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OKLAHOMA LIBRARIAN

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OKLAHOMA LIBRARIAN
Greetings for the New Year are in order and a hearty wish that 1956 will see as much progress and constructive activity in the Oklahoma Library Association as in 1955.

The membership of the Oklahoma Library Association will be watching Haskell County with personal interest in the months to come. A rural reading project sponsored jointly by the Oklahoma State Library and the State Agricultural Extension Service, under the leadership of Ralph Hudson and Norma Brumbaugh, promises to be the first step toward providing library service in an area where there are no public libraries. An advisory committee from OLA helped formulate plans for the project and will continue to guide the program. The representatives of the OLA who were on hand for the formal dedication in Stigler in November beamed with pride and approval as the ambitious rural women, representatives of the ten home demonstration clubs who have volunteered their homes as centers for community libraries, set out with the tantalizing collections of books for every age so well selected by Ralph Hudson, Esther Henke and the State Library Staff for this experiment in rural reading.

Frances Kennedy, Bill Lawry, and Esther Henke have completed a task long contemplated by the Association in preparing the folder on the status of libraries in Oklahoma. This breezy, colorful leaflet is now available for distribution wherever citizens can be interested in learning about and working for better libraries. A copy of the leaflet is enclosed with this issue of the Oklahoma Librarian and suggestions for its use will be considered at the state meeting. Meanwhile, copies are available wherever they may be used effectively. Write to the Editor if a supply can be used.

The slate of candidates for officers of the Association next year is included in this issue. Dick Covey and his committee have worked diligently to draw up a slate of able people. Return all ballots promptly as every effort is being made to make the election truly representative of the entire membership.

And speaking of membership—Marian Craddock’s membership committee is making a concerted drive for new members this month. This should serve as a reminder to every person receiving this issue of the Librarian—is every member of your staff and your library board a member of OLA? What about other librarians in your community?

More news about the annual meeting in Pawhuska April 19-21 shortly. John Stratton’s committee is putting the finishing touches on a full and interesting program, and Hollis Haney and her local arrangements committee are busy working out details which will assure a worthwhile and enjoyable occasion for all. See you in Pawhuska!
Elizabeth Cooper

Book on Records - Books and Records

(Note: This paper was given originally as a speech to the Officers' Wives at the Naval Air Technical Training Center, Norman, Oklahoma. Portions of the phonograph records were played, and editions of books were on display. Because of the limitation of space, all bibliographical information has been deleted. A bibliography may be obtained on request from the author, Station Library, NATTC, Norman.)

Libraries and books are, to put it mildly, the staff of life to some people. It wasn't star-dust that was blown on the bibliophiles, it was the sands of Time, past and present, from a collection of printed volumes gathered in a room. And the magic it wrought puts to shame the efforts of Cinderella's godmother. Still, it is not inherited magic—anyone may come upon it anywhere, anytime, and be thus happily enchanted.

And music is accepted everywhere as the international language—the essence of beauty and magic in everyday living—the thing that keeps your heart merry, makes your work lighter, speaks in the voice of love and happiness for everyone. There's music for every mood.

And, of course, libraries as we know them today are the logical means of performing the introductions.

It was Richard Sheridan who said in The Rivals—"Madame, a circulating library in a town is as an evergreen tree of diabolical knowledge. It blossoms through the year, and depend upon it . . . they who are so fond of handling the leaves will long for the fruit at last."

Sheridan and I may not, in this instance, be rooting for the same team, but never let it be said that a quote as handy as that one was allowed to get away.

And, too, "There's sure no passion in the human soul but finds its food in music." That is from Fatal Curiosity by George Lillo, and is also a handy one, and true.

Exposure, like possession, is nine-tenths of the law. And exposure to knowledge these days, takes on many forms—books and records—and books on records. This is not meant to be an exhaustive survey; the discussion is limited to the tie-up of books and records as they appear on the shelves of this library, and even then only to a portion of the collection.

Every parent is familiar with the innumerable recordings and stories produced especially for children. Margaret O'Brien, early in her acting career, recorded many of these. The Bremen Town Musicians, with sound effects, is a lively tale and the children are delighted listening to another child doing the reading. There are other of Grimm's Fairy Tales in the same album, as well as other albums of children's stories. The library has Grimm's collected stories in book form as well, and a number of the fairy tales in single editions.

Hans Christian Anderson's stories, beloved by all children, came to us in music with the production of the Samuel Goldwyn motion picture called Hans Christian Anderson. If you've listened to the recorded songs, you realize that the Ugly Duckling gains reality in music and lyric. Remember the description of the little bird's progress across the barn yard? " . . . And he went with a quack—and a waddle—and a quack—and a flurry of eiderdown." The compilation of the fairy stories with illustrations by Arthur Szyk is a charming publication. The Emperor's New Clothes as retold and illustrated by Virginia Lee Burton is a small masterpiece. The delicate and expressive drawings are peculiarly fitted to accompany Danny Kay's comic singing of that story—and how much more satisfying to hear the gosp of the small boy when he sees his emperor and calls out in dismay, "Look at the King! Look at the King!" . . . The King is in the altogether . . . and it's altogether too chilly a morn."

And mathematics is so much more interesting tied down to the measurements an inchworm makes crossing a flower.

Every library has at least one copy of James Barrie's Peter Pan. And every child of four or one hundred and four holds in his heart the vision of the boy who never grows up. Add to that ever young story, the music as written for the stage production starring Mary Martin. The eternal conceit of the young male is in every line and note of Peter's song. "I gotta crow. I'm just the cleverest fellow 'twas ever my fortune to know," and "I can climb..."
trees and play tag with the breeze" . . . what small boy hasn’t and doesn’t?

Of course Miss Martin in her portrayal of Peter Pan is the epitome of boyhood, but even without her superb performance the music translates the story.

Another version is the music composed for the Walt Disney cartoon production of Peter Pan, and every child finds sense in the sage advice, "Never Smile at a Crocodile."

There have long been books about music—books of techniques, harmony, history of music and musicians, and of "What to Listen for in Music." Copland has one called by that name. Exner gave us Music for Millions—and McKinney and Anderson, The Challenge of Listening. Oscar Levant inserted humor into some sound advice on music appreciation, with his Smattering of Ignorance. On popular music and jazz, we have Spait's History of Popular Music, Gaisberg's Music Goes Round, Esquire's Jazz Book and Shapiro's Hear Me Talkin' to Ya!

Simon's Treasury of Grand Opera, Biancelli's Opera Reader and the Victor Book of the Opera are familiar to music lovers everywhere. Those books are much in demand by the men who listen to Carmen, La Traviata, II Trovatore and The Meistersinger—these and others are operas we have recorded in their entirety. Romeo and Juliet, as played at the Old Vic Theatre in London, ties up with the recorded music of the ballet and with the published play. A lovely edition of this one of Shakespeare's plays has been illustrated in color by Sauvage. Maurice Evans, reading excerpts from Hamlet has led more than one sailor to explore Shakespeare further. And speaking of Wm. S., what's wrong with using Kiss Me Kate, both the recording and the published play, as an informal introduction to the bard? Most young people with enquiring minds will want to understand the play on words and situations in Brush up your Shakespeare. For example . . . "If your blonde won't respond when you flatter, tell her what Tony told Cleopaterer. Not very literary—but fun—and if you didn't know Shakespeare, wouldn't you like to? (That sentence is a poor excuse for a lifted eyebrow and a small shrug of the shoulders, but how do you transfer a talk to paper?)

The Peter Pauper Press has printed a lovely edition of The Mikado that has been popular to use with music. A Treasury of Gilbert and Sullivan and a little book called The World of Gilbert and Sullivan add listening pleasure to all the operettas by that famous team. The library has several of these, complete, as recorded by the D'Oly Carte Company.

In the field of operetta and musicals there are unlimited opportunities to present books and records together. Alice Duer Miller's novel Gown by Roberta is better known in music than in story form. Otto Harbach and Jerome Kern used the story very much as it was written and added some of the most delightful popular music of our time: Smoke Gets in Your Eyes and Lovely to Look At among others, and the title became simply Roberta.

The score of Kiss Me Kate is an open sesame to both popular favorites in song, and the classical portrayal of the music as originally written by Alexander Borodin—and again, the play as produced is available in book form. It's an excellent excuse too, for breaking out The Arabian Nights or any one of the thousand and one stories from it.

