School Libraries Issue

Guest Editorial by Trean Maddox

Articles by Eleanor Alexander, Eleanor E. Ahlers, and Dr. Oliver Hodge

New Sequoyah Book Award List

April 1960

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OKLAHOMA LIBRARIAN
A Message from the O.L.A. President

This is my final message as President of the Oklahoma Library Association. It has been a rewarding year for me and because of the good work all of you have done, it has been a year of progress for our Association and for library service in Oklahoma.

What are the year's accomplishments? A lot has been said in my messages about the Library Amendment and the future it holds for library development in Oklahoma, but there are several immediate gains. Our efforts to achieve a sounder public library program have served to unite librarians, trustees, and friends throughout the state. It has given us a common goal, a project in which we can all join wholeheartedly. Just as importantly it has resulted in a statewide organization of citizens who are becoming aware of library needs and are willing to do something about them. I hope that the Citizens Committee for Library Development will become a permanent organization ready to work not only for better public libraries but in all areas of library service: school, college and university, special and public.

School library service also received more attention this year. An important workshop on school library standards was held in conjunction with our annual conference. The development of school libraries is important to all of us and it seems to me this should become a particular emphasis for OLA in the immediate years ahead.

One of the important keys to successful recruitment for the library profession is the development of undergraduate and graduate library science programs in our colleges and universities. Oklahoma is fortunate to be one of the twenty-one states with a graduate library school. The School of Library Science at the University of Oklahoma has made a great contribution to libraries in our state and we are pleased to know that the School has a new, capable director working to build an outstanding faculty and program. Oklahoma State University is offering six courses in library science this summer and several state colleges are improving and adding to their library science programs.

The Oklahoma Library Commission Project will conclude its study this summer. This has been an unusual opportunity to examine needs and the role the library can fill in meeting them. The effects of this study should be felt for many years.

I have listed only some of the important achievements. There are many others, and of course there is another big one just ahead July 26, 1960. Thank you all for your help and best wishes to us all and to the State of Oklahoma, for a successful Library Amendment Campaign.

April 1960
The Future of Oklahoma School Libraries

Oklahoma school libraries, as well as others throughout the nation, are standing at the threshold of an exciting new era for developing school library programs. While it is true that during the past school libraries in our state have come a long way, there is still much to be desired. What then are our plans for the future? Is there promise of raising our school library standards and thereby contributing more to the educational programs of our schools as a whole?

In 1953 the Board of Directors of the American Association of School Librarians approved a project for revising the accepted school library standards of 1943, School Libraries for Today and Tomorrow. A committee was appointed with Frances Hennie and Ruth Ersted as co-chairmen. Since school libraries are not the sole responsibility or property of school librarians, the advice and help of others interested in quality educational programs was sought. By 1958, in addition to membership from AASL, the following twenty (20) professional organizations were involved:

- American Association of Colleges for Teacher Education
- American Association of School Administrators
- American Personnel and Guidance Association
- Association for Childhood Education
- Development, Catholic Library Association
- Department of Elementary Schools of N.E.A.
- Department of Audio-Visual Instruction of N.E.A.
- Department of Classroom Teachers of N.E.A.
- Department of Rural Education of N.E.A.
- General Federation of Women's Clubs
- National Association of Secondary-School Principals
- National Citizens Council for Better Schools
- National Council for the Social Studies
- National Council of Teachers of English
- National School Boards Association
- National Science Teachers Association
- Public Library Association of A.L.A.
- Secondary Education Board

The cooperative efforts of these groups resulted in the publication on March 1, 1960 of the Standards for School Library Programs, by the American Library Association. A companion work, A Discussion Guide, for use with the Standards is an aid in planning and conducting meetings on the various phases of effective school library programs and services.

The new national Standards are high, and will be goals to be attained over a period of several years. They are both qualitative and quantitative criteria for improving school library programs. They emphasize the fact that the school library is the materials center for the school and that its program is far reaching, extending into every area and phase of the educational program with instruction, materials, services and activities in order to meet individual needs and requirements of teachers and students.

Now that we have a new set of standards for school libraries, school librarians must accept the challenge of leadership and take the initiative, at both the state and local levels, of raising school library standards. Already the School Librarians Divisions of both the Oklahoma Library Association and the Oklahoma Education Association are working cooperatively to implement the 1960 Standards. During their “pilot project” workshop early in April, the membership is making suggestions and plans for specific ways to implement the school library standards. What will be the results of their efforts? Will it be much needed school library supervisory programs at the state level? Or, will it be more and better elementary school library programs throughout the state? Will it be a better understanding by school administrators and teachers of their part in the total school library program? The answer to these and many other questions is in the future.
ture. In the meantime, it is up to each one desiring good school library programs to awaken the school and the community to an interest in quality school library programs. Moreover, it is the individual school librarian’s responsibility to be alert to every possibility for planning and providing a more effective school library program.

At this time ours may seem a difficult task. Undoubtedly it would be far easier if we had the leadership of a state school library consultant to aid us with our efforts. However, we have every reason to believe that our program will be a success, for throughout the state we have the necessary leadership of an energetic, enthusiastic group of school librarians, who will work persistently and pleasantly to accomplish their goals.

Let us hope, then, that at the close of the next five, seven or even ten years, Oklahoma school library programs, both at the state and local levels, will have made such progress that we can proudly say we have attained those goals which may have seemed impossible when plans were first being formulated to implement the new Standards for School Library Programs.

Oklahoma Congressmen Carl Albert, McAlester (left) and Tom Steed, Shawnee (center) discuss plans for the April 3-9 observance of National Library Week with L. Quincy Mumford, librarian of Congress. Mumford shows the two representatives a catalog of the Thomas Jefferson book collection which formed the basis of the Library of Congress. Mr. Steed and Mr. Albert are members of the 1960 Oklahoma Library Week Committee and are co-authors of the Library Services Act which has given impetus to library development and bookmobile service in the state.
Educational Trends: Their Significance
For School Libraries and School Librarians

General Trends

Much is being said about quality teaching. In a recent talk in Houston, Dr. William Alexander, president of the Association for Supervision and Curriculum Development, described quality teaching as "reaching out to get the most important content to be taught youngsters at every level, trying to give more attention to individual differences, and making better use of more materials." In his statement, "individual differences" and "better use of more materials" are key phrases. These phrases were also used over and over again at the last ASCD meeting in Cincinnati, and in particular, by Dr. Alexander Frazier, director of educational research at Ohio State University, describing individualized learning and the role of the school librarian. Then by Helen Hefferman, elementary supervisor for the California State Department of Education, setting forth the five requirements for a good elementary school.

I, too, have been aware of the prevalence of these phrases in educational literature. Hearing these educators and reading what others have to say about individualized learning and selective use of materials, I have become increasingly aware of another fact—that the quantitative standards for school libraries, just published, are not as shockingly high as they seemed when I first heard about them. If we, as school librarians, are to accept our responsibilities in an individualized learning program, these standards are imperative. We shall need a minimum of some 8,000 to 10,000 books or ten books per pupil, whichever is the larger. At the elementary level no one classroom can house the size collection required. We shall also need a ratio of one librarian for every 390 students, and even with that number any one librarian will need clerical help so that she may devote her time to assisting teachers and pupils in the selection and use of materials. Indeed, in formulating such quantitative standards, the writers have grasped the vision of what it will take in the way of library staff, materials, and quarters to achieve such curriculums as Dr. Frazier and Miss Hefferman have visualized.

Let's look again at the term "better use of more materials." The adjective "more" means not only quantity but also variety. When meeting the needs of individual pupils, materials should be chosen in terms of whatever format contributes best to the particular learning situation. And it is not always a matter of one type as opposed to another, that is, printed versus audio, or printed versus video, but rather one type of instructional material complementing the other.

Having briefly reviewed the trend toward individualized learning and the use of many materials, I shall now call attention to some specific objectives in the teaching of science, social science, the humanities, and modern languages. These objectives are important for us to keep in mind when selecting materials and in planning our library program.

Objectives for Teaching Science

Science for the child, according to one authority, may be thought of as that content and method which help him to understand and gain increased control of his world, an environment of which he is becoming aware and one which expands as his knowledge increases. A good science program helps the student to get rid of misconceptions, of fears and superstitions. Furthermore, it teaches him that unfounded opinion, carelessly gathered facts, and personal bias are out of place in solving problems of science. Most authorities include this development of problem solving abilities, the finding of the how and the why of
things, among the goals of science instruction. Of special interest to us is the fact that this specific goal involves helping the student to gain in ability to secure authoritative data, to become a selective researcher and reader, and to develop a critical understanding and appreciation of the historical and the contemporary.

Studies made on curriculum content reveal that no particular science topic is best for any one grade, that children of any age group can profit from a study of any science principle in which they are interested. These interests cover a wide range of topics in both the biological and physical sciences. Furthermore, it is noted that children and young people can be quite mature in their ability to grasp principles of science.

**Objectives of the Social Sciences**

In reference to the objectives of the social sciences, Dr. Henry Otto, in his book on Social Education, defines social sciences as the subjects or areas of the school curriculum which deal with human relationships. He states that the content is concerned with man and his interaction with people, with institutions, with the earth, and with goods and services—in other words, man's relationships with his social and physical environment. The content embraces materials drawn from history, geography, political science, economics, anthropology, sociology, science, and the arts. The basic intent in instruction in the social sciences, he adds, is to bring students information, understandings, and attitudes about important phases of human relationships with the goals being to have pupils achieve an increasingly deeper comprehension of them as they progress in their studies.

