust. Water is added or taken away, and the temperature is raised or lowered to achieve the optimum condition of the air. Also, the air-conditioning unit in the library will serve the new classroom building located near the library.

The library furnishings, designed for beauty as well as convenience, include comfortable, upholstered pieces and utilitarian pedestal tables and straight chairs. The ends of the metal book stacks are of light birch wood to match the furniture. The apronless study tables, designed especially for the new library, allow plenty of room for arm chairs to be pushed up to them or, for those studying at them, to cross their legs.

As one of the chief functions of a library is to provide a suitable place for students to study, good lighting is a prime necessity. The lighting in the library building is almost entirely fluorescent of the instant starting type. In the working areas, the fluorescent strips are three feet from center to center and the fixture itself, which is recessed so as to be flush with the ceiling, is 12 inches across. This means that one third of the entire ceiling is lighting fixtures.

Altogether, there are over six miles of fluorescent tubes in the building. These provide about 75-foot candles of light at reading level on the table tops. This system of lighting by recessed troughs in the ceiling is called the Miller system. It was

(Continued on Page 20)
Ann Nolan Clark

Friendship Through Understanding Is S. L. A. Talk Topic

Editor's Note: Talk given before the Children's and Young People's Section of the Southwestern Library Association, Mexico City, Nov. 25, 1952.

I feel very honored and very appreciative for having this opportunity to be with you. I am very happy to be here with you, partly because I like librarians and like to talk with them, and partly because I like Mexico and never have had a long enough visit here. Then too, I like the subject of your meeting, "One World Through Books". It is so appropriate and so practical. I believe we can help to make it come true.

To me, "One World Through Books" means understanding. It means the understanding of the people written about by the one who writes about them. It means understanding among people.

There needs to be, there must be, understanding among people and understanding among groups of people.

I have been lucky in this because all my life has been spent in situations where understanding among groups was necessary for social survival.

In New Mexico our distant neighbors were the Pueblo, the Navajo, and the Apache Indians. Our near neighbors were the sons and daughters of the Spanish Conquistadores, the sons and daughters of the French trappers, the descendants of the European merchants and adventurers, and the Anglo families from the Midwest and East.

In those days, each of these groups kept the customs and traditions of their people before them. Many of the older people kept their native language. But the groups intermingled. In school the children did their sums together and played and quarreled together. In the troubled times on the school grounds at recast time shouts went up in many languages, but we understood each other. We were forming the pattern of understanding among people.

For many years New Mexico has gone a peaceful and a happy way, having three cultures, three traditions, three folkways, and three languages. It is only the student of folkway who can say with certainty, "This custom is Spanish" or French or European or Indian.

A pattern of group understanding has been set up, accepted, and become custom.

Today, because I am a teacher, I want to tell you of some teaching experiences in understanding. I realize that you are not teachers, you are librarians; but I truly believe that children's librarians, teachers of children, and writers of children's books are breaking the same trail and walking in the same footsteps.

The Sioux Indians of North and South Dakota I will speak of first. When I speak of the Dakotas I do not mean the rich fields of grain or the lush green pastures I talk of Indian Dakota. This experiment took place before World War II. I have not been back for many years, but people who come from there tell me it lives today.

Of the time I speak, the Sioux country was treeless and bare, for miles and miles a sunburned brown with green times only in the folds of the hills. The Indians lived on their allotted land in log cabins—squats, square, and lonely looking.

The Sioux people were a proud people. They were mighty hunters sweeping across their land in chase of the buffalo. They migrated as the buffalo migrated in countless bands.

After the buffalos were gone, the Sioux plight was a desperate one. Their food, clothing, shelter, and ceremonial life were built around buffalo culture.

The United States Government allowed them land and gave them cattle. It took starvation before they could eat the flesh of domesticated beef, and they never liked it or really accepted it.
Then World War I happened. Beef prices soared. Many Indians sold their herds. After the war the Indians again were desperate.

This, then, was the problem the Indian Service faced. Its teachers must educate Sioux children to accept a life-way that their ancestors hated.

After many meetings with the Indian old men and the Indian young men, government officials, and Indian school teachers, a program was set up. I was in the Sioux country for about three years doing some research, and I saw this program start and I saw it grow.

To describe it briefly, the school's job was to teach Indian children to know cattle and cattle raising, ranching and ranch life, and to make possible, through the children's own efforts, herd ownership.

The first, second, and third grades had their playhouse ranchitos. Beginning with the fourth grade, each class was given a calf. This calf was their calf to love, to pet, but above all, to learn how to care for properly. The calf passed each year from grade to grade along with the children.

I remember one week listening in on an all-week discussion. The children of this grade were selling milk and had a list of story books they wanted to buy with the proceeds.

The winter was a very cold one, and in Dakota that means very cold. Naturally, the children were growing tired of day-to-day milk delivery through the ice and snow. So, in the Indian manner as their grandfathers and grandfathers' grandfathers before them had done, they decided to hold a council. The teacher stayed in the background, guiding, but doing it very skillfully.

The council lasted a week. Every Sioux in the seventh grade made a long and elaborate talk about what should be done with the milk supply. At first, the problem was whether or not they wanted the books badly enough to keep on delivering milk. When they decided that they did not, then a terrible problem arose of what to do with the milk.

They tried drinking it, but the school meals gave them all the milk they wanted. They decided to make candy and cocoa and custard. The problem arose of where to get the money to buy the sugar and the flavoring.

Late Thursday afternoon the problem was solved. They would save the milk and with the cream make butter. Butter had to be delivered only once a week, not seven days a week.

High school children were given calves which they paid back to the school with its first heifer. When a boy or girl graduated from high school, he had the makings of a cattle herd. He had more than that. He had pride in being a cattle raiser. He belonged to the group of Dakota ranchers. He was one of them.

Indian children became part of the 4H Clubs of the Dakotas. They could compete with other children. They could hold their own. They could understand and be understood.

The teachers had tried an experiment in understanding, and the experiment was a success.

The Pueblo Indians are another story. The Pueblo Indians of New Mexico are very different from the Sioux of the Dakotas. For hundreds and hundreds of years they have lived in small, compact, complete units. Their houses are joined together wall to wall around the inner plaza. Their cornfields touch boundaries. Their pasture land is often jointly owned. Their lives are bound and determined by deep, age-old ceremonial traditions. They live by precedent. They live by custom. They live according to pattern. The ways of their ancients are sacred.

