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"Books to Build On" by Allie Beth Martin
Report from Osage-Pawnee Multi-County Library

October 1958

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OKLAHOMA LIBRARIAN
James E. Gourley

A Message from the O. L. A. President

By the time this message reaches the printed page, October’s bright blue weather will be half over; the World Series will have become history; but the best most recent history for librarians was the signing on August 1 by President Eisenhower of Public Law 85-580. This is the act which appropriated funds to continue the Library Services Act program during fiscal year 1959.

Considerable credit should go to many of the members of the Oklahoma Library Association for not letting down for one moment in making known to the Congress just how we feel about library service to rural areas. To all of you who wrote or talked with Congressmen, the Association is deeply appreciative.

The Legislative Committee of OLA now has its work cut out. In order that Oklahoma receive its prorated share of the $6,000,000 made available by the National Congress, we must not lose sight of the fact that any funds received by the State Library from the Federal government must be on a matching basis. So we have got to convince the State Budget Director, the incoming Governor, and the State Legislature that the State Library needs every penny of the $333,719.55 that it is requesting for each year of the next biennium. This is a sizable increase over 1958’s appropriation of $193,403.36. However, the Executive Board of OLA and the Legislative Committee firmly believe that the job can be accomplished. We will need help from many of you who in the past have been so willing to come to hearings and write letters.

The first Oklahoma Library Association Scholarship has been awarded to Mr. Walter Henry Murphy. Mr. Murphy is already enrolled in the School of Library Science at the University of Oklahoma. While this scholarship amounted to only $200.00, it is hoped that a similar amount or more can be made available next year to someone who appears to be as deserving as "Walt" Murphy.

The Children’s Book Award Committee under Frances DuVall has done yeoman work in publicizing the Sequoyah Children’s Book Award. It is hoped that the winner of this award can be with us at our spring meeting at Western Hills Lodge in Sequoyah State Park next April 9-11.

Your Vice-President, Bill Lowry, along with several other members of the Association met at Western Hills Lodge in September for a look-see at the facilities available for our meeting at the Lodge. It will be one of our most unique meeting places, and a wonderful, restful program is being planned by Bill, about which you will hear more later. At least I can tell you that the president of the American Library Association, Mr. Emerson Greenway, Director of the Free Library of Philadelphia, will be with us. Mr. Greenway is a wonderful speaker and writer. I feel sure that all of the members of OLA will want to meet and hear him.

October, 1958

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Robert B. Downs

THE ART OF SUPERVISION

(Address delivered to annual meeting of the College and University Libraries Division of the Oklahoma Library Association on April 12, 1958.)

When I was first asked to talk on the art of supervision, my immediate reaction was that I couldn’t think of any subject about which I know less. In the course of writing various and sundry books and articles, and preparing speeches on a multiplicity of subjects, I did not recall ever having previously mentioned the word “supervision.” It had always seemed to me to be a term reserved for high-powered personnel officers, superintendents of large school systems, and civil service executives—all of whom I hold in great awe.

But then it was pointed out to me that for the past twenty-nine years, as a college and university librarian, I have been engaged in the practice of supervision. The idea struck me with as much surprise as did the revelation to Molière’s bourgeois gentleman that he had been speaking prose all his life without realizing it.

Anyway, it was hinted that if I hadn’t learned something about supervision after more than a generation of practicing it, there could be some question as to how my time had been spent. So, as the celebrated detective, M. Hercule Poirot, is accustomed to remark, perhaps the “little gray cells” should be put to work.

In the process of cerebration, I have reviewed in my mind both my own experience and observations of the work of other administrators. I have tried to sort out principles of effective supervision—what contributed to the success of the organization’s operations, and what had proven undesirable, or even downright injurious, in practice.

The primary purpose of supervision, as I interpret it, is to accomplish certain ends. In order to achieve those objectives, one must, for better or worse, work through people. That’s where the complexities begin, for as Charles Darwin discovered in studying the origin of species a century ago, no two individuals in the animal kingdom are ever exactly alike. If some way could be found to function without people, life for supervisors and administrators would be vastly simplified. But in that event, it is likely the supervisors wouldn’t be needed either.

Assuming, then, that people are here to stay, and we shall have to learn to live with them, and perchance even to like them, let’s examine some of the trade secrets, the important principals of supervision that may help to make the job easier.

1. Key-word number one in my book is Availability. A top-notch supervisor should never tuck himself away behind closed doors in an office, to be seen only on formal appointment, made two weeks in advance. As a minimum, he ought to maintain an open-door policy, allowing anyone who thinks he has business important enough to bring to the boss’ attention to walk right in and get it off his chest. Inevitably, some of your time will be wasted by bores, by people who stay too long and talk too much, but I am convinced of the essential soundness of the principle.

Even better than the open-door policy is a circulation policy. How easy it is to become bogged down in office routine, correspondence, and committee meetings, and never stir out of one’s office. I know, because I am often guilty. Either your staff must come to you, like Mahomet to the mountain, or you never lay eyes on them. Soon you are virtually strangers, a gulf of misunderstanding may grow up between you, and the staff will be persuaded you have no interest in getting acquainted with it or in its activities. Circulation involves some wasted hours, as does the open door, but it also pays rich dividends. Get out and visit the various divisions of your organization as frequently as possible, get to know what individual members of the group are doing, be able to call them by name, and observe operations at first hand. You will, as a consequence, be a far more intelligent and efficient supervisor.

(Continued on Page 90)
The Children's and Young People's Services Division of OLA held a book selection workshop on August 22. The workshop, sponsored by the University of Oklahoma School of Library Science, the Oklahoma State Library, and Oklahoma Library Association, took place in the Workshop rooms and auditorium of the Main Library, Oklahoma City Libraries.

One hundred persons, 98 women and 2 men, were registered. From registration, participants went to the Workshop rooms, where coffee and cookies provided by Clarence S. Palme and the host library were served. Displays were set up around the room on various subjects of interest to librarians: National Book Week materials, Newbery Award books, Sequoyah Children's Book Award, the multi-county library plan, aids to book selection, and a swap table.

Objective of the morning session was to analyze ways of achieving a good book collection for children. Rama Nolan, Chairman of OLA's Children's and Young People's Services Division, welcomed the group. The session began with the keynote address, "Books to Build On," by Allie Beth Martin, Extension Librarian of the Tulsa Public Library. Mrs. Martin discussed the things that make a book good or poor, and the aids which help a librarian in selecting good books. After the address the audience divided up into smaller groups to check a list of agree-disagree statements. When the tally was made, some statements, such as "No book is really worth reading at ten which is not equally worth reading at fifty," showed considerable differences of opinion.

After the tally was made, a panel of experts discussed the statements on which there was the largest area of disagreement. Panel members were: Chairman, Esther Mae Henke, Extension Librarian, Oklahoma State Library; Mary Ann Wentroth, Boys' and Girls' Librarian, Oklahoma City Libraries; Mabel Murphy, Librarian, Oklahoma College for Women; and Mrs. Martin. There was also some very spirited audience participation. On the statement beginning, "Your library has received a gift of Hardy Boys and Nancy Drew books," one librarian commented, "You don't have to say you gave them to the Boy Scout paper drive."

At the luncheon, which was held at the Redbud Restaurant and Tea Room, the time was set aside for pleasure. A drawing was held for the door prize (Marguerite Vance's Song for a Lute, given by Mary Ann Wentroth) with Mary Louise Tate, Tulsa Public Schools, the winner. Then Martha Heller, Librarian of the Osage-Pawnee Multi-County Library, Pawhuska, enchanted all by telling Hans Christian Andersen's story, "The Tinder Box."

