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Oklahoma Librarians Abroad
What State Supervision Can Do
Summer Schedules of Library Science Offerings
Setting Up New School Libraries
Sequoyah Children's Book Award Master List
Report of ALA Council Meeting

April 1965

PUBLISHED IN THE INTEREST OF THE LIBRARIANS OF OKLAHOMA AND THE PEOPLE THEY SERVE
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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 is based on annual income follows:

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April, 1965
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<tr>
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<td>Mrs. Mary Jeanne Hanson, Oklahoma City Libraries</td>
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<td>By-Laws and Constitution</td>
<td>Mrs. Irma Tomberlin, University of Oklahoma Library, Norman</td>
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<td>Intellectual Freedom</td>
<td>Mr. Bob Motter, Motter Bookbinding Co., Muskogee</td>
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<td>Program</td>
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<td>Resolutions</td>
<td>Mrs. Ada Ingram, Central State College Library, Edmond</td>
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<td>Budget</td>
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<td>National Library Week</td>
<td>Mrs. Elva Harmon, Tulsa City-County Library System</td>
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<td>Recruitment</td>
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<td>Sequoyah Award Evaluation Committee</td>
<td>Mrs. Helen Donarf, Oklahoma State University, Stillwater</td>
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<tr>
<td>Sequoyah Award Steering Committee</td>
<td>Miss Mary L. Mathis, Special Services Office, Ft. Sill</td>
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<tr>
<td>American Library Association Council</td>
<td>Mrs. William H. Lowry, Pioneer Multi-County Library, Norman</td>
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<tr>
<td>Southwestern Library Association</td>
<td>Miss Esther Mae Henke, Oklahoma State Library</td>
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<tr>
<td>ALA Membership Committee, State Chairman</td>
<td>Mr. James Gourley, Oklahoma City</td>
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<tr>
<td>Federal Relations Coordinator</td>
<td>Miss Leonne Ross, Tulsa</td>
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<tr>
<td>Inter-Organization Committee</td>
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<td>Mr. Harold Holland, University of Oklahoma, Norman</td>
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### REPRESENTATIVES

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### SPECIAL LIBRARIES ASSOCIATION

#### Oklahoma Chapter

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A Message from
the OLA President

THIS WAS THE YEAR THAT WAS . . .
The Governor's Conference woke up the state
With facts from the Survey to percolate
Through regional meetings to demonstrate
That this was no time to equivocate . . .

THIS WAS THE YEAR THAT WAS . . .
The Washington workshop helped indicate
The problems of those who would legislate,
It isn't enough just to agitate . . .

THIS WAS THE YEAR THAT WAS . . .
School libraries figured in NEA's slate
Of needed improvements that simply can't wait,
A library leader we all stipulate . . .

THIS WAS THE YEAR THAT WAS . . .
Now this is the last time to pontificate
And too much has happened this year to relate,
So let us give credit, to terminate
To the work of our lively Electorate,
Committees, and Board. As I "graduate,"
I am all out of breath, but feel fortunate

WITH THIS OLA YEAR THAT WAS!
I hope I may be forgiven, approaching the deadline for this issue at the close
of a particularly busy week, for paraphrasing a well-known TV program. There
is nothing flippant, however, in my gratitude for the associations I have had,
the help and advice freely given, and the larger concepts that are the inevitable
by-products of responsibility. To have led the Association in a year when so
many activities, warming slowly but surely through previous administrations,
have "come to a boil," has been a great privilege. To the courage, loyalty, energy,
cooperation, and saving sense of humor of the many who have helped me, much
gratitude is expressed by "Your President That Was."

April, 1965
Where People And Ideas Meet

By WALTER GRAY, JR.

People and ideas meet freely in the Community Workshop, the adult education division of the Oklahoma City Libraries. Throughout history, the library has been the one location in a community where people of all ages could go to continue their education. In the library, the patron and the idea have had much contact with one another, individually. Through a library’s adult education program, groups of people take advantage of the many opportunities the library offers.

Are we doing enough to encourage more to use the library? This question has been posed over and over by library staff and patrons. When the cinema and radio became popular there were those who said the library could not compete with this intrusion on an individual’s leisure time. Ditto with the advent of television. Now, as the paperback industry has demonstrated that it can provide a seemingly endless stream of books and “books,” there are those who wring their hands in near-desperation.

Time has proven and will continue to prove that the library is the vibrant locus of continuing education for all. The influence of the cinema, the radio, television and paperbacks is causing more patrons to use the library. A library’s adult education program continually utilizes these media resources in order better to assure that this so-called competition helps the library.

Through the promotion of library programs the public is kept reminded of the library system. News is created. And, through these programs, citizens from all walks of life are brought into contact — many for the first time — with their library. Showcasing library services, then, is a vital function of any library’s adult education division.

When Walter Reuther and Richard Nixon agree that a 25-hour week is “around the corner,” perhaps it can be assumed that it is. Planning for this day — and being ready for it when it comes — is an obligation of a library. Book collections will be strengthened together with all services. Patrons within the near future will make even greater use of library services. There will be time for more golf, more boating and bowling, more fishing and travel. People may become more physically fit. Will they become more mentally fit, too? Here is one of the challenges of this half of the century. Libraries will be ready because they want to be and because they must be.

In competing, then, for a slice of the individual’s leisure time — in accepting the challenge to help the individual to keep mentally fit — the library’s adult education program takes on a new perspective. Up to now, we have been in training — or we should have been. More people will use the library as individuals. And, more people will want to take part in the activities offered by the library.

Early in the twentieth century, the importance of a high school education became recognized. In the thirties and forties, a college education came into its own. In the fifties and sixties, continuing adult education has become recognized as an imperative if a life is to be well-balanced. More adults now realize that education does not stop upon departure from formal schooling. More realize that something does commence with the commencement ceremony: continuing adult education. Is this one of the reasons libraries are being used more widely and that library adult education programs are expanding over the nation? We suspect so.

