Education for Librarianship and Recruitment

January 1964

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The Oklahoma Librarian is the official organ of the Oklahoma Library Association, and as such, carries news of the Association, its members, divisions, and the addresses of conference speakers, as well as general articles. Published quarterly in January, April, July and October. Second-class postage paid at Oklahoma City, Oklahoma. Address membership to each member of the Association upon payment of regular dues, $2.00 of which is for one year’s subscription. Subscription price to nonmembers is $3.00 per year. Membership dues and subscription should be sent to the Treasurer. The OLA membership year is the calendar year. The dues schedule is based on annual income follows.

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OKLAHOMA LIBRARIAN
A Message from the OLA President

Greetings and best wishes at the beginning of a New Year! I hope that 1963 has been a good year for you, and that 1964 will bring personal happiness to you and continued professional progress for the Oklahoma Library Association.

There continues to be such important and exciting happenings that I can’t help being enthusiastic in bringing you up to date.

One important bit of news, The Oklahoma Council on Libraries is now functioning. The Council held its initial meeting at the State Capitol in mid-November. In addition to the State Librarian and Archivist, it is composed of four lay members and four professional librarians. Included in the membership are: Ralph Hudson (Oklahoma City), State Librarian and Archivist; Mrs. Charles R. Coe (Oklahoma City), Mrs. Gay M. Steele, Jr. (Norman), Dr. Edward E. Shircliff (Oklahoma City), and John Bennett Shaw (Tulsa), the lay members; Mrs. Allie Beth Martin (Tulsa), Miss Virginia LaGrave (Oklahoma City), Edmon Low (Stillwater), and Miss Trean Maddox (Tulsa), the professional librarians. After a brief talk by Governor Bellmon, in which he charged the group with the responsibility of helping to plan a “thorough and superior library system for Oklahoma,” Mr. Shaw was elected Chairman of the Council. Following a lively discussion, the Council decided that surveys of various types of libraries are needed to obtain a complete, accurate and up-to-date picture of statewide library programs. Won’t you please cooperate by responding immediately when you are asked for information about your library? It is most important that you do.

Another exciting development since last I wrote is the overwhelming approval by the Senate on November 26 of S 2265, the Library Service and Construction Act. The measure was approved 89-7 in a resounding bipartisan victory. Before the 88th Congress becomes history and long before you read this, let us hope the House has passed its version of this important bill.

Speaking of recruiting, Mrs. Jane Stevens and her Recruiting Committee are working diligently to encourage more and better recruits for our profession. This is not the responsibility of the Committee alone, but it is up to each member of the Association to help make this part of our program a success. What are you doing to encourage the best recruits to join our profession?

It is not too early to begin making plans to attend the next annual meeting of the Association when it meets in Oklahoma City on April 23-25. The Program Committee, under the direction of its Chairman, Mrs. Della Thomas, informs us that a most unusual and exciting program is in prospect, and that the speakers are all outstanding and gifted. It is a conference you can’t afford to miss.

Again, may I wish each of you the very best for the year ahead!

January, 1964
These Found Librarianship,
A Rewarding Career

Mrs. Etta Grey Watkins’ first job as a librarian lasted a long time — more than 40 years. She retired last September after four decades of service to the patrons of the Cherokee City-County Library. In 1957 she was honored, along with others, as a pioneer librarian of the state. She is now the only survivor of that group.

Her career began in a small upstairs room over a bank. The book collection numbered 200 volumes. At her retirement there were more than 15,000 volumes in the library and quarters were adequate and attractive.

Mrs. Watkins states that “leaving the library was hard, after years of building a small city library into a City-county library. I liked people, I liked books, and I liked serving all who came to the library. It was a labor of love.”

Mrs. Gertrude Sterba’s interest in and enthusiasm for librarianship as a career is reflected in the fact that five of her former assistants have become professional librarians, and a sixth girl is now in library school at Oklahoma University.

Mrs. Sterba retired last September after 36 years as librarian of the Ponca City library. During these years she saw the book collection grow from 10,000 to 41,000 volumes, the annual book circulation increase from 75,000 to 162,000, and a beautiful and spacious building replace the old one.

She says of her retirement that she thinks it will be at least twenty years before she is ready for the rocking chair!

“Retirement” as applied to Miss Esther McRuer must be placed in quotation marks for after a career as a library administrator, she has “retired” to another library job! Miss McRuer served as librarian of the Ardmore Public Library and as head librarian of the Capitol Hill Library in Oklahoma City before accepting her present position with the Cook Christian Training School at Phoenix, Arizona.

Miss McRuer says that a love of books and an admiration for Mr. Jesse L. Rader (long-time librarian and first director of the library school at Oklahoma University) influenced her coming into the profession. She also says that when she entered library school “... my main purpose there was to ‘lay by’ a skill I knew I would enjoy and believe in — which I could use some day at a church institution. I am glad for the years in Oklahoma, my happy associations in OLA were of rich satisfaction. Here I am thoroughly enjoying my work — and ‘retirement’”!
A Library Educator's Thoughts on Recruitment for Librarianship

By AARON I. MICHELSON

Recruitment—recruitment presumably of persons willing and qualified to undergo the educational processes by which are produced professional librarians—is one of the most critical, if not the most critical problem facing librarianship today. As succinctly put by the Strouts in the latest of their annual articles in the Library Journal concerning the library placement picture, the word (the primary need) is for “MORE,” more librarians to fill the ever increasing number of vacancies which have been estimated to run anywhere from a ratio of 12 to 1 to more than 100 to 1 in relation to library school graduates. And although the word is “MORE” for 1963, from all indication, the word will continue to be even “MORE” for 1964, 1965 . . . . 1970 . . .

As a library educator, this writer is naturally concerned with the unhappy and unhealthy balance between the demand and supply. A great deal of time of many library educators and perhaps even more of their thoughts are devoted to the problem of how to increase the flow of people into library school classrooms, classrooms in which many cases have large numbers of unfilled seats. This problem is central to all others, and, according to many, its solution is central to the very future of librarianship itself.

However, in regard to the problem of recruitment, many library educators feel that for them recruitment is rather a paradoxical matter. The paradox comes in the fact that although library educators are vitally concerned with the problem, they are not in a very good position to exercise much influence on recruitment. The library educator’s function for the most part is to teach, to train, and to give aid, advice, and counsel, but primarily to those who have already made a decision in favor of librarianship.

Now it is true that many prospective students have difficulties to overcome. These may be academic, financial, personal, or combinations of the three, and the library school will try as best it can to help these students find solutions or ways around these difficulties. Seldom, however, can the school do anything to help the applicant whose undergraduate grade average automatically disqualifies him for graduate study — and to be strictly honest, I am certain that there is not too much the school would want to do. Similarly certain financial and personal problems seem to defy solution; but in these areas, there are seldom any insurmountable difficulties for those who have the ability and are deeply committed to librarianship. For those splendid all-too-few, there is usually a solution: true, it may be very rough, but there are frequently ways in which they can receive some kinds of assistance.

In my experiences as a library educator and through my associations with a director of a library school, this writer has had some opportunity to participate in meetings with future librarians, and has always tried as gently as possible to find out from them something of the background of their interest in librarianship as a career. Let me repeat that this is done as gently as possible, because the question often startles people, and because it is one question that they have very often not thought too much about previously. Seldom do these probings turn up a single, clear reason for their interest in librarianship, and responses are often mixed. The standard elements, however, that have been defined by certain research in the field are usually there: the influence of individuals, the use of libraries, working experience in libraries, publicity, and training of some sort in library science — even if only a basic course in how to use the library. However, in addition, the writer would like to add one other element, the one that I will call, to steal a phrase from our former director, Gerald Coble, the “catalyst of library recruitment.”

Now just what is this catalyst of library recruitment: Well, let us take a person who has used libraries and has enjoyed using them. Give this person a liking for books, which he probably already has, an appreciation for the important role in society that a library can play, a pleasant personality, intelligence, etc. are important, but, in themselves they might not do the trick.

To give an analogy, an analogy made by our former library school director, a boy may like girls, he may appreciate and be interested in girls, and he may have the necessary personal assets which would make him a good husband. But when marrying time comes, the poor lad has to make a decision. In our society he is supposed to make only one proposal — at a time that is. And which girl is most likely to receive that proposal? Well, all other factors aside, it is the writer’s contention that our young man will prob-

Mr. Michelson is Assistant Professor of Library Science, University of Oklahoma.

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ably propose to a girl who is well known to him, who is, in addition, one of the few that he really likes the most, but, perhaps just as important, that girl will generally be one of the very few young ladies who has let this young man know in some way that she also likes him. (This I am sure is very true; however, far be it from me, an ignorant male, to attempt to explain just how a young lady manages to accomplish this masterpiece of subtle communication.)

The point of this crude analogy is simply this—granted all other favorable factors on the side of the profession, unless the profession finds some means of indicating to the future prospect that the interest is mutual, if it is, and that the profession would like to have him for a colleague, then very often he is likely to choose another career, even for which he might be less well qualified. And the career chosen is very likely to be one which was opened to him in a similar manner by a teacher, an engineer, a doctor, a lawyer, etc. This invitation from the profession is what the writer would call the catalyst of recruitment. Dropped in suitable proportions and at the correct psychological moment in the mind of a suitable candidate, it might be the deciding factor in precipitating a decision in favor of librarianship.

At this point the writer had better go back and catch up on some assumptions that he has slid over rather lightly. The writer has assumed that librarians are in agreement on the need of librarianship to recruit more personnel into the profession. To pin this down to more specific figures, if we could attract two where we now attract one, a part of our problem would be solved. However, even doubled, the quantity would not be very large in regard to the total number of library school students, since our accredited schools only now graduate about 1,500 per year.

It is perhaps a little less safe to make any assumptions about the quality side of recruiting. It is the writer's hope, however, we are also in agreement on the need to attract higher quality people and, if necessary, to discourage those of less than adequate ability. If librarianship is to respond adequately to the challenges of today and the future, the profession must just not have more people, but more really able people—men and women of high intelligence, sound judgment, vigor and energy, personality and persuasiveness.

So while we are proposing a life together to the men and women of our acquaintance, let us be reasonably sure that they are the kind of people that the profession will be able to accept, to

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live with, and profit with for the years to come. Unless care is exercised, there is likely to be rejection with attendant hard feelings, or perhaps even worse, the marriage will be a disagreeable and unhappy one to all concerned.

Well, where are we likely to find the individuals we would care to approach as the people who would be most interested in the profession of librarianship and who would be likely to make worthwhile contributions to the field? It is the writer's contention that the school library and the public library are two good places in which to start, since there are always young people and with them the possibilities are tremendous. Too often librarianship has tended to think of recruiting in terms of older people, seniors in college, and those who have already graduated, and when we neglect some of our young students, it is my contention that we are overlooking a very fruitful area.

But to go back and try to pick up some of the loose ends again. Recall the elements leading to the choice of librarianship as a career: the influence of individuals (by far the most important), the use of libraries, working experience in libraries, publicity, and training in library science. All of these, but publicity, generally involve associations with librarians, and even publicity at times involves at least an indirect association with librarians.