Objective of the afternoon session was to provide information on specific problems which librarians face in selecting books. This session, under the direction of Beth Welch, Oklahoma City Libraries, took the form of a staff review meeting. Beth Oliver, Children's Librarian, Norman Public Library, presented six picture books, telling which are suitable for a library and which are better for individual purchase. Le Schumacher, Stillwater, discussed "tween" or middle grade books, including two attractive Indian books. Beth Welch showed some of the negative side of reviewing in one of the preteen books which she found very disappointing. Sarah Jane Bell, Douglass High School Library, talked about two of the career books which are so interesting to the teens in her reviews of teen-age books.

Judging from the excellent response to the workshop and the enthusiastic comments which were heard, those present would agree that the Children's Book Selection Workshop served to give information and pleasure—therefore, it was a success.
Books To Build On

(Address given at the opening session of the Children's Book Selection Workshop held in the Oklahoma City Main Library on August 22, 1958.)

Eleanor Estes closed her Newbery acceptance speech in 1952 with a story about the son of a friend who had recently read The Middle Moffat. Mrs. Estes was visiting in the home when the youngster returned from school and the mother called him in and introduced her with some excitement, "This is Mrs. Estes." The introduction was acknowledged somewhat casually and the mother pressed matters with, "You know, Mrs. Estes who wrote the books!"

"Oh, I know she wrote them," the boy said matter-of-factly, and then, with excitement, "But has she read them?"

And what about you? Each one of you, have you read them? If you have, you know why the little boy responded as he did. Or are you one of those benighted readers who has been misled into thinking that children's books are simple and that to read them is childish? I have good friends among librarians, some of them in this audience, who look at me strangely when I state categorically that the best books in the library are the children's books. I wonder if the fact that they are present today indicates that they are weakening?

If so, I would like to advance a few candidates for your consideration, worthy candidates for the position of "best" in any library anywhere: Rabbit Hill, The Hundred Dresses, Mr. Popper's Penguins, Five Chinese Brothers, The Long Winter, and Johnny Tremain are the first six that come to mind for no reason at all except that they are such wonderful books. Have you read them? You probably have already thought of six more, and I have already thought of a dozen more which are so wonderful that no one child or adult should miss them.

What is it that makes these books so good? First, boys and girls really enjoy them. The criticism is often leveled at the so-called best in children's books that they are books adults think children ought to enjoy. All of the books which I have just mentioned are books that boys and girls enjoy spontaneously. We occasionally have a waiting list for them and seldom are they resting on the shelves. This is true of many of the very best children's books. Furthermore, I suspect that others of the so-called best have been damned by "but the children don't read them," when in reality the librarian has not read them and doesn't know enough about the books to introduce them with the enthusiasm which can only come from first hand knowledge.

Carry On, Mr. Bowditch doesn't sound very exciting to the prospective reader if he doesn't even know who Mr. Bowditch was. But you can say, "Here is a book about the man whose discoveries saved the lives of countless sailors and whose work is used by sailing vessels and planes even today. When he was only twelve he overheard his father say, 'At least there'll be one less mouth to feed.' He was bound to a merchant who outfitted ships. For nine years, day or night, he could not leave, when what he wanted most in the world was to go to school. And how he hated leaving his family and home. But he knew that 'boys don't blubber.'"

Many of the best books need to be read aloud first—sometimes that is the only way they will ever be enjoyed. The Wind in the Willows may stand idle on your shelves, but if you really love it and can read it aloud it will be treasured by many.

Many fine books appeal to a limited group of readers, but I still say that the first test of a good children's book is, "Do the children really like it?"" Given an opportunity, that is.

But this, as important as it is, is not enough for a basis of selection for your library. We all excuse titles on the ground that "the children love them so, and anyway there isn't any harm in them." If this is a basis of selection, no wonder children's books are considered silly and childish and those who read them equally so.

Literary Style
The second requirement is that the book have literary style. This sounds almost as damaging as identifying a book as a classic, but it is the difference between Laura Ingalls Wilder's The OKLAHOMA LIBRARIAN
Little House books and The Bobbsey Twins; between Winter Wheat and one of Grace Livingston Hill's saccharine inanities. Seventeenth Summer has literary style, the Janet Lambert books do not. The Ark has quality, The Boxcar Children does not. Defining or describing this quality is as difficult as delineating what makes a painting a masterpiece or music great, not just a tuneful melody. Some of the characteristics are emotional appeal, truthfulness, and originality of expression.

Harold Keith began his Newbery Award acceptance speech last month by telling of his own early reading experience, how he gulped down The Motor Boys, Dick Prescott, and the Boy Scout Series, one a day as he sat on his backbone in the living room. And then he told about the first really good book he ever read.

"It was a tallish volume bound in red cloth written by someone named Doyle. It was an English book and so obviously for adults that I hesitated even to open it. . . . I did open it eventually. Quickly I discovered The Hound of the Baskervilles, the most exciting thing I ever read. Doyle wrote so skillfully that you feel the bleakness of the Devonshire country, the hint of the supernatural in the mysterious deaths of the Baronets of Baskerville, and the emotion of pure terror as it called for its prey from the depths of the melancholy moor. . . . My heart thumped like a triphammer. The story had me by the throat and I could not put it down until I finished. I never forgot the experience and as I grow older, I thought how fine it would be if someday I could write a book for boys and girls that would have all the elements of a adult novel, nothing diluted or left out."

Sincerity, vitality, and technique adequate for its purpose have been suggested as the requisites for a work of literature. Select your own nomination for the best children's book. Does it have these qualities, vitality, truthfulness, and technique adequate for its purpose? Think how well Harold Keith's Rifles for Waife meets these criteria for a book of literature. Those of you who have heard Mr. Keith or read his Newbery acceptance paper know that with his endearing modesty he almost disclaims having anything at all to do with his book. He attributes its success to use of a formula learned at the O. U. writing school, to the fact that Bud Wilkinson let him travel around with the football team and do his research incidentally, and

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Oklahomans Embark On Library-Community Study

The Oklahoma Library-Community Project got underway in August when an orientation meeting for the new grant states was held in Chicago. Oklahomans present during the four-day meeting August 8-11 were: William Morse, Librarian of the Pilot Library, Ardmore; Mrs. Austin Smith, Library Trustee, Ardmore; Mrs. Leta Dover, member of the Advisory Board to the State Librarian on Extension Activities; William Lowry, representing the Oklahoma Library Association; J. Conner Fitzgerald, Director of Continuing Education, Oklahoma State University, representing the Oklahoma Adult Education Association; Ralph Hudson, State Librarian; Esther Mae Henke, Extension Librarian; and Virginia Owens, Acting Project Director.

Meeting with the representatives from Oklahoma and North Carolina were Ruth Warncke, Director of the ALA Library-Community Project office, and her staff, and outside experts in the field of adult education as well as representatives of previous L-CP grant states. David Clift, Executive Secretary of ALA, spoke to the group at a luncheon meeting.

Panel discussions, buzz groups, role play, exhibits, and group and individual study made the session a real working meeting in which participants explored thoroughly the concepts of library adult education and the premises on which L-CP is built.

Miss Phylis Maggeroli, ALA headquarters consultant to Oklahoma for L-CP, visited the State Library on September 9-11 for a series of meetings with the staff and the Advisory Board to the State Librarian on Extension Activities. She returned on September 29 for her first visit to Ardmore and meetings with the library staff and board there.

Next steps will be the appointment of a Project Director, selection of a Statewide Advisory Committee for the project, and planning by the Ardmore board and staff about how the library and community self-studies there can best be carried out.

