INSIDE . . .

The Librarian As Educator Historian Cosmopolite Showman

April 1962

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

On this page in other issues, I have provided some sterling examples of tumid, soporific prose, a writing style which overpowers my better instincts when I am facing a blank sheet of paper while burdened with a title. However, time passes and circumstances change. My term as President is nearly over; and the ending, while deeply felt, does lack an aura of high drama—the kind of atmosphere we associate with Washington's farewell to his officers or with Napoleon's good-bye to the Imperial Guard. Transitions in OLA are quite modest, smooth, and untheatrical; so I shall endeavor to avoid the bombastic and the lachrymose. Rather I propose a series of toasts to those who have excelled in performance during the past year. A toast then to:

- the citizens of Tulsa, city and county, who assured themselves and their descendants a first class public library service.

- the citizens of Oklahoma City for providing the means to extend and improve public library service in our state capital.

- the citizens of Clinton, Bartlesville, Okemah, Watonga, and Fairfax who saw the fruition of plans for better public library facilities.

- Bethany College for providing the truly modern library required by the college's strong academic program.

- Wilson, Oklahoma, where community effort created a prize-winning public library.

- all the dedicated people associated with the demonstration libraries and may the elections to come vindicate their good work.

- the State Department of Education for establishing the office of State Supervisor of School Libraries.

- those who made National Library Week a significant factor in library development and in the spread of good reading habits.

- those who labored to produce "Books in Good Hands," a powerful aid in creating a broader and deeper understanding of libraries and librarians.

- all the officers of OLA for working so diligently and ably on the programs of the association.

And my private toast to all of you for making 1961-62 a most exciting year. I do regret that the year passed so swiftly; for I had a great time.

Gerald M. Coble
The Literary Chef

Ingredients

Adult learners
Library—staff, board, collection, building
Finances
Time
Publicity
State library agency
Organizations

Directions: Take the above ingredients in maximum quantities available, and combine well with planning and co-ordination, knowledge of the community and hard work. Mix with enthusiasm and conviction. Serve warm to any who would dine.

Because of its failure to attract and to sell itself to adults, the public library has been caught in an unending circle of defeat. Adults, unattracted and uninterested in the library, and unable to see any direct benefits to themselves from the library, are unengaged to support it seriously with funds. Lacking funds, the library is unable to build collections, erect buildings or provide services attractive to adults. The library can break their circle of defeat by recognizing its role as an educational institution, and by assuming its obligation to extend, broaden and assist in the education of adults, and by selling itself dynamically to adults in exchange for the active support it needs.

Yet a library does not sell itself with the words Public Library above its doors, nor does adult education exist simply because the library board decrees, “Let there be an adult education program!” Many ingredients are required for a successful adult education program, and an interested, dedicated public librarian seems to be the most appropriate cook.

Just as a good cook knows the dish he is preparing, a good public librarian must know what adult education is and what it can become. But the term, though widely used, is poorly defined, and there is little agreement among adult educators themselves as to its constitution.

E. A. Mueller confesses, “Adult education is not always readily identified, but it is where we find it. Where we find it is wherever the adult, by himself or with his fellows, under instruction or instructing himself, listens to a lecture or searches in the library for a book that will answer his questions. Seeking to think clearly in an area still clouded, learning to act with sense and effectiveness in situations in which he is still awkward and uncertain—these too are adult education.”

Lester Asheim, though, calls it those library activities for adult individuals and groups which form part of the total educational process and which are marked by a defined goal, derived from an analysis of needs or interests.

Adult education in the public library, then, is a condition which occurs when the library provides activities designed to meet the educational goals of mature learners as indicated by analysis of needs or interests.

The matches which spark the flame for cooking adult education are enthusiastic conviction of the library administrators, talent and interest of the staff, cooperation of an informed community, and thoughtfully planned leadership.

Any dish served can be no better than its ingredients, and the same holds true for library adult education. Here the ingredients are adult learners, the library—librarian, staff, board and collection, the state library agency, and other cooperating agencies. The cook should consider each of these separately before concocting the whole dish.

Adult learners

A librarian, considering the properties and measures of adults, the principle ingredient of an adult education program, has a difficult job, for adults are different. They work in different places, conditions, situations, levels. They live in unlike domiciles, enjoy varied recreations, are interested in different subjects, belong to dissimilar organizations, and have not the same attitudes, goals or desires. Yet, the librarian in considering the library’s educational responsibil-
ity to adults must realize that adult learners are similar in that they must be motivated in order to learn, they must be aware of the educational program, and they must be convinced of the worth of participation in such a program.

It behooves the librarian to know then the basic educational objectives and motivations of adult learners, the kind of adults attracted to organized educational programs, and the principles of education applicable to adults.

When he considers the kind of people the program can be expected to reach he will learn from Mizruchi's survey that there are noticeable differences in social characteristics between the participants and non-participants in adult education programs: that although adult education attempts to attract people with low educational achievement, people with less than 10 years of education were least active in public school adult education; that although intellectual growth is a widely favored objective, arts and crafts offerings are preferred more than academic courses; that almost half of the participants in adult education programs participate in no other formal evening activities: that only a small percentage of the aged or aging population participates in public school adult education programs. Even casual thought about such surveys should reveal to the librarian planning a library adult education program that many groups of the community will be hard to reach, and that a very large part of the success of such a program is dependent upon getting the word to these segments and selling the program to them! The library—librarian, staff, board and collection

The next ingredient the librarian must consider and take measure of is the library itself, and in particular its potential offering to adult learners.

Convinced that its educational function is one of the library's great responsibilities, his first step is to make sure that this concept of the library is understood and subscribed to by those who share the responsibility for the library's administration, the city officials, the library board and the library staff, to such a degree that each individual thinks of his work in relation to the library in educational terms.

It is then necessary to discover what is the unique role the library has to play in the educational life of the community and how can it best play that role. This means a painstaking examination of the library structure, collection, staff and the community resources and population groupings.

From this examination decisions should be made as to services the library should be expected to offer adult learners. Its most important service probably is a good collection of current useful books and materials dealing with topics of significance, such as world affairs and politics, science, literature, economics and arts. More specifically, though, it can provide exhibits and displays within the library, book talks, program planning consultation, subject area programs, radio and television programs, reading instruction, resource people, and training in story-telling, group leadership and in presentation of book talks.

It is interesting to note ALA's list of the order of priority of areas actually offered adult learners by libraries as (1) community development, (2) public affairs, (3) creative arts, (4) human relations, (5) aging, (6) home and family life, (7) inter-cultural education, (8) personal development, (9) health and safety, (10) economic education, (11) fundamental literacy education, (12) recreation and physical education.

It should be clear that the librarian-chef attempting this dish for adults, is planning a program that can be very demanding upon the library. The library and its board will be called to give funds for adult materials, a large expenditure of staff time, and use of its physical facilities. Moreover, the new program will be a further burden, in that the library will be forced to make many changes. The Ardmore Library-Community Project revealed as possible prerequisites for the program changes in the materials collection, in library organization, in publicity, in utilization of mass media. Clearly, the undertaking of such a program is serious business.