Perhaps the experience of the Oklahoma City Libraries’ Community Workshop will be of some interest and some help. Founded in 1947 by the Junior League of Oklahoma City, the Community Workshop began its program for youth leaders. Training programs in crafts and recreation were held over the metropolitan area. The Junior League found that there really was a need, but true to this policy of beginning an activity which would ultimately be assumed by the community, they decided that the Oklahoma City Libraries should be approached. The approach was made and negotiations were successfully completed. On January 1, 1951, the Community Workshop became a division of the Oklahoma City Libraries and launched its program of informal adult education. The original program of the Workshop was retained as agreed.

For those interested in statistics, 1,555 meetings.
were attended by 31,730 persons for the 1963-64 fiscal year. The figures do not include the television audience for the various series. This is to be compared with the statistics for the first full fiscal year, 1951-52, when there were 431 meetings with 9,730 in attendance.

In planning a program for a season, every effort is made to schedule a variety of opportunities so that, hopefully, each person looking it over will find at least one activity in which he will want to take part. There has been competition, too. The YMCA and the YWCA have offered a variety of courses, primarily in the areas of hobbies. Many have taken courses offered by the Oklahoma City Board of Education, usually to develop skills or to complete their high school diplomas. Oklahoma City University, the University of Oklahoma, and Central State College have attracted numerous adults wishing to obtain their degrees. This competition has been healthy and has worked toward the end of achieving a better environment for all adult education activities.

Involving the community is paramount in every stage of a library's adult education program. Left alone, a library staff is "hard put" to conduct such a program. With the active cooperation and involvement of the community, a library program can function actively. Consequently, the resources of the metropolitan Oklahoma City area are tapped and utilized in every possible way. Citizens help provide ideas, help plan and train. They function in many capacities from appearing on a panel to moderating study-discussion groups. Through their cooperation and activity, coordinated by library workshop staff, citizens from all walks of life are brought into closer association — many for the first time — with their library.

Three television series are offered each year on commercial television, using public service time. We are told that the audiences vary from 30,000 to 50,000. Creative Crafts, the oldest sustaining program in Oklahoma City television, has presented weekly programs from October to May each year for fourteen years on WKY-TV. A potter may demonstrate his craft, a glass-blower his dying-art, an artist his technique. Children and leaders of children have learned how to use scrap materials in an apparently endless variety of ways. Members of the symphony have helped the audience appreciate the classics more, while the dance and music of the Indian and the Mexican have been encouraged through providing an audience. As a general rule, staff of the Libraries' Children's Services Division tell stories once a month during the series. Of course, books are shown on each program — books available through their library system.

Medicine and You, co-sponsored with the Oklahoma County Medical Society, has been presented for twelve years, the last three on television. In 1965 there are thirteen weekly programs. Capacity houses were drawn usually during the first nine years of the series when it was held on the Main Library's auditorium stage. Questions came from the audience following the panel discussion, and the series became quite popular. When it was decided that more should be reached a letter was sent to all the television stations in the community inquiring if they were interested in putting the series on television. Just to be safe, it was stated that the first one replying positively would have the series. All three replied affirmatively, but one came in first with a telephone call to make sure. We were in business with WKY-TV. There have been programs ranging from "A Trip Down the GI Canal" to "The Road Back" (Mental Health), from "Dennis the Healthy Menace" to "Does Life Begin at Forty?" to "Too Soon Old." And, yes, the most popular program has been on the subject, sex, which has been discussed frankly — sometimes.

Reading lists accompany each program, not only those on television, but for every program scheduled. These books circulate immediately; however, the perpetual problem remains: how to persuade the patron that many books not on the list are as good as the ones on it. "Commercials" are given on each program about the Library and its programs.

Money and You, co-sponsored with the Better Business Bureau of Oklahoma City, has been held for six years, the last two on television. During these years, the Bureau has won numerous national awards, such as the Community Education Award, from the National Bureau for this series. One year's program emphasized shopping and included panels of top businessmen on such subjects as advertising, bargains, food, clothing, furniture and appliances. Another year featured investments and considered the various areas such as stocks, real estate, and bonds. Panels have discussed wills, insurance, family budgeting, credit, loans, silver, jewelry and china. Certainly, through this series, the public has benefited as has the Library through closer association with leaders in the business community.

Each fall and spring — and now in the summer — A Fine Arts series is scheduled. Here again, the community's resources are tapped as, for example, the dance, art, music, architecture are emphasized. The program in March, 1964, featured "The Lively Art of Picture Books," the excellent film produced under the auspices of the Children's Services Division of ALA. Our very
capable Children's Librarian, Mary Ann Wenthrop, was the commentator.

Holidays on Film, a series of eight monthly travel films, often features book talks and nearly always attracts a full house. As with all auditorium programs, there is no admission fee. This series has proven to be so popular that it couldn't be dropped. Films are obtained by the Film Librarian with only postage charge. All are in color.

Craft workshops are held each fall and spring for adult leaders of youth groups. In May, one is held for Vacation Church school teachers. Individuals receive new ideas in crafts and activities for their young people from our Mary Shaw and her volunteer teachers. Many discover for the first time what wonderful books are available for their use and their planning.

Always popular and always full is the Speed Reading course held three times a year. At present, specialists from Central State College are conducting two classes per season. This service has been offered for fourteen years bringing many to a more frequent use of their library cards. This is the only course in which there is a registration fee — and that is payable directly to the instructor.

At the core of the Workshop's program is the study-discussion group. Each year over 100 groups read and discuss courses developed by the American Institute of Discussion and the Great Books Foundation. Dependent on the course, the groups have from ten to sixteen meetings, some weekly, some bi-weekly. These courses range from politics to painting, philosophy to poetry, literature to language, classical to contemporary.

Most of us have a stack of books we intend to read, but we are too often distracted. When one belongs to a group of adults which meets regularly, there is a greater incentive to read. The realization that several others have read the same material makes the discussants want to read and anticipate an exchange of the ideas of the writers with those in the group. How many times have you read a book and searched for someone with whom to discuss it? Reading takes on a new and exciting dimension when you know that you will engage in penetrating discussion. Let's face it, it is one thing to read a book privately, and quite another to read a book with discussion in mind; both are admirable, both are productive, both are important elements in a vibrant and alert citizenry.