The accompanying statement of "Assumptions on Which the Library-Community Project Is Based" was prepared by the ALA L-CP headquarters staff.
Assumptions on Which the Library-Community Project Is Based

1. The public library's major function is educational.
2. The library provides informal adult education service to individuals, directly and through groups.
3. This service permeates the total program of the library, and, depending on the resources of the library, may be carried out by:
   a. Collecting, organizing and administering materials that meet the educational needs of the community.
   b. Informing the adults of the community of the availability of the materials.
   c. Collecting and organizing information on the educational resources of the community.
   d. Publicizing and making easily available such information.
   e. Devising and sponsoring library activities through which individuals or groups can make effective use of materials and library services—such as reader guidance, discussion series, film forums, and other sequential programs planned around a topic or theme and organized to give continuity and direction to the educational process.
   f. Maintaining a working relationship with other educational agencies and organizations on community needs, and cooperating with them, when possible, in efforts to create programs to meet these needs.
   g. Recognizing community needs: that the library cannot meet by itself and, through the imaginative use of library resources (personnel, materials, and facilities), stimulating the community to meet these needs.
4. The state library extension agency aids in the continuing development of adult education activities in local libraries through counseling, publications, workshops, institutes, or other in-service training activities.
5. Depending on its established policy, the state library association may help to develop adult education activities in local libraries by providing opportunities for programs and exchange of ideas at district and annual meetings, and by appointing committees for research, surveys and publications.

Hypotheses That the Library-Community Project Is Designed to Test

1. Needs for which activities should be planned can be identified through a self-study, by the library and the community, of the structure of the community and its educational resources.
2. The scope of the library's ability to meet such needs can be determined through a study of the resources and use of the library in relation to the needs indicated by the community self-study.
3. The Library-Community Project, over a period of two years, will leave the local and state library personnel involved better prepared to continue their activities in library adult education.
Looking forward to the selection of the Sequoyah Book Award by the boys and girls of Oklahoma, the staff of the Boys' and Girls' Section of the Oklahoma City Libraries planned a summer book discussion group for children in the upper elementary grades which would climax in the selection of an award book. For six weeks the Junior Reviewers held lively discussions each Tuesday morning in the main library. The books discussed were from a list of twenty-five fiction titles prepared by the library staff. To add interest to the discussions, the list included both new and old titles, prize books, books of doubtful literary quality, popular and unpopular titles.

Five books were discussed each meeting. One of the starting points of the discussion was to discover what, if anything, the books had in common. Although they usually fitted into some very general category such as historical fiction, adventure, etc., the children often came up with some surprising and at times perceptive comparisons. Once the moderator was told frankly that the books to be discussed that week must have been books she could not use in any other group.

As the discussion method was new to most of the participants, a little "pump priming" was needed at the first meeting, plus great emphasis on the fact that these were not book reports, there were no right or wrong answers to the moderator's questions, and one person's opinion was as good as another. As the weeks went by, the boys and girls became quite articulate in expressing their own ideas. The discussions followed the same general pattern from week to week so that the children gradually became more aware of the value of life-like characters, plausible plots, and good illustrations.

The moderator was delighted at the last meeting when a reviewer volunteered the information that the illustrations in Gone Away Lake looked the same as in The Borrowers and another remembered they were also the same kind in the Miracles on Maple Hill. They liked the Krush illustrations because they "showed things" and were very critical of the type of illustrations they called "modern."

The moderator went down in defeat in her attempt to encourage the participants to be critical of the too pat, unrealistic ending to stories. They wanted absolutely all of the loose ends explained and the assurance that all is right with the world before the end of the book. They realized that this is not realistic, but "that is what is good about a book, not like in real life when you don't get all your questions answered always."

The children were also very critical of an author's sins of omission. There were frequent comments about books that "skipped around."

Voting by the children on the books of their choice was an important part of each week's program. At the beginning of each meeting each child was asked to vote on the book in the group he liked the best. After the discussion they voted again, this time on the book they thought most worthy of a prize. At the last discussion meeting secret ballots were cast for the Junior Reviewers' Award. The winner, Black Gold by Marguerite Henry, was announced on Tuesday, August 12, when the group met for their award party.

Although a program of this kind of necessity reaches a small group of children, we felt that the rewards were great both for the children and the staff members who participated. The moderator learned a great deal about our patrons and what they think about our wares. Unknown to the children, a la Alan Funk, tape recordings were made of three of the discussions which we think will be of interest and value in planning other groups of this kind.

At the last meeting the children were asked to fill out questionnaires evaluating the program. They were unanimous in the opinion that groups of this kind would be of value in making their selection of the Sequoyah Book Award. As one Junior Reviewer said, members of these groups would "sort of get to know what to think and say about books."
NOTES FROM EXECUTIVE BOARD MINUTES
April 26, 1958

The Executive Board met in the Oklahoma City University Library.


Guests present: Virginia Owens, Leta Dover, Frances Kennedy, Frances DuVall.

Minutes of the last meeting were corrected to show the State Department of Education, State Library, and Library School were among the co-sponsors of the Sequoyah Book Award.

Treasurer reported that total 1958 conference cost was $527.12, leaving balance on hand, $1,366.40.

Paid members number 274, with 19 institutional members and 11 subscriptions to the Oklahoma Librarian.

$120 is in the past-presidents' scholarship fund.

Frances DuVall reported on the Sequoyah Book Award. It was voted to write each of the sponsoring organizations suggesting that each subscribe $50 to pay costs of the award.

Irma Tomberlin and her officers gave their farewell speeches and welcomed the new officers. James Gourley, the new President, presided over the balance of the meeting.

Leta Dover, chairman of the Planning and Policy Committee, gave her report on the plan of dividing the state into fourteen regions for library legislation and planning. She also suggested two items to be considered for the coming year: (1) Support the State Library Budget, and (2) Change in county library legislation.

The motion was made by Irma Tomberlin to accept the recommendation of the Planning and Policy Committee that the OLA support the State Library's budget, especially the part applying to library extension. Edith Gorman seconded the motion and it carried.

It was announced that the change in dates for the 1959 conference had been confirmed to April 9-11 at Western Hills Lodge.

William Lowry moved that one OLA scholarship be established for $200 for one year to the O. U. Library School to be administered by O. U. and to be named the OLA Scholarship. Esther Henke seconded the motion and it carried.

Meeting adjourned.

Library Uses Volunteers In Story Telling Series

With the joint cooperation of the Volunteer Bureau and the Tulsa Park Department, the Tulsa Public Library conducted a story hour program in the parks this summer. Sessions were held in 23 of the city parks, with volunteers supplied by the Volunteer Bureau covering all but six of these which were handled by staff members of the library.

Approximately 150 story hour sessions were held during the program, which started June 15 and continued through August 1. The story hour was worked into the regular park program so that the park supervisor as well as the children knew when the "story lady" was coming. Each park in the program had the story hour one day each week for a half hour. All other park activities were discontinued during this time so that the children anticipated the arrival of the "story lady."

An orientation session was held the latter part of May to help the volunteers with different aspects of the program. At this time they were given a list of good stories to tell, a bibliography of helpful material for storytellers, as well as general information to help those who were inexperienced in storytelling. Demonstrations of three different types of stories to tell were given. Many of the volunteers so enjoyed the program that they would like to help again next year.

A complete evaluation of the program was made at the end of the summer to determine the usefulness of the sessions. An individual analysis of the success of the program in each park was made and included in the final report. Children and storytellers alike were enthusiastic about its value. Plans are to make this a yearly venture, and we hope to eventually have enough volunteer help to include all of the city parks in the schedule. We are hopeful that this program will encourage youngsters to do more reading and to take full advantage of the services offered to them by the Tulsa Public Library. This type of program would be useful in any community regardless of size. It requires a minimum of library personnel and creates a great deal of interest and good will in the library.—Nan Sturvidant
The Legislative Committee of the Oklahoma Library Association met on Saturday morning, September 27, at the Oklahoma City University Library. Members of the OLA Executive Board had been invited to meet with the Committee for this planning meeting. The primary activity of the legislative group during the coming year will be to work for an increase in the over-all budget of the State Library, and to emphasize the necessity for an increase in the budget of the Extension Division of the State Library, so that Oklahoma may participate fully in the Library Services Act.

Mrs. Tomberlin, Chairman of the Legislative Committee, called another meeting for October at the Oklahoma City Public Library to begin work on preparing a brochure which may be used to publicize the legislative program for the year. It is hoped that this material can be made available very shortly for the 14 district chairmen who agreed to work this summer on contacting legislators in their districts, and meeting with organized groups to inform them of our program and to enlist their support. It was agreed that it is essential for all OLA members to begin now to contact their legislators before the Legislature convenes, so that they may be fully informed of the financial needs of the State Library and the urgency of an increase in appropriations.