I remember my first Pueblo school. I remember when I went to teach there. I was frightened. I was a little afraid of these people who lived so closely together and were so complete within their group. I did not know if they would learn to know me, to understand me, to accept me.

(Continued on Page 22)
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Oklahoma Library Association Convention, 1953

The 47th Annual Convention of the Oklahoma Library Association was held in Ponca City, April 24-25, 1953, with Miss Eugenia Maddox presiding. All sessions were held in the City Library, with luncheons at the High School Cafeteria and the Country Club, and dinner at the Continental Oil Company Building. The Ponca City Library Board entertained at a tea on Friday afternoon.

At the first general session, Dr. R. R. Oglesby, Oklahoma A. and M. College, spoke on “Librarians: Custodians and Educators.” As custodians, we must also accept a responsibility as teachers. We must advance particularly in the fields of promoting international understanding, democracy, and religion.

Sectional meetings were held Friday afternoon and Saturday morning, with group discussions on College and University Libraries (Miss Frances Kennedy presiding), Cataloging (Mrs. Mary H. Marable presiding), Teacher-Librarians (led by Miss Marian Dierdorff and Mrs. Elizabeth Geiss), and Public Libraries (Mr. Joe Templeton, Chairman).

Dr. Robert B. Downs, President of the American Library Association, speaking at the dinner meeting, named five “Deusions, or Horsefeathers in Librarianship.” The five delusions are:

1. The statement that books are obsolete and will soon be found only in museums. This is refuted by the very volume and variety of book publication and sales.

2. Books are of little significance in world affairs. On the contrary, Dr. Downs quoted many prominent writers to prove that books are a most potent force in our civilization; and history, science, and social welfare have all been influenced by the printed word.

3. Our professional organizations (American Library Association and Special Library Association) are too big to be truly representative of our profession. However, the national organizations of other professions in the country are all much larger than ours, yet their values are not questioned. To divide the A.L.A. into smaller or special groups would limit our influence; and every segment of the profession is now represented by an internal committee or division in the national association.

4. Librarians cannot read nor write. The falsity of this statement is self-evident. Librarians in every phase of library work are fully familiar with the contents of their books, and many of them are authorities in their fields. But can they write? Both in professional and non-professional literature, the librarian-writer shows a maturity and quality which will meet those of any other group.

5. The hoary tradition that all librarians are recluses, introverts, and dowdy old maids. Undoubtedly there are some who would fit the caricature; but there are more who are smartly-dressed, many beautiful women attended by handsome male librarians—intelligent, traveled cosmopolitans; friendly, sociable, self-confident, human. Twelve women and twelve men, among them our own Mr. Edmon Low, were named who can hold their own in any attractive group.

Concluding, Dr. Downs stated that librarians should not ignore these mistaken notions, but should refute them ourselves, fully and loudly.

At this meeting, the Distinguished Service Award was presented to Mr. Robert T. Motter, of the Motter Bookbinding Co., in a speech by Miss Esther McRae.

Music on the program consisted of marimba solos by a local musician.

In the session on Public Libraries, addresses were made by Mrs. Paul Reed, of Tulsa, and Mr. Harold H. Clifford, Jr., of Oklahoma City.

(Continued on Page 16)
Esther Munn McRuer

Robert T. Motter: Mr. O. L. A. of 1953

This is the text of a speech at the presentation of the O.L.A. Award for Distinguished Service at Ponca City, April 24, 1953.

The Helvetians are all right. We have it on good authority. Caesar’s immortal pen indexed their qualities of old and tonight we are paying tribute to their enduring virtues.

Bibliographies could highlight Swiss renown in many fields—politics, herology, music, art, industry and manufacturing, religion, and printing. The Swiss are a gifted people living on top of a small but beautiful world from whose Alpine heights men of stalwart stature have gone out to give their best to areas of planter format.

The plains of Oklahoma have been signally served by one of these native Switzers whom tonight we proudly hail as Mr. O.L.A. of 1953.

Born in Switzerland he came early to Nebraska where he learned to make and love the printed word in his father’s printing shop.

As a young man he went exploring and digging for gold in Alaska. He must have been a pretty good sourdough for he stayed ten years, qualifying for the coveted title in Alaska of “insider.” In 1915 the “outside” as Alaskans of longer vintage put it beckoned and he came to the best state in the Union to join his brother in “Service and Superior Workmanship” on tools that are the very life of librarianship.

Ten years of hardship in Alaska in the midst again of inspiring scenic wonder forged additional fiber into already creative powers, and that is what we are so thankful for tonight, that these gifts have come to us.

He is not only a master workman of integrity and vision and artistry in his chosen field of the printed word—he is a loyal steadfast friend of us all, a man of endless thoughtfulness and undying devotion to our profession.

If there are such things as honorary L.S. degrees he merits them all.

In 1922 he purchased equipment and began meeting A.L.A. specifications that weren’t written until 1935. He has long been identified with the national trade organization pertaining to his work, the E.B.A. And when the L.B.I. was formed he was a charter member serving on the Board of Directors until 1950 when his son succeeded to the honor.

I have admired him from afar although for years we have been as close as the Mistletoe Express. But it appears I have come on the scene rather too late to enjoy the many gay moments of fellowship he has provided singlehanded—if not single-handed—for librarians en mass at historic meetings of O.L.A. and the S.W.L.A. I am almost jealous of his multitude of girlish friends of long circulation. One never detects any jealousy among them, however, proving he was always the perfect host.

Seriously, O.L.A. jovously salutes a big man whom we all love because he first loved us, and has come all the way from Switzerland via Alaska to help make us better custodians of the printed word.

When the Awards Committee of which Mrs. Mary Hayes Marable is Chairman, convened to name the 1953 honoree someone remarked, “We should select someone who when the name is mentioned we would know at once was just the right person to receive the honor.” Mrs. Marable and her committee have the distinction of awarding our first non-professional citation. You will recall that Ralph Hud- son who fathered our constitution of 1931 explicitly stated therein two kinds of awards, one for professional and one for non-professional attainment in librarianship. Other worthy non-professional cit-
leagues will have much to live up to from this hour on.