Why should a person continue his education the study-discussion way? Is this superior to other ways? It can be said responsibly that there is no better way than study-discussion for an adult to pursue a liberal education. When a person continues his education via reading, studying and discussion, books become alive; conversation takes on a new perspective. He becomes more perceptive. He begins to analyze what he reads much more carefully. He becomes, to a greater extent, his own opinion-maker. His experiences in living are applied in the discussion group. When he discusses, he listens to what others say and think, and he uncovers with others, a variety of interpretations of a significant work. In short, he is not told what or how to think. He determines this for himself. His world of ideas expands, whatever his educational background.

Each discussion group has two moderators who have been trained by staff and experienced volunteers in a Moderator Training Course. It has been determined long ago that such a program must have trained moderators. Further, such training is important in order to maintain standards that are meaningful and which will result in an educational experience of significance for those participating. The moderators ask questions to stimulate the discussion. They neither lecture nor teach. This is the province of formal education.

Together with the volunteer moderators, a program for each season is built and the group members recruited. The "grapevine" method has help-
ed the program become one of the largest in the nation. Through the news media, a general mailing, and the patrons in the program the ‘word’ is spread. Of course, this is coordinated by staff.

In this activity, then, patrons learn both to read and to converse better — and they become more acutely interested in the library and its services. They help when a campaign for the library occurs. They function as promoters for the library, its services and activities. When a patron devotes, voluntarily, as much time as is usually given to this type program, he develops a closer identity with his library.

The Workshop cooperates in study-discussion programs held at the Federal Reformatory in El Reno, a seminary in Oklahoma City, a college in Shawnee, and with the Oklahoma City Public Schools.

Perhaps of most interest is El Reno. The program at the Federal Reformatory in El Reno began in May, 1958. Since that time hundreds of young men have participated both as discussion and as co-moderators with an ‘outside’ moderator. That this activity has been picked up in other penal institutions over the nation is testimony to its effectiveness. Most of the young men (ages 18-25) have little formal education. They have said they ‘don’t dig that crazy cat Plateau,’ but they do. Most have read good books for the first time. Certainly their use of the Reformatory’s Library increases considerably. Several have gone back to complete their diploma work, either in high school or college. They are in discussion groups all over the nation, some are moderating.

It is important to these men that they consider ideas. What is truth? What is virtue? This program has, at least, exposed them to some of the best authors on these and other subjects. But, there is no “do-gooder” attitude on the volunteers’ part. Frankly, we “outsiders” learn, too, at El Reno — and we experiment with new techniques and group procedures. Each fall, selected inmates appear on the stage of our Main Library and give two demonstration discussions during the Workshop’s annual Open House and program kickoff. To them, this is the big event of the year — or maybe it is because they are taken to a restaurant prior to the demonstrations and fed royally as guests of volunteers. They “star” — they know it — they feel they have accomplished something worthwhile.

How rewarding it is to see these young men become more articulate, more discriminating in what they read. No one claims that this changes their lives or that the world has been saved from crime, but it does open new doors for these young men. Whether they enter these doors is self-de-

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April, 1965
Where Carnegie Libraries Began

By ELIZABETH H. HUNT

One of the most interesting short side-trips from Edinburgh is across the great Firth of Forth bridge to Dunfermline, three miles beyond the northern shore of the Firth.

It was Shakespeare's birthday; we were in search of Robert the Bruce's burial place; but what we really found in Dunfermline was Andrew Carnegie. With my sister, who is also a librarian, I was rambling around England and Scotland, seeing all we could see. The morning we took the train across the Firth was so foggy that we never saw the bridge (except for girders flashing by) nor the Firth, nor its northern shore until we were actually over it. Arriving in Dunfermline, we found we were in the Lower Station, that it was "just a bit up the hill" to the High Street, the Upper Station, and the Bus Station. But what a hill! I remember vaguely from Morton's In Search of Scotland that Dunfermline was "a great and ancient town on a hill." Somehow we hadn't pictured such steep streets.

At the stations we checked departures so that we could catch either a train or a bus in a few hours to Stirling, and start looking for the Abbey. By a wrong turn, a misdirection, and a little conflict with Scottish acceptances, we arrived instead in Pittencrieff Park. Two nice ladies insisted that we really must go to the Abbey by going through the Park, which we now observed went down, down, down into a glen and I'm sure was very lovely. When we insisted on knowing, they reluctantly admitted that it was much quicker to go directly to the Abbey, but a great pity to miss the flowers and shrubbery. This Park was the first of Carnegie's beneficences that we saw. It seems he bought it and gave it to the town for the free use of all because he remembered bitterly that in his boyhood it was privately owned and children were forbidden to set foot in it. Poor children at any rate.

When we reached Dunfermline Abbey, we found that, like most Abbeys, it was largely a ruin, but a most interesting one. Remains of the old monastery buildings, and the old royal palace, built largely in the 14th century, wander down the hill and can be viewed from above. Also down below, in a precipitious ravine, was another view of the Park we had so churlishly refused to cross. Being a bit footsore and weary by now, we were glad we had stayed on the 300 foot hill.

A great deal of the Abbey Church itself has been preserved or reconstructed. The most impressive feature to me was the double line of Norman pillars down the nave, some plain, some incised with chevron designs. It's an ancient and medieval-looking church, but most of the stained glass is modern. Two windows in particular are of interest because they are gifts of Andrew Carnegie—one, the large West window depicting Wallace, Bruce, and the royal Malcolm and Margaret who were founders of the Abbey and the earliest royalty buried there (eleventh century) except for the Celtic kings. The other Carnegie window is one given by Andrew in memory of his mother and father, in 1902.

Attached to the old Abbey kirk is the new church, begun in 1818. While breaking ground for it, workmen discovered the tomb and skeleton of Robert the Bruce! His remains have been re-interred in the middle of the new church, with a handsome rectangular "brass" inbedded in the floor, with a beautiful carved pulpit above it. There's much else to be told about this new church, but the most amazing thing has to be seen to be believed: around the top of the large square Nineteenth-Century Gothic tower are four words in stone letters of open hewn work, four feet high: KING ROBERT THE BRUCE. I had a hard time finding any book admitting this; and the only picture I've seen of it is in the little guide-book sold to visitors, a picture so fuzzy you would never figure it out—but the text corroborates the fact. You'll just have to take my word for it, or go and see! A small and impressive shrine to St. Margaret is now in the grounds of the church, separate from either building.