A school library sub-committee has been appointed to work jointly with a legislative committee from the School Library Section of the Oklahoma Education Association to consider school library legislation, and to consider the formulation of a proposal to appoint a School Library Consultant in the State Department of Education.

Every effort will be made to contact Mr. Edmondson personally, in an attempt to secure his support and interest for the State Library program. Another meeting of the entire Committee is planned at an early date.

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**Did You Mark Your Calendar?**

- October 23-25, Southwestern Library Association Meeting, Galveston.
- October 23-24, OEA Meeting, Oklahoma City.
- November 2-4, Children's Book Week.
- April 9-12, OLA Meeting, Western Hills Lodge, Sequoyah State Park.
- April 12-16, National Library Week.

The OLA Distinguished Service Award may be presented each year. Only one presentation may be made, or it is not necessary that one be given at all. If you have suggestions, please send them, along with your reasons for selection, to Elizabeth Cooper, Base Library, Clinton-Sherman AFB, Foss, Oklahoma. The Awards Committee will be grateful for your help.
SEQUOYAH CHILDREN’S BOOK AWARD

Name and Purpose
The Sequoyah Children’s Book Award is a reading program designed to encourage the school children of Oklahoma to read more widely and more selectively from the most distinguished books that were published during 1956-57.

Definition of a Distinguished Book
A distinguished book may be defined as one of literary merit having an evenly developed plot, rapid action with adequate characterization, motivation, keenly defined sense of humor, and with unique interest-catching techniques presented in a style that is challenging and provocative.

Administrative Committee
The Sequoyah Children’s Book Award is administered by the Children’s Book Award Committee and the president of the Oklahoma Library Association.

Who May Participate
The children from the 4th grade through the 9th grade may read all, or any number, of the titles on the master list which has been compiled by a Book Selection Committee made up of representatives from the various sponsoring organizations. On a date between February 15 and March 10, 1959, each child, who wishes, may vote on the “best book.” All children in the class may not wish to participate; and, since reading ability varies, a child may read only one or two books from the list; the “read aloud” books which the teacher has read to the class may be voted on.

Each child may vote for one book: the votes are tabulated and recorded on a form, which shall be sent to the teacher. There should be one form for each grade. This form should be returned to the administrative chairman not later than March 15. The ballots will be counted and tabulated by the Book Award Committee and the winning book will be announced not later than April 15, 1959.

Composition of the Committee
The Book Selection Committee is composed of one representative from each sponsoring organization. These state-wide organizations for 1958 are: The Oklahoma Library Association, Oklahoma Education Association, State Department of Education, Oklahoma State Library, Oklahoma Council of Teachers of English, Oklahoma Congress of Parents and Teachers, and the University of Oklahoma Library School.

Who Compiles the Master List?
The chairman of the Children’s Book Award Committee will send to the Book Selection Committee not later than March 1, a list of honor books published in each two-year span. Additions will be made by each member, 25 titles will be chosen from entire list, and returned to chairman for compilation.

These rules are observed: Only authors in the United States are considered. Only children’s books, not texts, are considered. Only books for children from 4th to 9th grades are considered. No picture books are considered.

The Award
A medal designed by Dick Palmer, University of Oklahoma, will be cast and will be awarded to the winning author at the annual meeting of OLA, OEA, or other sponsoring organizations.

Frances DiVall, Chairman
Bess Keith, Secretary

Will television replace books? President Javonovich of Harcourt, Brace & Company, Publishers, answers: “Books will never be replaced because reading will never be replaced. Beyond thought and prayer, reading is the last truly private act of reflection. People will not give up their privacy and therefore they will not give up their reading.” (Quoted in Libraries for Florida, June 1958.)
Books To Build On

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to the fact that his editor sent copies of the book to the Newbery Committee.

Now, Mr. Keith may think this is what made Rifles for Watie a Newbery winner, but I disagree with him. The characters live. Jefferson Davis Bussey goes to war as a sort of lark. He will get to wear a uniform, war will be glorious. But disillusionment is a grim, weary, dirty business.

Mr. Keith is not concerned with a pleasant story, but a vital one—"nothing diluted, nothing left out." Every detail has been authenticated, even to the flowers growing along the roadsides in eastern Oklahoma and western Arkansas. So truthful has he been that he says he does not agree that liberties may be taken with history to make a good story. When I handed him a copy of the book to autograph his first concern was to check one word in that printing which he had not seen to see that it had been corrected. He had used an expression which did not come into use until long after the Civil War, and his concern over one word testifies to the truthfulness of the work.

Those of you who followed Jefferson Davis Bussey from the morning when he gathered his friends together and marched to war with high hopes, to the final climax with a bloodhound close at his heels, know that Mr. Keith has achieved the ability to write a book for boys and girls with the literary style of an adult novel.

Format

Not only must a book appeal to the children and have literary significance, it must have an attractive, appropriate format. Here is no place for sickly sweet, sentimental calendar art. Children deserve the best in design and illustration. You may not like so-called modern art—children accept its honest, straightforward quality and are delighted by its demands on the imagination. They are at least entitled to variety from which they may make selections. You may not like Bemelmans, they love Madeline. You may turn up your nose at the Rands' I Know a Lot of Things, they will applaud it (one kindergarten group I know actually did). One thing is certain: if your reaction to the illustrations is, "Isn't it cute?" or, "How sweet!"—adults may concur but children probably will not.

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So in making decisions about what books deserve a place on your library shelves, remember each book must pass these three tests:

1. Do the children or young people really enjoy it. Does it meet the needs of these readers which make it interesting to them?

2. Does it have literary style—emotional appeal, truthfulness and originality of expression?

3. Does it have an attractive and appropriate format, and a sturdy one? I suppose this is as good a time as any to put in a word or two about buying substantial bindings. Most of the books published for boys and girls and young people as they come from the publishers are not sturdy enough for use in school and public libraries. They are intended for home use, and after a half dozen circulations or so they begin to show signs of wear.

There are two things you can do. You can continue to buy publisher’s bindings and as soon as they show wear send them to a reliable commercial binder and have them rebound, or you can purchase them prebound from a reliable bindery in the first place and never have to take them out of circulation for further attention until you discard them when they are too dirty and worn for further use.

Prebinding is more expensive at the outset, but I think it’s an economy in the long run.

In addition to the trade books which you may rebind, or the prebound book which you buy reinforced in the first place, there is a third category of binding which is becoming more and more common as publishers realize that libraries are their biggest customers for children’s and young people’s books. This third type of binding I call a publisher’s reinforcement. This is what is meant when the publisher lists two prices—trade edition and library—and the latter is stronger than the ordinary trade edition for home use but not as strong as the prebound book. More and more publishers of flat picture books are introducing library editions and many of them are entirely adequate.

Whatever you do, don’t spend day after day ineffectively patching and mending. You’re wasting the taxpayers’ money if you attempt major repair work. And don’t send your books to the penitentiary bindery.

I think this is a logical time to mention the importance of throwing books away. It’s just as important as knowing what new ones to buy, and sometimes when you have very little money to spend and the need for books is very great, it is apparently a lot harder to do. I recently visited a library in Oklahoma and I found four physics books on the shelf. Two of them were good current titles; two were published before 1930. Now, obviously those two old books actually contain a great deal of misinformation, and if any young person should be dimwitted enough to try to read one of the drab old things he would get false information. But the librarian said, “We have only four books. Just as soon as we get more books I’ll throw those old books away.”

Wouldn’t it be better for some of the young people to have nothing to read than to actually be misinformed? Besides, I think she might get more books in the long run if she threw out the old outmoded stuff. Also, the two good books would circulate more frequently if they weren’t lost in a mass of dirty, worn outmoded clutter.