The state library agency

Fortunately, the librarian has a whole kitchen full of master chefs to help him in the state library agency. As Muriel Fuller has suggested, it assumes responsibility in adult education by stimulating participation of libraries in adult education on the local, state and national level. It can hold meetings of public librarians to discuss problems. It can keep a collection of books and materials on adult education. It can collect and reproduce for distribution to local librarians articles, book lists and descriptions of programs, and it can help local libraries to evaluate their services.

It can also offer training for librarians and trustees in adult education. In Maryland for example, some of the in-service workshops held by the state agency have been The Adult Education
Role of the Public Library, Community Study, Selection and Use of Adult Books, and Adult-Book Selection Policy.

Perhaps its strength lies in its ability to help the small library overcome such problems as resources so limited that programming in depth is extremely difficult, inadequate finances, co-ordination of activities with other agencies in the community, and confusion as to the nature of activities which are educative.

Other co-operating agencies and institutions

To the librarian preparing for an organized adult education program, it is important to recognize that he must devise ways of reaching adults. An adult occupies a special position in some system of communication in the community in which he lives, and knowledge of his position in an organized group, which is a system of communication, gives the librarian insight about his accessibility and readiness for learning.

The relation of the library to organized groups, agencies, and other institutions seems to be twofold. First, it must seek out these groups in order to give any and all assistance it can to the educational activities of these groups. Second, the library should use the groups as points of contact with adults it is recruiting for its own library-sponsored activities.

There are problems involved in working with such organizations, though. Few if any formal associations recognize adult education as a primary function. Because they do not consider their function as educational many organizations overlook the educational aspects of many of their activities. For the librarian this means necessity of selling the idea of adult education to them, and helping them to identify the community of interests of the library and groups in activities which had not been defined as educational.

Of groups, the librarian should be aware of the research indicating that a significant proportion of population has no ties with formal organizations in the community. Estimates of percentage of nonparticipants in several studies were at about the 60 per cent level. Since those who do participate are the minority, formal organizations cannot be held representative of the whole community. In using the groups as points of contact in attracting adults for its own program, the program cannot be assured of reaching segments from all parts of the community, and will miss people of low income, or of little education, and thus not reach the very ones likely to gain most from activities sponsored by the library.

It seems that the librarian's relation to groups is to locate them, contact them, learn of their educational activities, plan service for them, and sell them on the idea of adult education and the public library. Then he shrewdly must do the same things for the ungrouped: The dish of organized library adult education.

The persistent issue in adult educational activities in libraries has been the degree to which the library assumes the educational burden. We need to answer Emerson Greenaway's three questions. First, should we serve only those who register to use our resources? Second, should we co-operate in the educational process as a kind of silent partner by lending our assistance to established classes or groups in the community? And third, should we take a positive role in the educational enterprise and perhaps launch the library into a full-fledged teaching career?

If the library is really going to try to break the circle of defeat mentioned earlier, it must act forcefully. Calling this action wading into the community or a hard sell or public relations, the librarian must try to make the library such an integral part of the community, so heavily used and relied upon, that the common folk of the street cannot forget it or pass it by. A forgotten library is as good as dead.

Therefore, to preserve its own existence, let alone bettering that existence, the library must answer the first question, in terms such as, "We should and shall serve not only those who register for our service, but anyone and everyone we can persuade, cajole, entice, lure or attract. Not only will the library prepare a dish of adult education, it shall seek them out to bid them to come to the feast."

To the second question, the reply should be, "Willing cooperation in the total educational process is the ultimate aim of the library, and therefore, the library wishes partnership with established groups and classes of the community. But we do not wish to be a silent partner; let us join the partnership completely and as equals."

To the last question, the librarian must give serious thought. Referring again to the circle of defeat he is attempting to break, he must realize that the choice may come between the dual roles of the library—recreational and educational. The library cannot compete adequately with other recreational activities, and this aspect can never be used as scissors for snipping this circle.

The library can make a much stronger case for itself as part of education, and this strength becomes the cutting tool for breaking out of its entrapment!

The library's answer is, "Yes, we are educators; gladly shall we teach!"
Local History Collected at Bacone College Library

As librarians, we all feel a certain responsibility for preserving local historical materials, even though we may not actively solicit them. In these days of the small staff, of little time, and less space in which to keep such a collection, it is easier just to store what we have and what comes to us easily, and to make no effort to acquire other materials of this nature. Any library that has been established a few years will already have a lot of valuable items in the collection, purely through the process of acting as a repository for such material. And when, as at Bacone College, it has been the policy of the library to collect information on the history, customs, legends, arts, crafts, and music of the many tribes that have been represented in the student body during the years that the college has been in existence, one can realize that we have an enormous amount of material on deposit. Really our local history collection may be a misnomer, since it includes so much material that is related to our special Indian collection. Those of us who have been working on it in an effort to keep it in order and usable, are inclined to designate it as pack-rat collection, for it truly has a little of everything in it.

Because of the back-log of work connected with this special material, we have had to make decisions as to exactly what we shall collect and care for in the future. We do not solicit gifts of historical materials though we will accept them and care for them. We do secure and preserve clippings about Bacone College, the community, the students and former students. We also preserve some newspaper stories about the Indians of the Americas which are not duplicated in other sources. Many newspaper stories are feature articles which appear over and over again, re-written by various authors. We weed this type of material carefully. We also solicit and preserve leaflets and publications of tribal origin. Our student body has been drawn from tribes located in almost every state in the Union, and from Panama, Mexico, and Canada, and as a result our local history collection is more inclusive than those found in most libraries.

In the section which is concerned primarily with the history of Bacone College, the community, and the student body, we have historical clippings, brochures, programs, bulletins, lists of students, grade books, club membership lists with minutes and actions taken by the membership, the school papers, and other publications which have been gathered by various school offices, and eventually turned over to the library for safekeeping. Scrapbooks which relate the exciting events of school days at Bacone have been given us by graduates of the college.

We sometimes use the programs and accounts of entertainments and amusements for exhibit purposes. A school Valentine party of the 1890's differs somewhat from a Sadie Hawkins party of 1960. You can imagine with what interest our present day students examine the accounts of the two, and the comments that are aroused by comparisons of them. Often on programs, we will find the names of relatives of some of our present students to point up the exhibit. Indian University, now Bacone College, was established on February 9, 1889, at Tahlequah, and moved to its present location near Muskogee in June, 1883. The story of this removal told in letters, contracts, newspapers clippings, the dedication program, and the commencement exercises for the first three graduates is certainly of much interest in the history of the college.

Another section of the collection that is important historically includes letters, diaries, ledgers, and similar materials that have been deposited by friends and officials of the college during the
years of its existence. While these may include something about the history of the school, they are also of wider interest historically as a picture of the life of the times.

Among these materials are the diaries, letters, and other papers of Joseph Samuel Murrow, a missionary to the Choctaws, Chickasaws, the Creeks, and to many of the Plains tribes long before the Civil War. His diaries from 1878 to the 1920's are a part of the collection, and contain a wealth of material about the life in the Indian Territory before statehood. His report of a visit to the Cheyenne Agency, Ft. Reno, in 1878 and his account of the people, the school for Indian children, the laws, customs, and life of that time are worth examination by students of the early history of Oklahoma.

The Association Minutes of Baptist churches, both Southern and Northern, the diaries, day books, ledgers, and other papers of Mary Prosser Jayne and other missionaries to the wild tribes in western Oklahoma—the Kiowas, Pawnees, Otoes, Arapahoes, Comanches—have revealing pictures of early territorial days among the Indians and whites.