But to get back to Andrew Carnegie—a few blocks down the hill—but not at the bottom, was his birthplace, preserved more or less as it was in his boyhood, and added to it a large museum building housing mementos, scrolls, academic gowns, pictures—portraits, photos, clippings, everything anyone could possibly contribute to such a memorial. The cottage itself, No. 4 Moodie St., is so tiny that one marvels at the Cinderella story of rapid rise to great wealth and the bestowal of vast gifts on the whole town in later years. One of the few tiny rooms was completely filled by a huge hand-and-foot-driven loom, as it was in

Mrs. Hunt is librarian at the Veterans Administration Hospital Library, Oklahoma City.
Carnegie’s childhood. This loom, probably worked in turn by all members of the family, provided their livelihood. Specimens of their beautiful weaving, mostly in linen, adorn the walls.

We skimmed briefly through the museum room adjoining the cottage, and hastened to the Public Library — the first Carnegie Library ever endowed by the philanthropist. They are still using the original 1881 building, enlarged and expanded. The librarians were most gracious, and showed us all that we had time to see.

So with great speed and tact, an assistant librarian whizzed us through their Shakespeare displays (including a 2nd and a 4th Folio!), and their great Robert Burns collection, collected as a life-long hobby by John Murison, and later bought by Sir Alexander Gibb and given to the Library.

We saw so much so rapidly that I have to refer to the little mimeographed leaflets that we picked up to find out what we did see. These remind me of two things in particular-first, the “Missale Romanum,” considered their finest item, written by hand in a monk in some monastery probably between 1400 and 1440 — a service book according to the forms of the Church of Rome, still in the original monastic pigskin binding with brass clasps. Second, and one of the most interesting things we saw, is a beautifully executed facsimile of one of the most exciting book discoveries in the world — St. Margaret’s Gospel Book. Lost, rescued from immersion in a river, thought at first to be a 14th century manuscript, the original turned up at auction a couple of times before it was finally purchased for the Bodleian Library at Oxford University in 1897, for six pounds.

After closer study, historical detective work, and some luck, it was discovered that it was really “the book of the Gospels beautifully adorned with gold and precious stones, and ornamented with the figures of the four Evangelists, painted and gilt” — a book treasured and frequently read by St. Margaret herself and which had been greatly revered by King Malcolm — an eleventh-century treasure beyond compare! The original is of course still at the Bodleian, but because of the Danferline ties with Margaret and Malcolm, because this was their ancient Scottish capital and her shrine, the beautiful facsimile copy was made for this comparatively small and thoroughly modern and active and serviceable library, and is one of its great treasures.

We tore ourselves away reluctantly just in time to catch our train to Stirling and its castle, with a happy feeling that Carnegie’s first library had turned out so well.

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Libraries everywhere are basically the same in structure and purpose. The internal workings of the libraries make it possible for persons of all ages to share the knowledge and experiences of others through reading about their thoughts, achievements, facts and ideas collected by men for thousands of years.

Up-to-date information is also provided in all fields through collections of books, newspapers, magazines, pamphlets and films.

The British Museum Library in London has many departments. It is housed in a very large building of Ionic architectural design. A long narrow hall leads one into the famous Panizzi circular reading room which houses the reference books. In this room the stacks are closed to the readers. Many of the readers complain of the slowness of book delivery service, which is as long as one hour after application has been made.

The North Library is devoted to rare books, and permanent seats are allocated to special research students. Smaller rooms house the newspaper library, the periodical and map room. The Rockefeller Foundation gave to the newspaper library an American designed and equipped five-camera ancillary apparatus of a type especially suited to the photographing of newspapers.

The departments of manuscripts and Oriental printed books also have separate reading rooms. Reading room permits come from the Director’s Office. Students must be twenty-one years of age, must be recommended by a responsible person of high position, must have proof of definite study, and must not be reading for an examination. Crossing the threshold is the hard part. Once inside, the rules follow general library procedure. Conventional cataloging is used in this particular library.

As for financing, a most fortunate situation existed through benefactors. The land was a gift from Lord Rendel and the building was paid for through grants from the Treasury and from Sir John Williams’ bequest. It operates on an annual grant from the Treasury.

The staff consists of one librarian, a deputy librarian, three heads of departments, fifteen assistant keepers, twelve cataloging assistants, seven clerical assistants and typists, one technical assistant, two heads of bindery and printing departments, eight assistant binders and printers. Even though there is a shortage there of librarians, the over-all scale pay holds a very low place on the totem-pole.

Only minor differences were noted in the museum type libraries visited. France was the first country to have a legally enforced deposit of new books (in La Bibliothèque Nationale), and the first to set up qualifications for librarians.

The Library of Greece differs in its staffing, which consists of a Director assisted by a Council appointed by the Minister of Education. The library is supervised and controlled by the Minister of Education.

In Italy, the main purpose seemed to us to be the preservation of tradition in their laces, tapestries, paintings and many of the other arts: for what we saw was proof personified.

Our hats are off to the Egyptians for the way they have not only collected and filed, but the methods that they introduced in the varied uses of stone and gold.

Imagine how far back 100 B.C. is. Well, we saw the Dead Sea Scrolls which were discovered in 1947. We also saw all of the scrolls which have been found since then. They are located in Jerusalem Jordan. These scrolls are a portion of the Bible penned on copper sheets, rolled and placed in stone jars, and filed away for safe keeping.

I was helped in so many ways, just seeing that a library not only contains collected and cataloged printed matter, but there is no end to the classification of God’s treasures.

So let each librarian resolve to become a recruiter for better young minds, that we may help extend this endless catalog of classification to its finite degree.

Mrs. Raimey is librarian, Community Library, Ponca City
Teaching in a Foreign Library School

By A. M. McANALLY

During the past academic year, I was a visiting professor to the Library School at Ankara University in Turkey. Some of my experiences and observations might be of interest.

Turkey is the principal nation in Asia Minor, with a population of some twenty-six millions. Ankara, the national capitol, is located on the high Anatolian plateau at about the latitude of Denver, in a mountainous and semi-arid region. Ankara University is one of the major national universities with an enrollment of about 18,000. The Library School (actually, Chair of Library Science) is a department in the Faculty (College) of Languages, History and Geography, which has a campus of its own and an enrollment of about 4,000.

