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The Report of
The Governor's Conference
On Libraries

October 1964

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THE OKLAHOMA LIBRARIAN

The Oklahoma Librarian is indexed in Library Literature

Volume 14  October 1964  Number 4

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Ideas and opinions expressed in the various articles published herein from time to time do not necessarily represent those of the Association, the Executive Board, nor the editor.

OLA MEMBERSHIP

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. Mailed 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 $1.00 per year. Membership dues and subscription should be sent to the Treasurer. The OLA membership year is the calendar year. The dues schedule as based on annual income follows:

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October, 1964

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OKLAHOMA LIBRARIAN
A Message from the OLA President

"If a man will begin with certainties, he will end in doubts; but if he will be content to begin with doubts, he will end in certainties."

If Francis Bacon is right, the Executive Board should be on the way to a constructive program. A gratifying number have replied to the questionnaire sent in June to all O.L.A. members, many with helpful comments and suggestions. If space is available, a full report and analysis will appear in the next issue of The Oklahoma Librarian. If you have not returned your questionnaire, please do so at once so that your wishes will be registered.

In the meantime the answers received are proving to be of great assistance in the selection of committees and in determining program and policies. Two felt needs, expressed by a number of those replying, are of immediate concern. One is the desire for developing stronger leadership and greater activity in the Trustees Division. As this column is being written, selected trustees are being invited to meet with the State Librarian and others on August 25 to discuss ways to implement these objectives.

Another suggestion which emerged is that a place be made in the convention program for consideration of the everyday, practical problems of the small library with one professional and little or no clerical personnel. Specific ideas on areas of discussion or type of speakers desired will be welcomed by your program chairman, Géné Hodges.

It does not seem possible that, as president-elect, I wondered how I should be able to fill the page! There is barely room to mention the splendid work being done by The Governor's Council on Libraries, the state-wide survey, and the September 23 Conference. Out of these efforts, we trust, will come some of the certainties in improved library service to which the Association is dedicated, while the friendly but honest criticism provided by the membership will help to dispel the doubts and direct the energies of your new officers upon assuming their responsibilities.

October, 1964
A Sooner Librarian at Library USA

By HANNAH D. ATKINS

It's a witchcraft! This is impossible! This is fascinating! Such were the expressions of visitors to the Library USA in the United States Pavilion of the New York's World Fair.

And fascinating it was! From the two weeks intensive training until the last day of my seven week tour of duty, both the exhibit and the work were still exciting, stimulating and unpredictable.

--As a welcome to New York and a prelude to our Library USA duty, the H. W. Wilson Company honored the staff at a luncheon at the company headquarters on the day prior to the onset of "Training Trauma." The tour through the editorial and manufacturing departments made the Wilson publications come alive. Hereafter, when I think of "Current Biography," "Library Literature," and "Readers' Guide" in the future, I will think of Charles Moritz, Sylvia Harris, and the collaborators. Howard Haycraft, president of the H. W. Wilson Company, had very warm words to offer for my chief, Ralph Hudson, as a result of their work on library services for the handicapped.

The first week of training consisted of an excellent course in basic computer concepts given by International Business Machines at their Systems Research Center located at United Nations Plaza. This was interspersed with a field trip to the Thomas Watson Research Library, Yorktown Heights, New York and followed by lectures given by representatives from Eastman-Kodak, Recordak, and Univac Companies. Outstanding lectures were also given by Joseph Becker, Data Processing Consultant; Spencer Shaw of Nassau County Public Library System and on the committee for Children's World, Rene Triteschler of Technical Information Center, and members of the staff of the New York City Public Library.

No one in Group III (Library USA designation for staff on duty June 3 -- July 21) believed the IBM instructors when they predicted that we would learn to key punch, operate the 1401 computer system, wire control panels by the end of the first week, but we did all of that and more. From early morning until nine or ten at night, we struggled to solve our programming problems, working out flow charts and the like. In spite of our daily griping about the rapid pace, the volume of work and emphasis on details, it was all worthwhile. Each one of us ended the course with a better understanding of the potentials of computers in libraries and the ability to explain in simple terms the operation of Univac 490 Real-Time system at Library USA.

Library USA had an ideal location, occupying about one-third of the first level of the United States Pavilion, and carrying out the theme "Challenge of Information" as part of the overall theme of "Challenge to Greatness." After viewing a nine minute film dramatizing the nation's immigrant origins, the visitors then travelled through an area filled with three-dimensional displays depicting America's pursuit of peace and freedom. This was followed by a ride on a moving grandstand through a unique second film presentation illustrating, through the use of 132 screens the idea that America's past is prologue to an even greater future. Script for this portion was written by an author familiar to most librarians, Ray Bradbury.

In order to leave the Pavilion, it was necessary to descend on an escalator which stopped at level one and Library USA.

The Library was well designed, attractively furnished and a pleasant place to work, when the air conditioning was functioning. There were three sections: the Information Center, which consisted of the six especially designed reference desks, reference collection and the computer center; the President's Library which was a representative selection from the White House Collection; the Children's World which included a magnificent collection of Children's book with attractive seating, Dial-A-Phone book reviews, and a Children's Theatre for story hours.

Any librarian visiting the Library USA should identify himself and ask to see the equipment used in the Children's Theatre. This equipment is chiefly an experimental control device about the size of a smoking stand, which permits the librarian who is telling stories to dim or raise the lights, key in music, turn on slides, films or filmstrips, all unobtrusively and without leaving his seat. This has proven so successful that children beg to remain for program after program.

The White House Library was also a popular spot for browsing with some visitors remaining half a day or more reading books which were probably available in their home town libraries.

My first love, of course, was the Information Center where I occupied Station Six, which turned
out to be the busiest station since it was the one nearest the escalator. Each white plastic top desk (or station) was equipped with a Uniset console which was a keyboard with numerals representing the 75 topics of stored information. This was connected by cable under the floor to the computer center at the end of the room and the electronic impulses travelled to the Fastrand storage unit and through the processing center, and back to the printer (located behind the desks). By pressing the proper button on the console, an electronic impulse initiates the complete circuit, which searches the storage unit and prints book lists or 700 word essays in a mere four seconds. When we spoke of "instant information" in using our public address systems to speak to groups assembled before our desks, we were able to accomplish this rapid selective information retrieval. Essays were available on the adult and elementary level whereas the book lists could be printed in five levels. Many a teacher in the New York area must have been surprised by the sudden eruption of certain pupils who turned in polished themes and bibliographies. Behind the high speed printers was located the reference collection. We reference librarians were happy to have "non-computer" questions for which answers were not stored in the computer system and then we were given an opportunity to demonstrate good reference techniques and services which any library can perform, until the computer comes. Many patrons did not know that their local libraries offered information services, that their librarians would prepare bibliographies and answer questions for them.

Questions at the reference center ranged from the simple verification of a title of a book of Jewish quotations used thirty years ago, to giving aid in selecting basic linguistics methods materials for a missionary from Nigeria. There were the usual stump-the-experts type of queries but most people really had problems they wanted help in solving, such as antique dolls, silver or furniture collectors trying to identify some prize piece, or a physician from a small island who was a composer and needed books on music theory. It was rewarding to be able to help a Chinese couple who spoke no English get the information they needed on concrete construction. With our mutual French and pictures from some architectural materials, they went away satisfied.

Through some of the questions asked on careers, we were able to inject recruitment appeals to librarianship. I gained a great deal of satisfaction in steering young, bright-eyed students into a discussion of their futures and to the point.

"Have you thought of being a librarian?" A large number of mature visitors who were thinking of changing careers, or mothers of school age children considering returning to work were receptive to the idea of librarianship as a career.

The regular staff of Group III was a lively, congenial group of twenty-two librarians from fifteen different states and from a wide variety of library backgrounds. There were five male librarians in the group and four of them were in the same duty section that I was. We were prohibited from carrying on conversations while on duty but we really became acquainted on our thirty minute lunch breaks and at informal meetings after hours. It was good to exchange ideas and to share experiences with other librarians. The librarians for the 1964 Library USA were chosen from over 1,000 applicants.

Visitors to the Pavilion were from all over the world and it was exciting to listen to their reactions to the use of computers in libraries as well as to encourage them to tell of the conditions of libraries in their home states or countries. Most of the visitors were polite but in a hurry — after all there was a great deal of the Fair to see and most of them were in New York for a limited period. They did expect the librarians to provide answers to questions not programmed as quickly as the computer did. So it developed that the pace at Library USA was a rapid one which we tried to slow down a bit in order to talk about libraries and librarianship. There were the heavy days when the crowds were so vast that it was necessary to use the microphone constantly to explain the demonstration and its purposes and after an hour you began to feel like a Barker at a circus. Then there were the periods when we were able to really strike gold and more than once we had visitors to comment on the warmness of the librarians and our sincere desire to help. "This is the first place I've been all day at the Fair when someone looked into my eyes and smiled," was music to my ears.

How well were we able to carry out the threefold purpose of the exhibit as outlined by Gordon Martin, project director? These goals of good public relations for libraries, recruitment of prospective librarians and training in basic computer concepts were all supposed to be accomplished while performing the usual reference services and demonstrating the Univac 490 Real Time computer system. The public must be the final judge of the success of the first two goals. As for the third goal, the training which was provided for us was geared to it's being put to use in our own libraries more so than just limited to use at the Fair. We know that computers do have
a place in libraries, that data processing systems are the answer for repetitive, high volume tasks. We saw living examples of what computers can do today in the library world and can project into the near future the possibility of true information retrieval with the rapid advances being made in that direction.

Was it worth the sacrifice of being away from family and the Oklahoma State Library? That also will be determined by the extent to which the knowledge and experience which I gained there will be shared with other Oklahoma librarians. I do feel that it was a privilege to participate in the first public demonstration of the use of computers in libraries in which librarians actually operated the computers. This in itself helped to dispel the stereotyped idea of librarians and libraries.

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October, 1964
School Libraries, '64

By DELLA THOMAS

Mary Stolz, popular author of recommended books for children and young people, had a busy day June 26 at Stillwater, where she was the featured speaker at SCHOOL LIBRARIES, '64, third annual workshop sponsored by the OSU Library Education Department.

High point of the day's activities was her luncheon speech, "What Makes a Children's Book Writer." An audience of over 150 enjoyed both her discerning comments on creative writing and the charm and wit with which she answered questions from the floor.

To be a children's book writer, Mrs. Stolz believes, "assuming a talent for writing, what is required is that one is an ex-child, with a genuine respect for the condition, and a long memory." As the recipient of several awards for teen-age novels and a runner-up for the Newbery Medal in 1952, she can speak with authority on the qualifications of an author. Her latest honor, the Boys Clubs of America Junior Book Award for 1964 for Bully on Barkham Street, was announced the week before the Workshop.

Following the luncheon, Mrs. Stolz was kept busy autographing books at the newly-decorated Curriculum Materials Laboratory on the fifth floor of the Library, cheerfully writing personalized notes and squiggly sketches on about 80 hard-cover and many paperback editions of her books, in addition to those given as door prizes and as awards to first-place winners in the annual "Idea Fair" of projects demonstrating correlation between classrooms and libraries. During the morning program, she took time out, while librarians participated in buzz sessions, to meet with a group of eager young fans from the University's summer session practice school.


Buzz session leaders were Mrs. E. C. Hall, Edmond High School Library, and Mrs. Margie Belle Bramlett, of Poteau, OSU chapter members of Alpha Beta Alpha served as hostesses at the morning break for refreshments and sponsored the paperback book fair, with the assistance of Mrs. Earl Mullenax of the Kansas City News Distributors. Favors at the luncheon were credit slips for paperback purchases, leading to a brisk business during the open session. Packets included the latest departmental publication, "Practical Storage and Use of Maps and Posters," a revision of an earlier issue, with many new features, as well as a variety of favors and useful materials.

Mary Stolz with Youthful Fans at Stillwater

OKLAHOMA LIBRARIAN
The Oklahoma State Employment Service

By ORA E. FAUST

Supervisor, Professional Placement Program, Oklahoma Employment Security Commission

What Do We Do?
Where Do We Go?