A big part of the collection is concerned with the special section on the Indians of the Americas. The policy of the college library has been to secure material about the tribes represented among the student body. This has been placed with the local history collection because it is concerned with the students, though it really reaches beyond the college community. It includes books, pamphlets, leaflets, tribal publications, and clippings in which can be found the history, customs, legends, songs, arts and crafts of those tribes which have been represented among the student body since 1889.

The section containing prints and photographs is a large one and many subjects have not been identified. We are mounting or placing these in folders or envelopes as they are identified, and as we have time to work on them. As a word of advice to those who have the responsibility for caring for this type of material, insist that every person and place be labeled before the item is placed in the collection. It is a source of dissatisfaction that we have so many photographs of early days that are not labeled, and which we are unable to identify.

In the collection, we have, of course, pamphlets, leaflets, city directories, legal documents, bills of sale, single issues of early day newspapers, or publications from some of the early Indian schools. Gradually we are classifying each piece and listing it on cards indicating persons, places, times, and the type of material, whether map, print, manuscript, etc. We use Manila envelopes for loose materials, and store them in vertical files. We are planning a special room for the collection when our library quarters are expanded.

Unfortunately with the limits of space, time, and staff that Bacon has had over the years, the local history collection is not well-organized. We work on it constantly, but just when we feel we have made real progress, we acquire something more of real value, a scrapbook, or picture of former students, or clippings referring to a period in the history of the college, and there is only time to make a note of it, to store it away safely, and to resolve to complete the records on it some day when there is more time.

However, even with all the trouble we have trying to organize the collection, we would not be without it. We feel that it is important to the college in many ways. It is of interest to our students in showing the social, cultural, and economic life of the college community in past years. It ranges beyond this, too, in having importance to students doing research in history areas. It fulfills in a small way one of the purposes of the library as an educational agency by its guidance in the preservation of local historical materials, by teaching a better understanding of historical processes, and by teaching appreciation of a way of life in former years. It has resource material for journalism classes, for the classes in Indian and Oklahoma history, for students writing research papers in composition classes and in the classes in religious education.

And it is fun to work with, even with all the trouble in finding time to work on it. We just wish we had more time for it.
When a Librarian Visits Paris

Of all the great libraries I've visited, the Bibliothèque Nationale is the most available and friendly. The ponderous but unimpressive building runs along the sidewalk of the Rue Richelieu, opposite the Place Louvois, undetached and unnoticed in its surroundings. The main entrance is an arched doorway through which one comes to a handsome stone paved courtyard of elegant 17th century architecture. It is decorated with several dignified statues—and bicycles of all ages and descriptions.

Exploring a little farther, I found signs directing to the “Administration.” Here I was courteously received and after a bit of trouble with my feeble French, convinced the secretary that I was not requesting permission to study or do research on any single subject, but just wanted to study the library as a whole. Finally, armed with a long yellow slip filled out in various particulars about vital statistics and interests,

Mrs. Hunt, librarian at the VA Hospital in Oklahoma City, spent a month in Europe last fall and kin to the proverbial busman, she headed straight for the French National Library.

I started exploring the building.

The most interesting part, and probably the oldest, is of the original two palaces joined together by Cardinal Mazarin for his own use. It surrounds the entrance court and was the starting point for the present labyrinth of reading rooms, stacks, and courtyards.

A fabulous exhibit of Mazarin materials is being held this year to mark the third centenary of his death. One enormous salon contains momentos of his statesmanship and political career. Above it, in an even more handsome room is a display of his artistic collections: paintings, sculptures, rich articles of dress, and even the Gutenberg copy of the famed “Mazarin Bible”. 

La Bibliothèque Nationale
that all librarians remember from library school.

The exhibits and the rooms themselves were so fascinating in their evocation of 17th century
French history that I delayed there for hours
and began to think of the Bibliothèque as more
museum than library. Among the 715 items in
the catalog of the exhibits were many that had
been borrowed from the Louvre, Cluny, and
other museums, but the most of them were holdings
of the Bibliothèque itself. Things from its
Departments of Printed Books, of Engravings,
of Manuscripts, of Music, of Antiques, etc., gave
an impressive cross-section view of its volumin-
ous riches.

Several other people were examining the
displays that early morning. Having been bawled in
graciously without being required to pay the 2
franc entrance fee, I felt obliged to buy their 2
dollar guide to the exhibits—and it was money
well spent. A gentle, delicate-looking boy of
about 18 approached me. "Pardon, Madame,
would you please to look number 436 for me in
your catalog? I think the cartoons for that
tapestry are by Raphael." I was glad to do so,
and enjoyed his pleasure in finding that he was
right, and that said cartoons are now in the
Victoria and Albert Museum in London. He was
a German student (hoping to be an art student
"if he passed the entries") and it devolved that
he was hitch-hiking, living on bread and tomatoes bought from home, and spending most
of his meagre budget on museum entrance fees.
We went on through the exhibit, sharing my
catalog and his art knowledge, till it was long
past lunch time. I insisted on taking him to
lunch, and after considerable explanation to the
guard, and assurance that he could come back in
without paying another 2 francs, we went
down the street for a fairly festive meal ("the
first hot meal I've had for a week," he said)
at a Hungarian restaurant.

When I had finally absorbed all I could of
Mazarin's accomplishments, I tackled the
Bibliothèque as a bibliography. To discuss the holdings of such a library is beyond the scope of
even the Encyclopedia Britannica's article, and
far be it from me to argue with their conclusion that "it is, perhaps, the finest library in
the world." From rare Greek and Arabic manuscripts to the autographed works of Victor Hugo:
from the fine library of Francis I whose interest in manuscripts, fine bindings, and the embryonic printing industry was tremendously influential in making his country the literary leader; to the confiscated collections of the
Benedictine monasteries after the Revolution;
from the bewildering treasure-troves of engrav-
ings to medals to music, these holdings deserve
the old appellation "one of the four wonders of France."

Even though its earliest collection, the royal
library of King John (1319-1364), was taken to
England by the Regent, the Duke of Bedford, and
dispersed after his death in 1435, an inventory
made in King John's time by Claude Mallet, the
first Librarian (and also the king's valet de
chambre) is extant, as are others made in
1339, 1411, and 1424.

The library was re-created under Louis XI,
and has steadily grown to this day. It has been
moved from Paris to Fontainebleau and back,
from site to site in Paris as it out-grew its
quarters, settling in 1666 in its present home
which extends from Rue Vivienne to Rue Rich-
elieu. It grew by leaps and bounds through
gifts, many fine manuscripts given by Charles
VIII, the library of Blois given by Louis XII,
Catherine de Medicis' collections, etc., and by
conquest, such as the library of the kings of
Aragon that was seized by Charles VIII at Na-
ples. Charles VIII really had the library's in-
terest at heart.

In 1617, a royal decree ordered two copies
of each new publication deposited there but it
was not enforced until the time of Louis XIV.
Well-known names other than those of kings
which are connected with its growth and great-
ness are Guillaume Budé, Laurent Paulmier,
Mazarin, and Colbert. The great Cardinal's own
collections form a separate Department of the
establishment—that of the College des Quatre-
Nations, which he founded.