The Library School has an enrollment of about 200 students. Admission to the University and consequently to the School as well is by national competitive examination. No tuition is charged but the University has no dormitories and does not pay room and board costs. The students themselves were as varied as our students. Many very smart students were in my classes — genius knows no geographical boundaries. There also were some very poor scholars, despite the admission only by competitive examination, so that the distribution of ability was quite similar to that in America. However, all students were handicapped by a lack of background for professional judgment — there is not a strong system of school, public and even university libraries from which the students had gained knowledge of common library principles during the course of their academic careers. Many concepts taken for granted in the United States had to be explained, and explained simply and clearly. Students also were handicapped because most of the literature of modern librarianship is in English, with lesser amounts in German and other languages. Unless they could read English, and only about one-fourth could, they could not use the Library School Library effectively. Therefore no outside reading assignments could be made — everything had to be covered in class. However, the students were keenly interested in becoming good librarians, and frequently would ask questions in class.

Most students go into special and academic libraries upon graduation. There are a great many special government libraries in Ankara since it is the capitol. None go into school libraries and almost none into public libraries. The reason is that salaries are far better in special and academic libraries. However, the Minister of Education told me that the budget for public libraries in Turkey was being doubled for 1964-65, so this condition may change. The national educational pattern, set by John Dewey as a consultant in the 1920’s, recommended combination school and public libraries. There are many children’s libraries but these are now being absorbed into the growing public libraries. School libraries are ineffective as yet.

The faculty consisted of five persons, two of whom had received training in the United States, and two others will be in the United States this year. The Ford Foundation helped start the Library School ten years ago and has continued its interest and support. Three are men and two women. All have the doctorate, usually from Ankara University, or are working on it. They are excellent people, who would be welcome additions to the faculty in an American library school. They were quite friendly and helpful to me. Promotion is about 99 per cent on the basis of research and publication.

The curriculum is very similar to that of the regional American library school, being patterned most closely after that at Illinois. Bob Downs, Dean at Illinois, was the first visiting professor in the School ten years ago, and established the pattern. However, the program is solely an undergraduate one. The University offers no graduate work and no master’s degree, though the doctorate is offered by research and very severe examination. Since library development in Turkey is in its early stages, fundamentals are emphasized. Instruction has to be very clear, simple and orderly. Much greater emphasis in the curriculum also is placed on bibliography and on manuscripts, due to the German-European influence in the University. In fact, the School probably could not have secured University approval without the four courses in these subjects. In time, a master’s degree will be offered, probably. While I was there, we voted to offer no more doctoral degrees until the faculty had more persons at the Professor and Docent (Associate Professor) level, excepting

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for those already pending.

The Library School does have a library of its own, provided with Ford Foundation aid. It is a good collection of some 2,500 volumes, but as noted before cannot be used too effectively because the bulk of the collection is in foreign languages—English. Some works in German, French and other languages also are available. It was very useful to me, but I could not make assignments in it.

Problems in teaching in the School were numerous. First and foremost was the problem of language. I had to teach through an interpreter (which took half of my class time) and also had to use an interpreter for counseling with students. Turkish is a very difficult language—knowing some Latin, French, German and Spanish was of no help whatever in learning Turkish. Teaching through a translator is difficult, for you must be sure that you are being translated clearly and precisely. This tends to require that your lectures be very simple and clear and that you type out all lectures and discuss them beforehand with the translator.

A second problem is the lack of basic tools in the native language. Dewey had been translated but the index omitted. There was no cataloging text, no guide to reference books, no text in administration, no list of subject headings, etc. This preparation of tools and texts is one of the areas of interest to the Faculty. Related to this problem is local variations from standard rules. In cataloging, for example, bibliographic rather than paragraph form is prescribed on the card, the order and punctuation in imprints is different, and size was described by the old terms of duodecimo, octavo, quarto, etc. Efforts are being made to develop an international code in cataloging and this will be very helpful indeed.

The assignment did offer many opportunities. I believe that I contributed to the progress and stabilization of the School. I worked closely with officers in the Turkish Library Association and suggested good areas of activity on the basis of American experience. I also helped the Faculty of Languages plan a new central library building now being constructed, and did a library survey in another university for the Ford Foundation. The experience broadened my background considerably, for I now know better the problems of library development in a progressing country. And I made many good friends. Finally, it offered me a splendid opportunity, which we seized, to visit many famous historic sites, for Turkey was the crossroads of the civilized world for over 3,000 years. All in all, an experience to remember!
What State Supervision Can Do For School Libraries

By RUTH GAGLIARDO

Anyone lucky enough to have experienced the wonderful hospitality of Oklahoma, as I have several times, would welcome an invitation to return — the "Sooner" the better — and so it is with genuine appreciation, Nancy Amis, that I thank you and your planning committee for this opportunity to enjoy again the friendliness of our sister state and to bring to this organization the greetings of the Kansas Association of School Librarians and the State Teachers Association.

In an earlier visit, I quoted Dr. Muehl, of the Yale Divinity School, whom I had heard say in Oklahoma City, "The impulses that change the world are born in the grass roots." I quoted also the remark by Hodding Carter, the distinguished southern journalist, who said to his poet-friend, as he was leaving for service in World War II, "Percy, what can we do when the war is over?" And Will Percy — lawyer, philosopher — replied, "You can't do anything on a grand scale. But you can work again for your own people in your home town." And then he added, "It isn't national leaders we need so much as it is men and women of good will in each of the little towns of America."

This I have believed much of my adult life: that grass roots' support and involvement are vital to any kind of growth and development; that everybody knows more than somebody. But there can be no standing still on any level. You recall the singular fact about the bicycle. It can stay upright only so long as it is moving. Like Alice, nowadays, we have to run twice as fast just to stay in the same place!

Basic to much of good that has been happening in books and libraries in Kansas has been the Kansas Association of School Librarians. For years, a school library round table was held annually in each of the six sections of the Association conventions, all running concurrently. You are fortunate here to have one large convention. A chairman, elected each year in each section, planned that section's program for the following year. Constructive overall planning for statewide improvement of school library service was impossible, however, with this splintering of effort. At that time, elementary school libraries were almost non-existent in Kansas; high school libraries were largely inadequate; with trained school librarians, few.