Therefore, since at least four of these factors, as well as perhaps the fifth, involve a sort of "rubbing of shoulders" with librarians, we should sometimes stop to wonder, we as librarians, if perhaps at times we are not instilling a negative attitude toward the profession rather than a positive one. The writer realizes that this is a rather delicate matter since it involves things that are too close for most of us to look at with comfort; but, nevertheless, it is my contention that it is important that we look at ourselves as librarians realistically, and I do think that each of us must constantly be aware of how we and our work appear to non-librarians.

Now knowing the difficulties under which we frequently operate, librarians can often excuse themselves for the occasional sharp word, the time that all of us must spend on picayunish details, the tendency to be tired, and, perhaps worse yet, to look and act tired. But others looking at us without some of the knowledge and comprehension that we have about our jobs, may only see the bad temper, the clutter, the busy work, and what appears to them in general to be a rather unsatisfactory kind of life. They can't always be expected to observe our real enthusiasms, the pleasures we get from working with people and books, and some of the unique kinds of important responsibilities we are capable of carrying. We too often let the non-librarian see the undesirable parts of librarianship, while giving him little opportunity to know some of the better aspects of our profession. A person who connects librarianship with fuss and bother, anxiety and frustration, isn't every likely to be eager to enter the profession. Or perhaps worse yet, the kind of person who likes or has an emotional need for these sorts of things will be attracted.

What we do, the way we look, the status we hold in the school and in the community, the activities we engage in both in and outside the library field, the way we speak and act, the amount of pride and enthusiasm we bring to our work — these are the things that give most outsiders the image of our profession. Since in Oklahoma there are few librarians and libraries in most towns, this means that each Oklahoma librarian has a tremendous responsibility to the profession. We are in some cases the only librarian or one of the few librarians that the non-librarians might know, and our library might be the only one or one of the few that they will see and use. It is imperative, therefore, that we and our libraries represent something that is good and fine, something of value, something of which to be proud. If non-librarians are given this image of librarians and libraries, a good share of our battle will be won: without it recruiting indeed is a difficult and often hazardous enterprise — difficult because one has to overcome a negative reaction before proceeding, hazardous because of the danger that those least capable of appreciating librarianship as a challenging and stimulating profession will be the primary ones we can reach.

In a sense then planned, positive recruitment begins at home. First we must try to see ourselves as we appear to others. If what we see isn't very attractive or enticing, then we must try to bring about the required changes. After that we can begin to think in deliberate practical terms of ways to tell the library's story — through guidance counselors, through career days, through television and radio appearances, through library displays, through library week participation, and a whole host of other means and devices.

This writer also believes that in recruiting we must always need to keep certain things in mind and to be prepared to handle certain situations. When we recruit, we recruit for all librarianship, not just necessarily for our own area of specialization. We should also recruit in general terms.
as far as the preparation of the prospective librarian is concerned, and not just in terms of a particular library school. We must also keep in mind that librarianship today is a house of many rooms and is able to make valuable use of a diversity of interests and abilities as long as certain necessary conditions are met — intelligence, personality, etc. Whether people are interested in business, fine arts, science, children, schools, adult education, etc., makes little difference, for there is room for all of these interests and many more in the house of librarianship.

Above all, librarians should not feel reluctant to suggest that a career in librarianship might be just what an individual is looking for, if we believe he or she has the ability. We are paying these people a compliment and doing them a service, in that we are suggesting to them one more career from which to choose the one that is best for him or her. Our entire recruiting effort should be aimed at giving qualified individuals the opportunity to make this choice—whether to go into librarianship or some other field—the trouble is we are giving so few of these people this opportunity.

As for the outlook for newcomers to the profession, we are all aware that it is most favorable. The need for professionally trained people is great and exists in every major area of the profession, and the need will, from all indications, be even greater in the future. Salaries, although not as high as they should be, have improved considerably during the past few years at an increase a great deal higher than the cost of living has increased. New fields of librarianship are being developed—fields which many of us never even dreamed about but a short time ago—fields such as machine storage, machine retrieval, and documentation, to name but a few, fields which require the ablest and most flexible minds. The tendency toward larger units of service in some public and school libraries is leading to the establishment of more and more positions at advanced administrative levels with broader responsibilities and accompanying rewards.

All in all, it is the writer’s sincere conviction that librarianship has never been quite so interesting and challenging as it is right now, nor has it ever been, in such a favorable position to launch a great attack upon some of those persistent problems which have plagued the profession for so many years: How to bring library service to every citizen in our land, no matter where he may live; how to make libraries a truly significant force in the education of our people, whether

**Conference Preview**

"Focus on Change: Challenge for Librarianship" is the theme for the 1964 OLA Conference, April 21-25, announced by the program committee. The meeting this year will be in Oklahoma City. Emphasis will be on the necessity for self improvement and professional advancement imposed by the increasing role of books and libraries in modern society and the challenges, opportunities, and limitations of technological developments in library service.

All Oklahoma library administrators involved in a building or remodeling project this year are urged to communicate with Esther Mae Henke, State Extension Librarian, concerning slides for projection at the second general session on Friday morning. Before and after pictures, plans, interiors, exteriors, or any other helpful slides can be used. Miss Henke will emcee the program, and local librarians or trustees will participate.

Speaker for the Thursday night dinner will be Myrl Ricking, Director of the ALA Office of Recruitment. Miss Ricking, formerly public relations director for the Milwaukee Public Libraries is nationally known for her vigorous program of recruitment, and is a living example of the “new look” in the library image.

Friday’s luncheon, sponsored by the College and University Division with the assistance of the Public Library and Trustee’s Divisions, will feature Dr. Arel Morgan Gibson of OU in the presentation of a plan for statewide cooperation in the collection and preservation of materials relating to Oklahoma history and culture. It will be open to everyone.

Mrs. Audrey Biel, president of the Young Adults Division of the ALA, will be the speaker for a joint program for the School Librarians and Children’s and Young Peoples Divisions. Both this meeting and that of the Technical Services Divisions will be scheduled without conflict with other groups.

they are young, of the middle years, or old; how to make the library an efficient agency for the acquiring, organizing, and dissemination of the many kinds of records of human communication. Whether we can launch a great offensive and whether that attack will have good hopes of success depends in the main upon getting the people we need in positions at the proper time. There is the need for "MORE" and the opportunity and the challenge. And it is now up to each of us to do his utmost to make certain that our profession has these people.
Librarian Wanted:

A Study of Job Opportunities For Librarians

By CHARLOTTE McGRAW

The problem, as the title states, concerns a study of the job opportunities which were received by the University of Oklahoma Library Science Department during the year 1962. In so far as records were available, this has been done. It is significant, however, that such records are usually discarded when notice is received that the job has been filled, and that opportunities received by direct contact, and by telephone, are seldom recorded.

The procedure used was that of tabulating five types of information from the letters and notices on file in the department. Types of information sought were: Type of Job, Type of Library, Location, Qualifications, and Salary. Not every notice contained all this information, and no attempt was made to ascertain information not stated. Notices announcing vacancies for librarians when the number was not stated, was arbitrarily counted as two. When it was unclear whether or not a notice referred to a job previously counted, it was presumed to be a new notice and was counted as such. More often, it was plain that the same job was referred to, and these were not tabulated again. It is hoped, under the conditions noted, and allowing for human error on the part of the writer, that the results obtained present an accurate picture of the 1962 job openings which were contained in the department file in February, 1963. It may be assumed that unavailable information, and the limitations imposed by the method applied may have altered the picture to some extent.

Type of Job

For the six hundred and seventy-one recorded openings, job descriptions varied from "Librarian" to detailed outlines of duties, lines of authority etc. One hundred and thirty-seven jobs were clearly administrative in nature. Seventy-four of these stated that experience was required. The highest experience requirement was ten years. Three notices of administrative positions stated that experience was not required. The range of salaries for administrative positions was from $4,000 to $12,200. Three of these positions required

Mrs. McGrade is a June 1963 graduate of the University of Oklahoma School of Library Science.

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the applicant to be male; one required a female.

One hundred and seventy-five of the total were "junior," "training," or "assistant" positions. Ten of these stated that experience was necessary. The highest experience requirement for an assistant's job was five years. Fifty-six assistant or training positions stated that no experience was required. The salary range was narrower than for administrative positions: $4,000 to $8,160. Of those who stated a sex preference, five desired males, two, females.

Most of the positions were specialized to some degree. Only one hundred and sixty openings were general or unspecified. The highest number of openings recorded which required some degree of specialization was in the field of Cataloging and Technical Services, with one hundred and nineteen openings. Reference, with eighty-nine was second. Table 1 shows the distribution of jobs by area of specialization, and/or type of study. Because such jobs as Children's-Bookmobile Librarian, Cataloger of Non-book Materials, etc., were tabulated twice, the total is more than the number of positions.

**TABLE 1**

<table>
<thead>
<tr>
<th>Area of Specialization and Type of Duty</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>General or Unspecified</td>
<td>160</td>
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<tr>
<td>Cataloging and Technical Services</td>
<td>119</td>
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<tr>
<td>Reference</td>
<td>89</td>
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<tr>
<td>General Administration</td>
<td>77</td>
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<tr>
<td>Children's and Young People's Services</td>
<td>52</td>
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<tr>
<td>Circulation and Public Services</td>
<td>30</td>
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<tr>
<td>School Librarian</td>
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<td>Science and Technology</td>
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<td>Serials and Documents</td>
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<td>Library Science Instruction</td>
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<td>Bookmobile Librarian</td>
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<td>Extension and Adult Education</td>
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<td>Audio-visual and Non-book Materials</td>
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<tr>
<td>Humanities</td>
<td>5</td>
</tr>
<tr>
<td>Loans and Exchange</td>
<td>4</td>
</tr>
<tr>
<td>Rare Books and Special Collections</td>
<td>4</td>
</tr>
<tr>
<td>History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Reader's Advisor</td>
<td>3</td>
</tr>
<tr>
<td>Book Selection</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
</tr>
<tr>
<td>Computer Specialist</td>
<td>2</td>
</tr>
<tr>
<td>Popular Library</td>
<td>2</td>
</tr>
<tr>
<td>Undergraduate Library</td>
<td>2</td>
</tr>
<tr>
<td>Annotator-Reviewer</td>
<td>1</td>
</tr>
<tr>
<td>Department Head (Unspecified)</td>
<td>1</td>
</tr>
<tr>
<td>Government and Business</td>
<td>1</td>
</tr>
<tr>
<td>International Center Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
</tr>
<tr>
<td>Slavic Languages</td>
<td>1</td>
</tr>
</tbody>
</table>

**TYPE OF LIBRARY**

Academic and public librarians ran almost neck and neck in the number of vacancies received by this department. Table 2 shows the distribution of positions by type of library. Table 3 gives the breakdown within the "Special" library field.

**TABLE 2**

<table>
<thead>
<tr>
<th>Type of Library</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public, including State and</td>
<td></td>
</tr>
<tr>
<td>Regional Libraries</td>
<td>292</td>
</tr>
<tr>
<td>Academic, including junior college</td>
<td>288</td>
</tr>
<tr>
<td>Special</td>
<td>59</td>
</tr>
<tr>
<td>School</td>
<td>32</td>
</tr>
</tbody>
</table>

In the Special Libraries field, a notice of seventeen openings in the Library of Congress was accompanied by a letter stating that this was only a partial list. These seventeen, combined with thirteen openings announced by various other government agencies for a total of thirty made the federal government highest in the number of Special Library vacancies recorded. Table 3 gives a further breakdown. For the purposes of this paper, "Special Libraries" includes all positions not in public: school; or academic libraries.