And so I give you one of America’s best bookbinders, our most popular co-worker of whom and of whose great Oklahoma institution we are proud beyond words, Robert T. Motter of the Motter Bookbinding Company, Muskogee!

Resolutions of the
O. L. A. Conference

WHEREAS, This Annual Conference of the Oklahoma Library Association at Ponca City April 24th and 25th, 1953, has proved to be one of unusual benefit, inspiration and entertainment, with a fine spirit of friendliness and understanding prevailing; and

WHEREAS, This result has been attained by the efforts of those who planned the program and those who participated therein; therefore, be it

RESOLVED, That this Association express its grateful appreciation to the officers, committee members, speakers and discussion leaders, musicians who rendered music for the programs, and especially to:

Mrs. Gertrude Sterba, Ponca City Librarian, and Mr. S. J. Bragg, Librarian for Continental Oil Company, for the facilities and hospitality bestowed for this meeting;

The Ponca City Library Staff for the morning coffee and their courteous service;

The Ponca City Library Board for the tea, and the Library Patrons for the lovely display of flowers, and the Schools for their facilities;

The Exhibitors for the displays, and to Mr. James E. Gourley for exhibiting one of the Tulsa Public Library Bookmobiles;

The Merchants and Companies of Ponca City for the gifts;

Dr. Robert B. Downs, President of American Library Association, who provided a most delightful and inspirational evening;

Mr. David H. Clift, Executive Secretary, American Library Association, whose service to libraries means more than can be expressed in words;

The Officers and Various Committees of the association for their efficient management and wise planning during the past year.

The Oklahoma Library Association approves the principle of a single administration for the two state agencies of Library Service, as set forth in Senate Bill 86 as amended by the House.

The Association urges the members of the Legislature and the Governor to consider favorably the request for appropriations for both state agencies which provide for a more adequate staff and other important functions, particularly that of field workers over the State.

The Association hereby endorses the Federal Library Services Bill, now before the 83rd Congress, and urge support of same by all friends of Libraries.

RESOLVED. That copies be sent to Senators and Representatives of Oklahoma and other members on Senate and House Committees by whom these bills are considered.

In submitting this report your committee recommends its adoption.

Mrs. Imogene White
Mrs. Leta Dover
Mrs. Florence Braly, Chairman

Library Services Bill

The Library Services Bill was still in the hands of committees, House and Senate, as Congress prepared to recess for the summer. Friends of libraries (laymen have more influence than librarians and board members) throughout the state should take advantage of this opportunity to remind their congressmen of the importance of the passage of the measure in the development of better library service in Oklahoma.
BACONE, Bacone College—The private papers, letters, pamphlets and other materials from the estate of Mary P. Jayne have been presented to the library. Miss Jayne was a missionary to the western tribes of Oklahoma during territorial days and following statehood, and during her later years was house mother at the Chillico Indian School and Bacone College.

A similar gift has been received from the estate of Alice C. Brown, a former teacher at Bacone College from 1918 to 1950. Miss Brown’s thirty-two years of service to the college as teacher, principal, and acting dean enabled her to collect much valuable material on the early history of the institution.

BRISTOW, Public Library—Mrs. Bernette Jackson, Librarian, reports plans for redecorating the building, and an active reading club for the summer months.

ELK CITY, Carnegie Library—The grounds of the library have just been replanted and landscaped, and the corner of Broadway and Adams is scheduled to be one of the show places of the city this summer.

Mr. A. Smith has presented the library with a bound copy of the “Cul-vacade of the West,” printed during the Cheyenne-Arapaho celebration in 1951, and a bound copy of the golden anniversary edition of the Daily News, dated April 16, 1951.

HENRYETTA, Public Library—For some years the Twentieth Century Study Club has presented a benefit entertainment to raise funds for the library. This year the presentation was the University of Tulsa Chorale Club. The proceeds, which were matched by an interested citizen, will be used to purchase new books.

HOBART, Public Library—A display of memorial books given to the library was held on May 7, 8, and 9. Seventy-seven such books have been presented to the library to date.

One of the most interesting book forums was held at the library on February 23. Brief reviews of five books on game hunting were given, with representatives of the State Game and Fish Department participating in the discussion period which followed.

KINGFISHER, Public Library—Mr. W. N. Pattillo has presented the library with a year’s subscription to the Book-of-the-Month Club, in memory of his wife, Ora B. Pattillo, former librarian at Kingfisher who died in 1951. In memory of World War II veterans the American Legion Auxiliary has given the library ten books for their memorial book shelf.

KONAWA, Memorial Library—“Give me my book and saddle” is the theme of the summer reading club this year. The club is being sponsored by the Business and Professional Women’s Club.

Fourteen local clubs participated in the drive for library funds in April. The library, maintained entirely by voluntary contributions, marked its third birthday on April 10, the day the drive opened.

LAWTON, Carnegie Public Library—Something new has been added to the library—new furniture for the Children’s Department and the adult stack room, and new steel stacks have been purchased for the periodical room, according to Mrs. Mamie Smail, Librarian.
MUSKOGEE, Public Library—The auditorium, which seats one hundred people comfortably, has been reopened for community club use, as well as for traveling exhibits. The library’s book trailer has been delivered, and service will start about June 1st.

OKLAHOMA CITY—Librarians in the Oklahoma City area met for dinner at Oklahoma City University on May 22, 1953. Plans were formulated for monthly meetings to be held in Oklahoma City and the neighboring towns, beginning in October of this year. Thirty-nine librarians from Oklahoma City, Norman, and Bethany, representing all types of libraries, were present. The primary purpose of the group will be a social one, and membership will be open to all interested library employees.

OKLAHOMA CITY. Oklahoma City Libraries—The Oklahoma City Library Board and City Council recently took action accepting a grant-in-aid from the Great Books Foundation in the amount of $100 per month for a twelve month period beginning July 1, 1953. Funds will be used for the salary of a part-time coordinator of the discussion groups under the direction of the library’s Community Workshop Division. A training course for leaders conducted by the Foundation’s regional director, John Bremer, has just been completed, preliminary to the organization of a number of new first year groups next fall.

The course was attended by would-be leaders in Oklahoma City and the surrounding area, including librarians from some neighboring cities.