Before I go any further I must say that I know I need to take a dose of my own medicine, and just because I knew I was coming down here today to make this speech I spent the last two days weeding out and discarding books which we had been treasuring far too long.

Book Selection Aids

By now you are probably all saying, “She doesn’t know a thing about my library—we haven’t had a cent for books in months. She doesn’t know about the Little Colonel books that the chairman of the board gave the library and expects to see used. She doesn’t know how insistent the children are about some of the titles we all know do not deserve a place in the library.”

Surely, we all differ on many of these points, but fortunately none of us has to take the responsibility for making all of these decisions alone. Nobody can read the books in order to introduce them to your patrons but you. This is one of the main reasons I am a librarian—I love to read the books and do every spare minute, and I imagine this is one of the reasons you are a librarian. But aside from reading the books just to know them, all of the other book selection decisions may be made with the assistance of experts at a very nominal cost. We have a fine reliable set of tools—book selection aids—to support every decision we make. We still have to make the decisions, but what a help these aids are!

You have in your hand the little folder called Aids published by the National Education Association and the American Library Association. How many of these does your library own? For—(Continued on—Page 97)
Six Months Report—Osage-Pawnee Multi-County Library

On February 13, 1958 the Osage-Pawnee Multi-County Library's scarlet bookmobile went into operation. Much has been accomplished since that day. From a bookmobile serving the rural areas of the two counties, the library has become a city-multi-county system bringing library service to the rural areas and supplementary services to the existing libraries in the two counties.

When the library first organized, the Multi-County Library Board signed an agreement with the Pawhuska Public Library Board to share the quarters of the Pawhuska Library. Then the two boards went on step farther and signed an agreement to share the services of the Multi-County Librarian and the staff of the Pawhuska Library, each library board paying half of the salaries of these staff members. The result was that the Pawhuska Library became in effect the Multi-County Library, and the two libraries could be operated as one, sharing quarters, staff, and books.

The Multi-County Library's basic function is to bring library service to the rural areas of Osage-Pawnee Counties, an area of some 3,000 square miles. This is done in two ways—by bookmobile service to the rural areas, and by consultant services and book collections to the existing libraries. The bookmobile operates on a monthly schedule of school and community stops, plus monthly visits to the six libraries in the two counties to pick up and deposit books. In addition to this the Multi-County Librarian makes one or more visits to each of these libraries each month to help them with various problems in book section, cataloging, and the administration of their libraries.

The six libraries cooperating with the Multi-County Library are Pawnee, Cleveland, Shidler, Fairfax, Hominy, and Barnsdall. The librarians operate under the double handicap of little or no training and lack of financial and/or civic support. By cooperating with the Multi-County Library they are able to greatly improve the quality and quantity of their book stock, as well as learn administrative techniques to save time. With this they have more time to serve their reading public.

Barnsdall, Pawnee, and Shidler receive monthly book collections. The size and period of loan depend on the needs of the library. In general we send out monthly deposit collections averaging about one hundred titles. At the end of the month the bookmobile returns with a new collection of books. All books that are in are returned to the bookmobile; books out in circulation are automatically renewed. In this manner the libraries receive a constant stream of new adult and children's books.

The librarian at the Cleveland Public Library felt it was more important to put her books in some definite order and to weed her collection before receiving any deposit books. At present a two fold project is going on at the Cleveland Library. The collection is being weeded of all dated books, and books beyond repair. Where the books can be mended, and are titles that should be in the collection, they are mended. The Cleveland Librarian is learning the techniques of book repairing. As the collection is weeded, the books are arranged in a broad interest classification. As there is no catalog, and the books are not classified, the only file that will be brought up-to-date is the author file.

The Librarian and the Library Board in Fairfax were at first rather hesitant about the services of the Multi-County Library. Now, however, the Librarian has requested deposit book collections, and help in cataloging and classifying books. Also, the Librarian wishes to have an inventory of the book stock and set up a shelf list. In addition to this, the catalog needs to be weeded of cards for books that have been discarded. As these various projects get under way the Librarian will investigate ways of controlling the materials of her library and keeping records with a minimum of effort.

One of the most enthusiastic users and supporters of the Multi-County Library is the Hominy Library and Librarian. From its beginning Hominy has made use of the reference and inter-library loan services of the Multi-County Library. In addition to this the Librarian has called on the Multi-County Library for aid in book selection, speeding up the processing of their new books, and in bringing the catalog up-to-date.

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Another library that has come to depend upon the Multi-County Library for aid and advice in book selection and in processing of books is the Barnsdall Library. The Librarian is most anxious to learn all she can about her profession.

At present the Shidler Library is fighting to keep their quarters, for the town wants them for a garage. They receive no support from the town. The bookmobile leaves a monthly collection of books, which, for the present, is all the help they want.

The Pawnee Library is in fairly good condition, and with the help of the deposit books has a good collection. Their greatest problem is the complete lack of financial support. This is a problem that the Board needs help in solving.

The various projects and advice given to these libraries is something that will continue for a long period of time. It is easy to say that a catalog needs to be weeded, but it takes a long time—sometimes months—to accomplish it. Improvement of library services will need the cooperative efforts of the Multi-County Library and the local libraries. However, as the results of the various projects begin to show, it will mean a renewed interest in the libraries. More and better books will mean higher circulation and increased demand. This in turn will eventually mean increased support of local libraries and of the Multi-County Library.

The local libraries will always be too small to carry the full financial burden that good service demands. This, of course, means that only by cooperation with the Multi-County Library can such service be achieved. This is already being done.

A great part of library service is service to children; and the art of story telling is honored in the profession. Hominy, Barnsdall, and Pawhuska now have scheduled story hours with the story telling done by members of the Multi-County Staff. When school opens in the fall the Multi-County Librarian with the local librarians will visit the schools for book talks and story hours.

As has been mentioned, the local libraries have been turning to the Multi-County Library for help in book selection. With the vast number of books coming off the presses every year, and only a limited amount of money to spend, it is easy to see why book selection can be so difficult. Do you give the reading public what they want, or what they should have? A book is purchased in terms of what the community needs as well as what the community wants.

Above and beyond giving pleasure and information, a library is the storehouse of the world's knowledge—and this is true of the smallest as well as the largest library.

In terms of future service the Multi-County Library is working on plans for centralized book ordering and processing. This means that while the local librarians are responsible for their own book selection, the books will be ordered via the Multi-County Library and will be processed and delivered ready for circulation. In this way the small libraries will have the advantage of a higher book discount and with the time saved will be able to give more and better reader service. Such a service will mean that the cataloging and classifying of the books will be uniform and that a union catalog will be set up.

The Multi-County Library has become a regional reference and inter-library loan center. Reference questions have come to us from all over the two county areas by mail and from the bookmobile. These questions are answered by mail, or by the bookmobile during its regular run. Inter-library loan requests are filled from the Multi-County's book collections, and if it is impossible for us to fill a request then it is sent on to the State Library. As the Union

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Catalog slowly grows, the Multi-County Library will be able to call upon the local libraries for materials. This will speed up the process greatly.

The services mentioned are only a part of the Multi-County Library. By means of the bookmobile we are bringing library service to the rural areas of the two counties. The bookmobile operates on a monthly schedule of school and community stops. The reason that the bookmobile makes as many school stops as it does is because in a rural area, the school is oftentimes the only central meeting point. But it must be understood that the library is bringing public library service to these schools and not school library service.

The number of bookmobile stops in the two counties averages forty-five per month. Books loaned from the bookmobile may be returned to the local libraries. On its monthly visits the bookmobile will pick the books up; and in turn books belonging to local libraries can be returned at the bookmobile. This will also tend to increase the usage of local libraries.

Between February 13th and July 31st the library circulated 12,764 books. We estimate our borrowers at 2,500 persons. Our losses are less than five books.