Recognizing the great need for expansion in the school library field, the Board of the Teachers Association in 1949, established a State School Library Committee made up of librarians and administrators to give stimulus to books and to school libraries. Twice, this committee gave librarians attending the six school library round tables opportunity to vote on the desirability of organizing a State school library association. Twice, the proposal was voted down.

Then, after a lapse of two years, the KSTA Committee decided to try again. Kansas was lagging; more had to be done somehow. So, for a third time, state organization was proposed with the suggestion that each round table elect a representative and an alternate, to meet later, and to choose, out of this group, first year officers should a majority of the round tables vote for the new organization.

On this third try, five out of six sections voted to organize. Representatives met and elected officers one year later. At the first state meeting of the new organization, by-laws were accepted, along with affiliation with the State Teachers Association and the State Library Association. The Kansas Association of School Librarians was in business at last. Almost at once it was apparent that although initiative at the grass roots can get certain movements going, a larger state unit is more effective, in getting on with the job.

The leaders of the new school library organization with its astonishing early membership of 350, including many administrators, set to work to determine school library goals and methods of achieving them. First things first — but what things?

Kansas had never had a school library workshop. A two-weeks workshop in the summer with a knowledgeable leader could give needed direction to the new Association and to the state. The Library Science Division at Emporia was approached, the State Department of Public Instruction was asked for financial assistance. There was wonderful cooperation from both, with librarians, teacher librarians and teachers attending the Emporia workshop in surprising numbers.

Two other summer workshops followed in successive years, but sponsored by KASL. Out of these three workshops and the leadership of the Kansas Association of School Librarians came a clarification of immediate and long-range goals and the development of a truly professional organ-
izations in its support of a state library survey financed by the legislature.

Although the State Department of Public instruction was slow to accept the philosophy of central elementary libraries or the need for a state consultant, continued effort on the part of many groups helped, until, at last a salary item for the position of consultant was placed in the proposed budget of the State Superintendent of Schools — only to be removed by the governor.

Legislators were about to be appealed to for support by librarians and educators, when an unexpected shift was made in personnel in the State Department and — suddenly — the desired office was established and without legislative action. Kansas was to have its state library consultant after all!

So it was that on July 16, 1962, Marilyn Miller, Topeka High School librarian, was named state school library consultant. The new consultant had taught in junior and senior high schools and had received her master’s degree in library science from an excellent university. Although she had had no experience in the elementary field, nor in administration nor supervision, she was intelligent, enthusiastic, unafraid of hard work, liked people, was liked by them, and was refreshingly unafraid to say that she had much to learn. Actually, the beginning salary was much too low to attract an experienced state school library consultant from out-of-state. As a recent president of KASL, and soon of K.L.A., the new consultant knew Kansas librarians and the kind of support she could expect from their organizations. In addition, she knew Kansas ways and many Kansas educators as well.

Members of the State Department may have dragged their feet earlier, but they were solidly behind their new staff member now. Their support has been excellent; in fact, what has happened in the two years since Miss Miller’s appointment is thrilling indeed. Briefly, fourteen new elementary libraries were established the first year, seven were added the second. Most of these schools support the book budget with more than state minimum requirements.

Of last year’s 610 secondary school librarians only 13 were not certified, and of these 13, several completed their requirements last summer.

There are 263 elementary libraries now in Kansas. There have been 350 actual school library visitations, on invitation, since the Kansas State Department believes in consultative rather than supervision service.

Three school systems in the state now have central processing and two others are approaching it.

A state committee has been appointed to study the certification requirements for school librarians.

The six annual school library district workshops, in cooperation with school administrators, coordinated their theme of “the library as a learning center.”

A guide will be published this year based on the same theme.

Summer workshops of one week each, in three of the four state colleges offering library education, are to be given this coming summer for experienced librarians, administrators and curriculum people, all utilizing the same theme.

A conference on library education personnel on the subject, “Educational needs of the school librarian,” is being held today in Wichita, while a complete revision of school library standards is contemplated in 1965 and 1966.

This is commendable achievement for a consultant only now beginning her third year. Furthermore, these results have been accomplished with a minimum of resistance, and a maximum of good will. They could not have been accomplished without a consultant in the state department.

Both professional organizations — the Teachers Association which organized the school librarians, and the School Library Association itself — furnished vision, and years of work at the grass roots and at the state level. But the final push, the really telling forward action, was possible only when the state department, the legally constituted authority, took over with a full-time library consultant in charge.

Will Percy’s remark to Hodding Carter, quoted earlier, is valid — up to a point. Dr. Muehl’s remark of grass roots participation is the same.

Some of you may remember that incident in the Teahouse of the August Moon. The American captain is being presented with many gifts, among them a little woven cage of bamboo.

“What’s it for” the captain asked.

“To keep a cricket in.”

“But why a cricket?”

“So fortune smile on you. Cricket very good luck.”

“But there’s no cricket!”

“Bad luck to give cricket. Must catch own fortune. No one get it for you.”

Oklahoma has its own cricket; its luck was caught when the position of library consultant was recognized by including it in state budget items. But luck can languish — and crickets die. Now is the time for Oklahoma school librarians to remember the bicycle; this is no time to stand still.
New Library In Chickasaw Multi-County System

On January 4, 1965, the Love County Branch of the Chickasaw Multi-County Library opened in a room which had previously been the meeting room of the Marietta City Council. The Council had voted one month before to offer it to the library for use as a community library for the entire county. Councilmen, library board members, friends of the library and staff members worked furiously, even through the New Year’s weekend, to redecorate, build shelves, improve the lighting, and get the books and furniture in place.

Up to this time the county had received library service from the multi-county bookmobile, with special requests being mailed directly from the service center. Now the weekly day-long bookmobile stops in Marietta have been discontinued and area book lovers are visiting the library that was made possible by their own cooperative efforts. Library materials and staff will come from their county-wide 1 mill levy for the multi-county library.

Shown in the picture are Mrs. John Yarbrough, librarian, and one of the first visitors on opening day, Mike Rhoades, son of Mr. and Mrs. Clyde Rhoades.