Another authority states that the role of the social sciences is to help pupils to learn to live in an American society which is becoming increasingly complex and increasingly interrelated with world society. In the teaching of subjects in this area, more attention is being given to how and why one place differs from another. There was a time when education for citizenship dealt almost exclusively with democratic institutions of the United States, the system of government, and historical traditions. But now, we are making some attempts to look at American institutions in world perspectives.

Furthermore, this authority states that Social Science teachers are expected to help pupils understand why one country differs from another, why some are prosperous, others underdeveloped, why some have adopted democratic ways of living similar to ours while others are violently anti-democratic. This means acquiring a knowledge not only of the sequence of events that make up the flow of history but also the different characteristics of particular places in which the events are located. The purpose is to develop a live curiosity about all cultures and to see the interaction. Thus, the study of Norway is not to learn about Norway but to learn what aspects of the Norwegian ways of life and thought are similar to those of other Europeans and to our own ways, also in what ways they differ.

**Objectives of the Humanities**

While the social sciences have to do with what man does with his interactions in his environment, the humanities, as defined for our special purposes, is the study of what man thinks and feels as expressed in good literature. The objective here is to help the student acquire and use his cultural heritage from the best in literature and to foster a feeling for the power and beauty of writings which have permanent values. The study of the humanities in this sense is not always organized according to periods of literature but rather around phases of human nature which have been enduring characteristics of the past as well as the present.

Perhaps the best stated objectives in the teaching of literature are found in these words of Dora V. Smith:

1. To broaden the pupil's outlook
2. To make him sensitive to the lives of others
3. To help him discover what values are of most worth
4. To deepen his appreciation of beauty and symmetry whether in life or literature
5. To give that sense of perspective of the past which is essential to effective living in the present and to give direction to the future.

This is the sum total of the worth of teaching the so-called humanities.

It is true that a study of modern languages may be loosely grouped under the study of the humanities as the same principles of human nature are as constant in the literary efforts of modern languages as they are in the literary masterpieces of the past and these are not to be ignored. However, it should be noted that the trend in the teaching of modern languages is toward the practical use of the language. In other words, the language as a tool for communication. Thus.
first instruction is by sound rather than by sight. The reading and writing skills are developed after the spoken language has been fairly well mastered.

With the foregoing objectives of the sciences, social sciences, and the humanities in mind, it is time to raise the question as to what implications these objectives have for the school library. Most of the implications which I shall mention are ones with which you are already familiar. Nevertheless, it is well to bring them together at this point.

First, the school library must have an ever broader and broader coverage of subject matter. In the field of literature, in particular, some effort should be made to achieve a balance between the old and the new. In the area of science, I should like to mention the increasing number of books being written to interest pupils in mathematics. As to social studies, let me call your attention to the periodicals list prepared by YASD for AASL. This list includes special magazines about or from many parts of the world which should be considered for inclusion in high school libraries.

The second of these implications is the recognition of the need for a wider range of materials according to difficulty. In particular, we need more advanced material even at the elementary level for those who have special aptitudes. Agnes Krarup, in the February issue of Junior Libraries, raises the question as to whether or not we are drawing too sharp lines between elementary and high school and adult books, between children's and adult collections, inasmuch as some sixth grade children are ready for adult books of non-fiction. Although Miss Krarup was referring specifically to science materials, the same question could be raised in regard to other subjects.

A third implication for the school library is the importance of having a wider selection of materials according to format.

a. Arithmetic games.

b. Science kits for elementary schools and for small secondary schools without science laboratories.

c. Tapes for the teaching of modern languages, many of which will have to be made within the school. Recordings are valuable here, too, but not so much as tapes.

The school-librarian must constantly evaluate the collection to ascertain if materials are up-to-date. This is the fourth implication of the objectives in the teaching of science, social science and the humanities. However, let us remember that in the field of literature, it is well to keep in mind that any book is new to a child if he has not read it before. Sometimes we are so anxious to interest pupils in new books, we forget that there are many old books which he should not miss reading.

With more attention being given to individualized learning and, in turn, the using of many materials wisely, school librarians (as Dr. Hall of the U. S. Office of Education so aptly said) are going to have to run as fast as they can in the next few years to keep up with all the chances that are coming their way to be key and essential parts of the school program. The American Association of School Librarians is alert to some of the opportunities which have arisen already at the national level. Some of our members have assisted with the preparation of the list of materials included in the NDEA publication; others have helped Dr. Deason of the AAAS with establishment of the Elementary School Traveling Science Library. The November issue of the Instructor magazine, which is devoted to elementary school library service, is guest edited by the chairman of the AASL Elementary School Library Committee. Then, there is the program planned for the implementation of the new standards. These include pilot projects for 1959-60 in six states as try-out work meetings of librarians and school administrators; the distribution of free copies of the standards publication and discussion guide to educational leaders; and articles about the standards in library and educational publications.

The publications which I should like to bring to your attention are the November issue of the Bulletin of the NASSP, the fall issue of Better Schools and the February issue of the ALA Bulletin. These publications will help to interpret the new standards. The goals, however, will never be realized unless each individual librarian takes the initiative in his own locality. Mr. Amsden, representative of the NASSP on the Standards Committee, had this to say: "The important steps forward that have been taken in guidance, in modern language, and in other curriculum fields, in school architecture, in child health programs, in school food service have come about largely through the efforts of the people most intimately connected with each area. Nobody did it for them. So will it be with the implementation of the new school library standards. Charm, intelligence, tact, perseverance, courage, and leadership are essential at this point. If school librarians will lead administrators persistently and well, they will both follow and support the new standards. The result will be better teaching and better learning for millions and millions of deserving American girls and boys."
School And Public Library Cooperation

We have confidence that libraries are here to stay—not only to stay but to grow and expand in order to aid in providing educational resources for broadening and intensifying American education. In “Libraries Today,” the statement adopted by the ALA Council, January 30, 1958, this philosophy was expressed, and it was further stated that children in elementary and high schools must be surrounded by books to enrich their regular courses and to aid the gifted; that at the college level the needs of the increased enrollments must be met, as well as new demands for study in science and languages; that great research libraries must strengthen their holdings; that “as the educational agency which provides the means for the continued self-education of our citizens, our public libraries must be supported with the means adequate to the needs of a new era.”

Libraries have survived fires and floods, defeated bond issues for needed financial resources, lack of interest, automobiles, motion pictures, radio and television—even book clubs. Some of you no doubt remember the cartoon of Helen Hokinson, in which a well dressed, well built, middle-aged woman was shaking hands with the librarian and saying, “Well, Miss McDonald, I guess it’s goodbye. I have decided to join the Book-of-the-Month Club.”

Even though I speak to you today as a former school librarian, I speak as one who has always been a devoted patron of the public library from childhood. I can still remember the thrill of that day in Seattle when my mother took me all the way downtown to the main library so that I could have my very own card and no longer use that of a sister one year older. As a school librarian I have had an unhappy experience trying to work with the public librarian in a small town, and an extremely pleasant experience of mutual understanding and planning together with the staff of the public library in a larger town. You have all had similar experiences, both good and bad.

But why must we make an issue of cooperation between the school and the public library? Sometimes it sounds as though we are admitting failure among people who admittedly have the same aim—that of providing books and other materials and helping to develop a continuing love and appreciation of them and their value in the life of all our citizens. Our aim is the same; our methods may differ.

Why the Lack of Cooperation?

I believe there are four reasons for our problems. They are a lack of understanding of aims and programs; a lack of communication between buildings that are physically separated, and people whose training is somewhat different; a lack of cooperation because each is possessive and fearful of losing his autonomy; a lack of “togetherness” because of not understanding, not communicating, not cooperating—not realizing that actually we do all speak the same language.

There was a time when public librarians thought the school libraries would replace the children’s department in the public library. We know now that that was an unfounded fear. The development of school libraries has tended to increase not decrease public library use and has pointed up the need for expanded collections of books for children and young people.

Public librarians were largely responsible for the beginning of school libraries. They began to place small collections in schools early in the twentieth century as teaching methods changed and the single textbook was no longer considered adequate. Collections of books were gathered into central locations in school buildings and in some instances these library rooms became branches of the public library. Books were catalogued and processed; contracts were made with the schools; staffs were augmented and school library departments were set up in larger public libraries to take care of these additional services. Then in the 1920’s and ’30’s as more and more materials were needed to enrich the teaching programs, boards of education came to realize that
school libraries were their responsibility just the same as classrooms, laboratories, gymnasiums, etc., if school librarians and teachers were to work together effectively in the educational program of the school.

**School Library Responsibility**

Today we believe that the school library is basically the responsibility of the school district. This is in "The Library Service Act and School Libraries," adopted by the Board of Directors of AASL and endorsed by the Board of Directors of PLA, June 28, 1957. In essence this had been stated the preceding year in a memorandum on "Public Library Branches in School Buildings" issued by ALA and compiled by the executive secretaries of the divisions of school librarians, public libraries, and children and young people's librarians.