That our service is a welcome one is evident from the reception given us at our numerous stops. A steady stream of home made bread and preserves has done much to increase our waistlines. In some of the communities one or more readers take it upon themselves to see that everyone knows what day the bookmobile is scheduled to arrive. The local papers have been generous with space by printing our weekly schedules. The Tulsa World ran a Sunday article on the Multi-County Library; the Farmer-Stockman did an article on the library in the June issue, and Lewis Myers invited the Librarian as a guest on his morning radio program. Both the Multi-County Librarian and the Bookmobile Librarian will be guests on the Buddy Bookworm TV show sometime late in August. Various civic groups have called upon the Library to present programs at luncheons and meetings.

This does not begin to cover all that the Library is, can and will be doing. It has been said that librarians are Jacks of all trades; this is true. Our success lies not in knowing the answers but in knowing where to find the answers; from bringing together the right book with the right person at the right time to finding out if bedbugs have wings.

Books To Build On

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Unfortunately, most of them are relatively inexpensive. All but four of the "General Lists" are two dollars or less. The best investment that any library could make would be to purchase every single item which applies to the age or grade it serves. The lists contain the titles which your readers will really enjoy, which do have literary style, and attractive format. You don’t have to depend on some publisher or jobber. Of course they recommend all their books; it’s their business. These aids list books selected by many qualified experienced teachers and librarians and you can depend on them.

I would like to add one item to the "General List." It is Book Bait by Elinor Walker, published by the American Library Association. Price is $1.25. Also, I would like to recommend especially to those who serve young adults the 25c list. If you do serve young adults, I would also depend on the adult book selection aids, the Fiction Catalog and the Standard Catalog for Public Libraries. The Standard Catalog for High School Libraries does not include enough mature titles for senior high students.

List of Current Books

Having added all of the general aids which apply to your library, you must keep up as books are published. At least one current book reviewing aid, preferably more, is an essential for every library. Just because you don’t buy books but once a year (if you are that lucky) doesn’t mean that you don’t need to be ready when money does become available, and at least be able to talk intelligently about current publications of note. When a patron says, “Do you have The Cat in the Hat Comes Back?” isn’t it better to answer, “Oh, that’s the new Dr. Seuss book which is written for beginning readers. No, we don’t have it yet.” rather than, “What? Never heard of it!”

As good as these aids are, certainly after reading the books themselves the next best is talking about them to others. And how helpful it is to talk to other librarians about them. Do you find an opportunity to discuss books, new and old, with other librarians in your area? Here is an area of cooperation in which we might all participate. The librarian working alone needs contact with others, and an opportunity to exchange ideas. That is why we are all here today.
FROM THE FOUR CORNERS

Elizabeth Cooper, formerly librarian of the Naval Air Training and Technical Center at Norman, has gone to the Clinton-Sherman Air Force Base Library, Foss, Oklahoma, as head librarian.

The city of Dewey is to have a new $50,000 public library building, the gift of D. M. Tyler in memory of his father, Herbert F. Tyler. The building is to be erected in city park. Mrs. Bertha Harbour is the city librarian.

Mrs. E. E. Gore, librarian of the Altus Public Library for 35 years, recently retired. Miss Edith Hall, formerly the Assistant Librarian, succeeds Mrs. Gore as librarian.

Miss Norine Andrus was appointed head of the Duncan Public Library effective July 1 succeeding William Stewart who is now librarian of the Muskogee Public Library. Miss Andrus was formerly Altus Air Force Base Librarian, until her transfer to Little Rock where she served during the past two years. She is a graduate of the O. U. Library School.

The June, 1958 issue of Adult Leadership has an article "Library Community Workshop," written by Walter Gray, Jr., Director of the Community Workshop Division of the Oklahoma City Libraries. It describes the informal adult education program of the Oklahoma City Libraries. Mr. Gray is also editing a page to be called "The Trading Post" which will appear regularly in Adult Leadership beginning with the September issue.

Dorothy Williams accepted appointment as librarian of the Oklahoma Historical Society effective March 10, 1958. A graduate of the University of Oklahoma, she served in the O. U. library from 1937 to 1941 in the circulation department and at the Library of Congress in 1941 and 1942 in the interlibrary loan department.

Jeanne Aber, formerly librarian at Northern Oklahoma Jr. College at Tonkawa, has gone to head the Southwestern State College Library at Weatherford.

Harold Williamson (O. U. Library School 1957) accepted the position of Assistant Librarian, Southwestern State College, Weatherford, effective May 15, 1958. He was formerly teacher-librarian in the Marietta High School.

Mrs. Ethel Gay (O. U. Library School 1957) is now on the staff of the Curriculum Library of the Oklahoma City Public Schools.

Art of Supervision

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In making yourself available, please forget the sacred cow called "channels." If a member of your staff wants to talk to you, presumably he or she wants you, and not one of your assistant supervisors. I am not implying you should go over the heads of other persons in a chain of command, but I do insist on the inalienable right of everybody in the organization to discuss his problems with any administrative officer. The matter of decisions is another question. "Channels" is a term we have taken over from government and military circles, and it is an administrative convenience. We should not, however, allow it to become a straitjacket, with the Lowells speaking only to the Cabots and the Cabots speaking only to God.

The principle of availability, of course, includes the willingness to lend an ear. One of the supervisor's most essential duties is to be a good listener. Be prepared to hear sympathetically grievances of any kind, to listen to expressions of opinion as to how the organization might be improved, and to ideas for new projects. And I mean listen. It is extremely irritating for a person with a definite problem to discuss to meet with his superior officer, and then to have the conversation monopolized, with little opportunity to present his point of view. Some administrators are so enraptured by the sound of their own voices that a conference with them is likely to turn into a lecture. If the staff member is allowed to open his mouth in such cases, there are so many interruptions, contradictions, and questions that he cannot tell a connected story. I have found, personally, that it is much more rewarding to
listen than to talk. There is always a possibility one will learn something of value.

2. The second key-word, after Availability, is Recognition. The most concrete form of recognition, naturally, is an adequate salary, with suitable merit increases, whenever the budget permits and with status suitable to responsibilities of the position. But, important as those things are, they are not enough. The staff member almost invariably craves appreciation and praise for a job well done. No salary check can ever fully take the place of a sincere expression of commendation for one’s accomplishments. The knowledge that your work is valued by your superiors, that they realize your performance is top-notch, and are grateful for your contributions to the success of the organization, is worth more than money can buy. I do not mean fulsome and meaningless flattery, but genuine and intelligent appreciation, with evidence that the supervisor understands what and why he is commending. Properly used, praise is the most powerful tool at the supervisor’s command for getting a job well done, and for maintaining high morale. People are important to themselves, and should always be considered as individuals, not as cogs in a big machine. It is never amiss to build up their egos, and to increase their pride in themselves and their work. A word of praise brings a lift, a feeling of happiness, and a brightness to days that might otherwise be dark and discouraging.

A basic side of recognition, of course, is to give credit when credit is due. The administrator or supervisor who attempts to claim sole credit for new ideas, successful innovations, a smooth-functioning organization, and all other achievements, is probably nursing a large inferiority complex. He certainly will not win the esteem or loyalty of his associates. After all, he is only one member of a team, and a successful team requires the cooperation of every player.

I have known cases of administrators who deliberately refused to employ persons with educational or other qualifications superior to their own, for fear of being overshadowed and out-shone. Such an attitude seems to me completely ridiculous. In my view, the more outstanding people one can have in an organization, the more brilliant it will appear to the world at large, and the more glory will be reflected on the persons at the top. My theory is to go out and find the very best staff members procurable, to stimulate them to produce their best work, encourage them to be fertile with ideas, to use their talents to the utmost advantage of the organization, and then to give private and public recognition of their contributions.