1965 State Library Convention Slated For Enid April 8-10

The theme for the 1965 OLA state conference to be held in Enid April 8-10 will be “Expanding Horizons for Library Services.” Dr. Robert B. Downs, Director of the University of Illinois Libraries, will be the featured speaker. He will be heard at the Friday evening dinner. On Thursday evening Mrs. Marquis James will speak following the dinner.

Others on the program will include Mrs. Weldon Lynch of Oakdale, Louisiana, who will address the Trustees Workshop and will speak at the general session at the noonday luncheon on Friday. Mrs. Karl Neal, Librarian and Executive of the Arkansas Library Commission, assisted by Miss Florene Jordan, Librarian at Magnolia and Mrs. Robert Keathley of Dardanelle, will present “Libraries for Everybody — How Arkansas does it.” This will be on Saturday morning. “Expanding Horizons in Oklahoma” will be a feature of the Friday morning session.

The program will also provide for meetings of the various Divisions of the Oklahoma Library Association and the annual business session. The three-day meeting will close with the presentation of the Sequoyah Award with the luncheon and the winner’s acceptance speech.

Recruitment Committee Sponsors Contest

The OLA Recruitment Committee with Laverne Carroll as chairman recently conducted a very interesting contest among senior high school students of Oklahoma.

Following is an excerpt from their announcement:

Make a list of the many types of librarians that serve in public, school, and special libraries. At the conclusion of the list cite by title the sources that you consulted in compilation. The contest is open to all senior high school students in the state of Oklahoma. Lists will be judged on the basis of length and accuracy.

The contest winner will be announced at the state wide meeting of the Oklahoma Library Association in Enid, Oklahoma, on April 9, 1965. The winner’s trip to and room and meals at the convention plus a $10.00 book gift certificate will be awarded.

The contest closed March 24.

Other members of the Recruitment Committee are Bess Greenlee, Elizabeth Faine, Clifford Smith, Margaret Castle, Margaret Korn, Jill Holmes, Georgia Lamar, Herbert Winn, Carl Reubin.
Summer Schedule Of Library Science Offerings
(In the four Oklahoma Colleges offering the Standard Certificate)

NORTHWESTERN STATE COLLEGE, ALVA

The summer session of Northwestern State College, Alva, will begin June 7 and end July 30. Library Science is a recognized major in the teacher-education program and the Standard Librarian's Certificate may be earned in the regular undergraduate curriculum or in three summers.

Library Science has been approved by the Graduate Council as a major teaching field in the Master of Teaching degree and all library science courses may be taken for graduate credit.

The following courses will be offered in the summer of 1965:

L.S. 423 Non-Book Materials 3 hrs.
L.S. 403 Cataloguing and Classification 3 hrs.
L.S. 313 Book Selection 3 hrs.
or
L.S. 433 Books and Reading for the Young Adult 3 hrs.
L.S. 523 The School Library as a Materials Center 3 hrs.
L.S. 533 Government Publications 3 hrs.
Eng. 493 Children's Literature 3 hrs.
Ed. 316 Audio-visual Education 2 hours
L.S. 441 Individual Study 1 hour

CENTRAL STATE COLLEGE, Edmond

113—Sec. 1—Reference and Bibliography—M 10-12; T 9-10; W 10-12; T 1:20-2:00; F 1:30-2:00—Cunningham—CL 201
113—Sec. 2—Book Selection—M 10-10:30; T 1:20-2:00; W 10-10; T 1:20-2:00; F 10-10:30—Cunningham—CL 201
*302—Sec. 3—Introduction to School Libraries—W 10-11:00; M 10-11:00; T 10-11:00; W 10-11:00; F 10-11:00—Gleason CL 202
*403—Sec. 4—Organization of Library Materials—M 7-8:00; T 10-11:00; W 10-11:00; T 10-11:00; F 10-11:00—Gleason CL 201
*413—Sec. 5—Administration of the School Library—M 10-11:00; T 10-11:00; W 10-11:00—Gleason CL 202
*433B—Sec. 6—Library Materials for Secondary Schools—M 10-10:30; T 10-10:30; W 10-10:30; T 10-10:30; F 10-10:30—Gleason CL 202
*For Graduates as well as Undergraduates

OKLAHOMA STATE UNIVERSITY, Stillwater

In addition to the regular 1965 summer schedule, the Library Education Department at OSU, Stillwater, will sponsor an NDEA Title XI Institute for junior and senior high school librarians, under the direction of Helen Lloyd. Qualifications for participants, who will receive stipends if selected, are determined by the contract with the Office of Education. Two special instructors, selected from outstanding school library situations, will teach NDEA courses. Already committed is Anabel Sproat, Chairman of the West Leyden High School Center for Instructional Materials, Nethlake, Illinois, which has received national publicity.

Further information on the Institute may be obtained from Mrs. Lloyd.

Ruth Hill Viguers, editor of Horn Book Magazine and author of Margin for Surprise, will be the keynote speaker at the 4th annual one-day workshop, SCHOOL LIBRARIES, '65, on June 25, open to all interested persons. School librarians should begin to collect entries for the "Idea Fair," for which entry lists will be available soon. A new course, 'Problems in School Library Service,' may be taken for two credits by arrangement during the two week period, June 14-27, preceding the one-day workshop, with participants assisting in its planning and direction.

Nancy Ruth Ambis, Elizabeth Geis and Della Thomas, together with one other to replace Mrs. Lloyd for the summer session, will be the instructors for the usual courses in library science, which are listed below:

48 OKLAHOMA LIBRARIAN
LIBSCI 413-1 MTWTF—9:30—Lib 503—Cataloging and Classification—Geis
LIBSCI 433-1 MTWTF—7:30—Lib 504—Book Selection—Staff
LIBSCI 443-1 MTWTF—10:30—Lib 501—Reference Materials—Amis
LIBSCI 450-1 Problems in School Library Service (to be arranged)—Thomas
LIBSCI 460-1 MTWTF—1:30—Lib 505—Library in the Curriculum—Staff

(MTWT only for 2 hours credit)

LIBSCI 473-1 MTWTF—11:30—Lib 505—School Library Administration—Geis
LIBSCI 483-1 MTWTF—8:30—Lib 504—Reading Guidance for Young People—Amis

For cognate courses in Children's Literature and Audio-Visual Materials, see Educ. 403 and Educ. 452.