**TABLE 3**

<table>
<thead>
<tr>
<th>Type of Library</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States Government</td>
<td>30</td>
</tr>
<tr>
<td>Medical</td>
<td>9</td>
</tr>
<tr>
<td>Private Industry</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>4</td>
</tr>
<tr>
<td>Historical</td>
<td>2</td>
</tr>
<tr>
<td>Cataloging Center</td>
<td>1</td>
</tr>
<tr>
<td>State Library Association</td>
<td>1</td>
</tr>
<tr>
<td>State Institutions</td>
<td>1</td>
</tr>
<tr>
<td>Hospital for Mentally Ill</td>
<td>1</td>
</tr>
<tr>
<td>Prison</td>
<td>1</td>
</tr>
<tr>
<td>Children's Hospital</td>
<td>1</td>
</tr>
<tr>
<td>Botanical Garden</td>
<td>1</td>
</tr>
<tr>
<td>Chemical Abstracts</td>
<td>1</td>
</tr>
<tr>
<td>Booklist</td>
<td>1</td>
</tr>
</tbody>
</table>

**LOCATION**

According to the records at hand, only four of the states in the continental United States were not represented in the files of 1962. They were Tennessee, Rhode Island, South Carolina, and Vermont. A low figure representing openings in Oklahoma may be partially explained by the fact that notice received directly (face-to-face), or by
telephone, is seldom recorded. Eleven positions were outside of the continental United States. (Included Hawaii, Guam, etc.)

QUALIFICATIONS

In qualifications requirements, few prospective employers were as demanding as the college in Connecticut which required a male with an earned Doctorate, and eight years of experience (salary range starting at $9,720). In considering the results in this, as in all other sections, it should be remembered that information was incomplete on many of the letters and notices consulted. Only the minimum qualifications which seemed to be required, rather than “desired” or “preferred,” were noted. Only one hundred and seventy-two, or less than one-third of the six hundred and seventy-one, stated that experience was a requirement. Since not all of those who listed experience as a requirement also listed a degree qualification, it may be assumed that some of those jobs requiring “experienced librarians” did not require both a degree and experience. No attempt was made to determine whether a B.S., M.L.S. or simply experience was required. Table 4 shows those qualifications which were stated that experience was not required.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>158</td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>No experience required</td>
<td>94</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>4</td>
</tr>
<tr>
<td>Cataloging</td>
<td>2</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>Medical Bibliography</td>
<td>2</td>
</tr>
<tr>
<td>Reference</td>
<td>2</td>
</tr>
<tr>
<td>Medical Reference</td>
<td>1</td>
</tr>
<tr>
<td>Research</td>
<td>1</td>
</tr>
<tr>
<td>Education and Training</td>
<td>50</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td>16</td>
</tr>
<tr>
<td>Education above M.L.S.</td>
<td>6</td>
</tr>
<tr>
<td>Teacher’s certificate</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>English and Speech</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>MA in subject other than library science</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
</tr>
<tr>
<td>Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
</tr>
<tr>
<td>Maximum age (range from 35-55)</td>
<td></td>
</tr>
<tr>
<td>Male sex</td>
<td>13</td>
</tr>
</tbody>
</table>

TABLE 4

For each position the following table was prepared. The female and single person columns were combined and are shown under “Female.” The Negro and Baptist were combined and are shown under “Negro.” The other columns were used as is.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
</tr>
<tr>
<td>Single person</td>
<td>4</td>
</tr>
<tr>
<td>Negro</td>
<td>2</td>
</tr>
<tr>
<td>Baptist</td>
<td>1</td>
</tr>
<tr>
<td>Catholic</td>
<td>1</td>
</tr>
</tbody>
</table>

SALARY

In recording salary, only the lowest figure of a salary range was recorded for each position. One hundred and twenty-nine of the six hundred and seventy-one openings did not indicate the salary. One of these frankly stated “not high.” For the sake of uniformity, all salaries given as monthly rates were multiplied by twelve, although salary is sometimes dependent upon the months served, and annual figures based on less than twelve months were not changed. When the file contained a notice of salary raise during the year in question, these figures were revised accordingly. They were then tabulated by thousands, as shown in Table 5. The salary range was from $3,500 for a public librarian in a small town in Ohio, to $13,730 for a Library of Congress position which required a graduate engineer with at least three years of library experience. The mean salary, based on grouped scores as shown in Table 5, was $5,773. The median salary was $5,400; and the mode was $5,000. The figures for the me-

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January, 1964
dian and mode were based on true, rather than grouped salaries.

The highest salary for a job which stated that no experience was required was $7,200. Of the forty-five jobs paying over $7,000, thirty-nine required experience of some kind. Twenty-four of these highest salaries positions were in academic libraries; sixteen were in public libraries; and five were in Special libraries.

Of the one hundred and fourteen jobs in salaries below $5,000, eighty-one were in public libraries; twenty-six were in academic libraries; six in school libraries; and one was with the federal government. Only two of the positions in this salary range stated that experience was required.

TABLE 5

<table>
<thead>
<tr>
<th>Salary</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 - 3,999</td>
<td>1</td>
</tr>
<tr>
<td>4,000 - 4,999</td>
<td>113</td>
</tr>
<tr>
<td>5,000 - 5,999</td>
<td>258</td>
</tr>
<tr>
<td>6,000 - 6,999</td>
<td>125</td>
</tr>
<tr>
<td>7,000 - 7,999</td>
<td>21</td>
</tr>
<tr>
<td>8,000 - 8,999</td>
<td>12</td>
</tr>
<tr>
<td>9,000 - 9,999</td>
<td>7</td>
</tr>
<tr>
<td>10,000 - 10,999</td>
<td>2</td>
</tr>
<tr>
<td>11,000 - 11,999</td>
<td>0</td>
</tr>
<tr>
<td>12,000 - 12,999</td>
<td>2</td>
</tr>
<tr>
<td>13,000 - 13,999</td>
<td>1</td>
</tr>
<tr>
<td>Mean salary</td>
<td>5,773</td>
</tr>
<tr>
<td>Median salary</td>
<td>5,400</td>
</tr>
<tr>
<td>Modal salary</td>
<td>5,000</td>
</tr>
</tbody>
</table>

SUMMARY AND CONCLUSIONS

During the year 1962, the Library Science Department of the University of Oklahoma graduated twenty-one librarians with the Master's degree. Nineteen of these are known to have entered the library profession. At least three of these positions are known by the writer to be administrative in nature. Four went into cataloging departments; twelve into academic libraries; two into public libraries; and two into school libraries. Three obtained jobs in special libraries.

Nine of the nineteen remained in Oklahoma. This is one indication of the incompleteness of available data, since the files only showed seven openings in the state.

The Strouts' report for the year in question (to be published in the June 15, 1963 Library Journal) will show that the 1962 Oklahoma University Master of Library Science graduates received a salary ranging from $5,100 to $6,200, and that the average salary was $5,482. These figures were based on nine known salaries. The writer is in- debted to Mrs. Feuerborn for this inclusion.

Reports by the Strouts published in previous years (usually in the June 15th issue of Library Journal) have shown a continuous increase in the salaries of library school graduates. As would be expected, the average salary received by 1952 O.U. Library School graduates is somewhat higher than that reported for 1961 graduates. Interestingly, the average salary of $5,482 reported for 1962 graduates was very near the median salary in this study shown in Table 5; although somewhat below the mean. Both figures would probably be altered if more data were available.

In view of the many limitations of this study, the incompleteness of data, and the fact that many of these announcements may have been received by some or all of the other library schools; no conclusions can be made. It does, however, seem appropriate to quote the Strouts' report of last year:

... the new graduate could indulge all but his most capacious desires in choosing his position—whether by type of library, type of work, or location. If he were free and uncommitted, the library world was his oyster. ... Beginning positions far outran the takers; jobs continued to go begging.

This paper was done under the direction of Assistant Professor Aaron Michelson, University of Oklahoma.

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OKLAHOMA LIBRARIAN
Financial Aid For Library Education

The continuance of the annual $1,500 scholarship grant for graduate study in library science offered by the staff of the Oklahoma State Library was announced today by Ralph Hudson, State Librarian and Archivist. Gift of an anonymous donor, the annual scholarship is administered by the professional staff of the State Library, with Miss Lucy Ann Babeck serving as chairman.

Minimum requirements are that the applicant be a resident of Oklahoma, be a college graduate and must have been at least provisionally accepted by an accredited library school in the United States. In addition, the recipient must agree to work full time in an Oklahoma library for a period of two years after graduation. The grant for the school year 1964-65 is to be used within a period of a year to secure a graduate library degree.

In open competition, factors to be considered are chiefly academic attainment and aptitude for librarianship. Nationality, race, religion and sex of the applicant will have no bearing on his eligibility.

Application should be made before May 1, 1964 on blanks furnished by the Oklahoma State Library Staff Scholarship Committee. Information and the forms may be secured from Miss Lucy Ann Babeck, Committee Chairman, 109 State Capitol, Oklahoma City, Oklahoma, 73105.

FOR SCHOOL LIBRARIANS — a new publication listing scholarships and other educational assistance available to students entering the profession of school librarianship has just been announced by the American Association of School Librarians. This guide, "Scholarships, Fellowships, Loans, Grants-In-Aid for School Librarianship," a 40-page pamphlet, is available through the Office for Recruitment of the ALA, 50 East Huron St., Chicago. One copy, $1.00; 10 copies, $9.00; 25 copies, $20.00; 100 copies, $75.00.

E. P. DUTTON-JOHN MACRAE AWARD — annual ALA award of $1,000 for advance study in the field of library work for children and young people. Deadline, March 1, 1964. Apply to Miss Sara I. Fenwick, chairman, Dutton-Macrae Award, Graduate Library School, University of Chicago, Chicago 37.

GROLIER-AMERICANA SCHOLARSHIPS — two annual scholarships of $1,000 administered by American Association of School Libraries. Apply to Miss Alice Robinson, Board of Education, Frederick, Maryland, at once. (By mid-January)

LIBRARY BINDING INSTITUTE SCHOLARSHIP — annual $1,000 now administered by Library Education Division of ALA. Deadline, April 1, Apply to Perry D. Morrison, Sacramento State College Library, Sacramento 19.

FREDERIC G. MELCHER SCHOLARSHIP — annual, $1,000, to assist those who wish to enter the field of library work with children. Deadline, April 1, 1964. Apply to Mrs. Sara Wheeler, School of Librarianship, University of Washington, Seattle.

SPECIAL LIBRARIES ASSOCIATION — eight of $1,000 each to those who intend to do graduate study in special librarianship leading to a degree at an accredited library school in U.S. or Canada during 1964-65 academic year. Apply to Special Libraries Association, 31 E. 10th St., New York 3, New York. Deadline, Feb. 1.
CSC Qualifies to Give

Standard Certificate For School Librarians

By DOROTHY GLEASON

For several years Central State College, Edmond, Oklahoma, has been working toward the goal of providing teachers with the necessary preparation for becoming school librarians. A major milestone in achieving this goal was reached in April, 1963, when a visitation committee appointed by the State Board of Education evaluated the program at Central, and recommended its approval to the Commission on Teacher Education and Professional Standards. As a result Central State College is now authorized to prepare teachers for the Standard Certificate for School Librarians in Oklahoma.