In striking contrast to the replies in the title of Robert Paul Smith's delightful book (which prompted the adaptation), the State Employment Service does a number of things... and covers many miles... in its service to employers and applicants to their mutual satisfaction.

There are twenty-four Oklahoma cities served by this network: Ada, Altus, Ardmore, Bartlesville, Chickasha, Clinton, Durant, Enid, Guymon, Holdenville, Hugo, Lawton, McAlester, Miami, Muskogee, Oklahoma City, Okmulgee, Ponca City, Poteau, Pryor, Seminole, Shawnee, Tulsa, and Woodward. The nearest local office of your State Employment Service is your manpower service center.

When you place a job order with an Employment Service office, you have access to the largest single source of workers in your community. If qualified workers are not available locally, the Employment Service can tap other job markets. It can make a coast-to-coast talent search for you through the facilities of over 1800 public employment offices.

The next time you need an employee, call or write your nearest office. Tell them what your personnel needs are... the type of work to be done... necessary qualifications... the kind of person you want to fill the position... and the salary range. It could be a janitor, clerical help, bookmobile driver... or even professional staff.

Employment Service staff are trained in worker selection and referral. They will screen out the unqualified and refer to you those most likely to succeed in your jobs.

Turnover and training costs can be cut right from the start when you arrange for the Employment Service office to refer test-selected applicants who will be able to learn faster, adjust better and produce more quickly. Effective selection tests have been developed for over five hundred occupations.

All of this service is free for the asking... free to the applicant and the employer. Think how much valuable time you have saved for those time-consuming tasks of everyday demands on a librarian!

The State Employment Service lays no claims to creating personnel or positions. But it can cut the time it takes to find suitable applicants for specific jobs, and it can promote utilization of persons at their highest skills in positions where they can be most effective.

The Employment Service can assist the employer... YOU... by evaluating the applicant's training and experience to meet the requirements specified; by screening carefully all applicants for your final selection; by furnishing summaries of applicants' credentials.

There may not be a particularly qualified person in your locale, but your State Employment Service office has access to manpower in the entire State. It even spans state boundaries in its affiliation with the United States Employment Service, operating in fifty states.

All applications and job openings are confidential until the moment arrives for employer and applicant to meet for personal interview.

This represents only a portion of the service rendered by your State Employment Service. Why don't you call your Oklahoma State Employment Service office the next time you have personnel problems... let them work for you in a field in which they are trained and experienced.

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October, 1964
The 1964 ALA Conference at St. Louis in retrospect is a kaleidoscope of impressions separated by taxicab rides from meetings to luncheons to meetings to dinners and round-about and back again. In spite of the hot weather and the inconvenience of scheduling meetings in various buildings, it was a rewarding and exciting experience.

The Council itself, under the able chairmanship of President Frederick Wagman, got through a full agenda, beginning on Monday morning and returning on Friday to final session which ran over-time in a spirited discussion involving the general membership. More detailed reports will be found in the July-August issue of the ALA Bulletin and the August Library Journal, but as your representative, I shall try to give you a few meaningful impressions.

Of particular interest to me were the reports of the Legislative and the Program Evaluation and Budget committees. The active part played by one of our own members of the legislative gains of the past year relating to the support and prestige of libraries made the first a point of pride, while the second provided a challenging program for several important areas. This year, the annual J. Morris Jones — World Book Encyclopedia—ALA Goals Award will support three projects: (1) a workshop on "how to work with legislators in the interest of libraries," (2) a two-day conference "to develop specific proposals for a program of action by ALA for practical assistance to libraries and librarians in cases where abridgment of the principles set forth in the Library Bill of Rights is threatened" and (3) a preliminary research study on "methods and materials for public library service to functionally illiterate adults."

Although committee obligations prevented me from attending many of the excellent special features of the convention, high points were the following: the Newbery-Caldecott Award Dinner, especially the acceptance speech by Maurice Sendak, the off-the-cuff remarks of speaker Frances Keppel, Commissioner of Education, the hospitality of the St. Louis Librarians, and the colorful reception at the St. Louis Public Library, the opportunity to see again our friends and speakers from the OLA convention in April, Myrl Ricking and Audrey Biel, and finally, the elegant banquet of the last general session, with the inaugural address by the new President of ALA, Edwin Castagna, and the costumed musicians who played place-name songs. "Oklahoma" brought applause from the head table led by the new second Vice President, Edmon Low, and supported by a strong delegation of Sooners and their friends in the audience.

Oklahoma librarians at the Convention, included Frances Kennedy, Bill Lowry, Wilna Tipps, Mel Spence, Gayla Bond, John Weller, John Stratton, Calvin Brewer, Cecil and Marguerite Howland, Helen Donart, Allie Beth Martin.

Among those also in attendance were former Oklahomans Dee Ann Ray, Jerry Coble, and Mabel Murphey, whose unexpired term I have enjoyed filling as alternate. Beginning with the Midwinter Conference in Washington, D.C., your newly-elected Council Representative is Elizabeth Cooper, of Oklahoma City Public Library.
Oklahoma’s First Governor’s Conference on Libraries

Mrs. Weldon Lynch — President, American Library Trustees Association (Div. of Lib. Assn.) 1961-63. Received American Library Association Citation, 1964

Richard C. Millett — Assistant to the President, International Paper Company Foundation, since 1957 with Richard de Rochefort, producing motion pictures and documentaries, 1936-37.

The Honorable HENRY BELLMON Governor of Oklahoma

Edwin Castagna — Director of Enoch Pratt Free Library, Baltimore, from 1960, President, American Library Association, 1964-65

Francis R. St. John — Library Consultant, Chief Librarian, Brooklyn Public Library, 1949-63

October 1964
Oklahoma's First Governor's Conference on Libraries

Wednesday, September 23, 1964, at the Center for Continuing Education, Norman.

Nearly 500 people, representing all but five of Oklahoma's 77 counties, were present for all or part of the day long conference, called by Governor Henry Bellmon and the Oklahoma Council on Libraries. Official registration was made by 443 persons, with many late arrivals reaching Norman after registration was closed.

The Conference was sponsored by the Oklahoma Library Association and the Oklahoma State Library to acquaint the citizens of Oklahoma with the condition of libraries in the state and arouse their interest in providing better library service.

Those attending were advised that the state-wide Conference would be followed by regional conferences in late October and November. At these, those who were at the Conference, assisted by members of the Oklahoma Council on Libraries and of the State Library staff, will meet with interested citizens in their own localities to discuss desirable action to be taken in their areas of the state.

Program

Greeting—The Honorable Henry Bellmon, Governor of Oklahoma
Address—“Good Libraries a Necessity, Not a Luxury”
Richard C. Millett, Assistant to the President of the International Paper Company Foundation, New York, N.Y.
Address—“State of Libraries in Oklahoma”—Francis R. St. John, library consultant, reporting on his survey of Oklahoma libraries.

Address—“Libraries Need Citizen Support”—Mrs. Weldon Lynch, Past President, American Library Trustee Association, Oakdale, La.

2:00 P.M. Discussion Groups

3:00 P.M. General Session—Edmon Low, member Oklahoma Council on Libraries, presiding.
Governor Bellmon's Opening Remarks:

The purpose of Oklahoma's first conference on the development of libraries is to help demonstrate the great benefits which communities receive by having adequate library services available.

One of the things that I discovered as governor of Oklahoma in trying to attract industry to our state is the fact that the most desirable type of industry is more interested in brain power than in manpower, and they generally look for communities which will give the people in their companies a chance to develop intellectually over the years and to keep current in the fields of endeavor in which they are experts.

For this reason I hope that all across Oklahoma, community leaders will begin to develop effective programs for providing adequate library services locally, and certainly on a state level. This administration will do everything we possibly can to make sure that communities do have an opportunity to provide the sort of library services which our citizens need and deserve.

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Good Libraries—A Necessity, Not a Luxury

By RICHARD C. MILLETT

Being a rank amateur about libraries, I plan to keep to some general comments about reading and libraries, then discuss some projects in connection with the International Paper Company Foundation's program of Aid to Secondary Education.

We are in the midst of a learning and reading explosion. Since 1940 newspaper circulation in the United States has increased 45 per cent. Magazine circulation has gone up 110 per cent and the number of books sold has increased by 445 per cent, a rate of growth ten times faster than our population.

What does this mean for reading and libraries? Obviously there has been an increase in reading for recreation, both fiction and non-fiction. Much study has been given to the problems of students and school libraries. Those in middle age are doing a great deal more reading these days, to keep abreast of developments in business or professional fields, and also in many new areas, such as foreign affairs and politics.

Interest is being taken in the problems of those retired, or older, with experts in the library field beginning to investigate both what kind of books appeal to senior citizens, and how to get and keep them interested in reading.

Most of us think about libraries as places where, if we have time, we stop in and pick up a book which might interest us. More important than this is the service libraries perform for students of all ages.

In 1954, when the International Paper Company Foundation began to think of education, it was obvious that if we were to help higher education we would either have to split available resources...
into such tiny pieces they would be meaningless, or pick and choose among the many colleges and universities, an untenable position.

We have always felt a major responsibility to the rural communities where our pulp and paper mills are located. We prepared a program of scholarships for high school graduates in these communities.

Before we presented this plan to the Foundation Board, Dr. Dickey of Dartmouth suggested that a bright student probably would be able to find the necessary funds to go to college, but unless he were probably prepared, he would have a difficult time getting into one.

He suggested that we try to find a way to work directly with these high schools to improve the instruction, curriculum, and guidance service.

In very simple terms, what we have been trying to do is to provide seed money to the 25 public school systems now participating. This seed money goes to underwrite projects proposed by the schools to find solutions to problems identified by them. The Foundation retains as consultants and coordinators Teachers College, Columbia University for the northern schools and Auburn University in the South. Our basic rule is that neither the Foundation nor the two institutions tell any school what they should or should not do. The initiative must come from the schools.

Once a project has proven itself it must be picked up by the local school board and carried on out of tax funds. Foundation funds are available only for the length of time it takes to prove or disprove a particular project.

Over the years, many different kinds of projects have been undertaken. Most schools originally began with testing and guidance. From this information generated by these programs have come many projects in remedial reading, mathematics, and English, as well as those designed to meet the needs of the brighter student.

Several schools have moved down from the high school grades to begin reading programs in the elementary school, in the hope that this will prevent reading problems from occurring.

In Maine, one school reported a particularly severe problem—a sizable percentage of an approaching 7th grade was composed of low-ability children, with reading and other problems. Past experience had shown that students like this would probably drop out by the 10th grade and that many of these dropouts would need a considerable portion of their lives on relief or in jail and would be a burden on the rest of the community.

A new teacher on the staff volunteered to take this on as a particular project. One-half the day they would be at school in their own class; one-half the day they would work in jobs that the teacher found for them. Successful school and job performance was required to graduate. This course has been very successful and has cut the dropout rate in this school very sharply.

At the other end of the scale, at Hadley-Lucerne near Lake George, a two-year course in literature and history for bright students has been worked up. This course relies not upon a standard text but upon a wide range of reading in original source material. The second librarian has worked closely with the team of three teachers giving this course. She has been of invaluable assistance in finding the books that these students use and also helped them in the research that they have done in the school and public libraries.

This course has been so successful that it has been taken over by the school board and is part of the regular curriculum.

A word about the projects that schools have carried on with their libraries. While we normally do not contribute in any way to bricks and mortar, we have made exceptions in one or two cases to participating schools to help with increasing the number of books available in the library. Harmony Grove in Arkansas is one. The Negro school there had, at the beginning of the program, not more than 75, and I would say closer to 50, books for all students in grades 7 through 12. A history teacher, teaching the history of the state, not only was teaching children who had no text books but was teaching without a text book of her own.

In this area of professional materials for teachers, the senior staff member at Auburn reported to us recently:

"Few schools participating in this Program had adequate professional libraries at the time the Program was initiated. Many schools today have developed valuable collections for teachers."

In summary, therefore, I think it is obvious that reading has become a vital necessity for us all, and that libraries at school, at college, in the home and in the community, are certainly, not luxuries but absolute necessities.