An equally fascinating history can be read of
the enlargement of the physical plant through
the acquisition of numerous hotels and palaces
which form the maze of buildings it occupies.
Mazarin's two palaces, conjoined in 1634, form
the nucleus, but they have been augmented from
time to time by a bewildering list of buildings,
adorned with statues, decorated in the Renais-
sance style of Mazarin's native Italy, and passed
through vicissitudes too numerous to mention.

After the Revolution, the Bibliothèque's name
was changed from Royale to Imperial, and it
began to be tied together and modernized by
the organizing genius of Napoleon. Visconti, La-
brouste particularly, and Pascal devoted their
architectural talents throughout the nineteenth
century to the modern complex with its demo-
cratic conception of an accessible and practical.
working library for all who need it. This is where the principle of the modern book-stack first evolved. The article in the Encyclopedia Britannica gives the plan and description of this nineteenth century construction and its influence on subsequent library planning.

The Nationale, as it became known after Napoleon, includes besides the old palaces, the courtyards, and the revolutionary stacks, two huge reading rooms, the famous glass-domed journal room—the Salle Ovale—and the great general reading room that shook old precedents and started new ones in the field of library building.

"General Reading" in a library such as this implies research, or at least, serious reading. And complete silence. There's a varying quality in library silences, though, and somehow the silence here couldn't be classified as dead as that in German libraries.

By this time I had found that my yellow slip didn't grant entrance into all quarters; in fact it was simply a request for admission, and I was sent back to "Administration" to resolve the puzzle of a visitor who wanted to visit right now. Finally convinced, they very graciously provided me with an English-speaking staff member as guide to the various catalogs which occupy an enormous basement. Catalogs of the present book collection (some six million items) are in chronological groups. In the first catalog, dated 1722, two volumes are devoted to Printed Books. This was eventually superseded by the new catalog of 1784. By this time Clement's classification system had been devised using 23 divisions based on letters of the alphabet. It is still in use today with some revisions. Between 1735 and 1739 a catalog of 11 volumes was printed. A grand revision of cataloging of all the old collections was undertaken in the 19th century and has now progressed up through the letter S. In the meantime, a more modern catalog on international form cards has been brought up-to-date from 1897-1936. A separate file of catalog cards from 1936-38, if I understand correctly, has now been closed, and a new file started with 1959. In such a huge collection, these chronological divisions make the catalogs less unwieldy. The four currently used I found very interesting and the methods now used are quite similar to scholarly catalog usage in the United States.

On a subsequent visit I found the library, more familiar now, as easily used as any enormous library, and easier than some. To the casual user the great difference between libraries boils down to a difference in architecture and atmosphere. The unbelievably ornate baroque of the Austrian Bibliothek Nationale, in the Hofburg in Vienna, seemed to make it the most unreal, the deadest, of any library I know, though I must add that was the impression chiefly of the show rooms. They also had reading rooms in heavy use and a very good modern catalog, chronologically divided into several periods like most large old libraries.

The library of the University of Heidelberg, on the other hand, displayed to the reluctantly admitted visitor bare and austere reading rooms jammed with students working in the most utter silence imaginable—now that was a silence really dead!

The British Museum library is peculiar, with a truly British logic, in that it is their great national library but at the same time the somewhat inadvertent outgrowth of an archeological museum. They probably didn't plan it that way, but that's the way it happened, so there it remains. They go to great trouble to keep the museum and its visitors separate from the library and its visitors, though the latter is right in the middle of the huge and formidable Nineteenth century Greek temple that comprises the British Museum.

Probably it is the architecture of the Bibliothek Nationale that sets its tone. It seems almost ridiculous (but not quite) to call it "homey." Part of it was Mazarin's home, and its growth was influenced to a considerable extent by his intellectual and artistic interests. This brings about a unity of spirit, in spite of its long and varied history and makes it, to me, the most agreeable of the great European libraries.

Citizen's Committee Elects Officers for '62

The steering committee of the Citizen's Committee for Library Development met in Tulsa March 8, 1962. The following officers were elected: Charles E. Lane, Oklahoma City, Chairman; A. E. Plume, Ardmore, Vice Chairman. The office of secretary-treasurer is filled by the chairman of the OLA Library Development Committee, currently, William H. Lowry, Norman.

Several projects were discussed and considerable interest was expressed in making a state survey of library facilities.
Story Hour Puppetry

"Please bring Juggy and Spoopy."

When this request comes spontaneously from a group of younger children, I know that I am in. You can be sure of having the attention of your audience, when one of the funny little puppets draped over one of your hands, waves to the children, turns to the other funny fellow on the other hand, and says, "Jug, do you know what a leprechaun is?"

Juggy is embarrassed because he doesn’t know. Spoopy ridicules him unmercifully and proceeds to tell him that most of the children know, asks one of them to tell Juggy, and it all ends up with the little puppets turning to ask the Boss, the Mouth, or whatever they call you, to tell one of the stories from a new book of Irish Fairy Tales.

If I know the children, they are ready for a leprechaun story, and when the storyteller takes over, the puppets sit quietly and listen. The eyes of the audience will stay riveted on the puppets, but they will hear the story. If there is a restless little listener, one of the puppets can throw in a question.

My library duties have not taken me into the Story Hour with my puppets, but work in schools, children’s hospital, cub scouts, and church groups has.

I asked several who work with the children in the library, and individually, what the purposes of a Children’s Story Hour should be. They told me the Story Hour should introduce the children to good literature.

And that is so true. But how many of the small fry sitting in your Story Hour are surprised when they hear how little Black Sambo tricked the tigers, or the latest adventures of Space Cat? Not very many!

They SAW it on Captain Kangaroo.

So much teaching and imparting of knowledge is done through Eye gate that the Story Hours need enhancing, too.

This is where I think puppets can be a great help to the librarian.

In the fall, do you visit the schools to invite the children to use the children’s library? If you do, why not take a puppet with you. Hold him in your arms, and, if you can talk without moving your lips, let him tell the children the joys to be found in new books in the library. Even some of the details about getting library cards.

I haven’t mastered the technique of still lips, so my Juggy and Spoopy merely pantomime when I am standing there. But if they are appearing on my little stage, they are quite vocal. Professional puppeteers and so-called ventriloquists can give you ideas. Just the other night, I watched Stan Freberg and his puppet Orville. When Stan spoke, he faced the audience (camera) and when Orville talked, Stan turned his face far around and gave Orville his undivided attention. I haven’t tried that yet before the mirror, but I’m going to.

Personalities of the puppets develop quickly. Juggy is a trusting little orange-haired soul, who is constantly led astray, either by Spoopy, or one of the other puppets, or: sometimes, temptations prove too much.

Spoopy always has the big ideas that get the others into trouble. He is sorry about it, of course, but not very. He’s too busy planning the next project.

You may say, "How can all this help the Story Hour and help children to appreciate good literature?"

That depends upon your inventive genius, which doesn’t have to be genius, at all. Just a view of the goal, a love for children, and a love for puppets.

This latter grows when you pull the little puppet with personality over your hand and his antics begin. It helps when the children learn the characteristics of their puppet friends.

When they see Juggy, they know he is so much like they are, and is just as apt to get into trouble as they are. They also know Spoopy is going to introduce something very interesting, and is going to make trouble for everyone concerned. He furnishes the conflict that must be present in drama or literature.