This has not been an instantaneous accomplishment. The idea has long been in the minds of the administrators, and over the past six years the program has evidenced steady growth in several areas: first, in personnel, from part-time teaching by the Library, to two and one-half full-time instructors; second, in courses offered, from 6 hours credit to 20 hours credit; and third, in physical facilities, from a small library seminar room to its own department. This department is situated on the second floor of Max Chambers Library, but has its own outside entrance at the southeast corner. It consists of a reception area, two offices, a lecture room seating fifty students, and a combination laboratory and lecture room accommodating 28 to 40 students depending on the use being made of it.

The library science instructors, Mrs. Myra Cunningham and Mrs. Dorothy Gleason, believe that the training of teachers in library appreciation and use is fully as important as the training of school librarians. For this reason the main objectives of the program are stated in this manner:

"The primary objective of this program is to develop qualified, professional librarians for elementary and secondary school library service, who will meet the requirements of the Oklahoma State Board of Education, the North Central Association of Secondary Schools and Colleges, and the standards of the American Library Association.

"Of equal importance is a second objective: To provide some specialized training for the school administrator and the classroom teacher who is not planning to be a librarian; for their knowledge of, and cooperation with, the school library is necessary for the fullest realization of the library's functions."

Realizing the acute shortages of personnel qualified for school library positions, and also recognizing the fact that good teachers usually make the best school librarians, Central has arranged its class scheduling with the inservice teacher particularly in mind. The following excerpt from a recent brochure addressed to school administrators expresses it this way:

CENTRAL STATE COLLEGE is qualified to prepare the librarian you need. Why not select the best teacher you have to train for this very important responsibility? It can be done with no loss of time from teaching.

Library Science courses are now being offered at Central State College in such a way that complete standard certification (12 hours) may be earned by enrolling in Monday night and/or summer school classes in the following combinations:

1. Two summers, one fall and one spring term
or
2. One summer, two fall and two spring terms

1. Two summers, one fall and two spring terms
or
3. Three summer terms

The time required may be even less, if some courses in Children's Literature, Audio-Visual materials, and School Libraries have already been taken.

The program is supported by a well-selected Children's Collection of over 5000 volumes, a rapidly growing collection of curriculum materials which has recently moved into expanded quarters, and extensive resources in reference materials and professional monographs and journals.

A recent acquisition of which the library is very proud is the seven volume Dictionary Catalog of the Columbia School of Library Service.

Practical experience in cataloging is gained by the continuous development of a "Young People's" card catalog, as a departmental tool. Wilson cards are used for this whenever available, although some original cataloging is also needed. Included in this catalog are the books recommended by the A.L.A. Basic Book Collection for High Schools, 7th edition, 1933, and the Standard Catalog for High School libraries, 8th edition, 1962 and its supplements. Work experience in school library situations in Edmond and Oklahoma City is provided on a basis comparable to student teaching in other areas.
A History of the School of Library Science
At the University of Oklahoma, 1929-1960

By JANICE DONELL

As soon as the Oklahoma Library Commission was formed in 1919, its Secretary, Mrs. J. R. Dale, began making plans for training librarians to fill the demands that began to pour in upon her. Libraries were being organized widely in Oklahoma, and the need for trained librarians was becoming acute. Although many capable women and a few men had served with unusual success through their own efforts, persons who wanted comprehensive schooling in library methods had to go outside the State.

As an answer to this problem, the University of Oklahoma announced a special course in Library Science for the summer of 1929. Mr. Jesse Lee Rader, Director of Libraries at the University, was in charge of the program, and provided room for it in the Library, which was then located in the Museum of Art Building. The Oklahoma Library Commission contributed $400 each session to pay instructors. The Commission also provided special lecturers.

The elements of cataloging, classification, reference and administration were taught to the first session of five students. The students were cautioned by the University catalog that the course would take the entire time of the student, and no student was admitted who took less than the full course. A glance at the curriculum explains this warning. Students received six hours credit for thirty-four actual class hours per week! Time spent in classes included: Cataloging, twelve hours; Classification, twelve hours; Reference, six hours; Order and Accession, two hours; and Library Administration, two hours.

Two full-time instructors were employed, supplemented by revisors and special lecturers. Miss Vera Dixon and Miss Grace Herrick were the first faculty members.

In 1925 the Certification Law had been passed by the Oklahoma Legislature to raise standards of librarianship, and many of those who had taken the summer course at O.U. prior to this date, were able to qualify for certificates.

The summer sessions continued for thirteen years, and 412 students, in all, completed this type of training.

BACHELORS DEGREE PROGRAM, 1929-1933

In September, 1929, the School of Library Science was established in the College of Arts and Sciences at the University of Oklahoma. Librarian Jesse Lee Rader was Director, and Misses Vera Dixon and Grace Emma Herrick were the first members of the faculty. The founding of the School was the culmination of ten years of effort which had been spurred on by the enthusiasm and zeal of Mr. Rader, the Oklahoma Library Commission, and Mrs. J. R. Dale.

When it was decided to start a full year's course in Library Science at the University due to the need for professional librarians, admission requirements were set up, calling for three years of suitable college work. The applicant had to have satisfied the entrance, freshman and group requirements for the degree of Bachelor of Arts, and must also have fourteen hours of major work, with nine hours in a minor subject. Those planning for library work in the public school system were required to have sixteen hours of education, as well as other requirements for teachers' certificates.

Others with ninety-four hours of work could be admitted, provided that specific requirements for admission were met before completion of the degree in Library Science. The degree of Bachelor of Arts in Library Science required a minimum of 124 semester hours. This residence work included the professional curriculum extending over one academic year, with thirty hours of credit.

There were few books in the Library Science Collection. Miss Herrick and Miss Dixon allowed use of their personal libraries. Plans were made for a small working collection, but funds were not to be had at that time. However, the entire library collection was readily available to the Library School students.

Students were given a two-week, or eighty-hour practice work session during the Spring Vacation. They went to approved libraries in or out of the State, and were usually given duties in several different departments, before their stay was up. This was a required assignment, and expenses were born by the students. Reports of their work were sent back to the Director of the Library School.

The Main Library, still in the old Museum of Art building, moved into its beautiful new building during the middle of the year, and the Library Science School went with it.

The Library School was provisionally accredited as a Senior Undergraduate Library School.
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The Booklist and Subscription Books Bulletin of Oct. 15, 1963, says:
"...Compton's attains its aim of providing material which will assist young people with their school assignments... satisfy their intellectual curiosity... stimulate new interests. It is recommended for... elementary grades through high school."
Turn to Compton’s Presidential Year Edition for unrivaled coverage of U.S. Democracy and World Affairs: new material on the late President John F. Kennedy, President Lyndon B. Johnson, Citizenship, U.S. Government (augmenting earlier special articles on Voting, Ballot, U.S. Constitution, and the office of the President Of The United States) . . . Europe (with Fact Summary and new article on the Common Market), Russia, Africa, the Far East, Cuba and Canada. In its handsome, rugged new Regency binding, Compton’s for ’64 boasts 761 new or revised articles and a total of 2,838 changed pages.

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<table>
<thead>
<tr>
<th>COMPTON’S BUILDING AND REVISION STATISTICS</th>
<th>1964</th>
<th>SINCE 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles added, rewritten, or revised</td>
<td>761</td>
<td>4,412</td>
</tr>
<tr>
<td>New pictures, maps, graphs, and drawings</td>
<td>836</td>
<td>6,837</td>
</tr>
<tr>
<td>New pages added (including Fact-Index)</td>
<td>86</td>
<td>891</td>
</tr>
<tr>
<td>Total pages changed</td>
<td>2,838</td>
<td>17,425</td>
</tr>
</tbody>
</table>

*Many pages have been revised several times in the five year period, hence, total pages revised during the period exceed the number of pages in Compton’s.

NET PRICES TO SCHOOLS AND LIBRARIES FOR COMPTON’S 1964 PRESIDENTIAL YEAR EDITION

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Educational Division, F. E. Compton & Company, 1000 North Dearborn Street, Chicago 10, Illinois
on May 5, 1930. This provisional accreditation was continued, after another report of the Board in 1931, for another year, due to unchanged conditions.

The budget for the Library School was included with that of the Library. Thirteen hundred and fifty dollars had been allotted for a six-weeks summer session, with a staff of two instructors, two revisors and a secretary.

The Board noted the evident desire of all concerned to maintain high professional ideals, and recognized that the good work being done by the Library School was handicapped by financial limitations due to economic difficulties in the State. A separate budget was recommended, and one large enough to expand the curriculum in desirable fields. Secretarial assistance was mentioned as "hardly adequate." For these reasons, the resolution was passed to continue provisional accreditation until changes could be made.

Apparently, much effort to improve the situation was made by the next year, as the School was accepted for full accreditation on April 27, 1932, under the 1925 minimum standards for library schools. Thus, the new school was well underway, and few changes were to take place in the next few years.

The faculty and students were saddened by the death of Miss Herrick, on February 4, 1935. She had been with the school since 1929.

Early in 1937, the School was honored by the visits of two distinguished members of the library profession. Miss Margaret Mann and Miss Anita M. Hostetter spent February 10th and 11th visiting classes. Their purpose was to evaluate the school in its bid to become a Type II school.

The need for more revisors and clerical help was stressed, due to the burden being carried by the instructors. Methods of presenting Cataloging, Classification and Subject Headings in one unit were discussed with the faculty, as well as the need to develop more emphasis on service in public libraries and school libraries. The report stated, "In general it seemed that the instruction needed more pointing in the direction of service in one type of library or another, rather than the general background instruction which is now given to all students."

The desired change in status of the Library from a Type III to a Type II school was not made, however, due to the fact that it still did not have a budget separate from that of the Library. Too, it was suggested that existing support of the School, the number of faculty and the collections for the special use of the School would not meet the requirements of a Type II library school.

Library Science 51—Use of the Library, was a new addition to the curriculum.

This year of 1937-38 also marked the first elective course to be offered in the School. The History of Books, a two hour course, was taught by Professor Rader.

Another addition to the curriculum, reflecting the suggestions of the visit of the A.L.A. representatives in 1937, was L.S. 112 — School Library Administration.

The School was presented a bronze scholarship plaque by the alumni, in memory of Miss Herrick. On it was to be engraved the names of the outstanding student, from a scholastic standpoint, in each year's class.

At the conclusion of its tenth year, the School of Library Science conferred degrees upon twenty-nine students, bringing the number of graduates up to 269. Several members of the class of 1940 had already found employment, despite the hard days of the Depression, and the School was maintaining a successful placement service for its alumni. Enrollment had grown to the point that a number of applicants had to be turned away, and this increase was demanding an increase of faculty and clerical help.

A Revised Curriculum

Beginning with the year 1940-41, radical changes were made in the curriculum. Long considered desirable for the purpose of correlating the courses more closely, the new program consisted of three five-hour courses, each one to be continued in the second semester. The objectives were to give in three major courses the necessary instruction in the philosophy and techniques of first year library work. The student was given a general comprehensive view of the profession, and the opportunity during the second semester to specialize, somewhat, in a particular project or field.