As a businessman, I would suggest that the time and effort spent to improve libraries is an investment in the future success of our businesses as well as an investment in our communities. It can only be of benefit to us all.
Libraries In Oklahoma

BY FRANCIS R. ST. JOHN

Everyone attending the conference was supplied with a copy of the FACTS AND GENERAL INFORMATION compiled by Francis R. St. John and his staff in the survey of libraries in the State of Oklahoma. In his report, St. John amplified the facts presented, explained the special problems existing in low income or sparsely populated areas of the State, and indicated the general lines his recommendations may be expected to follow in the comprehensive report to be made later.

The general gist of his remarks follows:

The Oklahoma state-wide library survey falls into two sections. First, accurately discovering the present condition of Oklahoma libraries. Second, determining what needs to be done to coordinate the efforts presently expended towards better library service, and pointing best to accomplish this.

In Oklahoma I found a widespread lack of understanding of the true nature of the public library. Most people think only in terms of circulation of recreational reading, and supplementing the education of students.

They have no concept, for example, of the value to business and science of a library with adequate periodicals. Many of the great advances and discoveries are published in periodicals, sometimes two or three years before they become available in book form. The public library makes this material available when it is new, and needed.

Most people do not grasp the value of the public library to students, even those served by a good school library. The public library serves the child during holidays when school libraries are closed. It serves the many commuting college students who cannot make full use of their college libraries.

Public libraries should be within access of every individual in the state.

College library budgets have nearly stood still in the past ten years, while college attendance is increasing greatly. Oklahoma's college libraries are no longer adequate.

Oklahoma has the largest percentage of young people of college age attending college, in proportion to population, of any state in the union. This is not going to do much good unless these individuals are given the opportunity to continue their education after college through good public libraries.

Is it possible to plan so you can provide a library program within a reasonable time that will provide the same opportunity to the people of Oklahoma that citizens in other states are getting? I think you can.

The situation can be improved by:

1. Education of people about what libraries are and to the value of libraries in terms of what it can mean to them.

2. Establishing more libraries that are examples of what good library service should be.

At present the Tulsa City-County system is the only one that really measures up. You have other good libraries in some areas, which do not quite meet the demands being made on them but could do so with additional support.

In some parts of the state multi-county libraries are the answer. Where income and population levels in one county are too low to achieve minimal standards with a 2 mill levy, it will be necessary for communities to work together and get larger units of service, utilizing bookmobiles and book depots, to develop good library service. Two multi-county systems are now operating in Oklahoma. With the aid of the State Library, more can be established.

Another possibility is changing your state constitution to permit counties of less than 250,000 population to set up independent county library systems. Under your present law counties with less than 250,000 population must have multi-county systems to use funds voted for establishing and operating county libraries. I may recommend that counties with a population of 40,000 or more be allowed to finance a library with a two mill levy.

When you begin to talk about any kind of legislation or tax levies, you must remember that the people in the community are the ones who have to vote for it. I urge the Oklahoma Council on Libraries and the Oklahoma Library Association to continue and intensify their efforts to interest more people in what libraries in their home areas can do for them. People who have no experience with library service, and have been left uninformed of its value, are least likely to vote for library support.
Two other problems must be faced on a realistic basis if Oklahoma is to have anything like a state-wide library service.

One is geographical area. Undertaking to provide bookmobile service over extremely large areas with a slim population may prove economically unsound. A bookmobile operation could be 40 hours per week, of which only 32 hours is actual service, and 8 hours maintenance. If you use half the time for travel and half for service your cost per book circulated rises. If you circulate a great many books within a short time ... say 100 books ... the cost isn’t bad. But if it’s 10 book or fewer within the same period you must decide whether bookmobile service can be justified. In some areas book depots might be more efficient. I think I will recommend in my final report that 6,000 square miles is the maximum area that can be served by one library system.

The other problem is income level. In 33 counties a full two mill levy would not produce $2 per capita, in some, very considerably less. Without the $2 per capita figure I doubt if the service wouldn’t be anything worthwhile. In these areas some kind of state aid will be necessary.

A state equalization fund will be needed to reach the $2 per capita income for libraries throughout the state, with high income areas helping low income ones.

The Oklahoma State Library should be the center of better library service, but it has been starved for funds, for space, and for personnel.

If you will compare the expenditures for education and welfare with those for the Oklahoma State Library between 1955 and 1964 almost at the beginning of your "Facts and Information" sheets you will see that the library has been kept virtually at a standstill for the past ten years, while the other state expenditures have been increased to meet your responsibility to a growing population.

In 1955 the expenditures were $138,768, in 1964, $247,449, $110,000 is money which came from the Federal Budget under the Rural Library Act. The state budget is only $220,000 this year.

The first step should be educating the people to what good library service is, and the part the State Library should take in providing it. The library should contain material generally needed by people in all fields of work.

Your state library cannot operate on a state-wide basis in its present quarters. My recommendation would be for a building of 100,000 to 200,000 square feet, built to modern specifications, where people who need to use the state library will have a place to work, which they do not presently have. It should have space to house the archives and documents needed by legislators, historians, scholars and the many others who have need of them, where they are conveniently accessible.

I believe the survey will show the true need for the development of a program for the state-wide service and that the recommendations will indicate the soundest way of accomplishing this.

**Libraries Need Citizens Support**

**By MRS. WELDON LYNCH**

My subject for today’s talk—“Libraries Need Citizen Support”—puts me in the same invulnerable position as that of a preacher who preaches against sin. There can’t possibly be a dissenting voice.”

But, though we all agree in saying that libraries need citizen support, what are we prepared to do about it? And what kind of support, anyway?

And who are these citizens?

They are you. You and your families multiplied by hundreds of thousands to encompass every citizen of the state of Oklahoma.

“But that’s a lot of people,” you say. “How can we get citizens support from all sorts of people, all over a big state like Oklahoma?”

It is a lot of people—but in today’s organized world, you’ll find that they all fit into some category or group. Let’s name a few: Business and industry, professional people, housewives, school children, retired persons. There are others, but this is pretty much of a cross-section, isn’t it? And they are all citizens—even the school children—and they should all support the library. And why?

OKLAHOMA LIBRARIAN
Well, remember this question of library support is not a one-way street with one narrow lane leading up to the library's doors. No, this is a two-way street. One lane is library support leading from the citizens to the library. But there is a second lane, and that lane of library service leads out from the library to the citizens!

Now, that's more like it! Because we know that today's library—if it is today's library—gives direct service to every one of these groups of citizens.

What does the "library service lane" hold for the business and industrial community? There was a long period when business recognized no practical need for the library. But not now, today business wants informed executives who are prepared to rise to leadership. Business demands education in its employees—and the biggest and most flexible source today of continuing adult education is the public library.

As for industry, the public library—where it is a real library—has become America's newest public utility.

We have come to recognize that for a healthful industrial climate, we must have good libraries, as well as good roads, good schools, a stable labor pool, and a dependable water supply. Industry knows that their executive staff expects library service, and their work force demands it—not for themselves, then for their children.

In the same manner, the library serves the professions. The enrichment materials to be found there offer much to the professional as well as to the student or apprentice.

I named as the next group of interested citizens those we call "housewives." As one of them, I submit that this is a very poor label. I prefer the unadorned all-embracing term, "women." Those who cook the meals, invest the money, spank the babies, and get out the vote— as well as occupy a place in almost every strata of business and industry.

And what about those junior citizens of ours, the school children, and the pre-school child? Theirs is a citizen support that no library should overlook—for if the children are on your side, the parents are bound to be drawn in. We cannot begin too early to teach our children that the library is an absolute essential in their education and growth as a person.

And those retired persons depend on the library for resource and recreation. To many of these, living on modest pensions, the free public library is their most realistic link with the active outside world—it is their greatest joy.

Well, these are some of the citizens who are served by the library, and who should support it and why.

But in Oklahoma, there is a special problem. As Mr. St. John has told us this morning, most one-third of Oklahoma's people have no library to serve them. No library they can support. But, just a library isn't enough, a library for today has to be equal to today's demands and it must be well supported financially to make this possible.

Ah, now we come to it! Money, and when we start dealing with the public money, we get into politics. But with a library, or trying to get a library, we are in politics.

So we have here in your state a double-barreled situation. We need citizen recognition of the problem of not enough libraries, and citizen support for extending library service over the face of Oklahoma until all citizens may be served.

The same two things are going to dog us in both of these endeavors in improving existing libraries and creating new ones. Apathy and Indifference. Every one of us who has tried to arouse public to some real need knows it. They are not exactly hostile, they simply take the attitude of: "If we don't notice them, they'll go away." And the only way to appeal to such a public, is to turn away from the great apathetic mass, and speak to the individual citizen. Citizens who recognize that good libraries are vital to our free society. Citizens who care about the library.

We hope you have been infected with the virus of discontent with things as they are. If enough of you become actively concerned, you can tell Oklahoma's citizens what needs doing—you can tell them and sell them and make them do it!

All the right first steps have been taken: you have the Oklahoma State Library and the Oklahoma Library Association to provide leadership. You have the Oklahoma Council on Libraries to encourage development. You have instituted a state-wide survey of libraries to provide guidelines for the future.

And now we look to you to give a high priority to concern for libraries. We ask you to lend a shoulder to accomplishing good libraries for Oklahoma. We know you are intellectually committed to libraries: we want you to be emotionally committed as well.

I know there is enough spirit and intelligence and perseverance right here in this room to accomplish any objective you set your minds—and hearts—upon.

Good luck and Godspeed as you set to the task of building better libraries in Oklahoma.
Governor Henry Bellmon Calls Oklahoma's First Governor's Conference on Libraries, called by Governor Bellmon and the Oklahoma Council on Libraries, brought together citizens from all parts of Oklahoma on September 23rd at the Center for Continuing Education in Norman.

Though it was called the Governor's Conference on Libraries and the governor was there, you had to look closely to see a librarian. Registrants were Oklahoma people from all walks of life—lawyers, oil men, housewives, doctors, military men, teachers, bankers, college presidents, judges and geologists. They had one thing in common—all had been recommended as being people who accomplish.

In order to leave maximum room for these interested citizens, librarians were noticeably absent. Except for a few called in to serve in a resource capacity for the discussion groups, about the only librarians to be seen were those from groups involved in the planning of the conference—the Oklahoma Council on Libraries, the executive board of O.L.A. and the O.L.A. Library Development Committee.

It was a star-studded program. Between Governor Henry Bellmon's welcoming speech at 9:30 a.m. and American Library Association President Edwin Castagna's closing talk at 3 p.m. there were messages from other such notables as Mrs. Weldon Lynch, past president of the American Library Trustees Association, and Richard Mallett, assistant to the president of the International Paper Company Foundation. All pointed out the very crucial need for good library service in Oklahoma.

Governor Bellmon emphasized that good library service affects the industrial growth of Oklahoma, saying that it is no longer areas of cheap labor that industry seeks but areas of brain power where people with skills can find the facilities to keep their skills up-to-date.

The same thought was echoed by Mr. Mallett, who said that unless the professional man keeps up with his reading it won't be long before he falls behind in his profession. "It is not a luxury, but a sound investment to have a good library system," he concluded.

Mrs. Weldon Lynch, speaking at the luncheon.
suggested that the public library, where it is a real library, has become America's newest public utility, and that for a healthful industrial climate, we must have good libraries as well as good roads, good schools and a dependable water supply.

"A.L.A. President Castagna brought in a historical comparison when he said that what is needed now is a new Oklahoma run—this time not for land but a Run for Libraries, to make the land and its people infinitely richer.

No one among the nearly 500 Oklahoma citizens in the audience could doubt that there is a great and grave need for improvement in Oklahoma's libraries after Library Consultant Francis St. John presented an interim report on the survey he is conducting on library service in Oklahoma. Mr. St. John reported that 25 percent of the people in Oklahoma live in areas not served by a public library and that 95 percent of the public libraries in Oklahoma fail to come up to the minimum standards of financial support set by the Oklahoma Library Association. He found that less than half of Oklahoma's public schools have a library and that only one-fourth have librarians. As one member of the audience, Mrs. H. M. Bendleman of Okmulgee, said, "There is certainly no room for complacency."