In a West Coast city a few years ago the public library proposed to the Board of Education that it would like to be relieved of the services it was supplying to schools. The public librarian said at that time, "We in the public library can supply trained personnel to select, catalog and process your books; we can deliver books to your schools; but we cannot supply your school buildings." He had so well expressed the difference that the Board of Education was impressed with his reasoning and began to make plans to assume this responsibility.

**Where Adults Are Short-Changed**

There are today cities where school libraries are administered through the public library. A few of these programs are excellent; others would be improved if the responsibility were shifted to the school district. Some public libraries still carry this extra load because the Board of Education will not make the adequate financial provisions to assume it, and the public librarians feel they should continue the service. Most public librarians are agreed that their responsibility is to serve the entire community, that adults are being short-changed when an excessive part of the budget must be spent on supplying books and services to schools. Some libraries supply bookmobile service to schools. Certainly, there are times when this is needed and helpful, but again it does not take the place of the library within the school.

The State Department of Public Instruction in North Carolina issued an excellent statement in January, 1958. In part it was stated: "Over the years public libraries, especially through book-mobile services, have contributed well to the public school program and can continue to do so. It is the conclusion of all parties concerned that public library services can never replace the distinctive functions of the school library, such as: (1) providing books and other materials selected and organized to meet school needs; (2) providing library quarters for reference and research; (3) assisting pupils and teachers in using the library; (4) teaching library and study skills; (5) and giving individual reading guidance. Essentially, bookmobile service to schools should be of a supplementary nature."

**What Are the Current Problems?**

As to my theme of inter-relationships and cooperation: What are some of the current problems that point up the need for better understanding? Lowell Martin in a paper given at the Institute on Leadership in Library Service for Youth at Rutgers-University last summer quoted from a study which had been made in Pennsylvania the preceding year. In 300 communities only 27, or less than 10%, indicated that there was any contact, even so much as a single meeting, between the school and public librarian about their services and ways of cooperating. If this is a representative sample in the United States, indeed a great deal needs to be said. In fact, the February reprint of the ALA BULLETIN for 1958 is being planned by AASL on this very topic.

Public Librarians complain that teachers make stupid assignments. School librarians complain of the same. I'll never forget the day when I suddenly realized that I was being deluged with requests for material on the heart. I discovered that a young biology teacher had assigned this topic in five classes, to 150 students, without even mentioning it to the librarian. It is the duty of the school librarian to bring about a better understanding of library resources and uses on the part of teachers. The school librarians should then be the link with the public library to keep its staff informed of assignments and needs, to supply lists.

Public librarians complain that they are over-run in the evening by young people seeking information for themes, unit work, research papers. The time has come perhaps when school libraries need to remain open for the use of their students several evenings a week in order to share this evening burden with the public library staff.

**Action on the Complaints**

You know the complaints. Why are they made? Because somewhere there is a lack of commu-
nication, a lack of understanding or cooperation. Who should take the initial step to remedy the situation? Does it matter whether the school or public librarian makes the first gesture? How many of you are librarians in communities where a committee of school and public librarians, teachers and administrators meet regularly to resolve some of these problems?

The Library Services Act, as pointed out by Mary Helen Mahar, Specialist for School and Children's Libraries, U. S. Office of Education, at the same Rutgers Institute, does not provide for school library services, but by including public library service to children and young people in rural areas the incentive is provided "to redefine the complementary and separate functions of the school library and the public library in their services to rural children and young people."

In the recent public library standards several statements are included relative to the joint action of school and public libraries. The concluding statement is: "There should be continuous joint planning between those responsible for school and public library services based on realistic recognition of the functions of each agency, in order to provide complete library service to children and young people."

Examples of Cooperation

There are so many instances of cooperation on the credit side that I should like to quote a few specific examples. In 1953 a booklet entitled "Programs for Schools and Public Libraries," a joint recommendation of the Free Library Commission and the Department of Public Instruction, was issued in Wisconsin. In 1955 a 46-page booklet entitled "Joining Forces" was prepared by the Indiana Library Trustees Association and the Indiana School Librarians Association. The information is based on questionnaires. As an outgrowth of the work of the committee, sixteen institutes were held throughout the state afterwards. The roles of librarians, trustees and administrators are defined; recommendations are made in several areas of the study.

In Seattle one of the high school librarians goes with her groups of students in college preparatory English classes to the public library, where they are instructed in the use of indexes and tools that extend beyond the school library. Miss Eleanor Kiddler, Young Adults' Librarian at Seattle Public Library, has done outstanding work not only with young people in the library but going into high school classes to give book talks for which she is famous. In Washington State this year a committee of school, public and state librarians and curriculum people is preparing a list of books to be included in each issue of Washington Education magazine.

As another example of planning together, last February in Everett, Washington, the public library, county library and school libraries joined forces to build and decorate a booth for the Home and Boat Show, with each agency showing a different aspect of library service in books featured for home reading.

Detroit reports excellent cooperation mostly on an informal basis; in Tulsa the superintendent of schools is on the public library board and public library staff members are invited to meetings of secondary school librarians for consideration of problems of mutual concern; Miami-Dade County reports many cooperative activities; Hicksville, Long Island, explains their aims to reach the teachers and children by working through the school librarian and principal. These are only a few examples.

At the state level, school and children's librarians work and meet together and often issue booklists such as those on science in 1958 by this section of the Michigan Library Association. In Oregon the State Library sends excellent booklists to the schools. This is true also in Michigan and in several other states where the school library consultant is a member of the state library staff.

National Library Week last March was probably the greatest incentive we have had to promote cooperative library efforts on the part of school and public libraries in the community. AASL had a special group of state representatives to work with the overall state committee, urging school librarians to make National Library Week more than another Book Week in the schools. Emphasis was placed on going out into the community to work with other librarians. Many interesting activities resulted.

Certainly each of us has his own niche to fill. The public library characteristics differ from those of the school library where one age group is served largely in relation to the curriculum and educational program of the school. Where school libraries do not exist, public librarians need to assume more responsibility for materials to enrich the school curriculum. Where public libraries do not exist, the school library must make provision for community use. For example, a very fine school librarian in a rural community with no public library service, justified the magnitude of the fiction collection in his

*Continued on Page 37*
Libraries in the public schools of Oklahoma represent one of the most important functions of the school program. The complex society in which we live is demanding more and better services from the public schools. If the schools perform these services properly, they must have adequate library facilities and materials. In order for the library to properly perform its services, it should be attractive, adequate in size, properly lighted, and easily accessible to all students. The library should be the center of the instructional program and should be used in such a way that it will assist students and teachers to enrich the instructional program being offered in the school. It should be balanced to the extent that it offers a wide variety of reading matter on different grade levels and areas of work.

The State Board of Education is aware of the importance of the library and the services it performs. To help the local librarian and superintendent to improve the library services, certain regulations have been adopted. Some of the regulations are as follows:

For the proper administration of the library, the person in charge should have special preparation in library science, such as library organization and administration, cataloging and classification, book selection and acquisition with emphasis on the reading and needs of adolescents, reference materials, and general bibliography.

The library staff should consist of a full-time or part-time librarian and an adequate number of assistant librarians or student librarians, depending upon the size of the school.

In schools with an enrollment of 500 or more students, the librarian should be full time. In schools with an enrollment of 200-499 students, the librarian may be full time, a study-hall librarian, or a teacher-librarian; at least half the time of a teacher-librarian should be devoted to the library. In schools with an enrollment of 100-199 students, at least two periods a day of the teacher-librarian's time should be devoted to the library. In schools with an enrollment of less than 100 students, at least one period a day should be devoted to the library.

In a school with an enrollment of 200 or more pupils, the librarian should have completed a minimum of fifteen semester hours of library science. In a school with an enrollment of less than 200 pupils, the librarian should have a minimum of six semester hours of library science, and should continue to make reasonable progress toward the standard of fifteen semester hours of library science.

Due to the shortage of trained librarians and the inability of small schools to free a teacher one period a day to work in the library, we feel it is best not to enforce these regulations too rigidly. However, they are called to the attention of the local school officials and are used to the extent possible to improve the library services.

The following scale of expenditure is recommended to high schools: High schools with an enrollment of 100 or more students should expend approximately 87½ cents per student; high schools with an enrollment of 500 to 999 students should expend approximately $1.00 per student; high schools with an enrollment of 200 to 499 students should expend approximately $1.50 per student; schools with an enrollment of less than 200 students should expend not less than $300.00. The high schools in Oklahoma expended $237,229.96 during the 1938-39 school term for library books. This amounts to an average of $1.78 for each student enrolled in high school.

High schools that are members of the North Central Association of Colleges and Secondary Schools must meet the regulations of the North Central Association relative to libraries and librarians, which are as follows:

Schools with an enrollment of 500 or more pupils shall employ a librarian who devotes full time to library services. Schools with an enrollment of 200-499 pupils shall employ a librarian who devotes at least one-half time exclusively to library services.
services. Schools with an enrollment of less than 200 pupils shall employ a part-time librarian who devotes at least one-third of the school day exclusively to library services.

The librarian shall meet the requirements for classroom teachers with reference to a degree and to general and professional preparation. The librarian also shall have a minimum of fifteen semester hours of library science. It is further suggested that schools enrolling 1,000 or more pupils shall provide a full-time assistant librarian for each additional 1,000 pupils or major fraction thereof. Adult clerks should be provided as needed to permit librarians to perform their professional functions. A ratio of one clerical assistant for each 750 pupils is recommended.