The American Library Association, reporting upon the School, noted that the school was operating under the handicap of putting the new curriculum into operation with the added burden of finishing up those students who had started under the old one. The advantages were outlined as permitting an economy of student time, ease of making changes in courses as changes in library practice and education occur, opportunity for close correlation within a single course under the direction of a single instructor of a wide variety of subject matter capable of inter-relation.

There were thirty-one students that year, with the average age being twenty-three. Twenty-eight of these were women and three were men. Admission requirements still would not accept per-
sons under twenty years of age, and those who
had been out of school for ten years or more,
or who had not been engaged in the library pro-
fession were not advised to enter the School.
The students spent one hour of practice work
each week in the Library and were required to do
two weeks of field work in a well-administered
library, during the spring semester. Also, dur-
ing the year, there were two or three field
trips which cost the student two to three dollars
a trip.

The personnel of the Library School numbered
seven individuals who devoted the equivalent of
four and one-fifths time to the School. The salary
of the Director for half-time was $1,902. The As-
sociate Professor's salary, who gave one-tenth
time, was $270; the full-time Assistant Professor
received a salary of $2,331; the full-time Instruc-
tor received $1,020; a half-time secretary was giv-
en $750; and the Acquisitions Department Head,
who gave one-tenth time to the school received
no pay for these services.
The A.L.A. Committee pointed out the low
budget of the Oklahoma School in comparison
with others — that is $8,794.55, when the average
in the United States was $16,999.

Too, the Committee agreed with the director
and the faculty that it was desirable to raise the
general educational level of the students and to
make a selection of students with B-average
grades. Therefore, the board voted to obtain the
School as a Type III school, and to be reconsider-
ed for Type II when plans had definitely matured
for the requirement of four years of college work
for admission.

The academic year of 1941-42 marked the fifti-
eenth anniversary of the University: the retirement
of Dr. Bizzell as President; the inauguration of
the new President, Dr. Joseph A. Brandt; and
the beginning of World War II.

Due to the mobilization of armed forces and
the opening of hundreds of military installations, a
special need for personnel to staff armed services
libraries arose. Therefore, a new course, Library
Science 50 — The Camp Library was organized.
It was a three hour course with a prerequisite
of sophomore standing. It was planned to train
junior assistants for library work in these libra-
ries, and was not counted toward the BA degree.
This course was to last but one year.

1943-1948

During World War II and for a few years fol-
lowing, few changes were recorded except for
faculty activities. Admission standards had to be
lowered to meet the exigencies of the day. The
announced requirement of a bachelor's de-
gree was abandoned as not practicable, and sen-

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January, 1964
ior standing was the lower limit of admission to the School of Library Science, again in 1943.

A two-hour course, Library Science 136—Children's Literature, was being offered to Education students and could be designated as Education 136, if desired. Otherwise, the curriculum of 1940-41 was being continued.

In 1947-48 there came a large increase in enrollment. It had doubled from the previous year. Some veterans of World War II were included.

The course in Use of the Library for undergraduates was growing in popularity, and had to be divided into three sections, instead of one. The three-course curriculum continued on, with only one other change, the resumption of field trips, which had been interrupted by the War.

1948-1951

Abandoning the curriculum which was composed of three main courses each semester, the School of Library Science, at the beginning of the fall term in 1948, instituted the new requirements for graduation.

Emphasizing the need for technical librarians, it was stated that a student desiring to fill this type of position should have completed a degree in the sciences, or should have had a reduced major in one and a minor in another science, along with the BA.

In the summer session, for the first time, courses were inaugurated to enable students to complete the requirements for the BA in L.S. in four such terms. The curriculum was planned for the training of professional librarians, public librarians, school librarians, and county librarians. This new plan was brought about by the requirement of the North Central Association that high schools in Oklahoma hire qualified librarians. All courses were at the 200 level so that any school or college in the University might elect these courses at the graduate level. The College of Education was permitting its masters candidates to elect these courses as a minor toward a Master of Arts in Education.

Little change was recorded during the year of 1949-50, except for a new elective to the curriculum. Speech 75 was recognized to be of value to the would-be children's librarian, and was recommended for this reason.

The School reported an enrollment of sixty-six students, which was an all-time high.

Realizing that the School was regarded as merely a division of the Library, the Director recommended to the University that a complete separation of the two would enable the School to operate as an independent department of the College of Arts and Sciences. This was not to come about for some years.

Then reversing the trend toward high enrollments, a sudden drop came, in 1950-51, with only eighteen full-time students.

In the twenty-one years since the inception of the bachelor's degree program, the School had suffered the vicissitudes of growing pains, further hindered by financial difficulties of the Depression, the War, and the post-war years. Nevertheless, it had survived due to the undaunted spirit of its Director and faculty in their efforts to bring recognition to the School.

Mr. Rader Retires — Dr. McAnally Appointed

In 1951, Mr. Rader retired to a half-time teaching status. Founder of the School and its Director for twenty-one years, he was warmly regarded by the library profession and educational circles. Over four hundred librarians had secured their professional training during his directorship, to the great benefit of Oklahoma and the library profession.

Dr. Arthur Monroe McAnally was appointed Director of Libraries and Director of the School.
of Library Science. He was given the rank equivalent to that of a dean with his appointment. Holding one of the rare degrees of Doctor of Philosophy in Library Science, Mr. McAnally had received the BA, BA in Library Science and the Master of Arts in English degrees at the University of Oklahoma. He was awarded the Ph.D. at the University of Chicago in 1951. The title of his doctoral dissertation was, “Characteristics of Materials Use in Research in United States History.”

New Plans for Reorganization

Dr. McAnally launched a vigorous proposal that the Library Science School of Oklahoma join others in the United States in a Master’s Degree program. The tendency had increased in the study of library science to place more emphasis upon theory and principles, rather than upon techniques, formerly so heavily stressed. Also, this change was deemed necessary to enable the School to retain its accreditation by the American Library Association. It was suggested that a revision of the program be made to leave some basic library science in the undergraduate program, but to make the bulk of the work of graduate caliber, and to shift it to the graduate school. The proposed curriculum required taking the BA or BS degree before securing the professional degree at the master’s level.

In the fall of 1952, the new curriculum was finally submitted to the Council on Instruction, the Graduate Council, the Graduate Faculty, and the Executive Committee of the College of Arts and Sciences.

In all, it was seemingly a quiet year, but much planning was taking place in anticipation of the changeover to the master’s degree curriculum.

Masters Degree Program Established

The School of Library Science showed great progress in the year 1953-54. The most noteworthy development was the final approval of the masters degree program in September, culminating almost two years of intensive planning.

The transition was made very successfully, with an increase in enrollment taking place despite the raising of standards.

The degree of Master of Arts in Library Science required thirty hours of graduate work, of which four hours included research for the thesis. A no-thesis program leading to Master of Library Science carried a minimum requirement of thirty-two semester hours. The normal length of time allotted was two semesters. However, if the undergraduate credits had to be included, an additional semester was required. In addition to the required graduate standing, the student must have a B-average in his undergraduate work. A broad general educational background was stressed as necessary, but knowledge of the social sciences or science and technology was in greatest demand. A reading knowledge of at least one modern foreign language was an absolute requirement, with more languages being desirable.

The new curriculum was patterned after that of the University of Illinois Library School. A new course among the twelve undergraduate requirements was L.S. 220—Libraries in the Social Order. Other undergraduate courses were L.S. 221, Organization of Library Materials, L.S. 222, Reference materials; and L.S. 223, Book Selection and Acquisition.

Candidates for the degree had to take a comprehensive written examination on the general field of librarianship and one area of specialization in library work. This was to be given at the end of the last semester in residence, in addition to regular final examinations.

Another advance in library education came through the medium of a Council of Librarians of State Colleges. A coordination of undergraduate courses in Library Science was effected, with all colleges agreeing to pattern their subjects on the...
same program of twelve credit hours which were offered at the University of Oklahoma. Thus, new students from other colleges would not have a twelve-hour deficiency in library science to make up before starting the graduate program. Dr. McAnally had helped in the organization of this body, and served as its first chairman.

The year 1953-54 had been a busy one — an important one. It was the first real turning point in the life of the School of Library Science at Oklahoma University.

1954-1955

In the course of the year the School took great strides toward becoming one of the outstanding library schools in the Southwest. The faculty made many achievements, much was done in the interest of librarianship in the State, and as a result, much favorable publicity came to the School.

This had no little effect on enrollment, which continued its rise from the decline of a few years before.

One of the outstanding events of the year was the High School Library Day which was sponsored by the School in order to aid in recruitment and to spread interest in the profession.

1955-1956

The most important event of the year was the provisional accreditation of the School by the American Library Association. The School had been accredited since 1950 as a Type III School, offering work leading to the degree of Bachelor of Arts in Library Science. After revision of the curriculum, in 1953, in order to offer work leading to the masters degree, it became necessary to seek accreditation for this new program. The School was visited, in April, by a committee appointed by the A.L.A. Board of Education for Librarianship, and was later approved.

A program was arising which, although not peculiar to Oklahoma alone, seemed to be worse than at other accredited schools. The enrollment had dropped severely to twenty-five students. Twelve of these were attending full-time. Other courses representing service to the University, such as L.S. 51 — Use of the Library and L. S. 508 — Books and Materials for Children, did not suffer this decline. The 1956 summer session was well supported with a total of 112 students. However, forty-seven of these were only taking one course, and thirty-nine were Education majors.

The problem was being analyzed in an attempt to define it, and to do something about it. Demand for librarians had increased, and salaries were good. High Schools were being contacted and High School Library Day was being held to interest these students. State colleges were cooperating in their undergraduate programs, and an attempt was being made to gain the aid of student advisors in the different subject departments at O.U., who could influence enrollment greatly for the School.

1956-1957

The School made satisfactory progress during this year in several areas.

Enrollment increased substantially over the previous year, with thirty-nine students enrolled in the fall semester. This increase was particularly significant in view of the fact that the overall enrollments in accredited library schools throughout the country declined from 2,514 to 2,205.

The need for separation of the responsibilities of Director of the Libraries and Director of the School of Library Science was being felt; and Dr. McAnally had made this recommendation. It was hoped that funds would be made available to secure a new man to head the School, soon.

1957-1958

This was a year of uncertainty for the School. The need for a Director along with the problems of recruitment and inadequate financial support...
were threatening the future of the School. Meetings of the University’s Budget Council and the Council on Instructian had taken its problems under consideration, recommending continuation of the School, and that it be strengthened as necessary. However, there was the proviso that enrollment in the subject must increase considerably within a reasonable time. At the same time, a committee of the American Library Association was reviewing a progress report on the School in regard to its accreditation, which was fundamental to the School’s existence.

Enrollment was still fluctuating with twenty-five graduate students, five undergraduates, plus a service load of forty-eight others. The School was one of only four accredited library schools between the Mississippi River and the West Coast—an area which should have provided many students. The American Library Association was working on solutions of this nation-wide trend away from the profession of librarianship, and was considering salary and status factors. The Library School of Oklahoma was exploiting every opportunity of public relations, establishment of scholarships, and improved quarters to attract qualified persons into Library School.

Modification of the twelve hours in Library Science was made, rather than imposing a prescribed twelve hours.