John Bennett Shaw, chairman of the Oklahoma Council on Libraries, reports that though the lack of space at the Center for Continuing Education in Norman limited the number who could be invited to the First Governor's Conference, future plans include regional meetings which all interested citizens and librarians will be encouraged to attend. These will be held from October 26 to November 23 in Ardmore, Bartlesville, Clinton, Durant, Enid, Guymon, Lawton, McAlester, Muskogee, Oklahoma City, Stillwater, Tulsa and Woodward.

In addition, Mrs. Alie Beth Martin, chairman of arrangements for the First Governor's Conference on Libraries, reports that a second Governor's conference may be in the offing for next year. Meanwhile, Mrs. Martin suggests, it will be up to librarians in all areas of the state to see to it that the momentum of this first conference is not lost, but that interest generated among Oklahoma citizens at this conference continues and grows and that effective local organizations operate in support and development of public, school, college, university and special libraries.
Libraries Today And Tomorrow

By EDWIN CASTAGNA

Library development in the United States has been great, and in some cases spectacular. But there are still tens of millions of American citizens without ready access to any library service. And other tens of millions have only the most primitive libraries.

Cooperation is growing among American libraries. Soon, if we are up to our responsibilities, there will be a true national library network, linking us all together in access to the nation's recorded knowledge, as our national highway system links us together in access to each other. Enlightened librarians, trustees, and officials recognize that, as the consolidated school drawing students from a fairly wide area can give better education than the old one-room school, so the library which serves a metropolitan area, a county, or several counties, is usually superior to the old isolated go-it-alone local library in book collection, staff and variety of services.

A new incentive for cooperation and the formation of larger units of library service is increasing financial aid from states and from the federal government. New York, Pennsylvania, Maryland, California and many other states have recognized the state responsibility for libraries as an integral part of the state educational system. And recently the federal government, with the passage of the $5 million dollar Library Service and Construction Act, has recognized the federal government's obligation toward all public libraries, not only those of the rural areas. The availability of this money from the higher echelons of government has made the difference between pathetically inadequate libraries and institutions with a fighting chance to meet the great demands upon us.

With higher standards for personnel, book collections, and library buildings, local trustees have responded by adding to the state and federal money increased local funds to boost the level of library service far above what would have been possible in isolation.

With this stepping up of library service have come enormously increased demands for service. The general increase in the level of education of the whole population means that there are more people using libraries than ever before. And the use is an increasingly serious use.

What about the future? The American people have shown increasingly that they value and will pay for public services, such as libraries give, and they will cheerfully pay for, and make intensive use of, excellent service.

So we can say with some assurance that among the things ahead are:

1. Growing cooperation among libraries, with the development of larger, stronger systems.

2. Increasing public support for libraries from local, state and federal funds.

3. Continuing strong local library control and leadership with advice and consultation from state and federal experts.

4. More and more demand for access to a broad spectrum of library materials, including not only books, periodicals and documents, but also motion picture films, phonograph records, tapes, microfilms and all other media by which ideas are communicated.

5. A greater proportion of professionally trained librarians. And if they are to be available in the numbers needed, library salaries must be sharply increased.

6. Technological improvements which will dazzle all of us. Soon we may have direct access to the entire collection of the Library of Congress through devices which will be able to activate in dozens of libraries in Oklahoma. We will have increasing use of teletype. Television may become a commonplace in libraries. You should soon be able to have printed out and handed to you, even if you live in Cimarron, Choctaw or Cherokee County, a copy of an article in a periodical in the Library of Congress.

Beyond these specific things I see the libraries of the nation responding not only to the needs of the best-educated. We must reach out to those marginal fellow citizens of ours, and help them become reasonably literate, respected and self-respecting members of society.

What about the future of your Oklahoma libraries? You have had the good judgment to bring one of the outstanding library experts in the country, Francis St. John, to advise you. You can do nothing better than to carefully listen to what he suggests and carry out all of it as soon as possible. If the price tag on what he suggests is not pretty high, I will be surprised and you will have the right to be disappointed. No one will remember you for how cautious you have been. But you will command the respect of your successors if during your time you have the courage and imagination to plan for libraries that will be a glorious asset to your State.
OKLAHOMA LIBRARY SURVEY
Facts and General Information

by Francis F. St. John

GENERAL INFORMATION
Oklahoma's population of 2,328,384 ranks the State 27th in size in the United States.
Oklahoma's area of 69,919 square miles ranks it as 43rd in size in the United States.
Oklahoma has 77 counties, 64 of which lost population between 1950 and 1960. Four counties gained between 3% and 6.6% during the same period. Oklahoma's expenditures for

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Twenty-six States range in population from 1,000,000 to 5,000,000. In this group, Oklahoma is 13th in size of population and 16th in per capita income.

Of the 26 States in this group, 14 have a State Aid Plan for libraries. Oklahoma has none.

FEDERAL AID TO LIBRARIES
Oklahoma lost $64,187. Because State appropriations did not meet the requirements of the Library Services Act 1956-1964. They were too low to comply with the matching fund formula.
Under the expanded Library Services and Construction Act 1965 the following funds are available to the State of Oklahoma if matched according to the formula of 53.43% Federal to 41.52% State.

Title I—Library Services:

| Federal Share | $352,626         |
| State Share   | 250,266          |
| Total         | $602,892         |

Total State "matching" funds available (used for public library development in State) $602,892.
Total Federal funds available on this basis $230,124.

LOSS TO LIBRARY DEVELOPMENT IN STATE OF OKLAHOMA in 1964-65 due to lack of sufficient "matching" funds:

| Federal Funds | $228,070         |
| State Funds   | 161,910          |
| Total         | $389,980         |

FINANCIAL SUPPORT OF PUBLIC LIBRARIES IN OKLAHOMA
Oklahoma Library Association standard
for minimum support $2.00 per capita
American Library Association standard
for minimum support $3.32 per capita
Average support for Oklahoma public libraries $3.99 per capita

Of the 77 Oklahoma counties, 13 have no tax supported public libraries.
The 129 public libraries serving Oklahoma's population of 2,328,384 and its 69,919 square miles receive the following support:

- 34 libraries—less than 50c per capita
- 31 libraries—from 50c to 90c per capita
- 23 libraries—from $1.00 to $1.49 per capita
- 6 libraries—from $1.50 to $1.99 per capita
- 7 libraries—$2.00 or over per capita
- 28 libraries did not submit information

POPULATION SERVED BY PUBLIC LIBRARIES
All modern library criteria recommend larger units of service through the development of systems of libraries.
In Oklahoma 673,989 (or better than one-quarter) of the people live in areas not served by a public library.

October, 1964
35 libraries serve populations under 2,500
34 libraries serve populations between 2,500-4,999
25 libraries serve populations between 5,000-9,999
23 libraries serve populations between 10,000-24,999
4 libraries serve populations between 25,000-49,999
4 libraries serve populations between 50,000-99,999
2 libraries serve populations over 100,000
12 libraries did not submit information
—Pioneer Multi County System and Chickasha Multi County System included
—Tulsa City-County System included

QUALITY OF LIBRARY SERVICE IN OKLAHOMA

Books
54% of Oklahoma’s public libraries have two or less books per capita for population served.

Staff
44 libraries report one staff member or less.
20 libraries employ professional librarians.
Of the 47 professional librarians reported employed in public libraries in the State, 22 are employed in the Tulsa City-County System.

Hours
60% of Oklahoma’s public libraries are open less than 40 hours per week.

SCHOOL LIBRARIES

Number of operating school districts:
June 30, 1946 2,649 districts
June 30, 1944 1,154 districts

Elementary Schools
Of 1,705 schools, only 719 have a central library and only 436 of these have a librarian. 283 schools with a central library have not designated anyone as a librarian.
The average expenditure for books in Oklahoma’s elementary schools is 22¢ less (or $1.70) than the national average of $1.92.

Junior and Senior High Schools
Of 925 schools, 39 have no librarians, 53 which have designated a librarian do not allow time for work in the library.
While 297 Junior High Schools permit time for a librarian to work in the library during the day, this represents only a total of 832 hours or an average of 2.1 hours per day.
Of 373 High Schools having librarians only 63 are assigned full time.

COLLEGE AND UNIVERSITY LIBRARIES

Financial Support

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<th>Amount Received per Student</th>
<th>Number of Libraries</th>
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<td>Less than $10</td>
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<td>$10-$19.99</td>
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<tr>
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Annual Expenditures for Books and Materials

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Oklahoma Librarian
Governor's Conference on Libraries Registration List

SEPTEMBER 23, 1964
Oklahoma Center for Continuing Education
Norman, Oklahoma

Aaronson, Alfred E., Tulsa; Abbott, Mrs. W. Rogers, Oklahoma City; Adair, Janie, Seminole; Adams, Mrs. Hugh J., Guthrie; Addy, W. E., Chickasha; Amis, Mrs. Nancy, Stillwater; Anderson, James, McAlester; Arnold, P. M., Bartlesville.

Bacon, W. J., Sayre; Baggett, Herman, Hugo; Baker, J. N., Wilburton; Baker, Mrs. Pat, Norman; Bailey, Jess, Clayton; Barksdale, John, Okmulgee; Bartlett, Dewey, Tulsa; Bartlett, Mrs. E. F., Antlers; Baumert, Earl, Poteau; Beavers, Carl A., Oklahoma City; Beidlemann, Mrs. Henry M., Okmulgee.

Belden, Mrs. Bernard, Stillwater; Bell, Mrs. Sarah Jane, Oklahoma City; Bellmon, Gov., Henry; Oklahoma City; Benbrook, Temple, Woodward; Bennett, Phil C., Oklahoma City; Bernhardt, Bill, Jr, Stillwater; Berry, Mrs. George E., Oklahoma City; Betzhan, Mrs. Jack, Okmulgee; Bethel, Mrs. W. R., Tulsa; Biffle, Mrs. James, Wahria, Billings, J. W., Cushing; Black, Mr. Jack E., Norman; Blair, Bill, Oklahoma City; Blanchard, Daniel L., Oklahoma City.

Blanchard, Everett E., Oklahoma City, Bole, Mrs. J. L., Bartlesville; Boone, Mrs. Reece R., Jr, Mooreland; Borum, Mrs. Wallace G., Pryor; Bosley, Sterling, Duncan; Boswell, King, Tulsa; Bowman, Mrs. George, Kingfisher.

Bouds, James, Hugo; Boyd, Jack V., Oklahoma City, Bradbury, Mrs. M. C., Meridian, Bradshaw; Mrs. Lindsay M., Dallas, Texas; Brannan, Herbert L., Oklahoma City, Branscum, Mrs. Truman, Seminole; Bratton, V. C., Norman, Brewer, Calvin, Stillwater; Brillhart, Norman W., Madill.

Brown, Mrs. Alvin, Chickasha; Brown, Mrs. Horace N., Norman; Burke, Joe E., Norman; Burdick, Richard, Lawton; Burdine, Ora, Blanchard; Burrough, Minfred, Guthrie.

Calahan, Mrs. Wayman, Poteau; Caldwell, Mrs. George H., Ft. Tappan, Callahan, Mrs. Bill; Reed, Campbell, G., Raymond, Oklahoma City; Carroll, H. E., Stigler, Carman, William N., Norman; Carmichael, Dr. John B., Woodward; Carroll, Mrs. Laverne, Norman; Carter, Mrs. Irvin, Canton.

Castagna, Edwin, Baltimore, Maryland; Chambers, Mrs. Cecil B., Frederick, Chapman, Charlie; Caldwell, Chadister, Mrs. Dean, Adair; Cheyning, V. K., Mrs. Okemah, Clack, Grady W., Okmulgee; Chezy, Mrs. Mary, Oklahoma City, Everly, Mrs. Marjorie, Alva; Cole, Mrs. Charles R., Oklahoma City.