The Great Books discussion program was introduced to Oklahoma City in 1948 through the joint sponsorship of the library and the Rev. Don Sheridan, Minister of Education of the First Christian Church.

OKLAHOMA CITY, Oklahoma City University Library—The OCU Library held its annual book sale to students the first week in May. All types of books were offered, and the prices were extremely reasonable (from FREE to seventy-five cents). This has proved to be a popular way to dispose of unwanted duplicates, and gives students an opportunity to increase their personal libraries at a fraction of the original cost of the books. Proceeds of the sale are used to purchase new library equipment. From previous sales the library has acquired a microfilm reader.

PRYOR, Public Library—The Vacation Reading Club is getting into stride, with enrollment set for June 22, and the closing date August 3. The Parent-Teachers Association of Pryor grade school will conduct seven story hour programs during the summer.

TULSA, Public Library—The seventh branch library is to be opened in the fall. It will be located in the southeast section of Tulsa.

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The Tulsa Public Library has established a music room which houses the classified books on music as well as the rapidly growing record collection.

Over 250,000 books were borrowed from the four bookmobiles during the school year 1952-53. This exceeds circulation from mobile units for previous years by more than one-third.

The technical department of the Tulsa Library furnished an exhibit at the International Petroleum Exposition May 14-23. The exhibit was housed in one of the library's new bookmobiles which was parked outside the Hall of Science and attracted the attention of thousands of visitors from all over the world. The exhibit consisted of four hundred representative reference books and periodicals dealing with the petroleum industry. The attractive posters emphasized the many services of the technical department.

TULSA, Gilcrease Museum—The historically valuable library of the late Grant Foreman will be placed in the Gilcrease Museum under the terms of an agreement made several years ago. The books and papers will be added to the complete collection of Foreman's published works previously acquired by the museum. The library consists of 650 books, a “considerable” number of American state papers, annual reports to Indian inspectors, various congressional papers and photostats of maps now located in the War Department and Indian office.

TULSA, University—An anonymous donor recently presented the library with a valuable collection of about 600 books in the field of philosophy and religion, including a number of rare items.

YALE, Public Library—The Study Club of Yale is sponsoring a summer reading club for children of the community. The club is especially concerned in promoting reading interest for children from fifth to ninth grades. The Public Library is cooperating with the club in this project.

A Footnote on Library Service in Brazil

“Ordem e progresso” are spread across the green and yellow flag of the Brazilian states and territories. Looking at the library picture in the Brazilian nation today, one could easily conclude that “order and progress” proclaimed on the flag apply in this particular, as well as to the general.

Well down past the hump of Brazil, in a stubby finger that lies between the Atlantic Ocean and the mighty Parana river, sits the state of Parana. Beginning where the Tropic of Capricorn crosses the continent, this state lies almost wholly in the temperate zone. Here, since the war a land boom of gigantic proportions has drawn settlers from all parts of this vast nation and from war-torn Europe. Reminiscent of many of our great land booms—and not unlike the overnight settlement of great patches of Oklahoma—this economic expansion of Parana is bringing in its wake a cultural awakening.

The nerve center of this commercial and cultural activity is the state capital—Curitiba, seat of the state government and terminal or crossroads of trains, planes and highways. Here, a great modern library building is going up in the heart of the downtown area. A library course, organized last year, has produced the nucleus for the staff of the refurbished library. This year’s course will round out the library’s professional group, with some overflow for other libraries in the state.

In the nearby port of Paranagua, through which a third of the coffee produced in the nation for export is said to pass, there has been an awakening to the civic responsibility for a library. On the edge of the jungle which is swiftly being transformed into coffee fazendas sits the sprawling city of Landrina. There architects are busy at their boards in fulfillment of their commission for plans for a new building.

Sao Paulo, traditionally the progressive
region of Brazil, set the pattern for modern library development some 25 years ago. In a modernization which saw the completion of a library building with more than 20 floors of stacks, this city named for St. Paul showed what Brazil could do. It is one of the few municipalities in Latin America with a completely centralized municipal library service. This fever soon spread to the national capital where there was created a National Book Institute. Its first chore, in spelling out the order proclaimed in the national slogan, was to complete a census of all libraries in Brazil. This guide, quickly published in a second edition, showed some years ago a total of 2,500 libraries, a figure which must now be considerably out-of-date. The Institute also issued translations, adaptations, and entirely new works—many of them in the field of library science. These have helped speed up the public and special library movement throughout the nation.

A system of cooperative publication of catalog cards, not unlike the service of the Library of Congress, was also initiated in Rio de Janeiro some years ago. With each passing year it gains new support and some momentum.

Professional training may now be secured at several cities in the republic. Based on a pattern of basic courses free of frills and foolishness, these schools are annually sending forth graduates to meet the growing needs of the increasing number of Brazil's libraries and its growing reading public.

Order and progress are hampered by the book trade, which has not yet yielded to the arguments for cooperation. Importation practices are not yet wholly adequate to the problem. A greater obstacle to the free flow of books from abroad, although remedial measures have recently been taken, is in connection with the currency exchange and in the payment of obligations.

Much remains to be done in other fields, before Brazil's library movement will have reached the high level set for it by its few but earnest and gifted leaders. A Conference on the Development of Library Services in Latin America was held at Sao Paulo in 1951, which concerned itself with these problems. Librarians representing the American states found many points of common interest—language, cultural and racial heritage, and more than 60 years of Pan Americanism which has flourished in a continuous and organized manner, achieving an unparalleled tradition of cooperation. It is not too much to believe that this harmony of interests and international cooperation are in great measure responsible for the order and progress, now becoming more clearly visible in library service throughout Brazil.—Gaston Litton.

**Librarians Attend O. U. Library Work Conference**

Approximately 125 librarians met at the University of Oklahoma Memorial Union Building on June 18-20 for the second Library Work Conference. The Work Conference is sponsored jointly by the Oklahoma Library Commission, the State Department of Education, and the University of Oklahoma. Keynote speaker for the conference was Mrs. Gretchen Schenk, who is a nationally recognized authority on library extension. Talks were given to the group by Miss Esther Henke, Mrs. Alice Pattee, and Miss Willa Grace Hardy. After the brief talks, lively and stimulating discussions were held by each of the three groups, school librarians, small public librarians, and large public librarians.