Another such is The Song of Norway where Greig's lovely music becomes "popular"—and tells the story of the musician's life.

Grace Moore's autobiography You're Only Human Once was filmed under the title So This Is Love with Kathryn Grayson acting the role of Miss Moore. The music from that film has been recorded and adds spice to the reading of the book.

The Heritage club published an edition of A Connecticut Yankee in King Arthur's Court designed to recall medieval manuscripts. A pleasure to read, and we know the songs from the musical as well as we know Mark Twain's tale: Thou Swell, I Feel at Home with You, My Heart Stood Still, and others—Rodgers and Hart very much up to par. There are many other musical comedies to be had—Me and Juliet, Fancy, The Merry Widow, The Student Prince, and The Red Mill, Brigadoon, etc.

A three way approach is open in several instances and is a natural for bulletin board and display purposes. For instance—South Pacific. There is the recording by the original cast or with other orchestras and stars if you prefer. There is the play as adapted, complete with lyrics and there is the original book of stories Tales of the South Pacific by James Michener.

The King and I. published first as Margaret Landon's Anna and the King of Siam became one of the most thrilling productions of the

(Continued on Page 16)
Oklahoma School Library Book Lists

The 1955 Legislature enacted into law Sections 238a and 238b of Article 16 of the Oklahoma School Laws, authorizing the State Board of Education to prepare an official list of library books for the public schools of Oklahoma.

The law provides that the list shall include not more than 2,500 titles for grades 1 to 8 inclusive, and not more than 1,500 titles for grades 9 to 12 inclusive. The State Board was authorized to notify publishers in such a manner as it deemed best, and to formulate laws and regulations governing the selection of the books.

Publishers wishing to submit books for consideration must furnish the State Board of Education with a sample copy of each book, stating the price which shall include the cost of delivery to a school district, and with a guaranty against price increases for one year.

The law further provides that one-half cent per pupil per day in attendance during the next preceding year of the amount allowed for maintenance of school districts, or an amount equivalent to one-half cent per child in attendance allowed to a school, as basic aid, be withheld by the State Board for the purpose of providing library books.

The law provides that superintendents of schools of each independent school district, and the county superintendents of schools of each county, shall submit to the State Board of Education a requisition for library books for the schools under their respective jurisdiction not later than the last day of February each year. Books requisitioned shall be purchased by the State Board of Education, and shall be charged against the amount allocated to the district receiving the books.

On July 6, 1955 the State Board of Education approved Rules and Regulations governing the preparation of the official library list. Regulation No. 4 of the Rules and Regulations reads as follows: "An official list of library books shall be approved for one year. A Basic Book Collection for Elementary grades; a Basic Book Collection for Junior High Schools; a Basic Book Collection for High Schools, all published by the American Library Association; and the H. W. Wilson and Company's Children's Catalog and Standard Catalog for High School Libraries shall be the only lists used in selecting books, with the exception of the supplementary readers." This regulation was put in the rules and regulations as a safeguard, to assure the schools that the books on the list were recommended by nationally recognized lists.

Following the adoption of the Rules and Regulations by the State Board of Education, a suit was filed in the District Court at Durant, Oklahoma, contesting the constitutionality of the law and restraining the State Board from further action. The case was held in the courts until November 22nd, at which time the Supreme Court handed down a decision to the effect that the District Court at Durant did not have jurisdiction in the case. The decision of the Supreme Court released the State Board of Education, and they proceeded to prepare the official library list under the Laws enacted by the Legislature.

Notices were immediately mailed to two hundred and fifty-seven publishers that such a list would be prepared. Lists of books and sample copies of books are now being received from the various publishers. All publishers must have their lists and sample books in Oklahoma City by Thursday, December 22nd, 1955, at 10:00 a.m.

A number of librarians will be selected and asked to come to the State Capitol sometime during the week of January 2, 1956, to help make the selection of books that will be placed on the official list.

It is hoped that the official list of library books will be in the hands of various superintendents of schools not later than the first day of February.

Note: The Oklahoma Library Association is cooperating with the State Board of Education and the Oklahoma State Library in selecting the twenty librarians listed below to meet with the author of this article in Oklahoma City on January 6, 1956. Committee members are well qualified to compile the book lists because of their expert knowledge of children's literature, and the needs of school libraries in Oklahoma.

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Oklahoma Regional Group of Catalogers Symposium

The Oklahoma Regional Group of Catalogers held its first official annual meeting in the Oklahoma City Libraries on November 4, 1955. The theme of this meeting was Classification, with Special Emphasis on the 16th edition of Dewey. A brief business meeting was followed by a symposium of five librarians representing college, public and school library administrators, a reference librarian, and a cataloger. Their informal speeches, transcribed by courtesy of the Oklahoma City Libraries, are presented below.

Miss Edith Scott, chairman, opened the discussion by stating that the problem is inherent in the tradition that a library classification is the blueprint by which books are grouped physically on shelves. This is an honorable tradition. According to Layard who unearthed its remains, the tablets in the Royal Library at Nineveh, founded in approximately 700 B.C., were arranged on shelves in a definite systematic order. That our traditional library classification has weaknesses is not new knowledge. A physical object may be placed in only one place at one time, and there will never be unanimous agreement that it has been perfectly placed, unless it treats of one topic, and only one aspect of that topic; and even then there will be disagreement among specialists as to the placement of that topic in any one systematic arrangement—other systems are always better. Nor can any one system do more than reflect the current philosophy of knowledge; it cannot predict all future knowledge. It must be developed if it is to be forever logical.

Excluding from our discussion Mr. Sherpa's proposal of multi-dimensional classification as belonging to the greater problem, we come to the immediate problem: the "integrity of numbers," (the DC traditional policy until the 15th edition), versus "keeping pace with knowledge" (the point of view attempted in the 15th edition of Dewey.) The 15th edition was rejected by the profession because it relocated approximately 1,000 subjects, and while these changes were more logical by the concepts of today, they necessitated reclassification prohibitive in cost. Mr. Dewey did not consider his scheme as a philosophic scheme, but "merely a practical working method to know where to put things and then to find them again..."

He urged the Foundation to "say 'no' to these proposals for change and improvement except as a place must be found for new subjects that come up." On the other hand, critics of the policy of "no change" point to the classic examples of the numbers 546 and 547, inorganic and organic chemistry, practically unchanged since the 2nd edition of 1885, and completely meaningless for today's literature. They ask whether or not some change over the years might have prevented the situation in which we now find ourselves.

This, then, is the problem and its many ramifications which are discussed from the administrative, practicing, and servicing points of view in the papers which follow.

At the luncheon meeting Dr. Ray E. Held, Assistant Director of the University of Oklahoma School of Library Science, summarized the current literature of classification. Since the Journal of Cataloging and Classification has first claim on all formal speeches given at regional group meetings, his remarks are omitted here. However, it should be noted that his lucid analysis of Ranganathan's Colon Classification provided the stimulus for interested talk of facets, foci, and the utopian dream of catalogers: Seemingly infinite expansion of classification numbers.

The afternoon session was devoted to discussion in groups divided as to type and size of library: Large college and university library group, with Alice Pattee, Oklahoma A & M College Library, leader; and Mary Frazee, University of Tulsa Library, recorder; 2) Large public library group, with Betty Acock, Tulsa Public Library, leader; and Clarice France, Oklahoma City Libraries, recorder; 3) Small college library group, with Mary Long, Oklahoma Baptist University Library, leader; and Mabel Murphy, Oklahoma College for Women, recorder; and 4) Small public library group, with Herbert Winn, Bartlesville Public Library, leader; and Jean Harrington, Enid Public Library, recorder.

The new officers of the Oklahoma Regional Group of Catalogers elected for 1955-56 are: William Lowry, Oklahoma City Libraries, Chairman; Ruth Cox, Oklahoma City University, Vice-chairman; Betty Acock, Tulsa Public Library, Secretary-treasurer.
The talks given at the morning session follow in the order in which they appeared on the program.

EDMON L. LOW
Librarian, Oklahoma A&M
Stillwater, Oklahoma

A classification system is significant to the administrator not only from the standpoint of the cataloger, whose viewpoint he should have, but also from the practical standpoint of costs and other aspects of administration. The new classification that is under consideration here bears on this in that it calls for a great many relocations; much refinement of existing numbers and other suggested changes of various kinds.