Coles, Mrs. Sylvia, Midwest City; Cook, Mrs. Opal, Broken Bow; Cook, William, Norman; Cooksey, Rev. D. C., Jr., Tulsa; Cooper, Aubrey, Oklahoma City; Cooper, Carole, Oklahoma City; Cooper, Miss Elizabeth, Oklahoma City; Corbett, Les, Duncan; Cornelius, Wayman, Fairview.

Coughran, Blanche L., Checotah; Counts, Mrs. W. L., Shawnee; Craddock, Mariam, Oklahoma City; Crawford, Mrs. C. M., Frederick; Crockett, Bernice, Durant; Culver, Mrs. Ben, Pawhuska; Crumpler, Lillian, Wekoka.

Dantoro, Mrs. Lewis, Oklahoma City; Davenport, Mrs. I. L., Sulphur; Davidson, Mrs. L. W., Wister; Davids, Mrs. Frank L., Jr., Oklahoma City; Davis, Mrs. Frank, Sullivan; Dawson, Mrs. L. R., Weatherford; Day, Mrs. Billie M., Ardmore; Deason, Mrs. Jack, Ft. Cobb, Debo, Miss Angie, Marshall.

Defuel, George F., Oklahoma City; DelFord, Kathryn, Anadarko; Ditmars, Mrs. S. F., Muskogee; Dixon, Mrs. E. D., Woodward; Ebenezer, Mrs. Elmer, Coyle; Donart, Miss Helen, Stillwater; Doughty, Harold, Altus.

Doughty, Mrs. Harold, Altus; Dotter, Mrs. Alice, Okemah; Dover, Mrs. Leta, Baca; Dublap, Dr. E. T., Oklahoma City; Du Vall, Miss Frances, Alva.

Easton, Mrs. Flora, Antlers; Eddinger, L. B., Hugo; Elliott, Mrs. E. C., Pauls Valley; Elliott, Mrs. William, Duncan; Ellis, Robert L., Hominy; Ellison, Mrs. C. D., Oklahoma City; Ellsworth, C. R., Lawton; Emerson, Earle E., Coalgiate.

Erhardt, Mrs. Elizabeth, Tulsa; Essary, Mrs. Raymond, Portera; Evans, Mrs. A. D., Jr., Oklahoma City; Evans, Leon, El Reno; Evans, Miss Elsie, Jr., Bartlesville; Exalt, Mrs. Lee, Wayne, Okla.

Farr, Deane R., Clinton; Fauthner, Vel, Vinita; Fainey, Mrs. Wray, Ft. Cobb; Frass, W. G., Elk City; Frates, Mrs. C. I., Edmond.

Frazier, James R., Okmulgee; French, Miss Zelia, Mann; Frizzell, Mrs. J. D., Oklahoma City; Funk, Ralph, Oklahoma City.

Gatchell, Lois, Tulsa; Gates, Mrs. Jean, Cherokee; Garrett, J. M., Coalgiate.

George, Mrs. Edward, Holdenville; Gilbert, Mr. Tom, Wagoner; Gilbert, Mrs. Tom, Wagoner, Gil, Tulsa; Lithuania, Goodall, Joan B., Purcell.

Gorman, Miss Edith, Alva; Grady, Charles, Chickasha; Grant, Mrs. Tom & Davis; Gray, Mrs. Walter S., Oklahoma City; Gray, Walter Jr, Oklahoma City; Green, Charles E., Lawton.
Green, Dr. John W., Jr. Claremore, Gregory, Edward, Duncan; Gammerson, Dow, Oklahoma City; Gunning, Mr. C.C. Wilburton.

Haley, Mrs. J. K. Mountain View; Hall, Ira D., Oklahoma City; Hall, Mrs. Jim, Jr. Sigler; Hall, Mrs. Walter B. Ft. Towsen; Hancoke, Mrs. Bill, Mountain View, Hance, M.O. Opal, Shawnee; Hancock, Mrs. Glen, Marietta; Hardy, Miss Willa Grace, Cushing.

Harlow, James, Norman; Harold, H. R. Tonkawa; Harris, Arthur S. Rush Springs; Harris, Mrs. Lynn M. Frederick, Harrison, A. R. El Reno, Hartwell; Mrs. I. D. Hugo; Hasham, Mrs. Gilbert E. Anadarko; Hay, Mrs. David H. Perry.

Hayton, Mrs. Billy, Billings; Hearthill, O. M., Jr., Midwest City; Heilmann, Mrs. Beth, Oklahoma City; Henke, Miss Esther Mae, Oklahoma City; Hoje, Dr. Ted S. Muskogee, Hindlech, Charles E., Norman, Hedges, Gene, Edmond; Hochadel, Harry P., Bartlesville.

Holemb, Mrs. Thad, Bowring, Hollow, Ira J. Stillwater, Holley, Mrs. Carrie G. Maud, Holmes, Col. Rex W. Wynnewood; Holway, D. E., Tulsa; Hooper, Mrs. Paul, Randlett, Hudson, Mrs. Lee Roy, Hollis, Mrs. Howard, Ralph, Oklahoma City; Hutchinson, Mrs. Dorothy, Grove, Ingram, Mrs. Ada, Edmond.

Jackson, Joe C., Edmond; Jackson, Kenneth II, Austin, Texas; James, Mrs. Wallace W., McAlester; Johnson, Nedra, Oklahoma City; Johnson, Wilma, Tulsa; Johnson, Jacob, Warner.

Johnson, Marvin R., Oklahoma City; Johnson, Mark R., M. D., Oklahoma City, Johnson, Mrs. Pat, Oklahoma City; Jones, Robert Burke, Oklahoma City; Jones, Mrs. Walter N. Bristow, Jordan, Mrs. Ramon, Seiling.

Kant, Dr. Noéi, Claremore; Keating, Milton, Laton, Kemery, C. N., Oklahoma City; Kemery, James O., Tulsa; Kennedy, Miss Frances, Oklahoma City; Kennedy, Mrs. J. C. Laton, Kern, Mrs. Earl, Gates, Kidd, Philip C., Jr., Norman.

Kidd, Mrs. Philip, Jr., Norman, King, Floyd L., Eakley, Kirk, M., Darwin, Tulsa, Kleen, Mrs. Harold, Oklahoma City; Kleiner, John H., Oklahoma City; Knox, Mrs. Harold, McAlester; Kramer, Mrs. Kenneth, Vinson.

Lachenmeyer, Mrs. H. M., Cushing; Latarlette, Lavona, Broken Arrow; LaGrave, Miss Virginia, Oklahoma City, Laird, Jeff R., Sulphur, Lake Velma A., Duncan; Lajur, Grest, Gamine, Lamp, Harber, Shawnee, Lane, Charles E., Oklahoma City; Laiz, Mrs. Paul A. Muskogee.


Lloyd, Mrs. Helen, Stillwater, Long, Hugh, Del City, Luttinville, Savoie, Norman, Loy, Mrs. Frank, Jr., Wynnewood, Love, Mrs. E. C., Jr., Chandler, Love, Mrs. Jack, Shawnee.

Lovejoy, Mrs. William N., Oklahoma City; Low, Edmon, Stillwater, Lowry, Bill, Norman, Loy, Mrs. Bryan, Antlers, Lubin, Dr. E. N., Tulsa, Lynch, Mrs. Weldon, Oakdale, Louisiana.

Maddox, Trean, Tulsa; Maley, John, Okmulgee, Mann, Mrs. Burl, Sulphur, Manning, Miss Irma, Stillwater, Martin, Mrs. Allie Beth, Tulsa, Mancell, Mrs. John B., Vinita, Maple, Mrs. James, Antlers, Marsh, Paul A., Norman, Martner, Mary, Tulsa.

Massey, W. T., Cushing, Masters, Hardin W., Oklahoma City, Mathies, Mrs. Woodson Wister, McNally, Arthur M., Norman, McGain, Mrs. Lula B., Boley, McCall, Mrs. C. A., Atoka, McCleod, Mrs. Verna, Hollis, McCollough, Rev. Kenneth, Oklahoma City.


Montgomery, Mrs. Henry, Purcell, Montgomery, Dr. J. W., Poteau, Montgomery, R., Hobart, Moore, Burl, Sigler, Moore, Mrs. Wayne H., Hollis, Morris, Louis, Weatherford, Morse, William F., Ardmore, Mosley, John, Chickasha.

Moss, Mrs. R. E., Vinita, Motter, Robert J., Muskogee, Muldrow, Hal L., Norman, Munn, Mrs. Loyd, Sigler, Myers, Miss Gertrude, Altus, Myers, Mrs. R. D., Clinton, Maddox, Miss Eugenia, Tulsa.

Nalley, Olen, Oklahoma City, Newby, Jerry, Oklahoma City, Nichols, Billy E., Cordell, Nister, Desmond H., Welecka, Nix, Imogene I., Talkequah, Norberg, Mrs. Hans A., Tulsa, Norvell, Mrs. Albert, Wewoka, Nossaman, Mrs. Eva, Cherokee.

O'Bannon, Mrs. Frank, Claremore, Ogivie, Phil, Tulsa, Oliphant, George W., Holdenville, Olsen, Dale C., Tulsa, Ortman, Mrs. Hutoka, Hennessey, Osborn, George R., El Reno, Owens, Miss Virginia, Oklahoma City.