Mrs. Gretchen Schenk spoke to the group at a dinner on Thursday evening, on "Selling the Library to the Community". On Friday evening, 210 persons gathered to pay tribute to Mr. Jesse Lee Rader who is completing 45 years of service with the University of Oklahoma. The dinner for Mr. Rader was sponsored by the Staff Association of the University of Oklahoma Library.
CHICKASHA, Carnegie Public Library—Miss Jenean Sprjestersbach, who has been assistant librarian for the past five years, received her B.A. degree from Oklahoma College for Women on June 1. She has resigned her position, and will enter Western Reserve University Library School.

Miss Nadine Palmer, a member of the library staff for the past four years, received a B.A. degree from Oklahoma College for Women in June. She is taking courses in library science at the college this summer, and in September will go to Kansas, where she will teach English and have charge of the school library.

ENID, Public Library—Robert D. Wood (L.S., Oklahoma '51) began his duties as librarian of the Enid Public Library May 1. Since graduation he has been bookmobile librarian and extension office request assistant at the Library Association of Portland, Oregon.

ENID, Vance Air Force Base Library—Norma Jeanne Wood (L.S., Oklahoma '48) is now librarian. She began work in Enid May 11th. Previously she was assistant librarian of Doane College, night supervisor circulation department University of Oklahoma, branch librarian and cataloger Library Association of Portland.

GUTHRIE, Benedictine Heights College—Sister Mary Joachim, librarian, is spending the summer at Rosary College, River Forest, Illinois, working towards a master's degree in library science. Sister Xavier, librarian at Marquette High School, Tulsa, will be acting librarian at the college during the summer months.

HENRYETTA, Public Library—Miss Ann Andorfer will replace Miss Shirley Sills as library assistant. Miss Sills has resigned to attend Oklahoma Baptist University.

HOBART, Public Library—Mrs. Harold Head will be assistant librarian during the summer months, replacing Mrs. W. M. Terry who resigned in May.

OKLAHOMA CITY, Oklahoma City Libraries—Beth Welch (B.S. in L.S., Louisiana State) has recently been appointed Capitóli Hill Branch Boys' and Girls' librarian, coming to Oklahoma City from Dallas where she headed the Oaklawn Branch. The position of Capitól Hill Branch Reference Librarian has been filled with the appointment of Jack Delaney, who recently received a master's degree in library science from Our Lady of the Lake College, Austin, Texas.

Marion Mattocks (B.A. in L.S., Oklahoma) will join the staff early in June as an Assistant Boys' and Girls' Librarian. Miss Mattocks has just completed her work for a degree in sociology at the university.

Dorothy Holcomb, formerly in charge of the Union Memorial Room at the State Historical Society, has joined the Community Workshop Division of the library as Assistant Group Service Librarian.

Dorothy Thurston has accepted the position of secretary to the Director of Libraries, Clarence Paine, succeeding Mrs. Mabel Hanson.

The advantages of close cooperation between libraries in the same area is perfectly demonstrated in the case of Mittie Ann McCallister, circulation as-
sistant in the main library, and Bob Berry, assistant at the State Library. They are planning a wedding in June.

PRYOR. Public Library—Mrs. Louise Townsend, librarian of the Mangum Public Library for five years, became librarian at Pryor on February 1, 1953.

Miss Georgia Graham, high school student who has been a library assistant at the Public Library, will attend Gulf Park College during the coming year. Miss Peggy Brown and Miss Graham will serve as library assistants during the summer months, and Miss Anette Jackson will replace Miss Graham in the fall.

TULSA. University—Mrs. Lois Pearson, graduate of the O.U. class of ’53, has accepted the position of first assistant in the circulation department. Before attending library school she worked in the Muskogee Public Library, the University of Louisville Library, and the O.B.U. Library.

Bureau of Mines Library
at Bartlesville

This is the second of a series on special libraries in Oklahoma.

Today’s librarian finds a much wider range for professional techniques and services than existed only a few years ago. This expansion of the field may be credited largely to school, college, and public libraries, which have quietly but steadily proved their practical worth to leaders and potential leaders in research and industry.

The Bureau of Mines library at the Petroleum Experiment Station has been evolved over a period of years to serve the station’s scientists and engineers, as well as others needing information relating to its subject field of petroleum and natural gas. The entire collection is related directly or indirectly to the conservation of these natural resources. This includes a wide field of related material, however, and it was a surprise even to the writer to realize that all of Dewey’s main classes are represented in our classified collection with the exceptions of religion, domestic economy, and history.

Scientific and engineering journals are of great importance to the specialist with their current articles on highly technical subjects. One essential difference between the traditional library and this type of special library lies in this shift of emphasis from books to articles, resulting in the discount of circulation, with corresponding increase in cataloging and reference in library values. This strong interest in periodical material has also brought about the making up of an unusual catalog in this library, which includes subject and author entries for articles in journals, maps, pamphlets, bibliographies, and other material not included in the book catalog.

Our reference materials and services are available to the public as well as to libraries and organizations, as suggested above. The local public library sends inquiries to us; students from the local high school and junior colleges come to us for supplementary reading; hobbyists look for specialized information on minerals; employees of research organizations ask for suggestions and assistance in their literature searches; the practicing oil men and engineers seek help in solving immediate working problems. We receive reference questions from all over the country and sometimes from abroad.

We have about 6,500 bound volumes and currently receive about 130 journals on subscription. Our pamphlet file is an important part of the collection. Our own publications and those of the Geological Survey are shelved in bound form. We receive reports from conservation agencies of several of the oil-producing States.

Perhaps the best introduction to the subject coverage in which we might be of assistance to other libraries would be a survey of the Selected List of Bureau of Mines Publications On Petroleum, Natural Gas, and Helium. A new edition has just been compiled by the librarian and shows
the wide range of our publications—from reports on secondary recovery of petroleum by water flooding to an article on the phenomenology of electro-osmosis and “streaming potential” (a highly theoretical subject concerning the behavior of fluids moving through porous rocks). Librarians may obtain a copy of this bibliography by writing directly to the author of this article or by calling at the station library, where visitors are welcome.