One of the greatest university librarians we have ever had in the United States scarcely ever, I believe, had an original idea. He was extraordinarily skillful, however, in surrounding himself with able colleagues and building upon their ideas. He could sort out the sound from the faulty, or we might say “screwball,” proposals, and then bring his administrative ability to bear to put the good ideas into effective operation. Thus by full utilization of the talents of capable associates, he not only developed a great library, but in the process established an international reputation for himself. Because he never hesitated to accord full credit to everyone associated with him, the widespread respect, loyalty, and devotion among those who have worked with him are truly remarkable.

3. After Availability and Recognition, the third key principle in supervision, I think, is Responsibility. In an organization of any considerable size, it is a physical impossibility for

(Continued on Next Page)
any one person to keep tab on every detail of operation, no matter how efficient or hard-working he is, or how many hours he spends in his office. Even to attempt such perfect control is inviting a nervous breakdown, not only of the supervisor but also of his staff members, for he will drive them crazy, too.

The alternative is for the supervisor to assign as much authority and responsibility as may be needed. If one has followed the policy recommended of appointing the most highly qualified people one can find and can afford, it would be an injustice to them not to give them free rein to get their work done in their own way. Perhaps I can illustrate the point by citing two horrible examples. At one time, I worked with a university librarian who had an insatiable love of detail and routine. He would go into the catalog department and personally inspect every card being produced. He went to the marking division to check on bookplates and call numbers. In the circulation department, he ran through the records of books being ordered and examined those received. Similar procedures were followed in the circulation, reference, periodical, and other departments. Staff members soon gained the impression that he was spying on them, and lacked faith in their judgments. They lost respect for him as well as confidence in themselves.

Another illustration is the case of the director of one of the nation's principal university libraries, with a large staff, a book collection of more than a million volumes, and an annual budget well in excess of a million dollars. He, likewise, was convinced that this great organization would fold up and collapse if he didn't keep a finger on everything that went on. Books requested by departmental librarians for transfer from the main library, for instance, were rolled in on a truck for the director's personal inspection, to decide whether the transfer would be approved. He regularly worked twelve to fourteen hours each day, trying to stay on top of the mountain of routine that constantly threatened to engulf him. Meanwhile, there was no time left for important faculty contacts, or for getting acquainted with his staff, for the formulation of broad plans for the library's future development, for participation in the activities of professional associations, or for filling the leadership-role expected of a person in such a major position.

So we come back to the alternative: Find the right person and make him responsible for getting the job done. It is probable that he will need direction and guidance, especially at first, but if he is competent, he should be able to carry on without minute checking. Force him to stand on his own feet, to make routine decisions without taking the supervisor's time, develop his self-confidence. Like an orchestra, every member has an instrument or a part to play, while the supervisor's job is to wield the baton. If there is a sour note, it will soon be evident where it is coming from and corrective measures can be taken. Much more disastrous it would be for the director to take over and attempt to play all the instruments by himself. There will be much noise, but little harmony.

In my estimation, the best library system, or any other type of organization, is the one which requires a minimum of supervision. This condition can be brought about by proper delegation of authority and responsibility. Where it exists, it is a sign that we have found the right people for the right jobs.

4. The fourth key-word in my supervision vocabulary is Information. "Communications" is a term much in vogue these days, and it has some very practical applications to supervision. All of us like to feel that we are on the inside and that we know what is going on. We want to

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have a sense of belonging, to feel that we are partners in an important enterprise, that we belong to an institution, and it belongs to us. Therefore, we have a keen desire to be kept informed of its progress.

Actually, this is a two-way street. Not only should staff members know about policies, plans, changes, new programs, and other matters which may affect their own positions; it is equally essential for the supervisor to learn about the problems and needs of staff members. Without such two-way communication, misunderstandings, misinformation, false rumors, and poor esprit de corps are inevitable.

As told by Stowers: 'The power of idle gossip and rumor is illustrated by the classic story of Bert, the oil man, who died and went to heaven. Arriving there, he knocked at the gate. St. Peter opened the gate and asked him to enter. They sat down while St. Peter went over his record. St. Peter learned that Bert, while on earth, had been in the oil business in Tulsa. 'I'm sorry,' said St. Peter, 'but our quota of oil men is filled and there is no room in heaven for any more.'

Bert, in deep thought, started to leave; then turning to St. Peter, he said, 'You know, St. Peter, my mother died when I was quite young and I tried to live the right kind of life on earth, thinking that someday I would be able to come up here and live the balance of eternity with her, and to perfectly honest with you, I am terribly disappointed.' St. Peter said, 'I'm sorry, but heaven is full of oil men now and there isn't room for any more.'

Bert said, 'St. Peter, I would like to make a deal with you—I have an idea. As long as there are too many oil men in heaven, maybe you will let me come in for twenty-four hours. Perhaps I could get rid of a few of them; then maybe you could find a place in heaven for me.' St. Peter again looked over Bert's record, compared it with some of the oil men in heaven, and said 'Well, your record is really outstanding. I'll go along with you on that proposition for twenty-four hours.'

Bert started down the streets of Heaven. He came upon a man dressed in overalls which were covered with oil and grease. Bert stopped the man and said, 'Looks like you were an oil man.' The man said, 'Yes, I was in the oil business in Texas.' The two of them talked oil for a few minutes and when they were about to part company, Bert said, 'Now keep this under your hat—don't tell anyone, but I hear that they just struck a gusher in hell.'

The next morning, St. Peter called Bert in and said, 'I don't know what you did, but there are no oil men in heaven; they've all gone. See that house over there?' St. Peter continued. 'That is the nicest house in heaven, and I am going to give it to you and your mother so both of you can live the balance of eternity there together.'

Bert scratched his head and said, 'Well, St. Peter, I appreciate it. It's really awfully nice and very kind of you, but I've been thinking this thing over and I'm going down to hell because there may be something in that rumor.'

The moral is, don't believe rumors, especially those you start yourself.

The practical machinery for getting information back and forth may take various forms. If the supervisor makes himself available as much as possible, a great deal of communication will take place through individual conferences. Individuals can also be given urgent messages by form letters. To reach larger groups, frequent staff meetings are desirable, providing there is ample time for give-and-take discussion. Staff committees to deal with matters of concern to the organization serve a similar purpose. Another medium I like is a staff

(Continued on Next Page)

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news organ, preferably run by the staff rather than by the administration. A well-edited, newsworthy staff bulletin will be read by everyone. It can be used for official notices and announcements, but its principal function is to carry news of staff activities—for example, any honors received by members, offices to which they have been elected, participation in professional societies, and such personal items as births, marriages, vacations, and anniversaries. There should be a reporter or correspondent in every division or department to make certain no one gets overlooked.

5. My fifth key-word is Loyalty. If we expect loyalty from our associates, we must be loyal to them. Nothing, I think, will win the support and cooperation of your staff faster than the knowledge that you have their interests at heart. When the members deserve salary raises or promotions, I believe it is the supervisor's responsibility to go all out to obtain them. If the staff's status is unsatisfactory, work to get it changed. Whenever possible, try to improve working conditions, such as providing adequate light, ventilation, comfortable furniture, pleasant rest rooms, staff rooms, and coffee breaks. Be prepared to fight for liberal vacations, holiday allowances, sick leaves, study leaves, and generous retirement arrangements.

In connection with promotions, it is excellent policy, in my opinion, to promote from within, insofar as practicable. When vacancies occur, why save the choicest plums among staff positions for newcomers from the outside, if you have equally competent persons in line for promotion already in the organization? We have doubtless come to know the weaknesses of those with whom we associate regularly, and are not always so conscious of their strong qualities. The outsider doubtless has some weaknesses, too, that we do not learn about until later. Of course, one ought to guard against excessive inbreeding on a staff, and an infusion of new blood from time to time is wholesome. But the principle stands.

A couple of other topics I will consider more briefly.