The alternatives that are posed when a change in a classification number is suggested, as I see it, are three. One—the classifier can keep his old number and disregard the new completely. Two—he can accept the new for incoming material and for future material, and leave the old where it is. Three—he can accept the new number, and change the material already acquired from the old to the new. In our library at Stillwater we almost always choose the first or the third. You really have me on the spot here, I might say, with Mrs. Pattee sitting over there to check all I say. She probably will be discreet here but she'll call me back to the workroom, or the woodshed, when I get home, I am sure. And though she may not agree with all I say here, I am much interested in cataloging and do work some with our cataloging—as much as I can find time, which isn't much.

As I said, we tend to do either the first or the third, pretty much, and I think that is frequently the case in libraries. As an example of the first I might cite, for instance, the proposed change that is in the new schedule for physical geography. It is proposed to change this from 551.4 to 913.3, which places it with the other geographies. I don't know whether we will adopt that or not, but I am doubtful if we do. I think that, with our emphasis on sciences in our institution, and because physical geography is often hard to distinguish from geology, we are likely to leave it where it is.

Another case, but with a little different slant, might be Oklahoma material. As you remember from the results of their questionnaire, they found the catalogers much favored dividing the states by regions instead of by counties or by cities, although they do suggest an alternative scheme by which this may be done. Also, they have changed the order of numbers for the regions in quite a few of the states to make a more logical arrangement. As an example, in the northern region of California, you started in formerly with the coast range, jumped over to the east, and then back to the middle. Now you go from west to middle to east in a more logical arrangement. In Oklahoma instead of jumping from northwest to northeast, and then down to the south and up to the middle, you go from northwest to north central to southwest to south central, etc., in a more logical progression. I think if we were doing Oklahoma material from the start it would be more desirable to have it this way, but it is not enough more desirable to justify the work that changing the number on the present material would entail. I am therefore doubtful whether we will change the numbers on much of our state material, and thus many new numbers will be disregarded. Possibly a few numbers will be accepted and in those cases we shall go back and reclassify. Fortunately when you have as good a head cataloger as I do you don't have to worry about those things. I just leave them up to Mrs. Pattee, and ask her later what she has done about them, and feel sure that she has consistently made wise decisions.

The progression of the different editions of the Dewey classification calls to mind an observation by Miss Mann several years ago. I went to Michigan to take work under Miss Mann, because I intended to be a cataloger, but later in some way wandered into administrative work. At this time I was taking Library of Congress classification under her. She wasn't an admirer of this classification; it wasn't her first love. She'd grown up with the Dewey and worked with the people who edited it and so liked it very much. She used to say, with some disparagement, that the Library of Congress classification was a classifier's classification. By that she meant that the Library of Congress, with its larger base, had an opportunity to use many more numbers without carrying them out unduly, and so was able to provide many times an exact place for a book. As any classifier will testify, it is always a joy when you're classifying to find a number that exactly fits the book, and you can do that more often in the L. C. classification than you can with the Dewey. So she
felt that classifiers often liked the L. C. classification better than the Dewey for this reason. But she maintained that from the practical standpoint it often did not make much difference, and that there were many things, for instance the mnemonic features in the Dewey, that made it much more desirable for the general public to use, and consequently a classification which most suited the classifier may not particularly help the public. It was just theoretically more logical and it pleased your sense of good craftsmanship to find something that exactly fitted. I think likewise some of our changes in the Dewey classification is the effort to get numbers that exactly fit without, so far as I can see from the standpoint of the administrator, materially helping the user of materials who is searching for the material on the shelves. So I feel that this, even more than former editions, bears some evidence of being a classifier's classification, with many of the numbers suggested being possibly not much of an improvement so far as the user of the library is concerned, but more of a joy for the classifier to work with.

The Dewey classification, as you know, was worked out by Mr. Dewey on a theoretical basis; that is, he divided the fields of knowledge and arranged the classification with such fullness as he deemed would be needed. The result was that he provided fairly minute divisions in some fields where little literature actually developed; while for other fields—social sciences or education, for instance—with a large amount of literature, he made relatively little provision. The Library of Congress system was developed later when the Library of Congress already had a very large group of materials. These they arranged on the shelves in the way they thought they should go, and then worked out the classification system to bring the books in that order, making the new classification with many divisions where they had many books, and with broad numbers where there was little literature. The Library of Congress system has therefore always been a more realistic classification. Apparently they are trying to use this approach in the proposed 16th edition. They have been comparing the Dewey numbers with the literature now in the Library of Congress, and simply dispensing with numbers in many places where sufficient literature has not developed to justify them. I believe they cite one case in which Dewey provided 60 numbers and they could find some 90 books in the Library of Congress, or the other way around, but almost a number for each book. So that is a case in which the literature did not develop as much as the creator of the classification thought it would. It is therefore quite likely that the 16th edition will represent a more realistic classification than heretofore.

So, as an administrator, I see this new classification as offering a refinement of our existing 14th and 15th editions with various new and desirable numbers suggested, but many of which cannot be used in a library that already has a sizable amount of material. On the whole, I feel it represents an improvement, but in practice the administrator, and his catalogers, will always have the problem of combining a number of classifications to form one of their own. Numbers from the 13th, 14th, 15th, and 16th, and possibly from earlier editions, will combine to create what is really your own classification. To the extent that the 16th aids in this process, either in theory or with new numbers, it represents a contribution to our field.

LOUISE SMITH
Adult Service Librarian
Oklahoma City Libraries

I think I was supposed to express the way a service librarian feels about the 15th edition, and possible changes in the 16th edition from the user point of view. First, I'd like to go back to something Mr. Low said. He said there were three ways of keeping up with the Dewey: use the old numbers exclusively, use the new numbers for new material, or change completely to the new classification. From a practical service librarian's point of view I'd like to say that we want either the 1st or the 3rd. We would rather have the old number kept, than to have material scattered between a new number and an old number. We would like to have the new number with reclassification for old material. That runs into the administrative problem of expense. But as far as using it in a library such as this, (and I base all I have to say on a medium sized public library with open shelves), with all our collections on open shelves, we would prefer to have everything reclassified on the new basis. With the changes that are being made in Dewey it means that you have to do a reclassification job about every five or ten years, or whenever a new edition of Dewey is published, which is almost prohibitive. But if we had a choice, that's what we would like.

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Veterans Administration Hospital Library

The Veterans Administration Hospital at Oklahoma City serves its patients and staff members through two libraries—the General Library for patients, and the Medical Library for physicians and allied medical personnel. The libraries are centrally located on the second floor of the hospital near the dining rooms and adjacent to the elevators, in an area frequented by all ambulatory patients and many medical staff members. An office and workroom area separates the two libraries. Both libraries are open five days a week, Monday through Friday, from 8:00 A.M. to 4:30 P.M. The staff includes two professional librarians and a number of volunteers from various service organizations in the community.

Emphasis is placed on direct service to the patients and to the medical staff. Procedures are simple, and record keeping and reporting are reduced to an absolute minimum. In order to provide the local librarian with more time in which to give professional service to doctors and patients, the Veterans Administration Central Office has centralized some of its activities for all V.A. Hospitals. For example, book purchasing, subject classification, cataloging and card preparation are performed by one office for all V.A. Hospitals. Selection of books and magazines is performed at the local level where individual needs are known and where individual planning can be provided. Funds for the operation of both libraries are allocated quarterly from the local hospital funds.

The General Library is organized to meet the educational, informational, and therapeutic needs of patients. This library is an informal spot where ambulatory patients or those in wheel chairs are encouraged to come to select a book or magazine. Its collection of about 7,000 titles may be compared to that of a small public library. Requests are many and varied—one patient may desire something light to read prior to surgery the next day; another may want to read technical material that would be of benefit to him in his work; still another may be searching for further information on a subject in which he has been interested for some time but has not taken the time to check his own local public library concerning the material. A patient interest survey currently being conducted indicates fiction leads non-fiction in circulation by a very slight margin.