The library shall be organized as a resource center of instructional materials for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, information files, audio-visual materials, and other learning aids shall be adequate for the number of pupils and the needs of instruction in all courses.

A minimum collection of 1,200 books, exclusive of high school textbooks, appropriate for the instructional needs of pupils, or at least seven books per pupil enrolled, whichever is the larger, shall be provided in the library until a school's enrollment reaches 500; at least four additional books shall be provided for each pupil from 500 to 2,000 enrolled; and at least three additional books per pupil shall be provided for each pupil above 2,000 enrolled. An adequate collection of periodical and file material shall also be provided.

The library quarters shall be attractive, easily accessible, appropriately equipped and shall accommodate the following proportion of the enrollment at reading stations:

Eight per cent in schools enrolling up to 1,000 pupils, but not less than 40 pupils.
 Seven per cent in schools enrolling from 1,000 to 1,999 pupils, but not less than 80 pupils.
 Five per cent in schools enrolling 2,000 or more pupils, but not less than 140 pupils.

Classification and cataloging of the collection shall include a shelf list, an alphabetically arranged card catalog and classification by the Dewey Decimal System.

Records of circulation, inventory data and finances shall be accurate and up to date.

The library shall be provided with an adequate collection according to the standards above. After the library is once supplied with a minimum collection, the annual expenditure for books and magazines exclusive of textbooks and audio-visual materials shall be $2.50 per pupil for the first 200 pupils, but not less than $400; $1.50 per pupil for the next 300 pupils; and $.75 per pupil for each pupil above 500 enrolled.

The Assistant Directors of Instruction are available to schools to assist them in any way possible in improving the library services. It is their responsibility to interpret the regulations of the State Board of Education and the North Central Association for the local school officials and librarians.

Copies of a suggested book list prepared during the summer of 1957, and a supplemental suggested book list prepared in the summer of 1958 are available to librarians that desire them.

School and Public Library Cooperation

library because the children took books home for their parents to read. I know one school librarian who was largely instrumental in getting a public library started in her town.

Suggested areas of cooperation between school and public libraries are in curriculum information; in reference work about topics assigned, reading levels, number of pupils assigned, availability of methods of communication; in book selection; in public relations; in compiling booklists; in extending library services; in organizing materials for effective use; in planning book talks, storytelling, vacation reading projects, and other special projects.

Quoting from a statement prepared by the Washington Library Association and the Washington School Library committee in 1958—"For both the public and school library, the limits of service are boundless when imaginative and inquisitive minds have been reached. Neither public nor school library can by itself offer the complete answer to reading needs, but together they can help youth to achieve a measure of happiness and to be at home in the world."
“Black Gold” Wins Sequoyah Award

“This is the story of a courageous little horse . . .” The Oklahoma pony which galloped to the winners’ circle of the Kentucky Derby has won the second Sequoyah Children’s Book Award of Oklahoma. Black Gold, by Marguerite Henry, follows that lovable mongrel, Old Yeller, to prove that children will read if the books are to their liking. The great little thoroughbred won not “on three legs and a heart,” but from the hearts and votes of over 3500 school children.

Miss Henry was scheduled to fly to Oklahoma and receive the Award plaque at the Sequoyah Children’s Book Award Luncheon, April 2, Ada, as the culminating event of the state meeting of the Oklahoma Library Association. An autographing party was planned to follow the acceptance address by the author.

The Sequoyah Book Award program is launched each year at the spring meeting of OLA. Sponsoring organizations are the OLA, Oklahoma Education Association, Oklahoma Congress of Parents and Teachers, State Department of Public Instruction, Oklahoma Council of Teachers of English, Oklahoma State Library, and the University of Oklahoma Library School. Master-lists for the year are publicized through the summer and fall by all sponsoring organizations. This second year of reading and voting has shown the increased interest in the program. Cities and towns all over Oklahoma participated by sending in votes and tabulations to the number of over 13,000 children.

Other towns and school systems which sent for materials and endorsed the program reported that insufficient funds for books prevented a fair representation. It is believed that all teachers in the state were contacted by one, or more, of the sponsoring groups.

The master-list for the coming year has been compiled and is presented herewith.

1960-61 Master-List

Peare, C. O. Helen Keller Story. Crowell, 1959. $2.75. Grades 7-10
O.U. Announces Summer Library Science Courses

During the Summer Session of 1960, the School of Library Science of the University of Oklahoma will again offer a wide selection of courses to students. The needs of practicing librarians and of those intending to enter the profession have both been given careful consideration in arranging the schedule of classes.

As Special Instructors for the session the School has been fortunate in obtaining the services of a most accomplished group of librarians. They are:


Ethel M. McLendon—M.A., Florida State Librarian, Paxton Junior High School, Jacksonville, Florida. Teaching experience at Albany State Teacher's College, Jacksonville University, and the University of Oklahoma.


The regular faculty of the School will be represented by Mr. Coble, Director and Associate Professor, Ruth Spalding, Assistant Professor, and Mrs. Allie Beth Martin, Special Lecturer.

Registration will take place on June 15 with classwork to begin June 18 and to continue through August 5. Those interested in continuing or beginning their work in Library Science should write directly to the Office of Admissions, University of Oklahoma.

Course Offerings

L.S. 220—3 hrs.—Libraries in the Social Order 8:10 M-F. Mr. Coble

L.S. 221—3 hrs.—Organization of Library Materials 9:20 M-F; Lab 3:10-5:10 TTh. Miss Cohron

L.S. 222—3 hrs.—Reference Materials 10:20 M-F. Miss Spalding

L.S. 301—3 hrs.—Literature of the Sciences 9:20 M-F. Dr. Marco

L.S. 302—3 hrs.—Cataloging and Classification 10:30 M-F; Lab 3:10-5-10 TTh. Miss Cohron

L.S. 304—3 hrs.—Development of Library Resources 2:00 M-F. Miss Spalding

L.S. 305—2 hrs.—Books and Materials for Children 1:20 MTThF. Mrs. McLendon

L.S. 308—2 hrs.—Books and Materials for Young People 2:00 MTThF. Mrs. Martin

L.S. 313—3 hrs.—Public Libraries 11:40 M-F. Mrs. Martin

L.S. 316—3 hrs.—School Libraries 11:40 M-F. Mrs. McLendon

L.S. 401—3 hrs.—Elements of Research 12:40 M-F. Dr. Marco

L.S. 225—1-4 hrs.—Directed Reading (Arranged)

L.S. 402—1-4 hrs.—Directed Research (Arranged)

L.S. 409—1-4 hrs.—Research for Master's Thesis (Arranged)

*Beginning, i.e., undergraduate courses.

Undergraduate students and graduate students not admitted to full graduate standing may earn 9 hours of credit in a summer session. Graduate students may earn 8 hours of credit.

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O.E.A. Library Sections
Report New Officers

Librarians' Section

The Librarians' Section of the Oklahoma Education Association met in the auditorium of the First National Bank building at 9 a.m., Friday, October 23, 1959, with 100 members registered.

Miss Barbara Bailey, Oklahoma City, President of the Section, called the meeting to order. The minutes of last year's session and the Advisory Council meeting of Thursday, October 22, 1959, were read and approved.

Miss Treen Maddox, Bell Junior High School, Tulsa, who was elected at the ALA meeting in Washington, D.C., last summer as director for a two-year term 1959-61 for Region IV of the American Association of School Librarians, was presented to the group.

Reference was made to "Books on Exhibit" being on tour in the state.

Miss Frances DuVall, Northwestern State College, Alva, gave a report on the Sequoyah Book Award. The program is going forward with 30 schools over the state participating. Master lists of books are available upon request.

Mrs. Golda Kenney, Chairman of the nominating committee, gave the following report: President, Mrs. John D. Townes, Seminole; Vice President and President-Elect, Mrs. Frances Barnes, Oklahoma College for Women, Chickasha; Secretary-Treasurer, Mrs. Mary Louise Tate, Sam Houston School, Tulsa. The report was accepted and the officers were elected by acclamation.

Mrs. Irma Tomberlin made a report for Dr. Horace Bliss, announcing the new traveling elementary school science library. A booklet is obtainable for twenty-five cents per copy from Dr. Bliss, University of Oklahoma, or the National Science Foundation, Washington, D.C.

Miss Bailey spoke on the subject of a student library representative to the White House Conference, Washington, D.C., March 1960. Mrs. Vera Mae Hall reported that the Oklahoma Student Librarians' Association had voted to recommend Martha Grayson, President of the Oklahoma Student Librarians' Association, as the representative. Martha Grayson is a senior student at Midwest City. The section approved the selection and Mrs. Charles Kiser made the motion that the secretary write to Mrs. Irma Tomberlin recommending Martha Grayson as the student representative. The motion carried.

Miss Eleanor Alexander, President of the American Association of School Libraries, and Director of Library Services in the Houston, Texas Public Schools was introduced and she spoke on the subject: Educational Trends, Their Significance and Relations to School Libraries.

A meeting of the Legislative committee was announced for 4 p.m. Miss Alexander and Dr. Hodge were invited to the committee meeting to discuss the addition of a Library Supervisor to the State Department of Education.

The new officers were introduced.

Meeting adjourned.

—Sue B. Thornton, Secretary
Barbara Bailey, President

Secondary Librarians

The Secondary Librarians of the OEA met at 10:00 a.m. in the First National Bank Building on Friday, October 23, 1959. Meeting was opened by the president, Mr. Charles Kiser, Putnam City.