Palmer, Mrs. John, Okemah, Pankey, L. J., Cheyenne, Papafrangos, Charles, Okmulgee, Parker, Jack F., Oklahoma City, Parham, Paul, Talkequah, Park, Robert B., Chickasha, Paschal.
Mrs. J. R. Marquet, Patterson, Mrs. Mildred Oklahoma City.
Patterson, Harry, Sayre; Patterson, Mildred, Guthrie; Patterson, Helen E., Oklahoma City; Payne J. Win, Ponce, Pendergrass; Woodward G., Tulsa; Pe~l, Mrs. Frances, Stillwater; Penin, Dr. Charles R., El Reno; Perry, Dr. William, Tulsa.
Pettway, R. W., Austin, Texas; Phelps, Edna, McAlester; Phillips, Mrs. Doran, Oklahoma City; Pilger, R. A., Durant; Plume, A. E., Ardmore; Point, Dr. Thomas C., Oklahoma City; Pointer, Mrs. Ed L., Sallisaw, Pond, Mrs. J. C., Medford.
Powars, Mrs. J. L., Oklahoma City; Preston, G. R., Tulsa; Pride, Mrs. Perry, Rhabel, Purcell, E. H., Moore.
Raffety, Bill, Blackwell; Ralls, Mrs. C., Carter, Weatherford; Ralls, Mrs. Joe, Jr., Atoka; Rambo, Mrs. Hal F., Tulsa; Reesel, Mrs. B. L., Randlett, Reynolds, Ted, Norman, Rice, Robert E., Duncan.
Richert, Mrs. Harvex, Weatherford; Riddle, Klein R., Pawnee; Rinland, Mrs. Martha, Norman; Robbins, Mrs. Jewell, Pauls Valley; Roberts, J. R., Blackwell; Robinson, W. P., Tulsa; Rockett, Chad, Oklahoma City; Rothbaum, Julian J., Tulsa, Rowe, Mrs. Wayne, Sr., Lawton.
Sandlin, Mrs. Hugh M., Holdenville; Schaefer, Robert, Marshall; Schmid, Col. E. P., Oklahoma City; Schneider, Mrs. Raymond, Arnett; Schneider, Raymond, Arnett; Schomaker, Wayne, Semmle; Schumacher, Rev. Fred, Oklahoma City.
Scott, Mrs. Raymond R., Claremore; Scott, William B., Langston, Shaw, John Bennett, Tulsa, Shirecliff, Dr. Edward, Oklahoma City; Shoel, Mrs. A. L., Weatherford, Shortes, Alma J., RYan, Shubert, Mrs. Desegue, Shawnee, Simmons, Mrs. Jack, Cushing.
Shef, Miss Golda, Oklahoma City; Sloan, Mrs. Mary, Norman; Smith, Mrs. Austin C., Ardmore; Smith, Dr. Dan, Oklahoma City; Smith, Mrs. Chester, Arapahoe; Smith, Miss Elizabeth, Bethany, Smith, Mrs. Harry, Duncan.
Smith, Mrs. Roy J., Bartlesville, Smith, Wilham, Elza, Ennula; Smyth, Ethel F., Okemah; Sneed, Earl, Norman; Sneed, Rev. Richard, Shawnee; Snyder, Mrs. Sam A., Hennessey; Spence, Melville R., Norman, Spencer, Charles F., Ada.
Spay Jey, Miss Grace Lee, Stillwater, St. John, Frances B., Brooklyn, Stacey, James M., Talequah, Stacey, Mrs. James M., Talequah; Stewart, Bill, Muskogee; Steele, Mrs. Guy M. Jr., Norman, Stephens, Mrs. Waldo, Oklahoma City; Stratton, John B., Stillwater.
Strass, Mrs. George E., Konawa; Strickland, Mrs. Jimmy, Hollis, Strong, Louis B., Blackwell.
Stuart, Mrs. Carl K., Oklahoma City, Stubbs, W. R., Henryetta.
Taylor, Mrs. Norma, Stillwater; Taylor, Mrs. Joe W., Davis; Thomas, Mrs. Clarke, Oklahoma City, Thomas, Gerald W., Shattuck, Thomas, Mrs. George, Ninnekah, Thomas, Mrs. Della, Stillwater, Thosmon, Mrs. R. L., Ardmore.
Thompson, S. A., Arch, McAlester; Tolbert, Mrs. Miles, Hobart; Totten, Elizabeth, Ponca City, Townley, Mrs. Betty Lou, Oklahoma City; Traverse, Mrs. C. A. Alva, Trencor, Mrs. Aline Jean, Oklahoma City, Turner, Glen, Oklahoma City.
Vassar, Mrs. Paul, Chandler, Vegher, Gerald, Meyers, Vornholt, John, Norman.
Wagner, Stanley P., Oklahoma City; Walter, Robert, Kingfisher; Wallace, Mrs. George, Jay, Watson, Butford, Muskogee, Weast, V. Kay, Weatherford, Wells, Mrs. Darwin, Hunter, Westmoreland, Mrs. Pat, Bethany.
Wick, Carl, Oklahoma City, Wilbanks, O. M., Holdenville, Wiley, Don, Grove, Wilkes, Mr. Thomas F., Oklahoma City;; Wilkins, Gerald D., Enid, Williams, Mrs. James W., Ardmore, Williams, Mrs. John, Coyle, Willam, Dr. Oliver S., Stillwater, Wilson, Mrs. George, Guthrie.
Windle, Mrs. Herman, Granite, Winfrey, Dorman H., Austin, Texas, Winn, Herbert E., Bartlesville, Wright, Mrs. Clarence R., Yukon, Wolf, Leeland, Noble, Wood, Mrs. Fox HI., Spiro, Word, C. R., Beaver.
Young, Mrs. Stanton L., Oklahoma City.

Oklahoma's first Governor's Conference on Libraries was called by the Honorable Henry Bellmon, Governor of the State of Oklahoma and by the Oklahoma Council on Libraries. Sponsors of the Conference were the Oklahoma Library Association and the Oklahoma State Library.
The Conference Committee was composed of the following groups: The Oklahoma Council on Libraries, the Oklahoma Library Association Development Committee, the Oklahoma Library Association officers, the Advisory Board to the State Librarian on Extension Matters, and of five other members with responsibilities.
Mrs. Allie Beth Martin, Tulsa, served as Chairman for the Conference Committee, and Dr. F. E. Shirecliff, Oklahoma City, was Co-Chairman.
What Can We Do?

Those attending the conference divided into 21 groups after luncheon, to discuss information given in the report by Francis R. St. John, and how best to deal with library problems in their home locality. Each group had a leader, a recorder, and a research person.

The principle concern of most groups was arousing the public to a sustained interest in the need for library service. Among the proposals for achieving this made in several of the groups were:

- Gaining the support of all organized groups interested in civic betterment, such as civic clubs, women’s clubs, farm study groups, PTA.
- Organization of a Friends of the Library group in localities where none exists, and if possible on a state-wide basis.
- Enlisting the cooperation and support of all news media.
- Concentrated efforts by leading citizens in each community to convince city and county officials of the need for libraries.

An intensive educational program, over the state, to educate all citizens on the need for libraries. Proposed in this connection were: wide distribution of the St. John survey; programs directed to children; bringing the problem to the attention of all state legislators.

Most of the groups also discussed library financing, and the need for state legislation, with the understanding that accomplishing these must follow an aroused public interest. Virtually all groups agreed that additional state funds for libraries should be voted, and that Oklahoma should obtain federal funds by matching with state funds.

Mrs. Weldon Lynch, luncheon speaker

REGIONAL MEETINGS

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<td>Auditorium, U.S. Bureau of Mines</td>
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<td>November 17</td>
<td>Tulsa</td>
<td>All Souls Unitarian Hall, 2952 S. Peoria</td>
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<td>November 18</td>
<td>Oklahoma City</td>
<td>Auditorium, Sequoyah Office Building</td>
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<td>Muskogee</td>
<td>All Purpose Room, YMCA</td>
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<td>Guymon</td>
<td>District Court Room, County Court House</td>
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<td>November 30</td>
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<td>Room 100, Administration Building</td>
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OKLAHOMA LIBRARIAN
Focus on Change:
Challenge to School-Public Library Relations

By AUDREY BIEL

It is indeed a real pleasure for me to be here with you at your 57th annual convention. Certainly you are to be complimented on your topic Focus on Change: Challenge to School-Public Library Relations. I believe there is no part of library service which is as important as that of service to young people. Indeed this is part of the change in the past few years. Early libraries were meant for the scholarly and only in comparatively recent times has society begun to realize that in order to make scholars we must begin early. Certainly the change in the number of elementary and high school libraries, as well as increased personnel and book funds for children and adults, give credence to this belief.

As usual when I talk to an audience of librarians I feel very humble and somewhat confused as to just what I can tell you people who do so much with and for so many people in this age group which we both serve. However, I thought it would be interesting for us to talk about our common problems which we have, as well as our differences.

Although we have changed it is interesting to note that records prove that the young have always been with us, as quote, "As early as 1884, when the term 'juvenile delinquency' was waiting to be coined, the Librarian complained that large numbers of boys, 'street Arabs' or gamins, visit the Library in the evening from about seven to nine o'clock. The difficulty in dealing with them in maintaining order is very great. Yet the importance of encouraging their attendance under proper direction, pointing out to them the books to read, and otherwise instructing them, is not lost sight of while preventing their disturbing the more orderly readers." "In 1901, the head of the Madison, Wisconsin Library addressed a plaintive letter to Utley: 'I inquire what you do concerning the unruly boys in the Library, and what devices you use for their subjection or control?' Utley's reply, if he made one, is not on record."

It is a well known fact that we lose many readers from the time people graduate from school, whether it be high school or college, and the time when they come to bring their child in for his first library card. If any of you would look into one of our branches in Detroit, and I am sure it is the same everywhere, you would find a very scant supply of books in the easy section and this interest in reading seems to increase every day.

Another large part of change has come about in our nomenclature regarding young people. We used to think of young people as being somewhere between 15 and 25. Now we know that it can encompass anything from 6 to 20. After that they would certainly want to be called adults, and with our early army service and so many very early marriages we can understand how this change has come about. Young people read at least half the books circulated in most public libraries, and this is almost a national picture. It is an acknowledged fact that they provide the largest number of our library patrons.

But let's take a look at this teen age group which is our common responsibility. Now I am sure you are saying to yourselves, I don't need to look at them this afternoon—I see them every day. But, I think we must be much concerned about them because when we stop to think that according to the statisticians, by 1966 half of us will be under 25. At the present time there are about 27 million young people between 10 and 18 and this in itself gives us pause and makes us realize how important it is that we imbue in these people the importance, as well as the fun, of reading. When we realize that teenagers now-a-days directly control the spending of $15,000,000,000 annually we can understand how vitally important it is that while they are under our influence we must shape their reading habits for at this time they are more capable of rapidly comprehending what they read than they will be at any other time in their lives. Now notice that I said rapidly comprehending. True, they do not bring to their reading the background and experience which will enable them to read the more profound and weighty materials which will come later. But certainly they are impressionable and will remember much of what they have read now and whether or not they are inspired to read depends almost entirely on you, your colleagues, and me and mine. Of course, I think we should give some credit here to the inspiring and enthusiastic English teacher with whom

Mrs. Biel heads the Young Adults Division of the Detroit Public Library. She has served as president of the Young Adult Services Division of ALA. This message was brought to the joint meeting of the Children's and Young People's Services and the School Libraries Division at the annual OLA Conference, April 1964.

October, 1964
they will come in contact, but ours is the privilege of introducing them to this joyous business of reading for pleasure.

Before we talk too much about reading let us stop for just a moment and look at this audience which we serve. When did this group of people begin to become so important? Did numbers alone do it? I think not. Perhaps you have heard of the little girl when asked by her friend why she did not consult her grandmother about a problem she had replied, "Oh, grandmother wouldn't know. They didn't have teenagers when she was a girl." I am not so sure that this is not true for even at the time when most of us were growing up adolescence and the high school age were treated in a much more natural way and were not set apart in the same way they are now. In the first place they did not have nearly so much money, nor did they have so many cars. You may have heard the line about high school principals now a day's who have three major problems: salaries for teachers, the football team, and parking space for students. In spite of all the fun we have making jokes about teenagers, or maybe I should say because of it, we must also give cognizance to their intelligence, logic and maturity, which I for one think is much greater than that of our elders during the same period of life. We won't spend time today blaming the parents though you and I know that they are often responsible for many of the problems which teenagers have.

You might be interested in this story about a parent who was visited by her son's teacher who in turn was worried about the student's difficulty in reading and writing. The mother seemed to be very unconcerned. "It really doesn't matter," she replied, "he'll always have a secretary." While many of the boys and girls whom you and I serve are not in this economic bracket, many of them have parents who do the work and studies for them. But more about that later.

I think most of this concern about the teenager as a special group in society began about World War II when father was away at war and mother was a war worker. Then these people were either pushed onto the streets or into the ten contents which the "do-gooders" provided for them. Soon the churches, social agencies, and last of all the libraries began to treat them as special people when they strayed as any group naturally does. The press, who must always approach from the negative, began to talk about gangs and that old chestnut "delinquency." This interest multiplied and we have been undergoing various forms of publicity about the teenager ever since that time. The era of pulphip commenced and permissiveness, and then the pendulum swung back to blaming the parents for everything and soon the teenagers themselves picked up the hue and cry. But most of all I think the press is responsible; for whenever there is an accident which involves a teenager the headlines scream "16-year-old runs down pedestrian" or "17-year-old driver in death smash." Seldom do we see a headline which shouts out that a 42 or 43-year-old matron has been in an accident. This is discrimination just as true as some types of racial discrimination to which we all object. It is discrimination against a minority and it has lead to no good.

Well, enough of this didactic talk. I could go on defending these people for all the time allowed me and I want to talk about our responsibilities. When a group of people such as the American Library Association devotes their entire conference to a topic such as the student problem; when the professional journals abound with articles about the way our students are cluttering up the reading rooms, we should be encouraged, for at last our problem is before a great many people and finally someone is joining forces with us who may realize that we need more librarians, more money, and better books. Now let's get down to the core of our problem—if it is a problem, perhaps we should call it a challenge—and see how we can best work together, not as school librarians, children's librarians, young adult librarians, or special librarians, but as people who are trained professionally to help people of high school age become lifetime readers. How do we differ, and how can we make these differences meet for positive action?

Well, first of all you have a captive audience. Now sometimes I know this can be more of a deterrent than an asset. Surely you would rather have in your libraries those fine people who love books, who come because they like the atmosphere of the library, or just because they want to read for enjoyment. Let's be realistic, however. Many of you would not have jobs if you were not confronted with the problem of having classes sent to you, or if you did not have this captive audience.