Those patients confined to bed make up a large portion of the library users. Librarians furnish each ward of the hospital book-cart service twice a week on an established schedule. An attempt is made to give the patients as wide a choice of reading material as the limited capacity of the book carts will permit. The librarian has an excellent opportunity to provide reader's advisory service with her regular book-cart trips to the wards. In addition to cloth bound books, magazines and paper bound books are used to a great extent with patients confined to bed; they are frequently requested by patients since they are easy to hold. Mechanical aids, such as the projected book machine, automatic page turner, and talking book machine are available and are used with the physically handicapped patients under direction of the patient's physician.

Between 75 and 85 percent of the patients on Neuropsychiatric wards are prescribed to the group bibliotherapy program conducted on the wards on a regularly scheduled basis. Various means are used to interest these patients in reading, and group discussions are held once or twice weekly. Patients on the admission ward and those on the acute treatment wards are met in three groups of one hour each during the week. Discussion in these groups is primarily based on travel and history subjects. Selected articles from such magazines as Reader's Digest, National Geographic, Time, or similar magazines are read aloud with patients taking part. Each patient, having been given a copy of the selection to be read, takes his turn reading with discussion developing spontaneously among patients. In a further attempt to stimulate the interest of the patients and to avoid monotony, qualified volunteers from the community are used in these groups to present book reviews, and to show travel slides and present travelogues. As patients improve and are transferred to an open ward with hospital privileges, the groups meet twice each week and the topics for discussion are based on current subjects. Many volunteers who are authorized in fields such as aviation, geology, meteorology, television, and various hobbies lead these discussions.

Although the Medical Library serves the vet-
eran through an indirect service, it is considered of equal importance to the patient since the assistance is given to members of the medical staff who in turn use the knowledge to benefit the patient. The Medical Library is established to furnish reference, bibliographic and interlibrary loan service to the medical staff. The collection consists of 1,860 books and 1,170 completed volumes of journals. An attempt is made to maintain a small well-rounded collection of medical literature, with emphasis on the fields of medicine in which there are residency training programs. The primary purpose of the Medical Library is to furnish current material, and wide use of interlibrary loan service of larger medical libraries is made for older and specialized material.

Requests in the Medical Library are varied—the resident may come to review the literature and procedure prior to an operation; the staff physician may come to read the latest journals; a consultant may need some exhaustive work on a problem prior to writing a technical paper; another physician may furnish a list of bibliographic references that need to be verified; the research man may need a number of references during his experiment. Reference questions vary from those that may be answered briefly over the telephone to those that require many hours of checking indices and bibliographies.

A Medical Library Advisory Committee, consisting of staff members representing a number of specialties and the librarians, has been established to serve as liaison between the Medical Library and the medical staff. This committee determines such items as books and journals to be procured, materials to be discarded, and journals to be bound.

The rewards of a Veterans Administration Hospital librarian are gratifying. Daily there is a new challenge and there is never a dull moment. In all library activities, service to the veteran is considered uppermost whether it is accomplished directly through the General Library or indirectly through the Medical Library.
OLA Nomination Committee Report

The Nomination Committee submits the following report to the members of OLA. Election will be by mail, and each member will receive a ballot on which to indicate his choice of officers.

President

JOHN B. STRATTON, Assistant Librarian, Oklahoma A & M College, will succeed to this office automatically through his election to the office of First Vice-President at the annual meeting in 1955.

First Vice-President, President Elect

CASPER DUFFER, Librarian, East Central State College, Ada, since 1942 (Assistant Librarian 1929-36, 1939-42); B.A., East Central State College; M.A., Oklahoma A & M College. Chairman, Nominating Committee, College and University Library Section of OLA, 1954. Former member and Chairman of Ada Public Library Board.


Second Vice-President

MARIAM CRADDOCK, Chief, Acquisition and Processing Division, Oklahoma City Libraries since 1948 (former position of Branch Librarian, Reference Librarian, First Assistant, and Acting Librarian in this library). B.A., University of Oklahoma; B.S. in L.S., Simmons College, Boston. Former Treasurer and Secretary of OLA; Chairman of Hospitality Committee, OLA 1955 Conference; Chairman OLA Membership Committee, 1955-56.

HERBERT EUGENE WINN, Librarian, Bartlesville Public Library since 1953. B.A., University of the South, Sewanee; M.A. in L.S., George Peabody College, Nashville. Reviser, Peabody Library School. Member OLA Resolutions Committee, 1955; Chairman Public Library Section, OLA 1955-56; Member OLA Program Committee, 1955-56.

Secretary

HELEN DONART, Librarian, Stillwater Public Library since 1946. B.S., Oklahoma A & M College; B.S. in L.S., George Peabody College for Teachers; Librarian, Mangum Public Library; Librarian of Darlington County Library, Darlington, South Carolina; Braille and Individual Loan Librarian, Oklahoma Library Commission. Former Treasurer of OLA; Chairman of Organization Manual Committee, OLA, 1955-56.

HELEN L. PRICE, Chief Librarian, Veterans Administration Hospital, Oklahoma City since 1953. B.S. and library certificate, Kansas State Teachers College; Librarian, Coffeyville (Kansas) High School; Engineering librarian, Beech Aircraft Corporation, Wichita; Librarian, Veterans Administration Hospital, Wadsworth, Kansas; Chief Librarian, Veterans Administration Hospital, Muskogee. Active in Special Libraries and Medical Library Association.

Treasurer


ALA Councilor

FRANCES KENNEDY, Librarian, Oklahoma City University since 1947. B.A., University of Oklahoma; B.S. and M.S. in L.S., University of Illinois. Branch Librarian, Muskogee Public Library; Reference Librarian, Oklahoma City Public Library. Former OLA secretary-treasurer, second vice-president, first vice-president, and president (1945-47). Editor, OKLAHOMA LIBRARIAN since 1954.

ALLIE BETH MARTIN, Head of Extension and Children's Department, Tulsa Public Library since 1953 (Head, Children's Department, 1949-53). B.A., University of Arkansas; B.S. in L.S., George Peabody College; M.S. in L.S., Columbia University Librarian, Junior College, Little Rock; Librarian, Mississippi County Library, Osceola, Arkansas; Assistant to Executive Secretary, Arkansas Library Commission. President, Arkansas Library Association; Editor, OKLAHOMA LIBRARIAN, 1953-54; President, Oklahoma Library Association, 1955-56.
Oklahoma Hall of Fame Honors a Librarian

On November 16, 1955, Dr. Gaston Litton, Archivist of the University of Oklahoma and Professor of History, was inducted into the Oklahoma Hall of Fame during the annual ceremonies conducted by the Oklahoma Memorial Association on Statehood Day. Mrs. Anna B. Korn, founder of the Association and of the Hall of Fame, directed the induction rites. The citation on Dr. Litton's election to the Hall of Fame commended him for "his outstanding pioneering work in the discovery and preservation of records reflecting the history and contemporary life of Oklahoma, and for the services which he has given to his country as a library specialist in Central and South America."

Gaston Litton, president of O. L. A. in 1951-52, was born in the short grass country of Oklahoma at Granite in Greer County, in 1913. He was the grandson of pioneers who settled there some years before statehood. His boyhood was spent largely in Garvin and Grady counties—in a few years before had been the old Chickasaw Nation. His boyhood companions included the sons of a tribal official who had served in the last Chickasaw government under the late Governor Douglas H. Johnston.

Dr. Litton attended the University of Southern California and the University of Oklahoma. From the latter institution he received the A. B. degree in library science in 1934. He completed the M. A. degree in Economics in 1940 at OU, and then entered Georgetown University, Washington, D. C., earning his Ph. D. degree in 1942.

From 1937 to 1945 Litton was on the staff of the National Archives, during which period he gained experience in all fields of archival service, rising in later years to the position of assistant division chief.

His service in Latin America has included the positions of librarian of the National University of Panama and director-librarian of the American Library of Nicaragua. Dr. Litton has also served as technical consultant to the State Library of Parana, Brazil, and as visiting professor of library science at the University of Parana. He represented the American Library Association as a member of a commission of three to advise with the director of the National Library of Brazil on modernization of that library.

During the second world war, he served as special field representative of the National Archives and consultant to the Army and Navy departments on records in the Caribbean area. In the latter part of the war he was special representative of the National Archives in New York and Chicago. His work in the survey and disposal of useless papers in the Federal agencies, resulting in major economies in space and filing equipment, won him a commendation from the Archivist of the United States.