I know the limited time, space, and finances that most librarians face, but Five and Ten Cent
stores have all grades of puppets for sale. Shop around until you find one that fills your need, then introduce him, her, or it, to your group. After that, you are forgotten, and your puppet and Story Hour groups are in a particular world of their own.

Don't forget to practice with your puppet before the mirror—his actions, mannerisms, etc. And don't be afraid to use all kinds of voices if you plan for him to talk to the group.

The children won't connect you with the rasp or the squeak that you finally hit on, for your puppet's personality.

Most libraries have several books on puppets, and you may have some that fit your plans better, but, at the end of the article, I will list a few that seem helpful to me.

How long does your Story Hour last? With a little extra preparation beforehand, the hour will be shortened for both Librarian and children, if you make a stock set of small puppets to fit young hands. You can make as many as you want, or can change dresses or even just hats on them to change character, for different stories. To cover most stories to be dramatized, a father, mother, boy, girl, fairy, witch, and dog, or cat, could be sufficient. A King and Queen are very useful, if you can manage them, too. But if you can't, put gold crowns (bracelets are festive) on mamma and papa, and let them set up their kingdom.

To use these stock puppets, after you tell one of the short stories, let the children put on the puppets for impromptu dramatizing of the story.

It can be tremendously simple. Let the little puppeteers hide behind a table, chair turned backwards, or what have you.

Puppets are gregarious. They love to be together, and they draw puppeteers together, also.

Are your Junior and Senior High students loyal library patrons?

Maybe some of them have been working with puppets through some organized group and would like to give a puppet play for your young story hour group.

This last suggestion, I realize, isn't practical for the average librarian.

Most of us will have to be satisfied with cultivating friendship through one or two puppets that we hold in our hands as we stand before our audience.

With love and a little ingenuity, the puppet can endear himself to the youngest patrons, and lead them to the books which will introduce them to good literature. and your Story Hour has ful-

filled its purpose.

When these patrons bring their offspring to Story Hour in future years, they will remember the happy little puppet that snared them into good reading.

BOOKS THAT MAY HELP YOU

If you are one of those rare librarians, who have the time, you may want to experiment with making your own puppet. They do have more personality than the commercial ones before working over.

The best book I am acquainted with, and that can give you the most ideas, is Bessie Ficklen's Handbook of First Puppets, published by Lippincott, and listed at $3.50.

Another book that may give you help for creating your own puppet is Puppet-Do-It-Yourself Book, by Lois Pratt, published by Exposition Press, listed at $3.00.

For quick and temporary puppets for the children to dramatize a freshly told story, you may find wealthy ideas in a section of Act It Out, by Bernice Wells Carlson, published by Abingdon Press, listed at $2.00.
National Library Week—1962

Elizabeth Y. Price

Going, going, almost gone—the time left before National Library Week, April 8-14. By this time it's too late to make plans, but not too late to take advantage of the "favorable" library climate. NLW always sets up.

Chairman of National Library Week this year is Donald S. Kennedy, Oklahoma City industrialist. Mr. Kennedy was host at a luncheon February 9, attended by more than 40 members of his 66-member state committee. Preceding the luncheon, an informative two-hour meeting was held at the Skirvin Hotel, with reports on the 1962 Oklahoma library situation presented to the members by various state librarians in college, special, school and public library fields. Out of the meeting came promises of television and newspaper support for library goals before and during the week. Following the luncheon, "Books on the Go" was shown to an appreciative audience.

At the time this story was written, a few names of local chairmen were available. In Stillwater Kermit B. Ingham has served as chairman for the second straight year. Tulsa's county chairman is R. C. Curtis, president of the Jersey Production Research company, and Carter County's chairman is Harley Duncan, Ardmore insurance man.

In Frederick, an art show was to be a feature of National Library Week at the city library, featuring the work of J. N. Hayward, Alva, former Frederick resident. Mrs. Dent Smith, Mrs. Jack Davidson, Mrs. Cecil Chamberlin and Mrs. Lynn Harris are in charge of NLW plans there.

Among state plans ready to go into effect in March were the placing of posters in free billboard space over the state, the release of radio spot announcements for public service time to radio stations in key Oklahoma cities (listen for them), Oklahoma Press Association's help with advertising space as well as news stories, and school libraries' plans for coverage in various state publications of teacher, superintendent and PTA groups.

Coming up April 8 is the presentation of Wilson public library's $1,000 award in the Dorothy Canfield Fisher annual contest, to be used for purchase of books. The ceremony that Sunday in Wilson will be attended by state and national dignitaries and the speaker will be an Oklahoma great.

Commemorating both this event and National Library Week, the Oklahoman-Times' weekly Orbit magazine will have a color cover and several pages of pictures of both the Caddo-Grady and the Chickasaw Multi-County Library bookmobiles in action. Watch for this too, and save each colorful copy.

Virginia Owens, the 1962 executive director, has worked closely with both Mr. Kennedy and with Gene Hodges, Central State College librarian, who will be the 1963 executive director.

On the state-wide lay committee are: Dr. Charles F. Spencer, Ada; Dr. J. W. Martin, Alva; Ward S. Merrick and Walter Neustadt, Ardmore; Harold C. Price Jr. and Philip M. Arnold, Bartlesville; Dr. Charles E. Grady Jr., Chickasha; Dr. A. E. Sherar and Bennett Story, Durant; Dr. Garland Godfrey, Edmond; Rev. Glenwood Buzzbee, Frederick; Henry B. Bass and Dr. Hallie G. Gantz, Enid; Art F. Bower, Fairview; Robert Carmack, Hinton; Edward Harrison, Idabel; Dr. William H. Hale, Langston; Dr. Richard Burch, Lawton; the Hon. Raymond Gary, Madill; J. G. Porterbaugh, McAlester; Mrs. J. C. Pond, Medford; Dr. Bruce G. Carter and Charles Banks Wilson, Miami; Tams Bixby III, Robert T. Motter Jr., and B. L. Wertz, Muskogee.

Dr. George L. Cross, Mrs. Philip Kidd Jr., Savoie Lottinville, Mrs. William S. Morgan and Dean Earl Sneed Jr., Norman; Mrs. Freda Amringer, Bryce A. Baggett, Norman Bagwell, Edgar Bell, Charles L. Bennett, Orville Bumpus, Mrs. Charles Coe, Dr. Oliver Hodge, Mrs. L. D. Melton, Jerry B. Newby, Lowe Runkle, George Shirk, Mrs. Waldo Stephens, Donald F. Sullivan, Ben K. West and Dr. Jack Wilkes, Oklahoma City; Mrs. Jack Grimmett, Pauls Valley; N. B. Musselman, Dr. James Ralph Scales and Mrs. Descygne Shubert, Shawnee; Miss Irma Mann and Dr. Oliver Willham, Stillwater; Dr. Harrell E. Garrison and Mrs. O. W. Jones, Tahlequah; Dr. Freeman McKee, Tishomingo; Irving Antell, Mrs. Walter Ferguson, Dr. Ben G. Henneke, James O. Kemm, John Rogers, John Bennett Shaw, Harold C. Stuart and Mrs. Henry C. Whitlow Jr., Tulsa; Jacob Johnson, Warner; Dr. J. N. Baker, Wilburton; and Mrs. Tom Hieronymus, Woodward.
ALA COUNCIL REPORT
by Mabel A. Murphy

Since the Council of the American Library Association is the governing body of the Association, important discussions, recommendations and decisions are made at each of the semi-annual meetings.