Another difference is you see many of the same people over and over again. Now this is, I think, definitely an asset; or is it only a good thing when these are the good students? At any rate you know your patrons much better than we know them in the public library, particularly in such a large city as Detroit. You know them by name, you know something about their behavior pattern, and you know whether or not they come to the library to read or just to fool around. If the latter is true, you have school rules and regulations to help with your disciplinary problems.
Another advantage which you have in the school libraries is that you do not have to go out of the confines of your own building when you want to make an announcement, or advertise your services—you can call upon the school public address system. On the other hand, I think it is an advantage that the young person must willfully and on his own enter the doors of the public library. This means that he has through some motivation, either he has a wish to read or a willingness to satisfy a parent or a teacher, entered the library. He has come under his own power.

Another difference is that as school librarians you have more definite hours. True, your work, like ours, is never done and if you are really a good librarian you are reading all of your spare time.

Being a librarian is different in my book than almost any other kind of profession for if you do not like to read you have no business to be a librarian. Unfortunately there are those, and I hope not among you, who have pursued this profession because it is genteel, has prestige, "is a nice thing" for a young person to do. There are some, and we have some in every system—public or school—who do not care at all about reading personally but are there because they like people, don’t mind serving the public and feel that this is a good 9 to 5 job. There are those among you who have left public library work not only because you want to serve young people, but because your hours are much better than those of the public library; because you have Saturdays off, and because you have free time in the summer. Then again there are those among you who like library work so much that you work any of your extra time in the library; and there are those of you who go beyond even that and spend hours in the library for your own recreational reading or for searching materials and new booklists to give your young patrons. These are the true librarians. This will not make me popular. I can hear you now saying, "Who has time to read?" Whenever this comes up I always think of a young matron who had six children, in as many years, who frequented the public library in which I first worked. She was not always well groomed, but she had a very active mind and her children were well behaved and bright, happy people. She was an omnivorous reader and she read well. I shall never forget the morning she sent Marilyn, her oldest daughter, to the library for some books which would provide light reading. These were Marilyn’s words, "Mom wants you to pick out some books—not serious and not necessarily new, just something to read while she stirs the oatmeal." Now this must have been twenty years ago and we don’t have to stir the oatmeal so long with the new modern products that we have now, but every time I want a light book to read for the few spare moments I have, I always think of Mrs. Scotten and something light enough to read while she stirs the oatmeal.

You cannot be enthusiastic about books which you yourself do not know. Oh sure we pick up the skill of scanning. We all read reviews—hopefully I would say this—but have you ever thought about the most success you have with reading materials is that which you have when you "sell" a book which you yourself have read and liked, and this is also the guidance which gives the best satisfaction. Now I am skipping away from our differences and maybe it is because we don’t have so many differences after all. Perhaps after I have finished you will have thought of some which we can discuss.

What about our common problems? They are "legion." I will skip lightly over the fact that none of us has enough money, enough books, or high enough salaries for the kind of work we do. None of us has enough time to meet together to discuss these common problems and how to overcome them. I suspect that we are all troubled with the accelerated student, with misinterpretation of assignments. I know we all have problems with teachers who do not go to the library to see whether or not the subjects they assign are covered by library materials. We have all had trouble with teachers who could call and tell us about an assignment of the life of a protozoa, or the toughness of the hide of a dinosaur. We all have problems with the teacher who assigns three classes of 35 each, the same book and I am sure we are all faced with the problem of teachers who assign a list of books... they were forced to read as college seniors or even graduate students which we feel we cannot wisely buy for our own collections. This is one of my pet peeves: the teacher who assigns a Hemingway, or Faulkner title, or yes even that great baseball epic Catcher in the Rye and then will not send a note with the particular student so that we know that this boy or girl is capable of reading such advanced material. You don’t have this as much as we do because you don’t have as many of these titles in the first place, but as you know we do have some titles which we feel every high school student is not mature enough to read and we need the help of a teacher who asks for such an assignment. If the book is good enough that the teacher can recommend it then he should not be afraid to sign his name to a request for the same. Indeed he places the blame too often on the library; even going so far
sometimes as to write letters to the press complaining censorship.

We have another problem which I do not think faces you in quite the same way, our parent problem. Parents now and then who are conscientious seem to be so concerned with their children's grade marks that they insist on picking up the materials for their teenagers from the libraries for them. All of you can understand why so many of our supplementary materials must be reference, but this the average parent can seldom understand. If we finally convince him that the material cannot be taken out he often insists that Johnny is too busy with his particular classes or his outside activities to come in and work in the library for this assignment. Young people understand it much more readily than do the parents. Maybe it is like the little poem that goes like this: "You can't watch those westerns and do your homework too, my son," I reprovingly said. He agreed; now he watches the westerns and has me do his homework instead. We also are cursed with the parents who call in and want us to read an entire page from a reference book over the phone.

Another change which I think will interest you is the fact that the new mobility of students has changed the library services in Detroit a great deal. The fact that so many young people have cars enables them to go from branch to branch and often to the Main Library to look for a title which has already been taken from their own nearby branch. This means we see even more people whom we do not know. We are glad to see them; we are only sorry that we do not know more about their background and reading ability so that we could more wisely serve them.

Now I think we have given recognition to the fact today, which all of us know, that young people are reading; what they are reading and what it means to them is also of interest. As the Young Adult Services Division's project for National Library Week you may have received surveys which were sent out on a national scale inquiring which book that young people had read influenced them the most. I asked one of our branch Young Adult Librarians to send this questionnaire to the leaders of outside activities in one of our large high schools. We sent them to the drum majorette, the captain of the football, baseball, and basketball teams, the dramatic and honor society and the class presidents. All of these you know are not necessarily readers, as a matter of fact even the honor students are not always readers because they like to read, but apply themselves to their studies in order to attain better than average grades. You might be interested in some of the comments which we received.

I thought this was an interesting cross section and I am sure the results would be much the same no matter what high school had been surveyed. When we stop to consider the ages between 14 and 64, a 50 year span, we find that the people in a four year group, 14-18, take more than 1/3—in some places one half—of all the books taken from the Detroit Public Library by adult readers, I think we begin to see how important reading is in this present day.

What shall we give these young readers? It is my belief that they should have the best of the adult publishing. I agree with Hanna and McAlister in their fine book Young People and Reading Guidance that there are two questions which people in charge of selection of books for young people should ask themselves: "First of all, does this book have something important to say to young adults; and secondly, does this book say what it has to say so that young adults can understand and enjoy it?" I think these two simple rules embroidered with common sense and logic would provide a very good basis for book selection for young people. Of course, it takes for granted the fact that we know what young people want and that we have some idea of what they can understand. Perhaps we have a better knowledge in the public library of the first, and you in the schools have a better knowledge of the last. This is another proof that we must work together.

What do we need to do together? One thing I think we must do is to try to convince the publishers of the kind of materials we want. One of our greatest problems is the fact that publishers feel compelled to stick in a sex incident or a vulgarity which is completely inconsistent with the characters or plot in order to sell a book. How do we combat this? We complain, complain, complain to the publishers of course—not to each other. The very well written historical novel which has a scene or language consonant with the real life settings is not the one which gives us trouble. For instance Cry the Beloved Country, All Quiet on the Western Front, and How Green Was My Valley all have either vulgarity or sex incidents yet they are so thoroughly integrated with either the plot or characters that these books seldom bring complaints. We need not worry about the reader who reads all the time. These people are able to sift the good from the bad and usually know why they are reading certain books. I am reminded of a recent group of young people who had been spoken to for an entire week about the value of good reading and the evils of trashy books. I was asked to come in for one day to lead this group of sixty people for a discussion and the first question which was asked me was, "What is wrong with Tarzan books?"

OKLAHOMA LIBRARIAN
Now this is before the fine state of California ruled that Tarzan and Jane lived an immoral life but I know that the teachers had been discouraging such titles so I thought rather than condemn myself I would parry a bit. I asked the boy what other books he read and he stated at once, "Oh my favorite book is Great Expectations by Dickens." "I have read that three times." To him I said, much to the horrid of my peers present, "Well you read all the Tarzan books you want."

There is such a difference in young people and I don't need to tell you this; you know far more about it than do I, but I am sure that all of us working together can create a world of people who read not only for information but for pleasure. I thought I would leave you with the idea that reading is as important as writing and as an example of how important writing is I thought you would like this clipping. "The Dean of women at a large university recently began a speech to the student body with these memorable words: The president of the university and I have decided to stop petting on the campus." And now because I know you all like a finished speaker, thank you and good afternoon.

**NEWS NOTES**

By HANNAH D. ATKINS

Mrs. E. C. Hall has resigned as librarian at Edmond High School. Taking Mrs. Hall's place will be Mrs. W. T. Carter, formerly librarian at Oklahoma Christian College. The new librarian at Oklahoma Christian College is Miss Clarice French, formerly high school librarian at Burns Flat.

Mrs. Hannah Atkins, chief of general reference at Oklahoma State Library, served for seven weeks as one of one hundred librarians at Library U.S.A. at the New York World's Fair.

Mrs. Walter Gray, a member of the Oklahoma City Library Board since 1940 and president since 1946, has turned over the duties of the office to newly-elected president Charles E. Lane.

Among thirty-five students who were named winners of H-Bond awards in the first annual Educational Fund Awards Program sponsored by the Great Books of the Western World was Damaris Young of Tulsa, Oklahoma. Mr. Young received a $1,000 H-Bond. Winners of $500 H-Bond awards included Michael G. Parkinson of Tulsa and Cheryl Sommerfrucht of Oklahoma City. Tests, plus final essays, are based on readings in Great Books of the Western World and Gateways to Great Books.

**NECROLOGY**

Mrs. Hazel E. Albright, former librarian at Oklahoma State University, in July at Bartlesville.

**Oklahoma Librarians,**

**R. S. V. P. !**

In the January 1965 issue of the OKLAHOMA LIBRARIAN, we would like to publish a complete list of special collections in the libraries of Oklahoma. In order to do this, we will need the cooperation of every library in the state. Please send pertinent information to:

Ada A. Ingram  
Editor, Oklahoma Librarian  
Central State College Library  
Edmond, Oklahoma
An Open Letter to Librarians

By ELIZABETH COOPER

There is a problem that has developed among library people, one that is spreading rapidly. It’s causing unhappiness and affecting working conditions and staff relationships, and I rather think it’s our fault.

I refer to the growing rift between clerical and professional staff in many libraries. I think it is caused by lack of understanding on one side and failure to impart ideas on the other. At least I hope that we are not so inconsiderate and imperceptive as the situation indicates. But negligent we have been in communication, blind we are not to have seen.

Our constant emphasis and stress on the word “professional” has created a sensitive nerve center. The non-professional worker who has the word crammed down his throat a dozen times a day, loses in self-confidence, gains in belligerence and is altogether out of step. The librarian, being unaware of offense, is upset and annoyed by a lack of understanding and a seeming unwillingness to cooperate.

All right, what can we do? We can’t ignore the word — nor the fact. We are librarians — and we’re proud of it. We’ve worked hard for our place in the sun. Education was not easy to come by. Recognition of librarianship as a profession was not readily achieved. Could the newness of that recognition be making us act like nouveaux riches? I think not. The very foundations of our professional concepts argue differently. We all know that education alone does not make a librarian. It’s a part of the development, not the whole. Along with education goes a love and a feeling for books, an affinity for people and the needs of their minds, and a desire to serve, to teach, to share.

I’ve heard it said that it’s a waste of time and ability and education to put trained librarians to doing clerical work. This is true. It is also a waste of time and ability and education to put an expert typist to dusting shelves, or a crack machinist to sweeping floors, or an inspired caretaker to filing cards, or working at a reference desk. But it is also everybody’s responsibility, especially of the trained librarian, to do any job that needs doing. To see and recognize a need, to cope with that need in whatever way is necessary is a part of our professional responsibility.

Each job has its own standard, carries its own dignity, fosters its own pride. Each job is important. Don’t let us overlook the fact that there are those who perform many library functions better than we, as trained librarians, can do them.