Another change was made in the curriculum during the year. The compulsory course, L S 313—Practice Work, was dropped in favor of required attendance at lectures by visiting authorities and compulsory visits to various libraries. This no-credit course did not fit into the changing university pattern.

1958-1959

The year was unevenful in the beginning, characterized as “a year of marking time, while we waited for finances of the University to improve so that a separate Director of the School could be appointed.

The fall 1958 enrollment of majors in the School was thirty-two, with six undergraduates, and a “service load” of over 30 students. Extension work was offered in Tulsa for the first time, and fourteen students were in Oklahoma City classes. Thus, the total enrollment was up somewhat, over that of the year preceding.

1959-1960

During this year, the thirtieth in the history of the School of Library Science at O.U., many changes were made and problems encountered.

At long last, the directorships of the Library and the School were separated. Mr. Gerald Coble was appointed Director of the School after having served as Assistant Director of Libraries in charge of Readers Services since 1957. He had also served as a part-time member of the School’s faculty.

Mr. Coble immediately set about a study of the School’s course offerings, and was making plans with the faculty to revitalize both courses and curriculum. The changing times suggested renovation of the old subjects and introduction of the new and rapidly developing fields of documentation and machine literature searching.

Recruiting activities went on with the annual meeting of the Oklahoma Student Librarian Association (formerly called “High School Library Assistant’s Day”). There were 654 students who attended. Also helpful to the School, was the fact that more and more library science undergraduate programs were being offered in other colleges and universities in the State.

The enrollment remained steady with thirty-three graduates, three undergraduates, and a “service load” of thirty-eight students. Extension courses were being given in Tulsa, only, due to lack of sufficient faculty, and there were twenty-two students registered, in the spring of 1960.

As the year ended, it was felt that improvements had been made in regard to the administration of the School, physical facilities, and recruiting plans. The big problem still remained; that of keeping the School in efficient, operation with an adequate and qualified number of faculty members.

In its thirty years since accreditation, the Library School of Oklahoma University had been organized under a number of programs, always with the ideal of raising standards and offering the best for the student. Many problems had arisen, and the Directors and faculty had met them with improvements. Efforts were unceasing to make positive and meaningful changes toward perfecting professional librarianship.

Now, the Library School was facing a new era and new challenges. Could it meet these challenges? The only foreseeable answer lay in attracting qualified students in larger numbers to the field, and in the presentation of a more advanced body of professional knowledge. At the end of 1960, plans were in the making to cope with the rapidly growing technology and the demands it would impose on the library of the future.

Excerpts from a paper done under the direction of Assistant Professor Aaron Michelson.
University of Oklahoma.

January, 1964
Library Education in Oklahoma

By Myra Cunningham

Mrs. Myra Cunningham of the library science teaching staff, Central State College, has recently made a survey of library education in Oklahoma. The following tables are taken from her report. We regret that space does not allow the printing in full of this study.

FOUR CORE COURSES IN OKLAHOMA

<table>
<thead>
<tr>
<th>Course Name</th>
<th>No. Offering</th>
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<tbody>
<tr>
<td>Lib. in the Social Order</td>
<td>5</td>
</tr>
<tr>
<td>Book Selection and Acquisition</td>
<td>10</td>
</tr>
<tr>
<td>Reference and Bibliography</td>
<td>8</td>
</tr>
<tr>
<td>Organization of Library Materials</td>
<td>10</td>
</tr>
</tbody>
</table>

Courses of the undergraduate level accepted as prerequisites by the School of Library Science, University of Oklahoma (provided that certain standards as outlined by the Library Education Committee of the Council of State College Librarians are met. See “A Proposed Plan for Coordinated Library Education in Oklahoma” by Richard E. Chapin and Arthur N. McAnally in the Oklahoma Librarian, January 1955.)

CATALOG LISTINGS, 1962-63

<table>
<thead>
<tr>
<th>School</th>
<th>Core Hours Courses</th>
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<tbody>
<tr>
<td>University of Oklahoma</td>
<td>62 4</td>
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<tr>
<td>Oklahoma College for Women</td>
<td>28 4</td>
</tr>
<tr>
<td>Northwestern State</td>
<td>25 3</td>
</tr>
<tr>
<td>Northeastern State</td>
<td>24 3</td>
</tr>
<tr>
<td>Oklahoma State Univ.</td>
<td>24 4</td>
</tr>
<tr>
<td>Central State</td>
<td>18 4</td>
</tr>
<tr>
<td>Langston Univ.</td>
<td>17 1</td>
</tr>
<tr>
<td>Southeastern State</td>
<td>15 4</td>
</tr>
<tr>
<td>East Central State</td>
<td>15 2</td>
</tr>
<tr>
<td>Panhandle A. and M.</td>
<td>7 1</td>
</tr>
<tr>
<td>Oklahoma Baptist Univ.</td>
<td>4 2</td>
</tr>
<tr>
<td>Southwestern State</td>
<td>4 2</td>
</tr>
<tr>
<td>Bethany Nazarene (Ed.)</td>
<td>4 0</td>
</tr>
<tr>
<td>Phillips Univ.</td>
<td>3 0</td>
</tr>
<tr>
<td>Oklahoma City Univ. (Ed.)</td>
<td>3 0</td>
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<td>Tulsa University</td>
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FREQUENCY AND PATTERN OF ACTUAL OFFERINGS CENTRAL STATE COLLEGE

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<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>103 *Libraries in the Social</td>
<td>Every</td>
<td>Every</td>
<td>1 in 3</td>
</tr>
<tr>
<td>Order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113 *Ref. and Bibliography</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
</tr>
<tr>
<td>213 *Book Selection</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>302 Intro. to School Lib.</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>403 *Orgn. of Lib. Materials</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
</tr>
<tr>
<td>412a Lab. Mat. for Young People</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
</tr>
<tr>
<td>413b Adm. of School Lib.</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>481-4 Seminar in the L. S</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>493 Children’s Literature</td>
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EAST CENTRAL STATE

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<tr>
<td>303 School Lib. Adm.</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>403 Children’s Literature</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>3162 Audio Visual Education</td>
<td>Every</td>
<td>Every</td>
<td>Every</td>
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<tr>
<td>5103 Admin. and Use of A-V Matls</td>
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LANGSTON UNIVERSITY

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<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>315 School Library Admin</td>
<td>Every</td>
<td>Every</td>
<td>2 of 3</td>
</tr>
<tr>
<td>325 *Book Selection</td>
<td>Every</td>
<td>On Demand</td>
<td>Every</td>
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NORTHWESTERN STATE COLLEGE

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<th>Spring</th>
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<tbody>
<tr>
<td>303 Lib. Admin</td>
<td>Every</td>
<td>On Demand</td>
<td>Every</td>
</tr>
<tr>
<td>313 *Book Selection</td>
<td>Every</td>
<td>On Demand</td>
<td>Every</td>
</tr>
<tr>
<td>313a Elementary Book Selection</td>
<td>On Demand</td>
<td>On Demand</td>
<td>Every</td>
</tr>
<tr>
<td>313b Secondary Book Selection</td>
<td>On Demand</td>
<td>On Demand</td>
<td>Every</td>
</tr>
<tr>
<td>403 *Cat. and Classification</td>
<td>On Demand</td>
<td>On Demand</td>
<td>Every</td>
</tr>
<tr>
<td>423 Non-book Materials</td>
<td>On Demand</td>
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<td>Every</td>
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<tr>
<td>433 Mat. for the Young Adult</td>
<td>On Demand</td>
<td>On Demand</td>
<td>Every</td>
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<tr>
<td>441 Supervised Practice</td>
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<td>Every</td>
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NORTHEASTERN STATE COLLEGE
Information unavailable
OKLAHOMA BAPTIST UNIVERSITY

201 Cataloging and Class
202 Book Selection

OKLAHOMA COLLEGE FOR WOMEN
203 Reference Materials 1 of 3 1 of 3 1 of 3
303 School Lib. Admin.
313 Class and Cat.
323 Book Selection and Acq. Every 2 of 3
343 Lit. for Children 1 of 3
353 Lit. for Youth 1 of 3

OKLAHOMA STATE UNIVERSITY
111 Use of Books and Lib.
311-1 Biblio. of Special Fields Every Every
463-1 Children's Literature Every Every Every
413-1 Orgn. of Lib. Mat. Every Every Every
433-1 Book Selection and Acq. Every Every Every
443-1 Reference Materials
452-1 Utiliz. of Audio-Visual Mat. Every Every Every
460-1 Lib. in the Curriculum Every Every Every
473-1 School Lib. Admin.
483-1 Reading Guid. for Adolescents Every Every
493-1 Lib. in the Social Order
520-1 Audio-Visual Workshop Every

PANHANDLE A. AND M.
151 Use of the Library Every Every Every
413 Admin. of School Lib.
323 Orgn. of Lib. Mat.

PHILLIPS UNIVERSITY
253 Library Science Every

SOUTHEASTERN STATE COLLEGE
101 Use of the Library Every Ev. y
313 Orgn. of Lib. Mat.

403 Ref. Materials
413 Book Selection and Acq.

512 Lit. for Children & Adolescents

SOUTHWESTERN STATE COLLEGE
113 Reference and Biblio.
303 School Lib. Admin.

UNIVERSITY OF OKLAHOMA
51 Use of the Library Every Every
211 Orgn. of Lib. Mat. Every Every
220 Lib. in the Soc. Order 2 of 3 2 of 3 Every
222 Reference Materials Every 1 of 3 Every
223 Book Selection & Acq. Every 2 of 3 Every
226 Directed Reading
300 Lit. of Hum. & S. S.
301 Lit. of the Sciences 1 of 3 Every 2 of 3
302 Catalog & Class:
304 Devel. of Lib. Resources 1 of 3 2 of 3
305 Orgn. & Adm. of Lib.
306 Audio Visual Mat.

January, 1964
25


A National Plan For Library Education

At the Institute on the Future of Library Education held at Western Reserve University in Cleveland, Ohio, in April of 1962, a recommendation was made that the American Library Association develop a national plan for the education of librarians. This was in recognition of the fact of insufficient number of able librarians to staff the nation's libraries, and in realistic consideration of the truth that many library schools operate with limited budgets and many undergraduate programs are taught by staff members already overloaded with other responsibilities and are administered as parts of the library programs, rather than as separate academic units.

As a result of this proposal the Library Education Division and the Executive Board of the American Library Association voted to support a national plan.

Chairman of the Advisory Committee is Mr. Richard H. Logsdon, Director of Columbia University Libraries. The ALA Commission itself consists of twenty-two representatives from various types of library organizations and agencies and thirty-seven representatives from all other phases of library service and library education. A drafting committee of six are working to prepare a plan for presentation to the Commission. Effort will be made to coordinate the work of all agencies now engaged in promoting library education, such as schools of education, state boards of education, and state superintendents of instruction. Thus the National Plan expects to reflect the philosophy, knowledge, and beliefs of some of the ablest representatives of the library profession.