—Vern Hutchison

Introducing the . . .
NEW O. L. A. OFFICERS

Officers of the Oklahoma Library Association for the year 1953-54 elected at Poteau City are as follows:

VIRGINIA LaGRAVE—President—has been librarian at Tiuker Air Force Base since 1942. After receiving her library training at St. Louis Public Library School and prior to her present position, she was cataloger at St. Louis Public Library, Carnegie Library, Enid, Oklahoma, Northern Oklahoma College, Tonkawa, and Oklahoma City Public Library.

LETA DOVER—1st Vice President and President-Elect—has been librarian at Bacone College, Bacone, Okla., since 1947. She holds a Masters Degree from Peabody and an L.S. degree from Columbia. She has taught in Colorado, Arizona and Oklahoma and served as assistant librarian, Northeastern, Tahlequah, librarian of the University of Tulsa, and executive secretary of the Arkansas State Library Commission.

RALPH HUDSON—2nd Vice President—has been state librarian since 1938. He has served as secretary of the Oklahoma Library Commission since 1952. A graduate of the O.U. Library School, he is A.L.A. counsellor representing the Oklahoma Library Association and a member of the


MARIAN DIERDORFF—Secretary—received her L.S. degree from the University of Illinois in 1950. She also holds degrees in music and education and has taught for a number of years. For the past two years she has been teacher-librarian of the Britton Elementary School, Oklahoma City.

JOE TEMPLETON—Treasurer is the only officer serving a second term. After completing a stint in the Air Force he entered O.U. where he studied petroleum engineering and library science receiving his L.S. degree in 1950. He served as head of the technical department and of the circulation department of the Tulsa Public Library before assuming his present duties as librarian of the Muskogee Public Library in the summer of 1952.

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MEET THE AUTHORS
BRIEF NOTES ON OUR CONTRIBUTORS

EDMUND LOW, librarian of the state's newest and finest library at Oklahoma A. and M., is active in state, regional and national professional organizations. He holds L.S. degrees from Illinois and Michigan and was librarian of Bowling Green State University before coming to A. and M. in 1940. He has just completed a term as president of the Southwestern Library Association.

ANN NOLAN CLARK, has just received the Newbery Medal for The Secret of the Andes which was selected as the most distinguished book for children published during the past year. Mrs. Clark has written many stories of Indian life. She is also the author of a series of bilingual texts commissioned by the U. S. Office of Indian Affairs. Her article in this issue of the Oklahoma Librarian describing her experiences as a teacher among the Indians was first presented at the meeting of the Southwestern Library Association in Mexico City.

LUCY ANN BACHCOCK is retiring secretary of the Oklahoma Library Association. A graduate of the Library School of the University of Illinois, she has had a number of years experience in university, public and teachers' college libraries and has completed fifteen years as a cataloger in the Oklahoma Library Commission.

VERN HUTCHISON is librarian of the Bureau of Mines Library, Bartlesville, Okla. She received her L.S. degree from O.U. in 1941. Prior to her work in Bartlesville she was on the staff of the Muskogee Public Library.

GASTON LETTON is visiting professor of library science, University of Parana, Curitiba, Brazil under the sponsorship of the Department of State. He is on leave of absence for a year from his position as Archivist of the University of Oklahoma. He received his L.S. degree from O.U. and has served as assistant archivist of the U.S. National Archives, and librarian of the University of Panama.

O. L. A. 1953 Convention
(Continued from Page 8)

Mrs. Reed, speaking on the "Library Trustee and the Community," was concerned mostly with the importance of the library's public relations and the part that the trustee must play in furthering them. The four steps to be followed are: 1. Survey your library; 2. Calculate your resources; 3. Determine your objectives; and 4. Conduct a careful research of your public to determine what it is and what it needs. Practice "engineering of consent," using a positive approach rather than a negative one. Trustees may then help to direct the work and publicize it in writing, speaking, and activities.

Mr. Clifford spoke on the "Library Trustee and Intellectual Freedom." He emphasized the fact that power in government comes from the consent of people to be governed rather than the rights of governments to control peoples. The Bill of Rights is still the most important part of our Constitution, but these rights must be measured against the fundamental right of society to endure. Court cases concerning the right to freedom of speech were cited to show that this freedom cannot be interpreted to allow the overthrow of our government and national social
organization. Librarians' efforts are essential to preserve and safeguard our American form of government, and we must provide through our resources, the opportunities to promote Americanism.

With Miss Virginia La Grave presiding at the second general session, Dr. Arthur H. McAmally conducted a symposium on recent changes in library schools and library science education. He gave a historical review of the subject; Mr. Stanley McElderry, of the University of Oklahoma, spoke of criticisms of the old education and objectives of the new; and Mrs. Marable, Mr. Low, and Mr. William F. Morse explained the new programs at the Universities of Oklahoma, Michigan, and Illinois.

The speaker at the final luncheon meeting was Mr. David H. Clift, Executive Secretary, American Library Association. Using the title, "Not by Eastern Windows," Mr. Clift spoke on the citizen and the library as one of the most important relationships the world has ever known. An informed citizenry is essential for the functioning of a democratic society, and the public library must realize more fully its responsibility as an educational, social, and community agency. Summaries of the Public Library Inquiry show that people do not make as much use of the library as they should. The library fails to attract readers chiefly because it is too much of a quiet voice in a clamorous world. It must become more aggressive and more dynamic in all aspects.

Discussing the matter of intellectual freedom, Mr. Clift maintained that libraries should always present both sides of controversial subjects and must not be required to yield to pressure groups.

Officers elected for next year are named elsewhere in this issue.

Registration at the convention was 217, and it is estimated that the total attendance was probably 325 persons. Attractive exhibits were furnished by publishers and equipment dealers. Members present agree that this was one of the most interesting and profitable meetings in recent years.
New Oklahoma A. & M. College Library

(Continued from Page 4)

developed recently by the General Electric Company in their Nela Park laboratory at Cleveland. This is the first time this type of lighting has been used throughout a library building. Therefore, it is attracting much interest from librarians throughout the country as well as receiving unanimous approval from faculty and students during their brief use of it at Oklahoma A. and M. College.

College Architect Philip A. Wilber was responsible for preparation of plans for the building. Actually, different plans for a building evolved over a period of years as the growth of the college and the emergence of new ideas in library buildings seemed to warrant plan revisions. As an example, with the close of the war there came into general acceptance the modular idea of a library building which emphasizes open stacks and free access by students to the whole book collection. Older plans, therefore, were radically revised to incorporate this newer thinking, of which the present building is a result.