The minutes of the 1958 meeting were read and approved as read.

The report of the nominating committee was made by the chairman as follows:

President, Mrs. Edna McMahoon Kelly, El Reno.
Vice-President, Mrs. Sarah Jane Bell, Oklahoma City.
Secretary, Mrs. Nancy Ruth Amis, Shawnee.

The motion was made and seconded that the report be accepted. Nominations were requested from the floor. Since there were none, it was moved and seconded that the officers for the coming year as recommended by the nominating committee be accepted by acclamation.

Announcements were made as follows:

Mrs. Trout presented an anthology which was recently published by the Oklahoma English Council composed of the best creative writing of junior and senior high school students. They are priced at $1.00 per copy and are available for any librarian desiring to purchase the same.

Mrs. Irma Tomberlin, Oklahoma University, announced that High School Library Day will be held at Norman on March 18, 1960. She reported that the executive board of the Oklahoma Student
Librarians Association met and made many plans: that a newsletter will be published within the next few weeks. She suggested that librarians might wish to consider the idea of ringing student librarians to district meetings of the OEA.

Mrs. Tamberlin also urged the increased use of the Traveling Science High School Library. Persons wishing to use the list of books as a buying guide may purchase same from the American Association for the Advancement of Science. She also urged that elementary librarians be alerted to the fact that they will soon be able to request the Traveling Science Library for Elementary Schools.

Mr. Charles Kiser, president, expressed regret that the previously scheduled speaker is ill with the flu and unable to attend. He then proceeded to introduce the person who had so graciously consented to serve as substitute speaker. Mr. Irvin Sexton, a graduate of Western Reserve, has served in the public library of Kansas City, has had teaching experience and is presently Director of the Oklahoma City Public Libraries.

Mr. Sexton prefaced his remarks with some facts and observations on the Russian libraries: that the state library in Russia has over nine million volumes and that the Russian people published 50,000 volumes last year. He commented on the fact that volumes were taken from the American Book Exhibit this year, possibly due not so much to lack of honesty on the part of the Russian people as intense desire for knowledge. He then proceeded to develop his chosen subject. "A Panoramic View of Libraries."

He emphasized the importance of adult study programs and revealed possibilities for using them in high schools. Some schools in Oklahoma City have experimented with the Great Books Program through cooperation with the superintendent. Dr. Melvin Barnes. Teachers were instructed in discussion techniques and participated in existing Great Books groups. They then initiated the discussion group as part of their literature program and were quite excited and thrilled with the results.

Discussion programs were also introduced in the reformatory at El Reno. This project has attracted nation-wide attention. The September issue of Adult Leadership has a detailed article describing this project.

Taking a different turn, Mr. Sexton then introduced comments on censorship by stating that the book Lady Chatterley's Lover was not added to the Oklahoma City Public Library collection if individual taste is offended by a book, then perhaps it is best to leave it out of the collection.

Mr. Sexton then reviewed two books: The Rise of Meritocracy (1870-2033): The New Elite of Our Social Revolution, by Dr. Michael Young. The English school is discussed where merit and I. Q. are big issues. The gifted children are put in special classes. Dr. Young anticipates the future thusly: This might ultimately develop into an increase in production and everything geared to productivity and efficiency. He warns, however, that this might backfire—a country should be cautious about putting all the brains into science and industry.

The Freudian Ethic, almost converse of the first book, was a broad interpretation of Freudian implications. The author reveals that Freud is weak in principles and fundamentals of life and living. The author is a sociologist at Stanford University and is making a case for change in our social structure.

Mr. Sexton stated that these books may be borrowed from Oklahoma City Public Library. He closed with an invitation to all to visit the library at Third and Robinson.

Mr. Kiser then introduced Mr. Barton, librarian of the Federal Reformatory at El Reno, who has recently received a citation for outstanding work. Mr. Barton gave a glowing tribute to our president-elect, Mrs. Kelley, for her many fine qualities, especially as a traveling companion and for her sense of humor. He expressed gratitude to those men who give so freely of their time on Sundays to promote the Great Books discussion group in the Reformatory. He discussed some of the problems involved and principles used in the selection of books for the inmates.

The president asked for further business. It was moved and seconded that Miss Grayson, Midwest City student librarian, be our representative for the White House conference group.

Since there was no further business, the meeting was adjourned.

Respectfully submitted,

Sarah Jane Bell, Secretary
Mr. Charles Kiser, President

I will not admit any calling, other than the ministry and medicine, higher than that of librarianship, when practiced at its best.—Lawrence Clark Powell, in "Books Will Be Read," Library Journal, February 1, 1938.
652 Students Attend O.U. High School Library Day

The Sixth annual High School Library Day was held at the University of Oklahoma on Friday, March 18. Six hundred and fifty-two student librarians and their sponsors attended, and there were fifty-five schools represented from all over the state. The meeting opened with conducted tours of the University Library building and the State Library Bookmobile, which had been brought to Norman especially for the meeting. The tours were conducted by students in the University School of Library Science. A coffee was held in the Union for the sponsors who attended.

In the first general session and business meeting of the Oklahoma Student Librarians Association, Dr. George L. Cross, President of the University, welcomed the group to the campus. Mr. Gerald Coble, Director of the School of Library Science, spoke to the group briefly about the Library Amendment. Business reports were given by the officers, and campaign speeches were made by the nominees for offices in the Association.

Luncheon was held in the Ballroom of the Union, and entertainment was given by James Gamble, a senior student in Engineering at the University. Mr. Gamble presented an entertaining and amusing marionette act. After lunch, the students attending were divided into fifteen buzz groups to discuss topics of interest and concern to them. The reports of these buzz sessions were given at the second general session in the afternoon.

Installation ceremonies were held in the afternoon for the new officers of the Association. New officers are as follows: President, Larry Stearns, from Northwest Classen; Vice-president, Terry Mills from Capitol Hill Senior High; secretary, Edna Johnson from Norman High School; treasurer, Judy Adams from Putnam City High School; historian, Ruthy Williams from Dunbar High School in Okmulgee; parliamentarian, Valerie Snyder from Classen High School; song leader, Sandy MacPherson, from Ponca City High School; and chaplain, Nora Gordon from West Junior High in Norman. Both the new and the old officers will meet in Norman for an all-day meeting on April 30. Martha Grayson, president of OSLA, will report then on her trip to Washington.

YOU’RE INVITED—LCP WORKSHOP AUGUST 17-19

Oklahoma librarians and trustees should be certain to circle August 17-19 on their calendars. These are the dates for an all-important librarians’ and trustees’ Adult Education Institute to be held at the Thunderbird Motel in Oklahoma City.

The objectives for this institute are:
To provide an opportunity for librarians and trustees to study:
1. The educational purposes of the library;
2. The educational needs, interests, and resources of the community;
3. The development of planned programs of educational services for adults; and
4. The interpretation of these services to the community.

Not only will there be an outstanding group of Oklahomans for participants, including members of the citizens’ committee from Ardmore to tell you about the Ardmore-Community Project story, but we will have the good fortune to have the aid of at least four out-of-state consultants.

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OKLAHOMA LIBRARIAN
OLA CONFERENCE HIGHLIGHTS

A full report of the OLA Conference at Ada will appear in the July issue of the Oklahoma Librarian. Highlights of an outstanding meeting are given here.

New Officers Announced
Your ballots elected the following, slated to take office May 1.
President, Elizabeth Cooper.
First Vice-President, President Elect, Gerald M. Cobe.
Second Vice-President, Gene Hodges.
Secretary, Beth Oliver.
Treasurer, Marian Dierdorf.
ALA Councilor, Mabel Murphy.

OLA Library Development Fund
Envelopes and blank checks were handed out at the Friday general session, and the results brought the OLA Library Development fund up to $375. Goal is $1,000 to be contributed from members of the association.

Record Membership Announced
The OLA Membership Chairman, Mary Jeanne Hansen, announced a record figure of 408 members paid for 1960. This compares with the total number of 375 paid members at the end of 1959, and at conference time many renewals were still not in.

Books On The Go!
Premiere of the new State Library film, Books on the Go!, was a feature of the Friday morning session. The film, which describes multi-county library service, is an all-Oklahoma production created by the O. U. Film Production Department with the assistance of the State Library staff. Producer and Director is Ned Hockman of O. U. A 16-mm. sound and color film, it runs for 15 minutes and will be available for loan or purchase from the Oklahoma State Library. Outstanding for the handling of sound and color photography, it stars our familiar Oklahoma scenery, the bookmobile, and happy readers. It was received with enthusiastic approval by conference guests.

Membership Dues To Rise In 1961
The Association adopted a dues schedule previously submitted to the membership by mail which provides a range of dues varying with income. This puts the Association in line with other states which have adopted this system and should result in a sounder financial basis.

Campaign For Library Amendment Begins
All general sessions gave a strong push-off to the Library Amendment campaign, which was to begin in earnest with National Library Week. The Thursday evening opening session, which had an excellent attendance, featured an outstanding panel of Beth Welch, Virginia LaGrave, John Stratton, Frances Kennedy, and Rose Vainstein, discussing what public, college, and special librarians could do to further the amendment.

Dr. Robert MacVicar’s call to action at the Friday morning general session gave librarians a blueprint of what it will take to win, and some courage for the job.