One of the committee reports to the Midwinter meeting in Chicago was of special interest to Oklahomans. The Nominating Committee announced that Edmon L. Low, Director of Libraries, Oklahoma State University, is one of the nominees for First Vice President and President Elect of the American Library Association.

The Intellectual Freedom Committee suggested various ways in which libraries and schools can resist censorship. If certain basic policies and procedures of book selection and of public relations are established as standard practice of good administration, impersonal routines are available for all complaints and all efforts of any pressure groups.

Equal library service for all, embodied in the Library Bill of Rights, is of grave concern to all librarians. A comprehensive report made by the Intellectual Freedom Committee received extensive discussion by council members. The Council voted to recommit this report to the Committee for further study, to be returned for discussion at the Miami conference.

Because there can no longer be a Cuban Library Association, according to a letter from a Cuban librarian, this organization can no longer be an affiliate organization with a representative attending Council meetings. The Council expressed regret for this situation and hope that the situation will improve rapidly.

Century 21 Library of the Future, a feature of the International Fair at Seattle from April through October, 1962, plans to give not only a picture of the library of the future but also an opportunity for 20th century librarians to work in such an environment. Those interested may write to Dr. Gordon P. Martin, Library 21, Seattle Public Library, Seattle, Washington.

Attending the ALA Midwinter meeting were Miss Mary Ann Wentroth, Mrs. Allie Beth Martin, Mrs. G. Austin Smith, Miss Virginia Owens, Miss Esther Mae Henke, Ralph Hudson, James Gourley, John Stratton, Edmon Low, Gerald Coble, Arthur McAnally and your councillor, Mabel A. Murphy.

CHILDREN’S BOOK SELECTION WORKSHOP HELD AT OSU

Despite a two week postponement caused by state-wide snowstorms, eighty-one librarians and student guests attended the Book Selection Workshop sponsored by the Children’s and Young People’s Services Division of OLA and the Extension Division of the State Library that was held in Stillwater February 2, 1962.

New books provided by the Tulsa Public Library, Chickasaw Multi-County Library, Extension Division of the State Library, OSU Curriculum Materials Center, Oklahoma City Schools, Pioneer Multi-County Library, and Stillwater Public Library were discussed and displayed for examination.

The Workshop Committee, Della Thomas, chairman; Billee Day, Wilma Tipps, Dee Ann Ray, Mildred Donaldson, Mary Louise Tate, Sally Ray King, Myrtle Jones, and Rama Nolan, prepared a complete program around the theme: COVER TO COVER, behind the scenes in juvenile book publishing, and though Bessie Holland Hack, Tulsa author of Millie, was unable to speak as planned, the many exhibits obtained through the cooperation of the Children’s Book Council, New Method Bindery, and E. M. Hale, Merriam-Webster, Harcourt, Brace & World, Walck, Lippincott, Houghton Mifflin, Hastings House, and World Publishing Companies effectively conveyed the message.

Nancy Ruth Amis, Sarah MacAlpine and Helen Donart were OSU hostesses to the group. Special guests were eighteen high school student library assistants who were invited to participate by the Recruitment Committee of OLA.

Top picture opposite—Wilma Tipps, Norman, and Billee Day, Ardmore, examine the artist’s plans for the book Next. Please by Robert E. Barry (Houghton Mifflin). Lower picture opposite—Nancy Amis, Stillwater, and Ray King, Bartlesville, admire the display featuring the various stages in the creation of the book Millie by Bessie Holland Hack (World).

Groups and committees wishing to make meeting arrangements for the OLA Conference in Stillwater, contact Richard King, OSU Library. He is in charge of local arrangements.

OKLAHOMA LIBRARIAN
NEWS NOTES

By Elizabeth Y. Price

Hannah Atkins (Mrs. Charles N.) has joined the staff of the Oklahoma State Library’s Extension Division, taking over the position vacated when Dolores Harragarra resigned. Mrs. Atkins had been away from active library duty for several years, since she resigned as head of the Oklahoma City Libraries’ Dunbar branch, but had been busy with National Library Week and other local and state library committees.

Mrs. Harragarra is now librarian at the Sequoyah Indian School at Tahlequah, where she is setting up a complete library system for elementary and secondary schools. She moved to Tahlequah with her family January 1.

Frederick Public Library’s new head librarian is Mrs. Jimmie Harris, a former history teacher in Frederick. Mrs. Cora Emanuel continues as assistant librarian, serving as she did under Mrs. J. E. Mathis, who retired recently. Mrs. Harris is writing a weekly column for Tillman County newspapers about library news and new books available.

An OLA Membership Card is your ticket to the 1962 Convention. There is still time to mail your check and avoid that long line at the membership desk in Stillwater. Send your 1962 dues to Jack O’Bar, OLA treasurer, Southwestern State College Library, Weatherford, Oklahoma.

A new Friends of the Library organization has been started in Chickasha. As reported by Mrs. W. S. Corbin, of the Carnegie Library at Chickasha, large numbers of interested citizens and library users attended a February 8 organizational meeting to discuss the present library’s space problems. Feasibility of a new library building was on the agenda. Officers chosen were Dr. R. E. Herndon, chairman; Dr. S. G. Loveless, vice-chairman; Miss Maude Dew, secretary; and Dr. Elsie Null, treasurer.

Mrs. Virginia Olson, who became Miami Public’s librarian early in 1961, resigned in February to return to her former position in Grants Pass, Oregon.

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January 13, 1962 (9:30 AM)
Oklahoma City University Library
Oklahoma City, Oklahoma

Members Present: Committees
Gerald Coble    Mariam Craddock
Elizabeth Cooper    Esther Henke
Juanita Means    Frances Kennedy
Mabel Murphy    William H. Lowry
Jack O'Bar    Aaron Michelson
Elizabeth Oliver    Dee Ann Ray
Mary Ann Wentrath    Ida Self

Standing and Select: John Stratton

The meeting was called to order by Mr. Coble. Minutes of the last meeting were read and approved.

Miss Wentrath, during program committee chairman, reported a plan to cross sections OLA sections to favor more general meetings which would lead into smaller group meetings at the state convention. The theme for the meeting was Image of the Library.

Mrs. Thomas discussed and showed plans for an interesting brochure and a contest which she and her committee hoped would arouse interest in the profession among quality students in high schools.

Mr. Michelson's committee report offered several suggestions designed to reach new library school graduates and librarians coming to the state for the first time. One plan whereby new members to OLA who join July 1 or thereafter might be allowed membership for the remainder of the year and the year thereafter for the price of one years dues was referred to the constitution committee for study as to legality.

Mr. Stratton of the awards committee, suggested the addition of an award for trustee service, and one for library work, to supplement the distinguished service award now being given for service to the profession outside and beyond the demands of one's job.

Miss Kennedy, nominations committee chairman, offered the following slate of officers for 1962-63:

President: Mary Ann Wentrath
Vice President and President Elect: Trean Maddox—Della Thomas

Second Vice President: Jean Harrington—Esther Henke
Secretary: Christie Cathey—Elizabeth Smith
Treasurer: Jack O'Bar (incumbent)

Mr. Lowry, library development committee chairman, requested that OLA pay for copies of books for the young people who will discuss them on two television shows in the spring. Elizabeth Cooper moved that this expenditure be allowed. Mabel Murphy seconded. Motion carried.