It has been at the University of Oklahoma during the past seven years, that Dr. Litton has made his most impressive contribution to the advancement of knowledge and the stimulation of scholarly endeavor. Called to Norman in 1948 to originate and execute a program to assemble archival materials for student and faculty research in the various fields of the social sciences, as they reflect Oklahoma, Dr. Litton entered upon this new undertaking with resourcefulness, a deep love for Oklahoma, and a sincere regard for Oklahoma’s builders.

An inventory of the hundreds of collections of unique and irreplaceable materials reflecting Oklahoma's heritage, which has been compiled under Dr. Litton’s supervision, is tangible evidence of the splendid response of Oklahomans to his appeal to their patriotism.

A bibliography of Dr. Litton's writings now fills several pages. He has contributed to various professional and scholarly journals, including the Oklahoma Librarian, the American Archivist, Journal of Southern History, and the Chronicles of Oklahoma. His most recent article was a discussion of the resources of the National Archives for the study of the American Indian, which was published in the Summer 1955 issue of Ethnology. Dr. Litton collaborated with Dr. E. E. Dale in the editing of a volume of family letters which was published by the OU Press under the title of Cherokee Cavaliers (Norman, 1939). He is a member of the editorial board of the OU Quarterly and a frequent contributor to Books Abroad. Currently, he is on ALA's Committee on Libraries and Archives and the Committee on College and University Archives of the Society of American Archivists.
BARTLESVILLE, Central Christian College Library—Two reserve tables, with a 250-book capacity, were recently constructed by a local cabinet maker from plans designed by the Librarian. Study space for eight students is provided at each table. When necessary the two tables may be placed back-to-back to form an island for a complete reserve section.

CLAREMORE, Will Rogers Library—A booth at the County Fair was a recent project of the Library, with books and a miniature bookmobile on display. Mimeographed book lists and pamphlets were distributed.

DURANT, Southeastern State College Library—College students and residents of the Durant area will have an opportunity to study original paintings by the world’s great artists this year. The Library is exhibiting a series of eight masterpieces, with each picture being shown for a three-week period. Works of Renoir, Monet, Degas, Sir Joshua Reynolds, Cezanne, and other artists equally famous are among the painters to be represented. Museums participating in the project include the Metropolitan Museum of Art, Chicago Art Institute, National Gallery, and Museum of Modern Art.

ENID, Public Library—Open house was held Sunday, November 20 in commemoration of National Book Week. Coffee was served to the guests and each was given a brochure concerning Friends of the Library.

Two original manuscripts of Marquis James, *Cherokee Strip* and *The Raven*, were recently on display following the author’s death.

HENNESSEY, Public Library—The Library has recently been redecorated and book stacks added. A complete new lighting system has also been installed.

IDABEL, City Library—New members of the Library Board are the Mesdames Perry Pride, Bill Loftin, W. D. Stroud, George Goolsby, Pat Martin, Joe Hendrix, J. E. Greer and E. A. Coyle and Mr. T. B. Mills.

Both the interior and the exterior of the buildings were painted this fall.

OKLAHOMA CITY, City Libraries—Currently on exhibit in the Main Library is an outstanding display on prehistoric Oklahoma and Spiro mounds specimens from the University of Oklahoma Museum.

Also on exhibit is the thirty-third annual exhibition of the Fifty Books of the Year. These were chosen from books published in 1954 as outstanding in design, typography, manuscript and significance.

A bronze plaque has been placed in the Main Library on which names of memorial book donors recorded. A permanent record, the Memorial Book Roll, is also on display.

OKMULGEE, Public Library—National Book Week was observed with all emenent teachers bringing their students to the Library for a conducted tour. Book displays and bulletin boards were changed daily throughout the week.

The high-light of the week was the presentation by Mrs. Grace Harlow, a local artist, of the painting, “Little Boy Blue.” A companion picture, “Little Bo Peep,” was given to the Library last year by the artist.

The Library-sponsored “Great Books Discussion Group” completed a successful first year on December 7. The next discussion group will begin in January.

SEMINOLE, High School Library—Book Week was observed by presenting Mrs. Casey’s Book Style Show to the local P T A. The models were from the P T A and the high school. The library staff made book marks which were distributed to the students during the week.

SEMINOLE, Public Library—National Book Week began with a lecture and Book Fair
on November 17. The lecture, given by Kester Svendsen, was entitled “Alarms and Excursions: The American Literary Scene Today.” Present at the lecture were the presidents of all the Federated Clubs. “Know Your Library” was the theme highlighted for these officers.

STILLWATER, Oklahoma A & M College Library—Recent visitors to the Library were Eugene P. Watson, Librarian of Northwestern State College, Natchitoches, Louisiana, and several members of his staff. These visitors were particularly interested in examining the furniture, since a new library building is under contract at Natchitoches.

The staff held its annual Christmas party on December 8. Decorations included a fifteen-foot tree in front of the information desk and display cases depicting the yule season with books on the Nativity.

YUKON, Public Library—Golden Jubilee anniversary of the Yukon Ladies Library club was celebrated October 20. For 50 years the club has sponsored a public library and now is planning an addition to the library building. Emma J. Ellison, charter member and historian of the club, is assisting with arrangements. Officers of the club are Mrs. Joe Dobry, President; Mrs. Carl Cone, Secretary; Mrs. B. R. Kimbell, Treasurer, and Mabel C. Fry, Librarian.

WAGONER, Carnegie Library—The local Garden Clubs have recently equipped a Garden Center in the Library. Books, magazines, and fern are included in the display.

Library improvements recently completed are a Children’s Department, a new furnace, and tile on the Reading Room floor.

Bookworms’ Breakfast

The Library Club of Ponce City Senior High School climax the observance of Book Week with a Bookworms’ Breakfast honoring the faculty. Breakfast, typical bookworms’ fare of coffee and doughnuts, was served in the library office, while exhibits of new books were displayed in the main reading room. This affair, an annual custom, is held to preview the new books. A more detailed description and photograph appeared in the Wilson Bulletin for October 1954.

A Word from the Editor

A sincere “thank you” to the librarians who have contributed to this issue. In an effort to have the Oklahoma Librarian reach you early in the month named on each cover, the deadline for copy has been advanced to the first day of the month preceding the month of publication: March 1 for the April issue, June 1 for the July issue, September 1 for the October issue, and December 1 for the January issue. Send your news items to Mr. Raymond Piller, Southeastern State College, Durant; school library news to Mrs. Teresa Roberts, Paul Valley High School; and articles to be published to the Editor.

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JANUARY 1956
ENID, Public Library.—Robert D. Wood, former Librarian, has been replaced by Jean Harrington. Mrs. Louise Mackenzie assumes the position of Reference Librarian while Mrs. Virginia Atchinson is the new Children’s Librarian.

Jean Harrington, Acting Librarian and President of the Enid Altrusa Club, interviewed the 7th District Governor of Altrusa International, on KGEO-TV and KGWA.

FAIRVIEW, City Library — Miss Anna Mae Johnson has recently been appointed Librarian.

OKLAHOMA CITY, City Libraries.—Clarence S. Paine, Director of the City Libraries, was elected to the Board of Directors of the Great Books Foundation at their annual Board of Directors’ meeting on November 8.

SEMINOLE, Public Library—Mrs. Joe Phelps, recently appointed to the Library Board, assumed the position vacated by Mrs. Jon Wagner who has moved to Stillwater.

TONKAWA, Public Library—Mrs. Margaret Zinn, who served as Librarian for both the Public and High School Libraries from 1949 to 1955, now serves only the Public Library. Mrs. Lulu Doenges, Librarian at Northern Oklahoma Junior College from 1925 to 1950, is the new appointee at the High School Library.

Abel Green and Joe Laurie Jr. co-authored a book called Show Biz from Vaude to Video. Fifty years of glamour, tinsel and sparkle, gleaned from the pages of Variety. Those busy and ambitious men, using their own printed information, gathered up old recordings and cut a disc—called—you guessed it—Show Biz. George Jessel, as the narrator, gives us bits and pieces of the world’s beloved stars—Enrico Caruso, Gene Austin, Enzio Pinza, Harry Lauder, Beatrice Lillie, Ben Bernie, Helen Kane, Benny Goodman, George Gershwin, Eddie Cantor, Ed Winn, Jimmy Durante, Morton Downey, Paul Whiteman, Glenn Miller and so many, many more. Conversation, songs, jokes and orchestral music—the best of the performers from show business—up to those of the present day.