6. Number six might be termed Flexibility. The supervisor's or administrator's backbone does not have to be made of rubber. A certain amount of compromise or flexibility, however, in one's makeup will accomplish wonders in oiling the administrative wheels. Too much rigidity, too many arbitrary rules, the insistence that there is only one way to do a thing, kills ambition and initiative, paralyzes new ideas, and may easily cause a staff to go dead. If a staff member wants to reorganize a reading room, prefers to take a vacation in January instead of July, asks for a leave of absence for further professional study, try to see his point of view, and if it appears reasonable, feasible, and for the good of the organization, try to arrange it. Some supervisors seem to get hardening of the mental arteries early in life, and become increasingly uncompromising and inflexible. In a way, the maintenance of the status quo is the easiest, simplest kind of administration, but I'll guarantee it won't bring any growth or progress.

7. Number seven might be called Decisiveness. This is the place where starch in the spine is essential. The successful supervisor must have the ability to arrive at a decision. The supervisor who procrastinates and vacillates, who blows hot one day and cold the next, who never seems able to make up his mind, is likely to be completely ineffective in leading and directing other people. A general with that attitude would never win a battle, regardless of the quality of his army. I have known administrators for whom it was excruciating to have to act, who struggled for days over a minor decision, and then having made it, lay awake.
nights wondering whether they had decided correctly. That's the way ulcers are born. These individuals should never have been given supervisory responsibilities in the first place.

You may recall the story of the soldier who was given the assignment of separating the little potatoes from the big potatoes. After several days, on the verge of a nervous breakdown, he came to his commanding officer and asked for a change of assignments. "What's the matter?" asked the officer. "You have an easy job." "I know," replied the soldier, "but these decisions are killing me."

I am not suggesting that everyone should play the big-shot executive, making decisions with split-second, machine-gun rapidity, under terrific pressure. What I am proposing is sensible, reasonable decisions, made with a fair degree of promptness, on the basis of sound information, advice from one's colleagues, and such study as may be indicated. If one cannot operate in that fashion, the probabilities are that he is misplaced as a supervisor.

Personally, the decisions I have most often regretted are those made hastily, without consultation and without fully informing all concerned. Those are the decisions most apt to be half-baked and to bring a kick-back. Generally, I have found the advice of good committees helpful, unless they are too much dominated by persons with axes to grind. And, by the way, if the administrator makes a bum decision, he shouldn't attempt to place the blame on subordinates. He is the boss, and is being paid to use his judgment and to take responsibility.

There are, of course, other aspects of supervision worthy of discussion, but the seven mentioned I think are among the most fundamental, that is: Availability, Recognition, Responsibility, Information, Loyalty, Flexibility, and Decisiveness.

Recently, I came across a definition which seems to me to describe the ideal toward which every supervisor and employer should aim. It is entitled "The Good Boss." It states, "You will know the good boss by the pleasant atmosphere throughout his office, his division, or his section. He gives credit ungrudgingly, frankly, and openly where credit is due. He inspires his employees with his own enthusiasm. Anyone under him can come with a problem, business or personal, with the feeling that he will be encouraged or helped. He knows how to give out the work fairly and how to value it when completed. He does not drive his people; he leads them. He knows the job thoroughly and the ability of his workers. He is alive to new methods and is eager to try out those presented by others. He makes careful progress reports on employees. He keeps nothing secret that, within limits of company policy, he can reveal to stimulate interest. He trains conscientiously, promoting as soon as he can. When employees deserve it, he fights to get them more money. He upgrades with pleasure and dumes with sorrow. He is genial and friendly, but at all times conscious that the command and responsibility are his. He keeps himself free of routine that he may cope promptly with the unexpected."1

- Such a paragon may seem unattainable in this imperfect world, but I know there are such people, and all of us with administrative and supervisory responsibilities should do our best to emulate them.


NECROLOGY

Mrs. Elsie D. Hand, librarian of the Oklahoma Historical Society until her retirement last March, died August 13, 1958 at her home in Oklahoma City. She had been ill for several months with a heart ailment.

Mrs. Hand, a longtime member of the American Library Association, served as librarian of the Oklahoma Historical Society for five years. She took her first library job in 1909 as librarian of the Elk City library for over 50 years. She served on the Elk City library board from 1919 to 1934 when she became assistant to Mabel Bassett in the State Library. She then became chief librarian of Oklahoma A & M College now OSU, serving until 1934 when she became assistant librarian in the State Department of Charities and Corrections. She served for a time as director of the state library services to the blind.

Mrs. William (Norah Lynes) Francis, longtime Elk City librarian, died September 6 in Elk City after a brief illness. She had lived in Elk City for over 50 years. She served on the Elk City library board from 1919 to 1934, when she became librarian. In 1953 because of failing health Mrs. Francis asked to be relieved of her duties as head librarian, but stayed on as assistant to the present librarian Mrs. Ray J. Dobler.
IN THIS ISSUE

Robert B. Downs' article, "The Art of Supervision," should be read if only for his story about a Texas oil man named Bert. The article itself is an excellent common-sense summary of what makes good supervision, in non-technical language, and based on his experiences and observations over 29 years as a college and university librarian. All of us will be able to think of others in supervisory capacities who could benefit by reading this article. How about reading it and doing some soul-searching ourselves?

Downs is Director of the University of Illinois Library, one of the largest university libraries in the nation, and the author of many books and articles on librarianship and in his special field of interest, American humor.

This issue of the Oklahoma Librarian presents a feast for children's librarians in schools and public libraries. Rama Nolan reports on the Children's Book Selection Workshop which attracted 100 librarians to Oklahoma City on August 22. (Incidentally, it is estimated that one-third of them had never attended any kind of library meeting before.) At the request of those in attendance, Allie Beth Martin's keynote address, "Books to Build On," is printed herein. Mrs. Martin is Extension Librarian, Tulsa Public Library, and taught children's book selection during the 1958 summer term at the O. U. Library School.

Beth Welch of the Boys' and Girls' Section, Oklahoma City Libraries, tells about their interesting experiment during the past summer in organizing a group of boys and girls, who met regularly to review books by means of group discussion. And Nan Sturdivant of the Extension Department, Tulsa Public Library, reports on a summer story telling program in the parks which was organized by the library and utilized volunteer story tellers. Could your library build successful programs similar to these two?

Martha Heller reports on the exciting and sometimes hectic first six months of operation of the Osage-Pawnee Multi-County Library. As of July 1, 1959, support of this first multi-county library in Oklahoma will be entirely up to the counties concerned. It begins to look like Muskogee might be the next multi-county area to qualify for one of the two new bookmobiles ordered by the State Library from Library Services Act funds.

OLA DIRECTORY SUPPLEMENT

The following names bring up to date the 1958 directory of OLA members published in the July issue:

Anderson, Mrs. Evelyn J., University of Chicago Laboratory School Library, res. 5831 S. Blackstone, Chicago (37).
Benfer, Mabel, Bartlesville Public Library, Blankenship, W. C., O.S.U. Library, Stillwater.
Conkling, Mrs. Frank, Cushing Public Library, Crumpler, Mrs. Lillian, Midwest City Library, 300 Mid-America, Midwest City (40).
Ervin, Mary E., Altus Air Base Library, res. 1408 E. Ash, Altus.
Frederick, Clifford, 610 S. 14, Duncan.
Jenkins, Joyce, Altus Public Library, res. 420 N. Grady, Altus.
Lanham, Elgie R., Sand Springs Public Library.
Leach, Mary, Holdenville High School Library.
Martin, Fowler B., O. U. Medical School Library, 801 N.E. 13, Oklahoma City (41).
Self, Mrs. Ida, Norman Jr. High School Library.
Sellers, Lois, 601 Spruce St., Wamego, Kansas.
Shaw, Mrs. Mary, Oklahoma City Libraries, Oklahoma City (2).
Smyth, Mrs. Ethel F., Okemah Public Library, Turner, Mrs. J. O., Bartlesville Public Library.
Winn, Herbert E., Bartlesville Public Library, Wolfe, Dora, 235 W. 10, Bristow.
Youngs, Una Nell, Bartlesville Public Library.

Institutional Members
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Hennessey Public Library.
Muskogee Public Library.
Oklahoma State Library.

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