Miss Henke reported for Virginia Owens about the National Library Week progress. Mr. Donald S. Kennedy, Oklahoma Gas and Electric Company President, has been named state chairman.

Legislative and auditing committees had no reports to make.

Miss Craddock, ALA membership committee, announced that February 16 had been designated as ALA Membership Day.

Miss Ray said some changes were being contemplated by the constitution committee and would be reported in the OKLAHOMA LIBRARIAN.

Mr. Coble announced the need for some policy of control of the Accommodation Fund at ALA. Elizabeth Oliver moved that no use be made of this fund without approval of the OLA Executive Board. Elizabeth Cooper seconded. Motion carried.

The secretary was asked to write letters of congratulation to Mr. Charles Mettry, Mayor of the city of Wilson, Oklahoma, and to Mrs. Verna Robinson, Chairman of the Wilson Public Library Board for their progress during the past five years and for winning one of the Book-of-the-Month Club's Dorothy Canfield Fisher Awards.

Mrs. Oliver, publications committee, announced the appointment of Mrs. Fredda Gilliam as OKLAHOMA LIBRARIAN circulation manager. She also suggested three-year, staggered terms for the business manager and the editor. It was decided to refer this question to the constitution committee to determine legality.

The meeting adjourned.

The Blackwell Public Library has a circulation desk to sell. Contact Mrs. Bess Friedman, librarian, for details.
Coralea Rothman Collection
Anniversary to be Observed

By Hunter Miracle

April sixth marks the second anniversary of the inauguration of a project that will result in an outstanding collection of modern French literature in the Tulsa Public Library.

Known as the Coralea Rothman Collection it was established by a substantial donation from Dr. Phillip E. Rothman as a memorial to his wife, a former Tulsaan. In one of his letters Mr. Rothman stated, "I would like to see that it is easily available to all teachers and students of French within the State of Oklahoma."

Mrs. Rothman was profoundly interested in French culture especially its literature. Her particular field of research had been concerned with the career of Marcel Proust and the controversy over his receipt of the Prix Goncourt in 1919 as well as the rejection of his manuscript, Swann's Way by the Nouvelle Revue Francaise who acted on the advice of Andre Gide.

It is only natural that especial emphasis in the collection should be placed on the works of Proust and that the winners of the Prix Goncourt should receive first consideration.

Factors influencing further additions to the collection include other prizes such as the Nobel and the Prix Femina, international reputation and reviews in Books Abroad.

The collection which is growing steadily, now includes some 600 volumes of works by such distinguished modern French writers as Proust, Giono, Colette, Sartre, Sainte-Beuve, Julien Green, Camus, Giraudoux, Bernanos, Mauriac, Beauvoir and many others.

Mary Jeanne Hansen Heads
Technical Services

On March 1, Mrs. Mary Jeanne Hansen succeeded Miss Mariam Craddock as head of the Technical Services Division of the Oklahoma City Libraries. Formerly Cataloger and prior to that Documents and Reference Librarian in the Oklahoma City Libraries, she has also been in library service in Japan, at Fairmont State College in West Virginia, and at Michigan State University. She received her Bachelor's Degree in Library Science from the College of William and Mary, and expects to receive her Master's Degree from the University of Oklahoma in 1962.

Mariam Craddock Honored By Staff

By David Balsam

A tea was given in honor of Mariam Craddock's permanent appointment as Director of the Oklahoma City Public Libraries on Sunday, February 4, between the hours of two and five in the afternoon. The tea was held in the Charles E. France Room of the Main Library and was attended by librarians from all over the state, as well as City officials, members of the Friends of the Library, personal friends and former library employees.

In the receiving line were Miss Craddock, her mother, Mrs. Lou Craddock, officers of the Staff Association and members of the Library Board. Mrs. Mabel Peacock, Frances Kennedy and Virginia Owens assisted at the coffee table. The decorations were based on a Valentine motif supplemented with red and white carnations.

Miss Craddock wore an orchid corsage and carried a beautiful beaded hand bag which was given to her seven years ago by the staff as a token of their esteem. The tea was given by the members of the Staff Association assisted by the Library Board.

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<td>MTWTF</td>
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The School of Library Science at the University of Oklahoma will offer the following courses during the coming summer session:

- L.S. 220 (3) — Libraries in the Social Order
- L.S. 221 (3) — Organization of Library Materials
- L.S. 222 (3) — Reference Materials
- L.S. 223 (3) — Book Selection and Acquisition
- L.S. 226 (1-4) — Directed Reading
- L.S. 301 (3) — Literature of the Sciences
- L.S. 304 (3) — Development of Library Resources
- L.S. 308 (2) — Books and Materials for Children
- L.S. 309 (2) — Books and Materials for Young People
- L.S. 315 (3) — Public Libraries
- L.S. 316 (3) — School Libraries
- L.S. 401 (3) — Elements of Research
- L.S. 402 (1-4) — Directed Research
- L.S. 499 (1-4) — Research for Master's Thesis

Supplementing and complementing the regular faculty of the school will be two new instructors: Dr. Roscoe Rouse, Librarian of Baylor University and Miss Laverne F. Carroll, Librarian, Coffeyville Junior College and Supervisor of Elementary School Libraries, Coffeyville, Kansas.

Those interested in becoming certified as school librarians, in master's degree programs, or in unclassified graduate study should write to the Office of Admissions or directly to the School of Library Science for information.

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### OSU Workshop For School Librarians

A one-day, non-credit School Libraries Workshop, open to any interested persons for a small registration fee, will be incorporated into the program of faculty and students in early July. The exact date has not been set, but the title will be School Libraries, '62, and the object will be to provide a refresher meeting on the latest developments in such subjects as cataloging trends, progress in school standards, book selection, the school library in the curriculum, etc. It will be a practical workshop, with suitable speakers and consultants. Although it is not possible to give college credit for a one-day workshop, participants, including summer session students, will be given a certificate of attendance.
Young people in 1961 were reading at a level of maturity unequaled in previous years, and for the second year in a row their reading reflected a growing awareness of the nation’s role in world affairs, a nation-wide survey of specialists in young adult reading in 46 big city high school and public libraries showed.

This past year’s reading by the 14-19 year age group showed their tastes ranged over an area broader in concept and appeal, and it indicated, too, that librarians in public libraries and high schools felt students of this age group should have access to books with greater depth and meaning.

Compiled as “Interesting Adult Books for Young People—1961” by the Committee on Selection of Books and Other Materials of the Young Adult Services Division of the American Library Association, the list contains 28 titles chosen from 82 nominations by committee members, specialists in young adults reading and outstanding librarians who are asked to report their experience with the use of these books with young readers. The final selection is based on these replies.

The YASD list is chosen from among the entire output of adult books published during the year, and it has become, for librarians, high school teachers, parents and youth leaders, a guide to reading for young people.

Adamson, Joy Living Free; the story of Elsa and her cubs. Harcourt, 1961. $5.95. Observing Elsa, the lioness, during the time that she bears her three cubs and brings them into camp; without the impact of freshness and surprise of Born Free but still diverting.