Saturday morning, Mrs. R. B. Rutledge, Tulsa, chairman of the citizens committee, and John Meek, Tulsa, reported for the committee on plans and activities Libby Price, coordinator, reported on progress of formation of the larger advisory committee and publicity activities and introduced Mrs. Pat O. Johnson, Oklahoma City, who told about state P.T.A. efforts in behalf of the amendment.

Tom Daniel spoke for the Industrial Development Amendment which will share the ballot with the Library Amendment.

School Librarians Discuss Standards
Reports from the school librarians indicated an attendance of over 100 on the workshop on the new standards, with some administrators present, and an outstanding address by Miss Lucile Hatcher, University of Denver, who was the principal speaker.

Black Gold Wins
At the Saturday luncheon Marguerite Henry received the second Sequoyah Book Award and told the story behind the award book, Black Gold. Presentation was made by Dana Collier, assisted by her brother Doug. They are the children of Virginia Collier, Okmulgee librarian, and Dana’s presentation speech was itself worthy of an award.
Friday Dinner Meeting

Following the principal address by Dr. Burton Adkinson, Special Libraries Association president, at the Friday dinner, students of the Ada dance department entertained with their interpretation of the college librarian and recognizable typical readers.

Division Meeting

A varied program was reported by division meetings, all well-attended and stimulating. Rose Vainstein’s talk to public librarians on library service to an aging population was received with much interest. A panel, Louise Smith, Willa Grace Hardy, and Violet Willis reported on results of the aging questionnaire survey of libraries in the state, with Virginia Owens moderating.

Edith Gorman led a discussion of the new standards for college libraries in that division meeting.

Trustees heard Mrs. Raymond Young in an outstanding address and took steps to put themselves on a more stable organizational basis with the consideration of proposed by-laws.

Catalogers and technical processes librarians heard Irene M. Hansen report on studies in the use of the catalog.

The Children’s Division received with pleasure excellent demonstration book talks by Wilma Tipps, Elizabeth Francis, and Nan Sturdevant, with an exposition by Mary Ann Wentroth.

Local Arrangements Chairman Casper Duffer and his committee from the college, school, and public libraries in Ada did a tremendous job in keeping things running smoothly, and the welcome mat was never more prominently displayed nor was there a friendlier, more congenial meeting.

Next Meeting—Time and Place

OLA will head west next year, to meet in Alva on the campus of Northwestern State College, April 27, 28, and 29. Plan now to come—bring your trustees—be sure travel funds for you and trustees are in the budget you present to your board shortly for next year. Share in the knowledge and inspiration which are the chief benefits of conference attendance.

State Library Award Given For Second Year

With May 1 as the deadline for applications, a number of inquiries have been received about the $1,500 library school scholarship being administered by a staff committee of the State Library.

The anonymous donors of the scholarship, which is to be given as a single award for the school year ending in June 1961, have announced that a second scholarship will be given for the following year, 1961-62. Librarians are urged to encourage good applicants for this year’s scholarship and to be looking at this year’s outstanding juniors who might be recruited for the library profession and become eligible to apply for next year’s scholarship.

H. W. Wilson Company Scholarships Repeated

Benjamin Powell, president of the American Library Association, has announced a second four-year program of H. W. Wilson Company Scholarships, intended to encourage recruitment for the library profession. Dr. Powell made the announcement at the Association’s Midwinter Conference in Chicago on January 30.

The scholarships, each of $500, are made to all library schools currently accredited by the American Library Association. Receiving institutions are free to award the scholarships as and when they deem it suitable and may, if they wish, divide the amount among several students. Scholarships are to be given one to each library school over a 4-year period at the rate of about ten scholarships each calendar year. O. U.’s second H. W. Wilson scholarship will be given in January, 1963.

The American Association of School Librarians is one of twelve divisions of the American Library Association. By joining the American Library Association you may affiliate with one type-of-activity division and one type-of-library division, without additional charge. Members choosing the American Association of School Librarians division may also belong to a type-of-activity division selected according to interest.

AASL members receive annually eleven issues of the ALA Bulletin, and four issues of School Libraries, the only national magazine published for school libraries in the United States.
NEW ASSOCIATION OFFICERS FOR CENTRAL AREA Elected

The Central Oklahoma Library Association held a dinner meeting in the Student-Faculty Center of Oklahoma City University on Friday, March 18, 1960. Sixty-two librarians attended. Miss Mary Jeanne Hansen presided in the absence of the chairman, Mr. Gene Hodges.

The invocation was given by Miss Esther McRuer. Miss Mariam Craddock called attention to the observance of ALA Membership Day, March 18, and urged those attending to affiliate with, or renew their membership in the American Library Association. Miss Juanita Means, Chairman of the Membership Committee of the Oklahoma Library Association, reminded members of their 1960 OLA dues.

A progress report of the Citizens Committee for Library Development in Oklahoma was made by Miss Esther Mae Henke. Miss Frances Kennedy, Chairman of the OLA Committee for Library Development, spoke briefly on the library amendment, and urged all librarians to contribute to the fund being raised to publicize the election on this amendment on July 26, 1969.

Mr. Gerald Coble reported for the Nominating Committee as follows: Mrs. Mildred Donaldson, Librarian of the Taft Junior High School, is Chairman; and Mr. W. E. Barton, Librarian of the Federal Reformatory at El Reno, is secretary. These officers were elected by acclamation.

Two committee reports were made as follows:

1. Mr. Mike Sexton gave the report for the committee appointed to investigate the possibility and feasibility of reproducing the index to the Daily Oklahoman, compiled each year by Miss Opal Carr of the University of Oklahoma Library staff. Mr. Sexton presented cost figures prepared by Dr. Arthur McAnally, and reported that the reproduction of the 1959 index was assured. Publication of future and past volumes will depend upon interest, sales, and financial arrangements. It was moved by Virginia Owens, seconded by Tom Baker, and passed, that the Central Oklahoma Library Association express its interest in this project, and undertake to publicize the publication of the index at $50.00 per copy.

2. Mr. Edmon Low reported for the committee on a union list of serials for this area. After much discussion, it was agreed that the compilation of such a list would be a doubtful procedure at this time.

A special guest at the meeting was Mr. Jerry Emenhiser, representative of the Southwestern Bell Telephone Company, who spoke on the use of teletype in libraries.

There being no further business the meeting adjourned.

Frances Kennedy, Acting Secretary
COMMITTEE FOR LIBRARY DEVELOPMENT ANNOUNCED

As this issue of the Oklahoma Librarian goes to press, the Citizens Committee for Library Development is in its final stages of getting a statewide advisory committee together. When the copies are in librarians' hands, the larger committee will have been announced and in full swing on its campaign to pass State Question 392.

All counties in the entire state, with the exception of one or possibly two, will be represented on this committee. School men, lawyers, doctors, business people, labor leaders, club women are some of the categories with members on the committee, with a liberal sprinkling of radio and newspaper men and women, retired librarians—now "citizens" for this purpose—and just plain laymen interested in furthering our libraries.

A report was to be made at the Ada meeting of OLA on the campaign's progress, with endorsements read from various state groups, plans for brochures to interest various groups this spring and summer, a series of newspaper releases and radio-TV spot announcements,—and general enthusiasm to be engendered by Dr. Robert MacVicar's talk and the Saturday morning planning session presided over by Mrs. Richard B. Rutledge and John M. Meek of Tulsa.

Already available for distribution all over the state are Oklahoma "song" brochures, a 1960 version of the striking folder planned by Frances Kennedy after passage of the original multi-county library act. Using phrases from the Rodgers and Hammerstein Oklahoma!—now our state song—the brochure depicts in easy-to-read black and gold our library story. Up-to-date facts on the library amendment mark a change from the more general information of the original.

Librarians are urged to use this large printing now, in effective ways, as the brochure will be obsolete after July 26—one way or the other!

A list of advisory committee members follows, listed by home towns. A few last-minute additions may be omitted by necessity.