The preliminary study in preparation of the development of a comprehensive National Plan for

<table>
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<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<tr>
<td>University of Oklahoma</td>
<td>15-16</td>
<td>14-15</td>
<td>14</td>
</tr>
<tr>
<td>Central State College</td>
<td>9</td>
<td>9</td>
<td>8-9</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>9</td>
<td>7</td>
<td>7-8</td>
</tr>
<tr>
<td>Northwestern State College</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>East Central State College</td>
<td>2-3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Panhandle A. and M.</td>
<td>2</td>
<td>2</td>
<td>1-2</td>
</tr>
<tr>
<td>Oklahoma College for Women</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Southeastern State College</td>
<td>1</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Langston University</td>
<td>1</td>
<td>1</td>
<td>1-2</td>
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<tr>
<td>Southwestern State College</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phillips University</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Bethany Nazarene College</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Northwestern State College</td>
<td>Information</td>
<td>Unavailable</td>
<td></td>
</tr>
</tbody>
</table>

This paper was written under the direction of Mr. Gerald Coble, University of Oklahoma.

Library Education is to be financed by a grant of $15,000.00 over a period of two fiscal years by the H. W. Wilson Foundation, Inc. Surveys and studies will be made under the sponsorship of a small executive committee of the Commission.

At the invitation of the editor of the OKLAHOMA LIBRARIAN, Mr. Ralph Hudson, Oklahoma State Archivist and Librarian, and a member of the ALA Commission on a National Plan for Library Education, has agreed to share at a later date with the readers of this publication, some of the developments of the National Plan.

Readability Level of Sequoyah Books, 1963-64

By Mavis D. Martin

As part of an ongoing project in evaluating reading difficulty levels of various publications, the staff of the Reading Center at Oklahoma State University has determined the readability index for many children's books. This readability, by grade levels, is presented here for the 1963-64 Sequoyah Children's Book Award List. The indices for the 1961-1962, 1962-1963 lists can be found in the April, 1963, issue of this journal.

Librarians frequently are quite skillful in making judgments about the difficulty of a book. Occasionally they are assisted by the publisher's grade-level recommendation, but this latter is often made in terms of interest level rather than difficulty level, or there may be no way of telling whether the recommended grade level is an interest or difficulty evaluation. Sometimes these two may coincide, but just as often it appears that they do not.

Certainly an estimate made by a readability formula is not presented as a panacea to the difficulties inherent in trying to match reader ability and book difficulty but such estimates are a decided advance over hit-and-miss methods often used.

There are a number of formulas available for making estimates of difficulty of reading material (Chall, 1958; Martin, 1961). The Dale-Chall Readability Formula (Dale and Chall, 1948) was used first to obtain the readability indices presented here for the Sequoyah list books. Because the Dale-Chall formula gives only a rough gross measure ("grade 4 or lower") for all material below grade four those books in that gross category were then measured by the Spache Primary Readability Formula (Spache, 1953; 1960). This formula is especially recommended for primary level materials.

This list of reading difficulty levels is presented here in hopes that it will help make the selection of library books easier and more pleasant for both young readers and librarians.


<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
<th>Interest Level</th>
<th>Dale-Chall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlson, Natalie</td>
<td>Song of the lop-eared mule</td>
<td>Harper</td>
<td>1961</td>
<td>4-6</td>
<td>3-4 (Spache)</td>
</tr>
<tr>
<td>Clark, Ann Nolan</td>
<td>Paco's miracle</td>
<td>Farrar</td>
<td>1962</td>
<td>4-6</td>
<td>5-6</td>
</tr>
<tr>
<td>Cleary, Beverly</td>
<td>Emily's runaway imagination</td>
<td>Morrow</td>
<td>1961</td>
<td>4-6</td>
<td>5-6</td>
</tr>
<tr>
<td>Coatsworth, Elizabeth</td>
<td>Noble doll</td>
<td>Viking</td>
<td>1961</td>
<td>4-6</td>
<td>5-6</td>
</tr>
<tr>
<td>Constant, Alberta W.</td>
<td>Willlie and the wild cat well</td>
<td>Crowell</td>
<td>1962</td>
<td>4-7</td>
<td>3-7 (Spache)</td>
</tr>
<tr>
<td>Davis, Julia</td>
<td>Ride with the eagle</td>
<td>Harcourt</td>
<td>1962</td>
<td>5-9</td>
<td>7-8</td>
</tr>
<tr>
<td>Davis, R. J.</td>
<td>Choctaw code</td>
<td>McGraw</td>
<td>1961</td>
<td>4-6</td>
<td>4-1 (Spache)</td>
</tr>
<tr>
<td>DeBorheg Yi. Suzanne</td>
<td>Ships, shuas and amorphans</td>
<td>Holt</td>
<td>1961</td>
<td>6-9</td>
<td>9-10</td>
</tr>
<tr>
<td>Eliot, Anne</td>
<td>Dorie of Dogtown common</td>
<td>Abingdon</td>
<td>1962</td>
<td>4-8</td>
<td>3-7 (Spache)</td>
</tr>
<tr>
<td>Enright, Elizabeth</td>
<td>Return to goneaway</td>
<td>Harcourt</td>
<td>1961</td>
<td>4-6</td>
<td>5-6</td>
</tr>
<tr>
<td>Fleishman, Albert S.</td>
<td>Mr. Mysterious and company</td>
<td>Little</td>
<td>1962</td>
<td>4-6</td>
<td>5-6</td>
</tr>
<tr>
<td>Gates, Doris</td>
<td>The cat and Mrs. Cory</td>
<td>Viking</td>
<td>1962</td>
<td>4-6</td>
<td>5-6</td>
</tr>
<tr>
<td>George, Jean C.</td>
<td>Summer of the falcon</td>
<td>Crowell</td>
<td>1962</td>
<td>5-9</td>
<td>5-6</td>
</tr>
<tr>
<td>Heck, Bessie</td>
<td>Millie</td>
<td>World</td>
<td>1961</td>
<td>4-8</td>
<td>5-6</td>
</tr>
<tr>
<td>Johnson, Johanna</td>
<td>Thomas Jefferson</td>
<td>Dodd</td>
<td>1961</td>
<td>6-9</td>
<td>7-8</td>
</tr>
<tr>
<td>Lauritzen, Jon Reed</td>
<td>Legend of Billy Bluesage</td>
<td>Little</td>
<td>1962</td>
<td>6-9</td>
<td>5-6</td>
</tr>
<tr>
<td>Leach, Maria</td>
<td>Noodles, nitwits, and numskulls</td>
<td>World</td>
<td>1961</td>
<td>4-7</td>
<td>5-6</td>
</tr>
<tr>
<td>L'Engle, Madeline</td>
<td>A wrinkle in time</td>
<td>Farrar</td>
<td>1962</td>
<td>6-9</td>
<td>5-6</td>
</tr>
<tr>
<td>McGraw, Eloise</td>
<td>The golden goblet</td>
<td>Coward</td>
<td>1961</td>
<td>7-9</td>
<td>5-6</td>
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<tr>
<td>Robinson, W. P.</td>
<td>Where the panther screams</td>
<td>World</td>
<td>1961</td>
<td>5-9</td>
<td>5-6</td>
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<tr>
<td>Speare, Elizabeth</td>
<td>The bronze bow</td>
<td>Houghton</td>
<td>1961</td>
<td>7-9</td>
<td>5-6</td>
</tr>
<tr>
<td>Steele, William O.</td>
<td>Westward adventure</td>
<td>Harcourt</td>
<td>1962</td>
<td>5-9</td>
<td>7-8</td>
</tr>
<tr>
<td>Steffan, Alice</td>
<td>Firm hand on the rein</td>
<td>Longmans</td>
<td>1961</td>
<td>4-7</td>
<td>4.7 (Spache)</td>
</tr>
<tr>
<td>Stevens, Mary E.</td>
<td>Little Cloud and the great plains hunters</td>
<td>Reilly</td>
<td>1962</td>
<td>4-6</td>
<td>4.5 (Spache)</td>
</tr>
<tr>
<td>Tunis, John R.</td>
<td>Silence over Dunkerque</td>
<td>Morrow</td>
<td>1962</td>
<td>7-9</td>
<td>7-8</td>
</tr>
</tbody>
</table>

January, 1964
NEWS NOTES
By HANNAH D. ATKINS

Morris (Mike) Swett, curator of the library and archives of the Museum of the Great Plains, was awarded the Award of Merit from the American Association for State and Local History at the 23rd annual meeting of the Association which was held in Raleigh, N.C., October 4. Mr. Swett, formerly librarian at Fort Sill Library, has been widely known as an historian, photographer and collector of Southwestern archives. This Award of Merit is a national citation giving recognition to persons, groups or organizations who have made a significant contribution to the study of or understanding of local history.

The National Library Week annual report wrote up Oklahoma’s 1963 program as the highlight of the State programs.

The Ardmore Public Library is one of 45 award winning libraries to be honored during National Library Week, 1964. They will receive the $1,000 Dorothy Canfield Fisher award in recognition of outstanding efforts to improve Service to the community.

PERSONNEL CHANGES

James Ellouri, formerly on the staff of the library at Oklahoma State University, is now documents librarian at Oklahoma City University Library.

Mrs. Allie Beth Martin, acting director of the Tulsa City-County Library System since January 1, 1963, has been appointed director of the system by the library commission of the system.

Mrs. Helen Norvell is librarian of the Suburban Acres Branch of the Tulsa City-County Library System. She has had a varied experience in libraries in Tulsa, Spokane, Washington, Colorado and Santa Anna, California.

Donald Walker, 1958 graduate of the University of Oklahoma School of Library Science, has been named reference librarian at Wagner College, Staten Island, New York. He was formerly assistant librarian at San Jose State College in California.

Mrs. Dorothy Burrows of the Oklahoma City Public Library has moved to Roseburg, Oregon.

Gerald Coble, formerly director of the Library School of the University of Oklahoma, is now Administrative Librarian, Machine Applications, US Veterans Administration Library, Washington, D.C.

SERVICES

Library systems in Oklahoma now have access to educational films, a service made possible by a $39,000 grant from the federal government with contributions from participating library systems and the Oklahoma State Library, Chickasaw Multi-County Library, Pioneer Multi-County Library and the Tulsa City-County Library are presently participating.

Tulsa City-County Library System has been designated as a “partial depository” for federal documents.

“Book return box installed in town without a library” is the caption of a short article in Library Journal, November 15, 1963, which described the book return box in Marietta, and the bookmobile service from Chickasaw Multi-County Library.

NECROLOGY

Mrs. Allene W. Hyde, former librarian at the Charles Page Memorial Library, Sand Springs.

Carl Hastings Milam, Director of the United Nations Library 1948-50 and Executive Secretary of the American Library Association from 1920 to 1948. Mr. Milam’s career began as a student assistant in the University of Oklahoma Library.

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OKLAHOMA LIBRARIAN
Oklahoma Council on Libraries

History was made on November 14, 1963 in the Blue Room of the Oklahoma State Capitol when Governor Henry Bellmon convened the first meeting of the Oklahoma Council on Libraries. This council, unique in the library world, was created by House Bill 973 which was passed by the 1963 Legislature. The Governor stated in part: "Today Oklahoma embarks on a new venture. The ultimate goal is excellence in a major field of human endeavor. Our affairs grow more complex, our lives more complicated. Real values can be obscured by expediency or mediocrity of thought and action. We cannot escape to a more simple era. We cannot go backward — we must forge ahead. In order to progress, our leaders, in thought and action, need as much help as they can get.

"To such a condition a fine system of libraries can bring clarity and order. They can give us insight and the knowledge to gain maturity and to cope with the manifold problems of the day. We must have a broad span of knowledge, and where do we turn but to the library?"