Buck, Pearl (Sydenstricker). Fourteen stories. Day, 1961. $4.00. Ranging in locale from the Orient to the United States and in character from the Japanese bride of an American soldier to the commuter and the beautiful stranger.

Burke, Clara (Heintz) and Comandini, Adele. Doctor Hap. Coward-McCann, 1961. $4.50. Adventures with Alaskan weather and hardships, her romance with Doctor Hap, and his experiences as a doctor in Alaska almost half a century ago.

Burnford, Sheila (Every). The Incredible Journey. Little, 1961. $3.75. Deceptively simple, realistically told story of the struggle for survival of two dogs and a cat in their 400 mile journey through the Canadian wilderness to their original home.

Caracciola, Rudolf. A Racing Car Driver’s World. Farrar, 1961. $4.95. Autobiography of a famous German driver featuring racing, but with so much of the man himself that the book will interest more than just a few enthusiasts.

Clarke, Arthur Charles. A Fall of Moon Dust. Harcourt, 1961. $3.95. The attempts to rescue sightseeing tourists from a ship which had mysteriously disappeared into the bottomless dust bowl that is the Sea of Thirst on the Moon.


Fast, Howard Melvin. April Morning, a novel. Crown, 1961. $3.50. The moving story of the battle of Lexington and of a boy who became a man on that April day which changed the lives of “plain people not used to war and death.”

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Colonial Book Service

Specialists in supplying the out-of-print books as listed in all Library Indices (Granger Poetry; Essay and General Literature; Shaw; Standard; Fiction; Biography; Lamont Catalogue; Speech, etc.

"Want Lists Invited"
"Catalogues on Request"

23 EAST FOURTH STREET
NEW YORK 3, N.Y.
Gann, Ernest Kellogg. *Fate Is The Hunter.* Simon & Schuster, 1961. $6.00. Flying career and some hair-raising personal adventures in the air, all illustrating Gann's belief that fate plays a leading role in man's life and survival.


Jeffers, Barbara. *Solo for Several Players.* Sloane, 1961. $3.25. Dilemma of a girl who, through a freak accident, was airborne alone in a small plane with no knowledge of how to fly.

Kemal, Yashar. *Memed My Hawk.* Pantheon, 1961. $4.95. A novel set in a feudalistic section of modern Turkey, following the boy Memed with almost epic effect as he revolts against the cruel Agha and becomes a bandit to achieve revenge; written with freshness and stark emotion for the mature reader.

Kirk, Russell. *Old House of Fear.* Fleet, 1961. $3.95. Modern Gothic novel concerned with the adventures of a young man sent to buy the centuries-old ancestral castle of the MacAskivals on mysterious, hostile Cornglass, Island.


Lederer, William J. *A Nation of Sheep.* Norton, 1961. $3.75. Criticism of American foreign policy and of Americans abroad—a bit shrill and subjective but effective in arousing a more intelligent interest in our place in the world and a more critical awareness of the press at home.


Paton, Alan. *Tales from a Troubled Land:* Scribner, 1961. $3.50. Revealing glimpses of young Africans warped or confused by harsh South Africa practices, some jolting in their impact.


Plimpton, George. *Out of my League.* Harper, 1961. $3.50. A book of "baseball appreciation" told with wit and flavor by a reporter for *Sports Illustrated* who pitched to both major league teams before an All-Star game.

Rama Rau, Santha. *Gifts of Passage.* Harper, 1961. $4.95. A rare view of people east and west by one who understands both, in a book that is less than autobiography but more than travel.

Romulo, Carlos Pena. *I Walked with Heroes.* Holt, 1961. $5.00. Autobiography of "a small man from a small country" who helped his own Philippines win independence and later spoke out for other Eastern countries in the UN.


Taylor, Robert Lewis. *A Journey to Matecumbe.* McGraw-Hill, 1961. $5.95. Swift-paced novel in the Huckleberry Finn tradition told by a naive teen-ager as he and his uncle, fleeing Ken-
Caddo-Grady Multi-County Library Loaning Films

The Caddo-Grady Multi-County Library is providing 16mm sound films of an educational, cultural nature for use by recognized groups in the area composed of Caddo and Grady counties. Emphasis in the selection of films has been placed upon subjects which will lend themselves to program and/or group discussion.

Organizations borrowing the films may request that the films be mailed to them or may pick up the films at the multi-county library. There is no rental fee for the use of the films, but the borrowing organization pays the return postage charges, if the films are returned by mail. Film booking requests will be serviced on a first come, first served basis, with preference given to adult groups.

A schedule of over 100 films that will be available at various times through August, 1962 may be obtained by writing to Caddo-Grady Multi-County Library, 1902 Iowa, Route 1, Chickasha, Oklahoma.

Thubten Jigme Norbu and Harrer, Heinrich. Tibet is My Country. Dutton, 1961. $5.00. His boyhood and training in a Buddhist monastery and later life as the brother of the Dalai Lama in an account that brings much that has seemed incomprehensible and mysterious closer to our own experience.

Thurber, James. Lanterns and Lances. Harper, 1961. $3.95. A new collection, sophisticated and intellectual, funny and provocative, about “the people and ideas that have disturbed me.”

White, Theodore Harold. The Making of the Pres-

1962 OLA Conference Program

April 26-28—at Oklahoma State University—Stillwater, Oklahoma

Theme: THE LIBRARY IMAGE

THURSDAY, APRIL 26

3:30 p.m. Registration
4:00 p.m. OLA Executive Board Meeting
7:00 p.m. Dinner and First General Session: The Importance of the Image

FRIDAY, APRIL 27

9:30 a.m. Second General Session: The Image We Want—How to Create It
11:15 a.m. Buzz Sessions
1:00 p.m. Exhibitors’ Luncheon and Division Business Meetings
3:00 p.m. Third General Session: This We Can Do
7:00 p.m. Awards Dinner and Fourth General Session: The Library Image
9:00 p.m. Reception

SATURDAY, APRIL 28

8:00 a.m. Past President’s Breakfast
9:00 a.m. Special Libraries Association Meeting
10:30 a.m. Fifth General Session
12:30 p.m. Sequoyah Luncheon

ident, 1960, Atheneum, 1961. $6.95. The excitement of election day and of election year in an excellent example of reporting current observation and political background and tradition.

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April 27 Luncheon .......................................... 4.75
April 27 Dinner ............................................. 2.50
April 28 Sequoyah Award Luncheon ................... 2.00

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Alice Pattee, Oklahoma State University Library, Stillwater
before Tuesday, April 24, 1962

Headquarters: Oklahoma State University Library

Motels and Hotels
(Place reservation directly with hotel)

Union Club - O.S.U. Campus
$5.00 and up for one
$8.00 and up for two
Dormitory space available at $2.50 per person

Hilo Motel - 2313 West 6th
Single (double bed) - 1 person, $6.00
Single (double bed) - 1 person, $6.00
- 2 persons, $7.50
- rollaway, $2.00 extra
Double (2 double beds) $10.00
for 2 or 4 / for 2 or 4
(2 double beds and hide-away bed) - $12.50

Circle "D" Motel - 923 N. Main
Single - 1 person, $6.00
- 2 persons, $7.50
- Twin (2 double beds) -
- 2 persons, $8.50
- 3 persons, $9.00
- 4 persons, $9.50

Milam Hotel - 118 West 7th
Single, with bath $4.00
Double, with bath $5.00