Throughout these years of planning many people assisted Wilber in the work. R. E. Means devoted much time to the study of footings which, in the Stillwater area, present some of the most difficult problems to be encountered in the entire country. Dwight Stevens did much in design, particularly on earlier plans. Rex Cunningham designed the present elevation of the building. Raymond Lovelady shared in design work and in the selection of colors. Chaplin E. Bills and Jim Thorne were responsible for the inspection of the building while under construction.

The Manhattan Construction Company was awarded the contract, and the college is deeply indebted to this company for its careful and artistic workmanship, and its cooperation in making various changes in plans, which became necessary as the building developed.

The library building, which faces south onto the formal garden in the central quadrangle, is approached by an impressive, brick and flagstone terrace with a large fountain at the edge of the terrace. The mammoth black granite fountain bowl in itself weighs three tons. The water from the fountain flows over the sides of the saucer-shaped bowl into a pool and from there into another and larger pool, from where it is re-circulated through the fountain.

The first library of Oklahoma A. and M. began in 1891 with the beginning of the college. By 1894 it contained 2,014 volumes and was housed on the first floor of Old Central. In 1900, it had grown to nearly 7,000 volumes and was moved into the then new library building, now Williams hall, where it shared space with botany, entomology, domestic science, an assembly room seating 800, and a gymnasium in the basement.

In 1923 the library was moved to the old Library building which it occupied until

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recent completion of the new building. At that time—1922—the library had some 26,000 volumes. The collection now comprises material equivalent to approximately 400,000 bound volumes. This is not a particularly large collection compared to those of some of the major universities but, because much of its material is of comparatively recent acquisition, it is much more usable than some larger collections in which there is a much higher percentage of older but more nearly obsolete material.

The new library operates on the system of open stacks; patrons finding the books they want and checking them out at the desk in the area where they found them. All books are listed by author, title and subject in the central card catalog in the main lobby and are distributed throughout the building according to the book number assigned them by the Dewey Decimal system of classification. A directory at the information desk by the card catalog tells in which of the seven main areas the books belonging to any particular number are located.

The college library's service to A. and M. students and faculty members, and to others throughout the state and in other sections of the country, goes far beyond the lending of books to people on the campus. Various departments are organized to extend the usefulness of the library far beyond the scope of the approximately 400,000 books contained in the library. Help in making the best use of the books available is given by the staff members in the various areas and by the reference department.

In the reference department the student gets help in tracking down the answers to such questions, "What is the legal liability of shop teachers in public schools?" Writers find help in ferreting out obscure historical facts, and the general public makes extensive use of the department's indexes and other sources of information.

Through the interlibrary loan department, materials not contained in the A. and M. library are often procured for graduate students and faculty members from other libraries throughout the country. The A. and M. library and the library at the University of Oklahoma have a cooperative system whereby an A. and M. station wagon goes to Norman every Tuesday to get books from the O.U. library which are needed by A. and M. faculty or graduate students. If the student or faculty member needs to look over the books before checking them out, he can go along in the station wagon. By the same arrangement an O.U. station wagon comes to A. and M. every Thursday.

Loan arrangements operate between the A. and M. library and many other libraries, with the requests and books being sent by mail. The mailing charges are paid by the individual for whom the library borrows the books or other materials. All out-of-town requests for the loan of materials from A. and M. come through the borrower's local library.

A growing collection of materials preserved on micro-film and micro-cards gives library patrons access to such items as the complete file of the New York Times since its founding in 1851, back issues of the Oklahoma newspapers, the "Contributions to Education by Columbia University Teachers Colleges" collection, and various individual items such as out-of-print books and old periodicals. The micro-film and micro-card collections are listed in the central card catalog. Four micro-film readers are provided for the use of students. The convenience of the micro-film system is seen from the fact that up to 100 pages of materials can be preserved on a three-inch by five-inch micro-card.

The new library building ranks in the first five in size among college and university libraries in the country. It is the finest and most modern in the southwest and one of the best to be found anywhere. It will serve the students and faculty members of Oklahoma A. and M. College for many years to come. It is a building worthy of the great future of A. and M. and progressive Oklahoma.
S. L. A. Talk—Friendship Through Understanding

(Continued from Page 6)

And having a small son and his cousin with me, I soon was tested by fire. About the second week of school my boys came home from an afternoon hike, very proudly carrying two large, perfect pottery jars. "We found them just sitting on a hill in a circle of shells and feathers," they told me.

My heart sank. I knew the reasons for the shells and feathers. My boys had robbed a hill-top shrine. They had taken holy vessels of Indian tradition. When I told them this, they were as frightened as I was. They wanted to take the jars back again. I was tempted. Then I thought that, no, with two boys this might happen in many other ways. The only thing to do was to go to the council of old men and tell them what we had done.

We went to the Indian council—afterward this same Indian council became my refuge and my strength—but at that time to meet these august men was a terrifying experience.

The boys and I were shown into a long, low, white-walled room. There was a fire in the corner fireplace. There was a lamp on the table. The floor was of mud, hard-packed and clean. Sitting in a circle, some on the floor, some on benches—the chair was left for me—sat the Indian wisemen. And I had to tell them that the teacher's two boys had brought jars home and I thought they had come from a shrine.

The old men listened and sat in silence. They smoked in silence. Finally one spoke and then another and another. After a long time—the longest time I have ever known—one old man spoke to me in English. "This is true what you have said. Your sons have taken vessels from a shrine. We have talked of this matter at length. We have discussed its importance. We know that you are just one white woman living with us Indians in our village. We know that we will have to teach you many things. We are willing to try."

They said that to me and to my repentant boys. They said it because they understood.

In this pueblo there were seasonal secret dances at which only the Indians were welcome. When I knew that a secret ceremonial was to be held, usually the boys and I went to town for the day. But after the first year the Indians would not hear of our going (actually, the town trip was one to which we looked forward with great pleasure, but the Indians told us not to go.) "This is your home," they told us, "stay here. Let the boys stay. This is their home, too."

They knew and I knew that no member of my small family would intentionally break a tribal custom. But once I did. I had been at this pueblo about four years when it happened. I saw the Indians every day. I knew their houses and their children and their problems. I lived so closely to them and so closely with them that I guess I forgot how strong were all the little customs.