The Rodgers and Hart Song Book — a collection of 47 songs written by these superb creators of stories in song, was published in 1931. Patrice Munsel and Vaughan Munroe recorded eight of these songs for an album by the same name.

Full length plays are less popular, but there are always a few of the men who drag over George Bernard Shaw’s collected plays, check out the recording Don Juan in Hell and retire to the music room. The Lady is not for Burning by Christopher Fry is popular for continuous listening by a small group—and then for play backs of certain passages with the book in constant support.
Most young men—and our crew are mostly quite young—like poetry. So—we find The Rubaiyat in all of the three editions that we have. almost worn out—and the recording as read by Raymond Massey is in constant demand. Mr. Massey has, with Helen Hayes and Thomas Mitchell, recorded other popular selections. Thus we have everything from A Child’s Garden of Verse by Stevenson to The Lady of Shalot by Tennyson, to the Raven by Poe, to Holmes’ The Decoy’s Masterpiece. It’s all part of a series cut by RCA Victor called Desert Gold.

Poets reading their own works are usually much in demand — once the ice is broken. Almost everyone is familiar with the voice of Ogden Nash from his TV program—so you know that it is particularly suited to his half-gag, half-cynical, totally crazy, everyday verse. The book and the record together turn a dull Sunday afternoon into gaiety for a roomful.

Sean O’Casey’s Irish dialect is not difficult to understand and is wholly lyrical—and Edna St. Vincent Millay’s voice has the same hushed mystery that the woman herself wore.

There are so many of these—Eudora Welty, Oshbert Sitwell, Tennessee Williams—Oh, Tennessee Williams by all means—that soft southern voice paints into his work every fine shading of humor and pathos. Try The Yellow Bird sometime. That short story, both humorous and fantastic, is fun even without the support of Mr. Williams’ slow reading.

And let us not forget The White Cliffs of Dover written by Alice Duer Miller, read by Lynn Fontaine—this recording is available again at long last. Not many people, men or women, can sit through this one with dry eyes.

Carl Sandburg’s Scandinavian singsong is delightful for reading his poetry pictures—and equally right for ballads he sings. These will fit with any collection of printed ballads—and with The American Song Bag by Carl Sandburg, as well. Other dispensers of ballads, old and new, English, Scottish, Irish and American are Harry Belafonte and Burl Ives—and don’t forget to add the autobiography of the Wayfaring Stranger.

Christmas carols, of course, leap immediately to the mind when making comparisons of books and records, as do collections of hymns, and records for the study of the various languages.

Less obvious, but equally effective, are the historical collections. Through Childhood to the Throne — recorded events in the life of Elizabeth II, and the scene around her; Mr. President gives us world events from the time of Franklin D. Roosevelt’s first term to President Eisenhower’s administration. Hark the Years records the voices of famous people, from a bugler for the Charge of the Light Brigade, to Florence Nightingale, Teddy Roosevelt, W. C. Handy (and his band, with St. Louis Blues) to Lillian Russell, President Wilson, John J. Pershing and George Bernard Shaw. Edward R. Murrow and Fred W. Friendly have edited recordings of news events from 1919 to 1949—the series is called I Can Hear It Now and the history books of our time are brought alive with these discs.

The Bible, or selections therefrom, is brought to us by Ronald Coleman and Charles Laughton, and the lovely poetry of God’s word takes on added beauty. The story of Christ is told in prose and music by Fred Waring with The Story of Christmas and A Song of Easter. Incidentally, the Peter Pauper press has a beautiful edition of the Four Gospels illustrated with wood cuts. Sharp has illustrated The Sermon on the Mount, Daugherty made the drawings for In the Beginning.

There are many many others—but all cannot be included—and what better resting place is there than the psalm read softly, distinctly, by Ronald Coleman: “The Lord is My Shepherd, I Shall Not Want …”

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JANUARY 1956
Library Book-Lists
(Continued from Page 6)

Librarians appointed to serve on this committee are as follows:

High School
Ruby Blake, Sand Springs High School, Sand Springs
Pat Dickinson, Southeast Jr-Sr. High School, Oklahoma City
Clytie McCalib, Horace Mann Laboratory School, Ada
Ethel Moore, Will Rogers High School, Tulsa
Teresa Roberts, Pauls Valley High School, Pauls Valley

Grades 7-8
Marion Dierdorff, John Marshall Jr-Sr. High School, Oklahoma City
Viola Jayne, U.S. Grant School, Oklahoma City
Mary Leach, Holdenville High School, Holdenville
Trea Maddox, Alexander G. Bell School, Tulsa
Ida Self, Norman Jr. High, Norman

Grades 4-6
Lucy Ann Babcock, Oklahoma State Library, State Capitol
Barbara Bailey, Edgemore School, Oklahoma City
Martha Greer, Alice Robertson School, Tulsa
Rachel Van Horn, Longfellow School, Tulsa
Mary Ann Wentroth, Oklahoma City Public Library

Grades 1-3
Mary Carnahan, Oklahoma State Library, State Capitol
Dorothy Isaacs, Bunche Elementary School, Tulsa
Mary Hays Marable, Library School, University of Oklahoma
Mrs. L. R. Snelson, Curriculum Library, Oklahoma City Public Schools
Grace Wade, Springdale Elementary Schools, Tulsa

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OKLAHOMA LIBRARIAN
JAMES M. BABCOCK has been Assistant Archivist of the University of Oklahoma since 1950. He received his B.A. degree from the University in 1949 and in 1954 received his master's degree. He has been active in OLA committee work for several years, and is currently a member of the Nominations Committee.

ELIZABETH COOPER is Librarian of the NATTC, Norman. She was formerly Secretary of the Oklahoma Library Commission, and during World War II she served as Army librarian in this country and in continental Europe.

HELEN L. PRICE, Chief Librarian of the Veterans Administration Hospital, Oklahoma City, received her library training in Kansas, but has been active in Oklahoma libraries for several years. Before coming to Oklahoma City she was Chief Librarian of the Veterans Administration Hospital at Muskogee. She is also an active member of the Special Libraries Association, and the Medical Library Association.

JAKE SMART has been with the Oklahoma State Board of Education since 1947, and his present position is Assistant Director of Instruction. He is well qualified to write on the new school library law, since he has been charged with putting it into operation.

OLA Pawhuska Meeting

The development of library service throughout the state will be the subject of the general meeting Friday morning of the Oklahoma Library Association's Annual Convention, April 19-21, 1956 at Pawhuska, Oklahoma. The library picture is brighter now than it was a year ago. The energy of many people has helped bring about this improvement but the overall picture is still dim. The morning program will be divided into three parts.

Mrs. Allie Beth Martin, President of the Oklahoma Library Association, will review the year's accomplishments of librarians and libraries over the state. Librarians cooperating with each other have promoted successful programs. The Association has helped with several projects. Many libraries have been improved.

James E. Gourley, Chairman of the Oklahoma Library Association's Planning Committee, will head the section devoted to the long range policies and plans for library development in the state. These plans grow and are extended as time goes by, over the plans of former years and even of last year.

Mrs. Leta Dover, Chairman of the Oklahoma Library Association's Legislative Committee, will present plans for the next step—the next piece of legislation. This section is devoted to what the Oklahoma Library Association hopes to see accomplished, and how to accomplish it in the next year ahead. The head of each section of the program plans to invite, to talk briefly on specific topics, as many individual librarians, trustees and laymen as time will permit. Opportunity will be given for people in the audience to talk with each other and to participate in the general discussion.

A member of the Government of Oklahoma interested in library development, will be invited to speak at the luncheon following the Friday morning general meeting.

Oklahoma – A Great Song

Enclosed with this issue of the OKLAHOMA LIBRARIAN is the latest effort of the OLA—a leaflet describing library conditions in the state. It is the result of the combined efforts of Esther Henke, William Lowry, and Frances Kennedy, and the song titles from "Oklahoma" are used with special permission from Oscar Hammerstein II. The Association plans to distribute these leaflets to groups of laymen and citizens interested in library development. If you know of a group where they could be used effectively, write for copies.
Catalogers Symposium

(Continued from Page 9)

I think that I would like to talk about some of the provisions or proposals in the new 16th edition and make a few comments on them. I looked over the new schedules that were available, and for the most part I think they have made big strides. I like the things they have done. Though they’ve made a great many changes, in some cases I wonder if the changes have gone quite far enough. They say they are attempting to make a new standard edition, but if you read the preface of the 15th edition, it is called a standard edition of Dewey. I don’t believe there can be a standard edition of Dewey every decade or so.