1960-61 Master List
Advisory Committee
Oklahoma Citizens Committee for Library Development

ADA—Mr. C. E. Spencer, president, East Central State college
ALVA—Dr. J. W. Martin, president, Northwestern State college Mrs. N. J. Strasbaugh
ANADARKO—Joe McBride, Jr., Anadarko TRIBUNE
ANTLERs—Thomas P. Butler, KIHN
ARAPAHO—Mrs. Chester Smith, Farm Bureau women's chairman
ARDMORE—Mrs. H. L. Carter, A. E. Plume, Mrs. Austin Smith
ATOKA—Mrs. William Hudspeth
BARTLESVILLE—W. W. Keeler, Harold C. Price, Jr.
BEAVER—Mrs. Mary Lou Sadler, Home Demonstration agent
BROKEN BOW—Rector Johnson, Superintendent of Schools
CHEYENNE—Mrs. Daisy Dunn, Mrs. K. C. Perryman
CHECOTAH—Fred C. Ogle, Superintendent of Schools
CHEROKEE—Mrs. Alvin Bell
CHICKASHA—Dr. Freeman H. Beets, president, Oklahoma College for Women
CLAYTON—Mrs. Wharton Mathies

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CLINTON—Dr. Al Harris, Superintendent of Schools
COALGATE—A. W. Barrett, Superintendent of Schools
COLLINSVILLE—Mrs. R. G. Day, Mrs. Joe E. Morrow, R.N.
CUSHING—William D. Carr, Superintendent of Schools
CYRIL—W. L. Steiner
DAVIS—Mrs. Howard Mitchell
DUNCAN—Mrs. B. L. Abernethy, publisher Duncan BANNER
DURANT—H. Arthur Hewett Dr. H. E. Shearer, president, Southeastern State College
EDMOND—Dr. W. Max Chambers, president, Central State college
EL RENO, Sanford Babcock
ENID—Henry Bass, F. D. Campbell, Jack Tresner, Mrs. James Wykoff
FAIRVIEW—Mrs. Harry Randall
FORT SUPPLY—Glenn Easterwood
FREDERICK—Carl McFall, Dr. Ron Wheeler, KTAK
GAGE—Mrs. H. V. Suffield
GOODWELL—Dr. Marvin McKee, president, Panhandle A&M College
GUTHRIE—Judge Mildred Patterson, Merle G. Smith
GUYSMON—Mrs. Frank Hensley, Judge Ross Rizley
HENNESSEY—Dr. Violet Sturgeon Minton
HUGO—Mrs. R. H. Stanley
KINGFISHER—Mrs. George Bowman
LANGSTON—Dr. G. L. Harrison, president, Langston University
LAWTON—Dr. Clarence Davis, president, Cameron State College, Mrs. Otto Howard
LINDSAY—Don Higgins
LOCUST GROVE—J. F. Rollins
McALESTER—Mrs. L. V. Porterfield, Arch Thompson, Superintendent of Schools
MARIETTA—Mrs. E. C. Nelson
MARSHALL—Angie Debo
MEDFORD—Mrs. J. C. Pond
MIAMI—Dr. Bruce G. Carter, president, Northeastern A&M, C. H. Mulvanny
MIDWEST CITY—Paul O. Brahmew, Mrs. Warren G. Hobson, Mrs. Leroy Pope
MUSKOOGEE—Jim A. Egan, Mrs. Pat Fite, Sr., Judge Andrew Wilkerson
NORMAN—State Senator Robert Bailey, T. R. Benedum, V. C. Bratton, Dean Earl Sneed, Jr., Dr. Alice Sowers, Dr. E. E. Dale, Savoie Lot-
PURCELL—Mrs. E. L. Dobbins
ROOSEVELT—Mrs. Charles Doyle
RYAN—J. T. Daniel, publisher Ryan LEADER
SALLISAW—Mrs. Robert Mitchell
SAND SPRINGS—Mrs. Charles Page
SHATTUCK—Mrs. Carl Mason
SHAWNEE—Dial Curran, Dr. John B. Raley, president, Oklahoma Baptist University
STIGLER—Miss Nada Mae Hall
STILLWATER—Marsden Bellatti, Roy Hoke, Sr., Miss Irma Manning, Miss Grace Spivey, Dr. Oliver S. Willham, president, OSU
STROUD—Mrs. Floyd Hubbell
SULPHUR—Mrs. H. C. George
SWEETWATER—Mrs. O. K. Henson, Jr.
TAHLEQUAH—Dr. Harrell E. Garrison, president, Northeastern State College
TISHOMINGO—Mrs. E. Dan Gibson, Clive Murray, president Murray State Agricultural College
TONKAWA—Dr. V. R. Easterling, president, Northern Oklahoma Junior College, Mrs. Elmer S. Rutherford
TULSA—Alfred E. Aaronson, George L. Atkins, Miss Norma Brumbaugh, Mrs. Evan L. Davis, Mrs. Walter Ferguson, Ben Floyd, Charles R. Ford, Dr. Ben G. Henneke, president, Tulsa University, Mrs. H. W. Holway, Cleo C. Ingle, Jenkin Lloyd Jones, Anthony F. Keating, Dr. Charles C. Mason, superintendent of schools, Mrs. P. P. Manion, Jr., Mrs. Maude Lorton, Myers, Mrs. Paul Spencer Reed, John Rogers, the Rev. Calvin K. Stallnaker, Mrs. Grover C. Spillers, Mrs. Vance Smith, Harold Stuart, Mrs. Gerald H. Westby.

VIAN—Mrs. B. Trotter
VICI—Ralph Cain, publisher, Vici BEACON
VINITA—Robert Rauch, Mrs. Robert Rauch
WATONGA—Mrs. J. B. Cronkhite
WARNER—Jacob Johnson, president Connors State Agricultural College
WEATHERFORD—R. H. Burton, president, Southwestern State College
WETUMKA—William Morgan, publisher, HUGHES COUNTY TIMES
WEWOKA—Mrs. A. A. Walker
WILBURTON—Dr. E. T. Dunlap, Southeastern A&M College
WOODWARD—Mrs. Ralph Billings, R.N.

Staff committees of the Oklahoma City Libraries are busy on two important jobs. One, headed by Mary Jeanne Hansen as chairman, with Mariam Craddock, Dorothy Burrow, Evalina Simmons, and Pauline Cortelyou, is a SORT committee to work with the ALA Staff Organizations Round Table. The other, with Charles Nelson as chairman, and members Marie Pruitt, Elba Lee Harper, Frances Beattie, Clyde Martin, Rama Nolan, Peggy Pavlas, and Wayne Mayo, will keep the staff informed about the Library Amendment to the Oklahoma Constitution.

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Notes From Executive Board Minutes

January 9, 1959

The OLA Executive Board met January 9, 1960, in the O.C.U. Library staff room. Members present were William Lowry, Elizabeth Cooper, Alton Juhlin, Gerald Coble, and Jo Howard. Guests present were Frances Kennedy, Esther Mae Henke, Virginia Owens, Elva Curtis, Edith Gorman, William Stewart, and Beth Oliver.

The meeting was called to order by the President, William Lowry. Minutes were read and approved.

Treasurer's report was given by Mr. Juhlin. Balance on hand as of December 31, 1959 in all the Association's funds was $1,067.37. Personal memberships for 1959 was 370, institutional members 21, and 16 subscriptions to the Oklahoma Librarian. This was compared to 1958 with 296 members, 24 institutional members, and 14 subscriptions to the Oklahoma Librarian.

Mr. Lowry welcomed the Division Chairman to the meeting as the Program Committee for the Convention. Mr. Lowry reported that he and Miss Cooper had gone to Ada on October 29, 1959 to make arrangements for the convention. Miss Cooper reported on the program plans. The emphasis of the meeting is to be the Library Development Amendment. More general sessions are planned because of this, and the Divisions are being asked to follow the same theme in their meetings. Speakers arranged for are Mr. Burton Adkinson, President Special Libraries Association, the speaker for the Friday night session. The possibility of asking Miss Rose Vainstein, Public Library Specialist, and in charge of the program for the aging was discussed.

Miss Curtis told the Board that the School Libraries Division had planned to have a one day workshop on the new School Library Standards. It was suggested that they have the workshop at some other time than the convention so that more of the librarians could attend.

Miss Gorman reported on the progress of the Sequoyah Children's Book Award Committee. Some publicity plans were discussed, as having the Governor name the day for voting on the books as Children's Library Day.

(The Program Committee went into separate meeting at this time.)

Mr. Lowry announced that the nominating committee had been appointed. The committee members are: Mrs. Christie Cathey, Mrs. Irma Tomberlin, and Miss Louise Smith.

Attention was called to the committees for the Library Development Amendment campaign previously appointed and announced.

The problem of financing the campaign was discussed. Mr. Lowry reported that he had asked SWLA for $1,000. Mr. Juhlin moved that we set a goal of $1,000 to be raised from OLA members, and that the Library Development Committee be responsible for the administration of the fund. The motion was seconded by Mr. Coble. Motion carried.

Mr. Lowry reported on some correspondence he had with the exhibitors about the exhibit fees and advertising for the Oklahoma Librarian. Mr. Coble moved that we raise the exhibitor's fee to $35. Mr. Juhlin seconded the motion. Motion carried.

Mr. Lowry announced the appointment of Bill Stewart as the Exhibits Chairman.

Mr. Lowry suggested that we instruct the constitution committee to consider amendments regarding making dues on a sliding scale according to salary; and that the Editor of the Oklahoma Librarian and the ALA Councillor be members of the Executive Board.

Committee appointments announced were: Membership Committee, Juanita Means, Chairman, Mary Jeanne Hansen.

Publications committee: Virginia Owens, Chairman, Elizabeth Price, and Bill Stewart, Business Manager.

The meeting was adjourned.

ILLINOIS LIBRARY MEETING
HEAR CHARLES BANKS WILSON

Oklahoma's well-known book illustrator, Charles Banks Wilson, will be the convention speaker at the Springfield meeting of the Illinois Association of School Librarians, April 2. The artist is the illustrator of the prize-winning book, Henry's Lincoln, a story of the Lincoln-Douglas debate held in 1858 at Freeport, Illinois. This book was re-published last year to coincide with the anniversary of the event. A Henry's Lincoln Day was held by the Marshall Field Department Store in Chicago when the original drawings were on display.

Charles Banks Wilson is head of the Art Department of Northwestern Oklahoma A&M College, Miami, and is a frequent speaker before library groups throughout the midle west.
South Central Oklahoma Library Donors Announced

Names of the donors of the new South Central Oklahoma Multi-County Library were announced early in April by Ralph Hudson, State Librarian, following signing of contracts between the multi-county library board and the State Library.