We had many school parties. Sometimes they were for the children; sometimes they were for the entire pueblo. Sometimes they were for special groups. One such special group were some older women whom I had coaxed to make again some of the beautiful old-time pots. For a reward they were to have their own party.

"What kind of party would you like?" I asked them. Surprisingly, they announced that they would like a dinner party exactly like I would give to a group of white friends who lived in town.

"Are you sure that's the kind of party you want?" I asked them, "one like I would give to my friends who live in town?" "Yes."

When all was ready and they were going home to get dressed for the party, I gave them my kitchen clock. "I will set the alarm for six o'clock," I said, "when the alarm bell rings, it is time to come back for the party. Do you understand? Will you do this?" "Yes. Yes, we understand. When the bell rings, we will come back."
The Indians went home and I cooked the dinner. By six o'clock all was ready. There were twelve places around the table. Everything looked very gay. The Indians did not come. Seven o'clock—no Indians. I could have rung the school bell and when they heard it they would know "Food is on the table. Come in. Sit down and eat." But I did not ring the bell. Eight o'clock came—no Indians. At nine my family ate one dried-up dinner and went to bed.

Long afterward, I found out that they were ready and the alarm bell had rung, but it was not the custom. They could not come. Its tinkle did not say to them "The food is on the table. Come in. Sit down and eat." I had failed in understanding.

In Costa Rica there was another custom that confronted the Norte Americanos who went there to work in the schools of the country people. Teachers did not work with their hands. Manual labor was done by another class of people. I knew this custom, but when our school rooms became dirty, I suggested we clean them. "Ah, no, Senora. It is not the custom!" Well, it was not my custom to teach in a dirty classroom. I explained this to the teachers who were in my class. I also told them that they need not clean the room, but I would. They were horrified. They followed me around the room as I swept away. They opened windows to give me air. They held my chair and assisted me into it when I had finished sweeping. But they did not sweep. This went on and on. Every morning I swept that room and kept it thoroughly clean, long after I wished I had not started it. Then one morning the teachers met me at the door. They knew one English word, so they said it proudly, "Come!" They had swept the room such a happy group. We had reached an understanding. They thought I had queer notions. I lowered myself to sweep when it was not fitting to do so, but they forgave me. Because it meant so much to me, they had swept the room. They had made a compromise with their tradition so we could work together.

The Institute of Inter-American Affairs had a training school for rural teachers in Guatemala. These rural teachers were the most wonderful people. I think of them almost with reverence because of their sincerity, their devotion for their schools.

I am reminded of a meeting at a little Indian village. We had a demonstration teacher there who had many ideas of cleanliness and nutrition which were almost unbelievable to the old Indian parents. They listened to all the teacher told them, and at the end of the meeting marched slowly around the teacher's desk. They handed him their bits of money saying, "Teacher, we know you. You live with us. We know you want to do the best for our children. Teacher, you ask for tooth brushes. Here is a one cent piece. It is all I have. Keep it. As I can, I will bring you more. After a time has passed, you may have enough to buy the tooth brush you speak of for my little girl. I
myself have not used one, but I trust you, 
teacher, to give my children many things 
that are new to me.” Here, again, was 
faith built upon understanding.

When we had finished our training 
period at this school, we sent our “gradu- 
ates” out in teams of four. In our first 
class we had 33, so there was one left 
over. We had one man with no school nor 
no team to work with. This young man 
was quite delighted. He wanted to go out 
among the villages and find the exact 
spot where he could do the best work. He 
went up into the highlands to a mountain 
village. He started his school in an old 
abandoned house with five Indian chil- 
dren. There was no furniture. There were 
no books. There were neither paper nor 
pencils. They made benches out of adobe 
mud. The teacher whittled boards into a 
writing surface. The children used char- 
coal for pencils. The school grew until all 
the children of the town were crowding 
around its doors. Then came the parents 
wanting to learn to read. The priest gave 
his weekly paper, but the copies became 
ragged and unreadable before they could 
be read by everyone. This teacher, then, 
began papering the walls of the school-
house with the pages of the priest’s 
weekly newspaper. When last I visited 
the little school three walls were papered 
this way. The teacher explained wor- 
riedly, “Of course, this way we get only 
one side of each page and sometimes only 
half the story, but all the parents can 
read them over and over. This way the 
papers do not wear past the reading point. 
They are always here for those who want 
to read them.”

I visited another village where we had 
a demonstration school and got there just 
at dawn one lovely Guatemalan morning. 
Away in the distance I saw an Indian 
with a plough, and walking beside him 
was the teacher who read from a book as 
they walked back and forth across the 
field. I sat on the schoolhouse steps and 
watched them. To me it was a miracle. 
When we put that teacher into the little 
village school he would not have wakened 
early to walk beside a man with a wooden 
plough. Nor would the man have listened 
to him. But when they came to me, I had 
no words to break the look of awe in the 
ploughman’s face or the light of service 
in the teacher’s eyes. Here were two men 
with the chasm of class between them 
walking the same trail together.

In another country high in the Andes 
we had another demonstration school. 
These people were isolated. They had 
seen few Spanish and perhaps no North 
Americans. Their acceptance of us was 
slow and fearful, but once given it did not 
change. I remember how we wanted to 
take the children to the capital, a long 
day’s journey. Few of the parents had 
seen the city streets or the golden 
churches and palace there. We asked the 
parents’ permission with misgiving. We 
almost knew they would not give us their 
children for the long day it would take. 
The parents were worried. They asked us, 
“Is this why you have fattened our chil- 
dren?”

But when we answered them, “Our wish 
was to give your children a glance beyond 
their mountains,” they believed us. They 
said, “We understand what you do. It is 
good for them to see that other place.” 
They let the children make the long 
day’s journey.

We have lost time, we have made blun- 
ders, we have done the wrong thing be- 
cause we did not know. We must prepare 
our children for world neighborship. Our 
children must know as well as we are 
able to picture for them their friends of 
tomorrow. It takes too long. It costs too 
much for each individual to gain this 
knowledge by actual experience. Much of 
the needed knowledge must come through 
books. Our children should number among 
their book friends children of other lands, 
other colors, and other ways of living. Our 
world must truly become one world 
through books.

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