Classifiers might just as well face that problem, because our approach to knowledge changes, and it would be a terrible thing if it didn’t change. I didn’t see very many pages of the new 300’s, but I asked some of the staff if there were any changes that they would like to make in the 15th edition. One suggestion was that something be done about the 15th tendency to make 391.45 a sort of catch-all. Everything is going in there and it is becoming unwieldy and unusable from the public’s point of view. They don’t understand it.

Anthropology is still classed in 572 with social anthropology within that number, but there you are bringing social and cultural material into what is labelled pure science. It is far from a pure science, as the tendency in anthropology now is toward social anthropology. If we’re going to have to make changes in our classification, let’s make them now and make them more extensive than have been planned.

I did not see a 700 schedule but there is one subject that I wish they would do something about in the new edition. That is in the 780’s—music. Dewey has been devised for the literature of music with very poor provisions for the music itself. This has been recognized by the Music Library Association which came out with a modification of Dewey which is an improvement. I think that the new 16th edition should recognize these problems; even if it means changing the whole schedule of the 780’s.

One of the things that I was pleased to see in the schedule for the 900’s was the completely new schedule for the war books. Numbers have been cut so they don’t run five and six places beyond the decimal point, and from the floor service librarian’s point of view that is wonderful.

We don’t care how far the number goes up and down, but cut them off at the side. I think they have a good idea there, and it’s a scheme that could be followed in some of the areas where detailed classification is necessary.

The 15th edition of Dewey progressed a great deal when books on social life and customs were taken out of travel and description and put in with history. It was a big help and it is a big stride in the right direction. I think even there they can go farther. I believe plans for the 16th edition include leaving physical geography, guide books, etc., in the 910’s. So far as I am concerned they can put it all in one number and have one number for a country. This would be very helpful for a public library. People who are going some place want complete background. They don’t want to know what the physical features are, or what the history is, or what the antiquities were, but they come in and want to know about a country as a whole. The geographical arrangement in the Library of Congress classification would have value in Dewey, especially in allowing more numbers in the 900’s, so that every country could have a separate number and allow for subdivisions that are not possible now.

One example of scattering in the history section is Egypt. Egyptian geography is 913.32, history of ancient Egypt and its antiquities is 932, but modern Egypt is 962. It would be nice to have them all together, and for modern public library use it could be either 932 or 962.

As far as summing up, I guess I have already said it; that is, if you are going this far in the 16th edition, go a little farther. Then perhaps it would not have to be done again quite so soon.

One thing I would like to suggest is that the timing of this publication (16th edition) be coordinated with the publication of the revised ALA Cataloging Rules. It seems to me that whenever you classify you have to handle the books, make new cards, etc. If ALA comes out with many of the new catalog rules which have been proposed, you will have to recatalog again. Publishing them at the same time might save one operation.

I would like to pose another question. Is it possible that we need a classification scheme for public and general libraries with open shelves which is different from that of research libraries? I don’t see why it couldn’t be done. Dewey has a simplified classification scheme for small libraries that is not ade-
quate for medium or large public libraries. Certainly our problem is different from that of a research library where shelves are closed. On the whole Dewey tends, despite the preface, toward the research library approach.

HERBERT WINN
Librarian, Bartlesville P. L.
Bartlesville, Oklahoma

I have been asked to talk for ten minutes on the problems of classification and the desirability or undesirability of changes in the Dewey Classification schedules. Further, my instructions were that I speak from my own point of view as an administrator of a small public library, a reference librarian, and I might add sometimes repairman and janitor. You have been too generous with your time. I don't believe that I will need ten minutes to say what I must say.

Working in a small public library with a catalog which has been built by volunteer lovers of books, part time high school students, and others who possessed a like knowledge of the Dewey Classification system, presents problems which are of far more immediate interest to me than are any of the projected plans and changes for the coming 16th edition of Dewey. I often find in our catalog directions which tell me that a certain book is "with reference books," "on stack floor," "in the back half," or more simply, "ask at the desk." With such cataloged instructions, I am reasonably sure that the book in question was at one time, at least, in the library, and that if I use proper instincts and keep a sense of humor, I can find it—unless someone made a mistake in listing it in the first place. However, I am thankful that someone was thoughtful enough to include some indication as to where books might be located. However, I have not yet discovered where anyone has used the points of a compass as indicators to where books were located, though how this possibility managed to be overlooked is a mystery to me.

Now I am sure that none of you here are bothered with problems such as these. Your books are all properly cataloged and now your concern is that someone will come along to change a number here, a point there, and that you will have your work undone so that you will feel compelled to put it together again, all in accordance with the latest word from Dewey.

Dewey has brought us a long way, from the almost universal practice of arranging books alphabetically, or by color, or size, or accession, to where we now have some order which is generally satisfactory. But we have not yet come to that state of affairs where there is completeness or perfection. We are not going to reach that point with the 16th edition of Dewey, or the 35th. All of our books on the same subject never will be on the shelves side by side. This is not so now and it is not going to be so in the future.

We are faced today with the task of "speaking out" for what we want, a tool which will serve our needs and lighten our labors. We have read, or we should have read, the Journal of Cataloging and Classification and other reports prepared for us. If so, we are aware of the criteria established for this new edition. We know of the extensive efforts being put into its revision, and we know that the care that is being taken to insure that it is just what we want and need. In this, we have ample evidence to believe that this edition will be a vast improvement over all other editions. A spot check reveals to me that a certain integrity of numbers is being maintained, and the evidence of number expansions over the 15th edition will be most welcomed by the small library. In any case, we will buy it, and we will use it, mainly because we must.

I know that I am evading the problem which is under consideration. I did not have the schedules of the proposed changes until two days ago, and had I possessed them two months ago, I would not have had the time available to check through and see just where the proposed changes would affect our situation. We simply cannot afford such academic pleasures. I can tell you, however, that we in the small library will be compelled to rely on whatever numbers are finally adopted. We will continue to use A.L.A. Booklist, Standard Catalog Series, Book Review Digest, and other aids as much as possible as a source not only for our classification numbers, but in some cases for our subject headings. We must use Dewey when these tools fail to help us. You may be shocked, but I am sure that you are not if you are realistic in the face of actual conditions—conditions of money, time, assistants, and training.

In the small public library our books must move. We live on circulation. Our new books are in circulation from four to six weeks before they are indexed in our catalog. You may say that this is not acceptable, that this is not professional, or that it is simply not to (Continued on Next Page)
be tolerated. I am aware of the objections. But I am also more aware that my patrons get what they want when they want it. I also care that those librarians who follow me will find some order and continuity. Our work very seldom involves any serious research. Most public library users are simply interested in something to read, or information for a club talk, or just something to keep Junior busy and out of mother's hair for an hour or so. In practically all cases, these needs can be met without bothering to worry about whether we should use 970.1 or 970.2 on a book. Our purpose is to lay our hand on the book when it is wanted.

If we can do this without too much trouble, and usually we can, our need is fulfilled, and we are esteemed satisfactory and efficient by those who pay our salaries and keep us employed. It seems that librarians must always give examples. On the third day of my present position, we had a Ph.D. who had made a trip to Norway. He returned after several months abroad and on his return was asked to talk to some of the clubs about his trip. He came to the library to get information on Norway. He found that we had just the book he wanted in the 300's. Later he discovered that we had another copy of the same book in the 900's and, as Ph.D.'s do, he rushed up to me with both copies to show me that a mistake in cataloging had been made and insisted that it ought to be corrected at once. You may not agree with my reply which was, "Oh no, that often happens when we have more than one copy of a book." So you see, my cataloging may be wrong by some standards.

In this case arises a point, and I think that it is a point that should be emphasized over and over again. It is not wise to rely on book shelves for all the information in any library on a given subject. Too long, I fear, we have cited this objective as the main item to support the expenditure of time, and often the general fuss we make over our cataloging, especially in the small and some larger public libraries. Rather we should say, search our catalog, with all of its entries and all of its references, get the call number, whatever it is, and then get the book.