According to the act, purpose of the Council "shall be primarily to provide means for the overview, survey and study of all existing library facilities, resources and services, including kindred undertakings in the state and for the proposal of plans and the formulation of recommendations to expand and strengthen these library and similar components. Membership of the council consists of eight members appointed by the Governor and the State Librarian and Archivist. Four of the appointive members are professional librarians and the other four are lay persons who have demonstrated an active interest in libraries.

John Bennett Shaw of Tulsa was elected chairman of the Council. Other members are: Mrs. Charles R. Coe and E. E. Shireliff, M.D. of Oklahoma City; Miss Virginia LaGrave of Tinker Air Force Base Library; Mrs. Guy M. Steele, Jr. of Norman; Edmun Low of Oklahoma State University Library, Stillwater; Miss Trean Maddox and Mrs. Allie Beth Martin of Tulsa. Ralph Hudson, State Librarian and Archivist serves as Vice-Chairman and Secretary.

Initial action of the Council was to vote to send a letter of thanks to the legislators for the establishment of the Council on Libraries. It was pointed out by the chairman that information on the present condition of all types of libraries in the state was needed in order to plan for projects of the group. The members agreed that a survey could be carried out concurrently with a project and that school libraries should be the first area of concentration. Other areas to be considered in the future are public libraries, college and university libraries, certification of libraries, undergraduate and library school education programs and the role of the state agency.

In his remarks, Governor Bellmon called the attention of the Council to various Governor's Committees and Councils on Libraries in other states: Connecticut, New Hampshire, Rhode Island, Pennsylvania and California. All are either temporary bodies with limited responsibilities or are parts of other governmental agencies. None are entities of government as is the Oklahoma Council. "We have discovered no similar body," he stated, "You are members of an arm of the State of Oklahoma and unattached to any agency. Consequently your obligation and need to act faithfully is far greater . . ."

Each member of the Council was appointed to a committee by the chairman with reports to be made at the next meeting which will be held in about ninety days.

Recruitment Brochure Available From ALA

A new brochure, "Future Unlimited — What you need to be a Librarian," providing students and other interested persons with accurate information on preparing for a career in Librarianship, is available free from the American Library Association.

The publication and a special insert give tuition costs and requirements for entering library schools accredited by the American Library Association.

Limited copies are available at no charge, and quantity prices follow: 25 copies, $1.25; 50 copies, $2.25; 100 copies, $4.00; 250 copies, $9.25; 500 copies, $15.00; 1,000 copies, $28.00.

It has been called to the editor's attention that the ALA Newsletter on Intellectual Freedom goes to only six addresses in Oklahoma. Since problems of censorship and intellectual freedom is the concern of all librarians, it would seem that many of us are missing an important source of help in failing to receive this excellent publication. Its editor is Leroy Charles Merritt of the University of California School of Librarianship, Berkeley.
NOTES FROM THE EXECUTIVE BOARD MEETING

The Executive Board met on Saturday, September 7, at 9:45 A.M. in the lounge of the Central State Library, Edmond. Members present were: Trean Maddox, Della Thomas, Robert Mottier, Mary Jeanne Jansen, Mary Ann Wentworth, Ada Ingram, Esther Mae Henke, Sarah Jane Bell. Guests included: Mrs. Sylvia Coles, Mrs. Wray Finney, Miss Marian Dierdorff, Mrs. Eardean Rector, Mr. Bill Stewart, Mrs. Frances Penfold.

The meeting was called to order by the President, Miss Trean Maddox. The treasurer reported that all outstanding bills have been paid, including Inter-Organization dues. Total in the treasury for all funds is $5,684.13.

Miss Marian Dierdorff, Chairman of the Auditing Committee, reported that all finances are in order from June 6, 1962, to June 8, 1963.

The report on the status of the budget was made by Miss Mary Ann Wentworth and the following budget was submitted:

- Oklahoma Librarian: $1200.00
- Sequoyah Award: 50.00
- ALA: 25.00
- SWLA: 100.00
- Exhibits Roundtable: 2.00
- National Library Week: 200.00
- Washington Office of ALA: 100.00
- President’s Travel Expense: 250.00
- Convention Expenses: 1000.00
- Program Expenses for 7 sections at $25 each: 175.00
- Library Development Fund (for educational purposes): 400.00
- General Fund: 699.00

Total: $4151.00

Action! Action! Action!

— Demosthenes (when he asked what were the three essentials of oratory)

Although speaking of oratory when he uttered the above words, Demosthenes might well have been describing what happens when orders are received at McClurg’s. Our oratory is not, of course, as powerful as that of Demosthenes, but our actions are! If you want your orders to get Action! Action! Action!—send them to McClurg’s!

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ALA Awarded $25,000 for Recruitment

The annual $25,000 J. Morris Jones—World Book Encyclopedia—ALA Goals Award, established by Field Enterprises Educational Corporation of Chicago to support programs of the American Library Association, has been awarded for the second consecutive year to support the ALA Office for Recruitment, it has been announced by David H. Clift, executive director of ALA.

Miss Myrl Ricking, former chief of in-service training and personnel control at the Milwaukee (Wis.) Public Library since 1963, is director of the ALA Office for Recruitment.

The annual $25,000 grant is given to "encourage and advance the development of public and/or school library service and librarianship through recognition and support of programs which implement "Goals for Action," a policy statement directed toward the improvement and promotion of library service and librarianship throughout the nation. "Goals for Action" were adopted by the ALA Council, January 29, 1959. The announcement of the award was made during the 82nd Annual Conference of ALA held in Chicago, July 14-20.

The recruitment program, under the direct supervision of the Library Administration Division, coordinates and stimulates the recruitment activities of all members of the association and interprets the profession to counsellors, teachers, and the lay public through a nation-wide public relations program. The grant was awarded to the recruitment program by action of the ALA Executive Board and the ALA Program Evaluation and Budget Committee.

"Librarians in all fields agree that the single most critical problems facing the profession today is the shortage of trained professional librarians," said Mr. Clift in making the announcement of the award.

"This shortage," he added, "greatly handicaps the country's library service and becomes more severe each year. This important grant will be of tremendous assistance."

To develop and maintain the recruiting effort, an 11 point program for the office has been under way:

1. Answer thousands of inquiries on librarianship as a career which flow into ALA headquarters from students, counsellors, parents, service clubs, community groups, librarians, trustees, and others.

2. Forward these inquiries and replies to members of the already established network of 1200 recruiters throughout the country for appropriate personal follow-up.

3. See that members of the network are appointed and are located strategically in each state to provide this personal follow-up.

4. Prepare and/or provide the recruiter-librarians with recruiting literature and with suggestions and techniques for their recruiting activities with prospects, student groups, counsellors, parents, community groups, and other librarians.

5. Develop and maintain liaison with associations of counsellors and other professional groups concerned with recruiting.

6. Establish liaison with editors, publishers, broadcasters, etc.
7. Develop and put to effective use articles and programs which publicize the profession.

8. Conduct and/or assist research into such questions as the number and kinds of librarians needed, the precise training and experience qualifications required for existing and anticipated vacancies and the factors which influenced present librarians to enter the profession.

9. Maintain liaison with professional schools to relate the needs of the profession to the curricula and admission standards of the schools and to assist in the development of scholarship programs.

10. Evaluate recruiting materials and activities to determine their relative effectiveness.

11. Develop and maintain liaison with foundations, publishers, and other groups interested in aiding the recruitment effort by informing them of materials, projects, and programs which would be useful.

---

**American Reference Center World's Fair**

Chicago, August 6—the American Library Association, in cooperation with the Special Libraries Association and the American Documentation Institute, will operate a library and information center, to be known as the American Reference Center, in the United States Pavilion at the 1964-65 New York World’s Fair—it was announced here today by David H. Clift, executive director of ALA.

The information center will be the second of its kind to be exhibited at a world's fair by the Association in two years. More than two million persons visited the library-of-the-future exhibit, “Library 21,” displayed at the Seattle World’s Fair in 1962.

Gordon P. Martin, assistant librarian for the University of California at Riverside, has been named director of the project. He has resigned his university position to accept a three-year contract to prepare and direct the new exhibit. Mr. Martin also served as the ALA local project director for “Library 21.”

The ALA area will utilize both books and modern electronic computing systems to provide an anticipated 80 million fairgoers with information on subjects covered in the U.S. Government sponsored exhibits in the building. More than 200 professional librarians from all over the U.S. will staff the center during the months of April-October, 1964-65.

Storage and retrieval of information by electronic computer systems will again be a feature of the center. Information will be specifically tailored to the educational and age level of the visitors on the subject of their choice.

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**Retirement Residence Being Studied by ALA**

The need for a librarians' retirement residence or community is under study by a committee of the American Library Association, and the opinion of members is being sought on the advisability for establishing such a program.

The study, being conducted by the Committee on Retirement Homes of the Library Administration Division of ALA, was prompted by a number of inquiries received by LAD in recent years. Although ALA offers a retirement income program for its members, an important part of any retirement plan, retirement residence, has not been established, according to Peter Spyers-Duran, chairman of the committee and assistant university librarian, University of Wisconsin-Milwaukee.

Patterns in retirement residences have changed drastically over the past years, the committee points out. The organized, institutionalized air has disappeared in favor of individuality. Homes are now designed as separate units laid out like modern apartments. Many feature swimming pools, recreational facilities, meeting places and infirmaries.

Success of an ALA programs will depend upon many yet-to-be-explored factors, the committee asserts. First, however, it will be necessary to ascertain the membership's interest, so the committee is asking members to indicate by letter whether they would be interested in participating in this program, to make suggestions concerning location and type of residence, and to comment on any other matters members feel should be an important consideration in such a program.

Replies will be confidential.

Letters should be addressed to:
Mr. Peter Spyers-Duran, Chairman
LAD Committee on Retirement Homes
University of Wisconsin Library
2500 E. Kenwood Blvd.
Milwaukee 3, Wisconsin
AMERICAN BINDERY, Inc.

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Membership in OLA is for the calendar year. Please send dues with this form to:

Mrs. Mary Jeanne Hansen, OLA Treasurer
Oklahoma City Libraries
Northwest 3rd Street at Robinson
Oklahoma City, Oklahoma 73102

Please enter me as a member of the Oklahoma Library Association for 1964:
Home address
Library address
Name
Address
City & State

Check box which applies to type of membership:

INDIVIDUAL MEMBERSHIP
- Librarian
- Trustee
- Student
- Lay
- Non-salaried Librarian

INSTITUTIONAL MEMBERSHIP
- Library
- Non-Library Organization

Dues schedule, based on annual income, is as follows:
Check box which applies to dues schedule:

INDIVIDUAL MEMBERSHIP
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- $3,000 to $3,999 $3.00
- $4,000 to $4,999 $4.00
- Over $5,000 $5.00
- Life members $100.00
- Students, Trustees
and Lay Members $2.00

INSTITUTIONAL MEMBERSHIP
- Income not over $4,999 $2.00
- $5,000 to $19,999 $4.00
- $20,000 to $49,999 $7.00
- Over $50,000 $10.00
- Non-library, associations,
Institutions & Organizations $5.00

(The quotation at the head is from Wallace, Sarah Leslie, So You Want To Be A Librarian, p. 13. New York: Harper & Row, 1963.)