Donors are Mr. and Mrs. Ward Merrick, Mrs. Leon Daube, and Mrs. Carol Daube Sutton, all of Ardmore.

In setting up Oklahoma’s newest multi-county library, county commissioners from each of the five counties accepted from the Ardmore families involved the share normally given by counties, to match the State Library establishment grant of $1.00 per capita of the rural population of the area.

Included in the five county area are two counties, Love and Johnston, which do not have library service. Carter, Murray, and Marshall Counties are also in the five-county system. Existing public libraries located at Ardmore, Wilson, Sulphur, and Madill, will be invited to share in benefits of the new system.

Headquarters of the new library will be located in Ardmore, although the bookmobile will not stop there. Donors of the matching funds have provided temporary housing for the bookmobile collection and headquarters office space in rent-free quarters located in the former E-Z Way grocery at the corner of Stanley and Washington Streets.

The new library system was launched last fall during Children’s Book Week starting November 1. An Associated Press writer, Stella Roberts of Oklahoma City, made a day’s trip on the Cleveland-Garvin-McClain Multi-County Library bookmobile with Mrs. Wilma Tipps and wrote about it in a syndicated story printed all over Oklahoma.

When it reached the Daily Ardmoreite, among its interested readers were Merricks and the Daube family. They had wanted a suitable recipient for a gift that would be used by as many people as possible. At first envisioning only an Ardmore or Carter County bookmobile, they became convinced that the most efficient way to use one bookmobile is to let it criss-cross five counties, helping existing libraries and providing new possibilities for reading in all small towns and rural areas.

Early in March commissioners of the five counties signed contracts establishing the library system, and appointed three members from each county to form the library board.

...During the first 18 months of its existence the State Library staff will supervise operation of the library system. Continued future of the library will then be the full responsibility of the library board and the counties concerned. The Ardmore public library board and city government endorsed the multi-county library some months ago. William H. Morse is librarian of the Ardmore public library.

SUBJECT MATTER AREAS FOR WHITE HOUSE AGING PROGRAM

Following are the subject matter categories around which the work of the White House Conference on Aging next January is to be organized. They are listed here for your information in assembling materials to serve your community in this field. Libraries are sure to get more requests for information about aging and the White House Conference in particular during the months preceding the conference.

“Situation papers” which will describe broadly the needs, resources, trends and existing gaps in programs are being prepared by the White House Conference staff on aging and will soon be published. It is hoped that these will be available to libraries in Oklahoma. Library service will be included in the paper on “Education.”

2. Income Maintenance.
5. Health and Medical Care.
6. Rehabilitation.
7. Social Services.
8. Housing.
9. Education.
10. Role and Training of Professional Personnel.
13. Religion.
14. Research in Gerontology: Biological
15. Research in Gerontology: Medical.
16. Research in Gerontology: Social Sciences and Psychology.
17. Local Community Organization.
18. State Organization.
20. Federal Organizations and Programs.
Libraries Are Just Good Business, Says Executive

The February, 1959 issue of Libraries of Florida has the following statement by Charles W. Campbell, The Prudential Insurance Company Vice-President, in charge South-Central Operations, Jacksonville, under the heading, "Libraries Are Just Good Business."

"Americans have long recognized the value of free public libraries, but since Sputnik spotlighted the extreme necessity for renewed attention to all phases of education, our appreciation of this important educational institution is still greater than ever before. As an adjunct to the student still in school and as a means of enabling him to continue his education after leaving school, the free public library is invaluable.

"We of the Prudential are interested in good public libraries for two reasons: first, our employees are happier in a community that offers such cultural opportunities as libraries, secondly, we like for our employees to be well-informed and to continue their education through the use of libraries. Obviously, happy, well-informed people make better employees for our company. So, libraries are just good business.

"On a television program, the Commander of the atomic submarine, The Nautilus, said that there was no course in physics in his high school. How, then, was he able to pass his entrance examination to Annapolis? He says he got all his source material in his home public library. How many young people in your community are being held back because there is no public library service available to them?"

Gala Children’s Books Award Banquet Promised

The Children's Book Awards banquet June 21, 1960, 7:30 p.m. at the Montreal joint conference of the American Library Association and the Canadian Library Association will be a gala Banquet des "Voyageurs."

Six medals will be given. In addition to the Newbery and Caldecott Medals, the Laura Ingalls Wilder medal will be given. The "Book-of-the-Year" medals given by the Canadian Association of Children's Librarians will be presented at that time to Marius Barbeau and Michael Horvansky for The Golden Phoenix (Oxford) and to Paul Daveluy for L'ete enchante (Editions de l'Atelier.)

Tickets are $7.50 each in Canadian money. Reservations should be sent to Miss Marian Cooke, Toronto Public Library, Toronto 2B, Ontario. From U.S. send a Canadian bank draft payable at par to any bank in Toronto. These may be purchased at any U.S. bank. (Checks or money orders if sent from U.S. must be made for $7.50. Those in an incorrect amount will be returned to the sender.)

Board Meets In Ardmore

First organizational meeting of the board of the new South Central Multi-County Library was held at Ardmore March 23 in the library headquarters, with bookmobile service scheduled to begin April 18. Members of the library board named by commissioners of the five counties concerned are as follows:

Carter County, Mrs. Austin Smith, Ardmore. Mrs. Smith is also a member of the Ardmore Public Library Board.

Johnston County, Mrs. H. Dan Gibson, Sherman. Mrs. Mary Hunt, Wapakoneta, and Mrs. Roy McAdoo, Mannsville.

Love County, Mrs. Wilma Choate, Mrs. John Kelley Davis, and Mrs. Price Townsend of Marietta.

Marshall County, Frank Apel of Woodville, and Mrs. Myrtle Short and Mrs. Marvin Wheeler of Madill.


Miss Esther Mae Henke, Extension Librarian, and a crew from the Oklahoma State Library staff with William Morse, Ardmore Librarian, and a number of interested county residents, also attended the first board meeting.

April, 1960
A SCHOOL LIBRARIAN SAYS:
I Belong To ALA and OLA Because . . .

Mrs. Austin C. Smith is a member of the Ardmore Public Library Board and of the Chickasaw Multi-County Library Board. She replied to our invitation to tell us why she belongs to national and state library associations with the following:

"Actually, I belong to ALA and OLA because I was appointed to our Library Board of Trustees several years ago. Before that I didn't even know these organizations existed. But if you want to know why I'm glad I belong, that's another story. I love people and books—always have, and where better than in ALA and OLA can you find so many interesting people doing such fascinating things right in the middle of so many wonderful books? The best part, though, is the real, live, human interest these people have in all that goes on—not just in books but in the world around them. I love the way they think and plan and study and act. It's great! Really great! Join and see."

—Mrs. Austin C. Smith, Ardmore

The American Association of Library Trustees (AALT) is a section of the Public Library Association, one of the twelve divisions of the American Library Association. By joining the American Library Association, you may affiliate with one type-of-activity division and one type-of-library division, without additional charge. In addition, members choosing the Public Library Association have a choice of two section memberships—the Armed Forces Librarians or the AALT. They may also belong to a type-of-activity division selected according to interest.

AALT members receive annually eleven issues of the ALA Bulletin and occasional issues of the Public Library Trustee. Membership dues for trustees are $6 per year.

Marian Dier dorff is librarian of the John Marshall High School, Oklahoma City. She responded to our invitation to tell us why she belongs to state and national library associations with the following:

"I belong to ALA because, in my profession, belonging to an organization with others doing the same work as I do gives me a feeling of security and satisfaction. Perhaps even more important than that is the exchange of ideas and discussion of problems common to all of us."

"The professional publications furnish a constant source of information and inspiration as well as communication. This in itself gives a feeling of stability in my individual job."

"Personally, I stand in awe at a national conference to see the thousands of librarians all serving in some capacity with books. It gives me pride to be one of them. Several friendships I have made at ALA conventions have grown warmer through the years."

"In addition to the above reasons for being a member of the national organization, to be a member of OLA has its rewarding factors also. OLA newsletters and the Oklahoma Librarian give news of other libraries and librarians who are our neighbors. These also give information about and motivation for our joint efforts and activities, such as legislative programs, conferences and workshops."

—Marian Dier dorff, John Marshall High School

In This Issue

Our thanks to Trean Maddox, who wrote the guest editorial for this issue of the Oklahoma Librarian, and to others who helped with this issue.

Dr. Hodge's article on Oklahoma school libraries points up the need for more trained school librarians in the state. Here is an opportunity for recruiting. The quality of Oklahoma school libraries will depend on the professional quality of the librarians serving them and the students. Are there opportunities here for worthy scholarship projects for teacher's and other organizations? Thanks to Dr. Hodge for underlining this need which is so pressing.

Next issue will give an account of the highly successful workshop for school librarians on the new standards at the Ada OLA meeting.

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Mr. John M. Elliott, Pittsburgh, Pa. Representing various publishers.

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Field Enterprises Corporation, Chicago, Ill. Representing Mr. Harry B. Rutledge.


Gaylord Press, Inc., Saratoga, N.Y. Representative, Mr. Bob Howard.

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Matter Bookbinding Company, Muskogee, Okla. Representative, Mr. Robert T. Matter, Jr.

New Method Book Bindery, Jacksonville, Illinois Representative, Mr. Donald L. Wood.


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