MARIAN DIERDORFF
Librarian, John Marshall H.S.
Oklahoma City

One high school librarian with only a few years' experience is not representative of the opinions of all high school librarians when evaluating the changes proposed for the 16th edition of Dewey. The opinions given here are those of only one high school librarian.

It would be unusual for a school librarian to be an expert in classification. Of necessity she has spent her educational background in preparation for service to a school. The faculty of your school, the size of your library, and the size of your student body all affect the detail or simplicity with which you classify the books.

Although the philosophy of related subjects standing side by side is important to high school students, faculty, and librarians, and books being classified as nearly as possible where they best serve is just as important, the high school librarian must do so many jobs that the 1, 2, or 3 following the decimal point isn't as important as grouping books in larger areas or under general headings, and then encouraging the students to browse until they find what is needed. Someone will probably say, "Wouldn't it be easier for the student to find what he needs if the books were more meticulously classified as the number following the decimal point?" It might be easier and less time consuming for the student, but in browsing in the general area he has broadened his scope and has become better acquainted with the books and materials.

The high school student is not a specialist, nor is he browsing in a highly specialized group of books. These students are your average adult public library users of the future. Those who specialize will become users of the technical library, and until they do, there is no necessity for detailed classification. The emphasis perhaps should be on browsing and use of the card catalog aid. Here is the place where the floor work of the school librarian is invaluable.

Changes in classification, such as was done when the 15th edition was published, are always disconcerting to librarians. Whether to change over to the new numbers, or stay with the old classification, is a question which must be answered by each librarian. The changes submitted for this new 16th edition seem to be very logical, and authorities have done extended study before submitting them for approval. Since the editors are asking only for the validity of the topics and their organization, suggestions for expansion and reduction, and new topics and terminology, we shall give a few brief ideas. 1) In the 900's. Universal History, the expansion of numbers to meet the needs of periods of history could be used by librarians with very large collections; but
for high schools, a 900, 901, and 903 would probably be sufficient. Therefore, each could adapt to his needs. 2) Since the element of time must enter into all activities of the high school librarian, a short cut to collective biography is to place them all in 920 and Cutter by author. This, of course, causes the student to browse or use the card catalog to locate specific fields of biography. 3) We think that human geography of the 15th edition should be restored to anthropology in the 572's, or to a closely related field. 4) The expansion of state divisions in the 973's are valuable for the high school library. 5) The changes in the 310's seem logical and would be helpful in the high school library.

We hope that many other suggestions of high school librarians will be forwarded to the editors, for this is only one from a rather superficial examination of proposed changes.

RUTH COX
Catalog Librarian, OCU
Oklahoma City

My position is somewhat different from that of the other members of the panel. They all spoke to you from their different points of view, but I am here as a cataloger talking to catalogers. As such, I can only speak for myself. I am here to report to you on my reactions to a somewhat brief examination of portions of the 16th edition of the Dewey Decimal Classification. The sections of the classification to which I had access were the 310's (Statistics), the 540's (Chemistry) and the 900's. With the 310's and the 540's, I was somewhat at a loss. Our library adds few books in these classifications, and I can claim little recent experience with them.

There are three general questions, frequently mentioned in criticism of the 15th edition, that I should like to ask concerning the 16th edition. These three questions are: 1) Is it logical? 2) Can it be adapted effectively to the varying needs of individual libraries?, and 3) How will it fit with what has been done in the past?

The first question, that of logical explanation of subdivisions, may seem too frivolous or theoretical. I explain its inclusion here on the basis of frequent experience explaining to college students what makes up a call number. A brief tussle not long ago with trying to explain logically the form subdivision of 069 (used for vocations, where .06 is used for organizations, societies, etc.) left me at a loss and not too sure that it made much difference.

My second question is: "How effectively can the 16th edition be adapted to the needs of your library—school, public, or large university?" The 15th edition of the DC was roundly criticized for the skimpiness of its classification schedules, and criteria set up for use by the makers of the 16th edition specified that "schedules should be carried out in sufficient detail to make specific provisions for topics of interest and importance to libraries." Examination of the new schedules has indicated that this principal is being followed. Suggestion has been made that the needs of specialized collections may be met by separate publication of more complete schedules to be available on demand.

The third question that I would ask of the 16th edition is: "How well will its classifications fit with the classifying that I have done in the past?" Controversy which grew out of the 15th edition centered around integrity of numbers as opposed to keeping pace with knowledge. Results of a questionnaire reported by Pauline Seely several years ago indicated that while catalogers approve in theory keeping pace with knowledge, they find the changes impractical to adopt in their own libraries. There are a good many reasons why, in our library, a decision to reclassify is not reached lightly, and many of the changes proposed for the 16th edition would find our library two editions out of date and likely to stay that way.

Of particular interest for consideration were the changes proposed in the 900's, history of individual countries as they are subdivided by period. It is obvious that existing period subdivisions occupy too large a percentage of the readily available numbers. With a book on post-war Germany classified in 943.085, without recourse to longer numbers, in the foreseeable future, some classifier will find that he's run out of space. A statement made in the preliminary schedules is that the subdivisions as they have occurred in the 14th edition do not fit the periods of history as described and written about by historians. Therefore, the committee has proposed an alternative classification, one in which the early history of individual countries has been telescoped, with, for instance, the history of post-war Germany now in 943.055. I protest! And I'd be interested to know how many libraries can contemplate such a change.

One thing that I should like to speak for is the notes that appeared in the 15th edition

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of Dewey, those explaining the scope of the classification and relating it to previous varying applications. To a cataloger such aids can save much time and costly errors.

As I look back over my remarks, it would appear that I am opposed to any change in classification. That is far from true; the thing that I urge is that consideration be given to the practical effects of such a change on individual libraries which use the Decimal Classification.

SUMMARY

By ALICE PATTEE
Head of Catalog Department
Oklahoma A&M Library
Stillwater, Oklahoma

However disparate the views expressed by the members of our panel, you will perceive that they have a common point of departure. Each of the five speakers represents an open shelf library, and to each the classification is therefore a matter of prime importance. Had we included the librarian of a closed stack collection, the issue might very probably have been confused by a serious questioning of the value of any classification.

The issue is confused enough as it is. Each of the members of the panel represents a library of a different size and of a different kind of clientele. Each evaluates the classification in the light of its service to his particular situation.

Reviewing the points advanced here, we find that a classification scheme, new or revised, raises three questions: (1) Does it provide a logical arrangement of books on the shelves of a library? (2) Does that arrangement serve the needs of my readers? (3) Is its adoption in my library feasible?

Applying these questions to the 16th edition of the Dewey as developed thus far, the panel almost unanimously answers "yes" to the first. And there the unanimity ends.

Answering the second, larger colleges and universities find that the logic of Dewey does not always coincide with the demands of the curriculum. The high school library finds that the scheme breaks down large subjects too narrowly. The larger public library complains that in one instance the Dewey scatters similar material too widely and in another fails to scatter it enough. The small public and the smaller college libraries find that their readers, in general, adapt to it because they must

The answer to the third question is made with the reclassification involved in the adoption of the 16th edition uppermost in mind. Three possibilities are suggested in this connection: (1) Adopt the new revision in its entirety, reclassifying old materials to conform; (2) Reject the new revision entirely; (3) Adopt the new revision for new material only, leaving old material where it is.

The larger college or university library would adopt the new edition for a new subject with a future, reclassifying similar material already in the collection, but would continue to use the old edition for older subjects. The larger public library would prefer to adopt the new edition entirely, but, recognizing the expense of such a project, would compromise also with partial adoption. The smaller college library could achieve only a minimum of reclassification, and so would retain largely the old schedules. The smallest public and school libraries would necessarily adopt the new and leave the older material where it is, since they are dependent on the printed aids for acquiring and cataloging current materials.

At least two speakers express the hopelessness of a stabilized Dewey. With each successive edition, libraries, adopting and/or discarding revisions, are gradually developing schemes unique for each. Whether the situation is good or bad is not stated, but there is the clear implication that no one edition of the Dewey can wholly satisfy all the libraries committed to its use.

With all this discussion of revisions, half-measures and compromises, it is heartening to be reminded by the representative of the small public library that there is always the catalog to fall back on when the classification fails.

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