There are many wonderful people who have joined their abilities to ours. They offer loyalty and respect to a profession we call our own. They perform diligent, often inspired works in a service we believe in. They are part of us, part of our work. They belong with us.

If by word or deed, we make them feel shut out, or belittle their contributions, then we have lost the right to be called professional librarians, for we’ve lost the qualities, the intangible characteristics that make us librarians. We have left only the hard veneer of a library education.

Miss Cooper is Coordinator of Adult Services, Oklahoma City Libraries.

OKLAHOMA LIBRARIAN
The Executive Board of the Oklahoma Library Association met May 16 in the Blue Room of the State Capitol. Members present were Miss Trean Maddox, Mrs. Della Thomas, Mrs. Pat Baker, Miss Elizabeth Cooper, Mrs. Ada Ingram, Miss Mary Ann Wenthroth, Mrs. Mary Jeanne Hanson, Mr. T. Gene Hodges, and Mrs. Sarah Jane Bell. Miss Maddox presided. The Board authorized Mrs. Della Thomas to send a small gift of appreciation to Miss Myrl Ricking.

Miss Mary Ann Wenthroth, chairman of the local arrangements committee for the recent state convention, reported that the total paid registration was 275 as compared with 263 of last year.

The official ALA-ballot was presented for Board consideration.

The editor of the Oklahoma Librarian was asked by the Board to insert in the Oklahoma Librarian a general statement to the effect that opinions expressed in articles do not necessarily reflect the opinions of the Association.

Sarah Jane Bell, Secretary

Following the changeover to new officers, President Della Thomas presented a tentative plan for a questionnaire designed to involve more people in the planning and work of the organization. After minor changes were made, it was voted that the questionnaire be circulated with the next mailing of the State Newsletter.

Meeting was adjourned at 12 noon. Following the official business meeting a luncheon was held at the Cellar Restaurant for old and new members of the Executive Board.

On June 4, 1964, the Executive Board again met in the Blue Room of the State Capitol with Mrs. Della Thomas presiding. Members present were Mr. T. Gene Hodges, Mrs. Mildred Patterson, Miss Elizabeth Cooper, Miss Trean Maddox, Mrs. Ada Ingram, and Mrs. Pat Baker.

Mrs. Thomas reported that she had sent Miss Ricking a $5.00 phonograph record authorized by the Board for her appearance at OLA.

It was decided that Mrs. Helen Donart would be sent as a delegate to SWLA with Della Thomas attending as OLA representative and that Mrs. Donart will be appointed representative at the close of the meeting to serve for the same period as the new officers.

Miss Maddox reported that the select committee in charge of officers' manuals has completed those for president, vice president, secretary, treasurer, and local arrangements chairman.

Elizabeth Cooper moved that the president again appoint a select committee and that it set as its goal the completion of manuals covering the duties of all committees standing and select, and that the committee be authorized to call upon anyone necessary to facilitate its work. Motion carried. Mrs. Thomas announced that Jane Stevens will be chairman of the Recruitment Committee and also will serve as representative to the Joint Committee on Library Work as a Career.

Mrs. Thomas suggested that she write letters to committee chairmen next year asking that they arrange for a photographer to take pictures of the entire committee at work and that progress reports should be sent throughout the year for publicity purposes.

Pat Baker, Secretary

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**ALA Church Library Guide Ready**

A guide to organizing and operating church libraries has just been prepared by the American Library Association, and single copies are available free.

"Church Libraries: A Guide to their Administration and Organization," a seven-page publication, was prepared as an aid to the non-professional as well as professional groups interested in developing a church library.

A bibliography of church library manuals from all denominations is included, and each entry is described briefly and the publisher and price are given.

A descriptive list of aids and services available from the national headquarters of various church denominations is also included.

A third section of the new publication provides a list of helpful materials published by national library organizations and geographic groups of church librarians.

For copies of this guide, write the Library Administration Division, ALA, 50 East Huron St., Chicago, Ill. 60611. 50 copies, $2.50; 100 copies, $3.00; 200 copies, $10.00; 500 copies, $20.00.

October, 1964
# Readability Level of Sequoyah Books, 1964-65

*By Mavis Martin and Wayne D. Lee*

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
<th>Price</th>
<th>Interest Level</th>
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<td>Carlson, Natalie</td>
<td>School Bell in the Valley</td>
<td>Harcourt</td>
<td>1963</td>
<td>$3.00</td>
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<td>Clark, Ann Nolan</td>
<td>Paco’s Miracle</td>
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<td>Coatsworth, Elizabeth</td>
<td>The Princess and the Lion</td>
<td>Pantheon</td>
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<td>Constant, Alberta W.</td>
<td>Willie and the Wild Cat Well</td>
<td>Crowell</td>
<td>1962</td>
<td>3.75</td>
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<td>De Gering, Etta</td>
<td>Seeing Fingers</td>
<td>McKay</td>
<td>1962</td>
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<td>Elliott, Anne</td>
<td>Dorie of Dogtown Common</td>
<td>Abingdon</td>
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<td>Tatsinda</td>
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<td>Fisher, Aileen</td>
<td>Cricket in a Thicket</td>
<td>Scribners</td>
<td>1963</td>
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<td>Fleischman, Albert S.</td>
<td>Mr. Mysterious and Company Little</td>
<td>Little</td>
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<td>French, Dorothy</td>
<td>The Mystery of the Old Oil WellWatts</td>
<td>Macmillan</td>
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<td>Fritz, Jean</td>
<td>I, Adam</td>
<td>Coward</td>
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<td>Gates, Doris</td>
<td>The Cat and Mrs. Cary</td>
<td>Viking</td>
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<td>George, Jean C.</td>
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<td>Neville, Emily Cheney</td>
<td>It’s Like This, Cat</td>
<td>Harper</td>
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<td>Parnassus</td>
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<td>Rushmore, Helen</td>
<td>The Dancing Horses of Acoma</td>
<td>World</td>
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<td>Roosevelt Grady</td>
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<td>Steele, William O.</td>
<td>The Year of the Bloody Sevens</td>
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<td>Stevens, Mary E.</td>
<td>Little Cloud and the Great</td>
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<td>Tunis, John R.</td>
<td>Silence Over Dunkerque</td>
<td>Morrow</td>
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<td>White, Anne H.</td>
<td>A Dog Called Scholar</td>
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Dr. Mavis D. Martin, formerly of Oklahoma State University Reading Clinic, and now Director of the Reading Clinic, University of Southern California, calculated the readability level of all but two of the Sequoyah Books, 1963-64. The two remaining books have been evaluated by means of the Dale-Chall Readability Formula, a formula for calculating the readability of juvenile level materials. The writer, Wayne Lee, is happy to have a part in completing the list.

**References**

Chall, Jeanne S. "Readability, an Appraisal of Research and Application." *Bureau of Educational Research Monographs*, number 34, Ohio State University, Columbus, Ohio, 1953.


"Dr. Lee is a member of the faculty, Central State College, and is also associated with its Reading Clinic."
Outlaws in fact and fiction is the central topic of this issue's reviews. At long last the fantasy of the West is being evaporated by careful researchers and a truer picture of the West is being penned. A few of the books reviewed in this column illustrate my point.

Many excellent children's and young people's volumes are being written by Oklahoma authors. Five outstanding examples are included herein. Single starred items represent Oklahoma authors; double starring indicates good book selection items.

American Lions and Cats
Beeble, Burdette F.
New York, McKay, 1963. $3.95.
A husband and wife teamed up to write and illustrate this volume using their intimate knowledge of wildlife. The author was born in Marshall, Oklahoma and graduated from Marshall High School. American wild cats are described herein: jaguar, ocelot, lynx, eyra, and cougar. It will appeal to boys who enjoy outdoor adventure stories and to students of animal life.

American Wolves, Coyotes, and Foxes
Beeble, Burdette F.
New York, McKay, 1964. $3.75.
Would a wolf or a coyote make a good pet? What is the difference between a coyote and a fox? How successful have we been in making these animals extinct? Many surprising and entertaining facts are presented suitable for fourth grade thru adult readers.

Bring a Torch, Isabella, Jeannette
The children of Provence, France, like children everywhere, look forward to Christmas. On Christmas Eve carols are sung and in the tradition Bring a Torch is one of the more popular carols. The seventeenth century carol and its music appear warmly illustrated with soft, luminous pictures. Oklahoman Adrienne Adams has illustrated many outstanding children's books: The day we saw the sun come up and Houses from the sea by Alice E. Goodey and Thumbelina by Hans Christian Anderson. An illustrated book for younger readers.

Land in the sun, the story of West Africa
Davis, Russell G.
Boston, Little, 1963. $4.50.
Eye-appealing abstract drawings decorate every other double spread and enliven a modern descriptive travel volume for junior high school students. This is highly recommended as supplemental reading in geography classes or for information for the travel-minded adolescent. The co-author, Brent Ashbranner, is an Oklahoman.

Red River Valley
Drago, Harry Sinclair
The mainstream of frontier history from the Louisiana Bayous to the Texas Panhandle. New York, Potter, 1962. $5.50.
The Red River was very important to the people who drove cattle for it was a major goal in their drives. Too, this body of water nicely sliced the North from the South in the area through which it flowed. This book is a history of the river and its importance in the flow of American history.

Court of the Damned
Emery, Jones Gladston
Careful, painstaking research of many years produces fruitful results as is shown in this factual story. The court of Judge Isaac C. Parker and the life and times of the Indian Territory are vividly explored in an excellent addition to Sooner collections. Born in Wagoner, Oklahoma and educated in Oklahoma, California, and Kansas, Jones Emery has been the editor or editor-owner of several Western newspapers. He returned from his Navy exploits in the Pacific in 1945 to be elected State Senator in Oklahoma. Senator Emery now lives in Dallas, Texas.

The Emergent Nations: Problem for the Sixties
Benson, Oliver, ed.
Norman, Graduate International Studies Program, University of Oklahoma, 1963. $2.00.
The first Southwest Conference on International Relations held in May, 1961 produced seven monographs concerning the emergent nations of the world and their problems. The Graduate International Studies Program at the University of Oklahoma cumulated these monographs into this interesting publication. The editor is a professor of Government at the University of Oklahoma.
Hallelujah Train
Gulick, Grover C.
Garden City, Doubleday, 1963. $3.50.
Sioux Indians, temperance marchers, the U. S. Army, whisky-thirsty Denver, and a wagon train of liquor present an interesting backdrop for a fictionalized version of the Battle of Whisky Hills. Mr. Gulick's salty western humor is used to make this Double D Western different and worth-while reading. For adult western readers.

One of the Casualties
'Hold, Weldon, pseud.
Garden City, Doubleday, 1964. $4.95.
The summer life of Clay Hollis, a teen-age football star is told by the author of Onionhead. Clay runs into difficulty when he attempts to date a Negro girl in the southern community where he lives. For high school and public libraries.

Why the West Was Wild
Miller, Nyle H.
Topeka, Kansas State Historical Society, 1963. $7.95.
Like the Drago volume above, Why the west was wild was well researched and well organized. Much of the information contained is directly copied from Kansas newspapers. A good source book of western living for students of the West.

Boy Settler in the Cherokee Strip
'Siceloff, David G.
Caldwell, Idaho, Caxton, 1964. $4.95.
A first-person account of a boy settler of the opening of the Cherokee strip. Siceloff's father was a Kansas farmer and grain dealer prior to 1893 but a series of poor crops and dust storms, followed by a financial panic, encouraged him to make the run. A lack of landmarks, violent weather, coyotes and rattlesnakes, alkali water, and innumerable claim jumpers made the period of adjustment a difficult one for this family. However, they won through and eventually disposed of their claim to advantage and moved back to Kansas. For adolescent readers.

The Western Sport of Rattlesnake Hunting
'Mickey, Joseph B.
'Anoka, 1963. $2.00.
Always a curious person for nature, Colorado-born Mickey photographed and researched information concerning the greatest of Western sports—rattlesnake hunting. The author is fascinated by the rattlesnake but he, like most of us, keeps a respectable distance from them. Oklahoma rattlesnake hunts are emphasized with stories and incidents during rattlesnake hunts.

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