### UNIVERSITY OF OKLAHOMA, Norman

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<th>Course Number</th>
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<td>222</td>
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<td>Book Selection and Acquisitions</td>
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<tr>
<td>308</td>
<td>2</td>
<td>Books and Materials for Children</td>
<td>Carroll</td>
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<tr>
<td>309</td>
<td>2</td>
<td>Books and Materials for Young People</td>
<td>Carroll</td>
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<td>311</td>
<td>3</td>
<td>Communications</td>
<td>Michelson</td>
</tr>
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<td>314</td>
<td>3</td>
<td>Academic and Research Libraries</td>
<td>Holland</td>
</tr>
<tr>
<td>316</td>
<td>3</td>
<td>School Libraries</td>
<td>Staff</td>
</tr>
<tr>
<td>320</td>
<td>3</td>
<td>Literature of the Sciences</td>
<td>Holland</td>
</tr>
<tr>
<td>321</td>
<td>3</td>
<td>Literature of the Humanities</td>
<td>Tomberlin</td>
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<td>400</td>
<td>2</td>
<td>Seminar (School Administrators)</td>
<td>Carroll</td>
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<tr>
<td>402</td>
<td>1-4</td>
<td>Directed Research</td>
<td>Staff</td>
</tr>
<tr>
<td>409</td>
<td>1-4</td>
<td>Research for Master's Thesis</td>
<td>Staff</td>
</tr>
</tbody>
</table>

The School of Library Science, University of Oklahoma, Norman, Oklahoma, announces a two-week workshop, July 12 to July 23, 1965 on Books for Children. The workshop will carry two hours of graduate or undergraduate credit. Dorothy M. Broderick, consulting editor of Top of the News and a well known reviewer, author, and instructor in the field of children's books, will be guest lecturer. For more information, write Laverne Carroll, Assistant Professor, School of Library Science, University of Oklahoma, Norman, Oklahoma—73069.

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It takes all kinds of books to make a library...

particularly

**PREBOUND BOOKS**

FOR BOYS AND GIRLS

Library of Congress Cards for only 10¢ a set of 6 cards

CHARLES M. GARDNER COMPANY • SCRANTON, PA. 18501

April, 1965
Have you ever been assigned to a brand new school library? Do you remember the day you reported to organize the collection? You introduced yourself, and you were handed the keys. You could hardly wait to unlock the doors, and then your eyes caught sight of hundreds of boxes of books that had not been unpacked. After experiencing this several times, I decided to write this article to help administrators and school librarians solve some of the problems and complications that arise when opening a new library. With the passing of the single text book there is a great deal of pressure on the school library.

The central library is an instructional center. In order to develop library skills on all levels, I suggest grouping according to the Dewey Decimal classification rather than by broad subject arrangement.

In many cases the basic collection has been purchased before the librarian has been assigned to the school. Usually these basic books have been selected from standard lists, or by a curriculum committee with the help of a supervisor or an administrator. Whether the books are ordered by the librarian or the supervisor, duplicate order cards should be filled out for each title, giving complete bibliographical data. Both sets of cards should be arranged alphabetically according to the author’s last name. One set should be sent to the supervisor who has charge of ordering the books. The book orders are typed from these cards. The other set should be sent to the librarian. This will make it easier for her to check each book by author, title, edition, publisher, etc. It will also speed cataloging in cases where no Wilson cards are available.

Wilson printed cards are recommended and should be ordered in advance by the supervisor or an administrator. With the order cards arranged alphabetically, check the Wilson lists for sets of catalog cards, and indicate on the order cards if Wilson cards are available. When ordering cards for several hundred books, I suggest underscoring the author’s name and title in the catalog rather than typing lengthy lists. If catalogs are mailed for your cards, H. W. Wilson will gladly furnish a new set.

At this point the librarian and the supervisor should decide whether to adopt red subject headings or use black capitals. If the librarian has competent clerical help, she might prefer red subject headings and purchase the Wilson cards without classification numbers and the printed headings. However, it is advantageous to use the black capitals that are available from H. W. Wilson Co.

If L. C. cards are used, the L. C. numbers should be written on the order cards in the space provided and the slips made out in advance and mailed to the Library of Congress Card Division. Be sure the deposit for the subscription has been acknowledged and the subscription number assigned before mailing the slips. Complete order information may be obtained from the Library of Congress, Card Division, Washington, D.C., 20540.

Cataloging tools should be included in the basic collection; however the budget may be very limited and it is impossible to purchase back issues of C.B.I., etc. Many authors’ names may be verified by using Who’s Who, Who’s Who in America, Junior Book of Authors, Twentieth Century Authors, Webster’s Biographical Dictionary, and many others that will be included in the basic reference collection. The encyclopedias must not be overlooked.

Assuming that the Wilson cards have been delivered when the librarian reports for duty, the following suggestions should help the beginner.

1. “Unpack the books and arrange alphabetically by the author’s last name. This will bring all duplicate copies together and make it easier to record on the shelf list.

2. Check the invoices and packing slips.

3. Check each title against the order card.

4. Be sure the correct edition has been received. Notify your purchasing department of all discrepancies and defects.

5. Insert Wilson cards on the title page of each book and verify bibliographical data.

If Wilson cards were not ordered in advance, it should be done at this time; since all of the books are arranged alphabetically by the author’s last name and the discrepancies have been eliminated.

Before actual cataloging begins the librarian should outline certain policies and practices that are to be followed. No library can operate at maximum efficiency if too many short cuts are taken and processing is oversimplified. Definite plans should be followed in:

A. Classification

1. Reference books
Encyclopedias and reference books do not circulate. These may be shelved near the librarian’s desk and processed last. They should be marked with the capital letter “R” above the class number.

2. Fiction need not be classified according to the Dewey Decimal System. Alphabetical arrangement by author of fiction is recommended. Mark all novels with the capital letter “F” or “Fic.”

3. Short Story
The short story collection is distinguished from the novels by the use of “SC.”

4. The librarian must decide whether to use “B” or “C” for individual biography. Whichever practice is adopted, the individual biography is arranged alphabetically by the biographer’s last name.

5. Close or broad classification
The practice followed will depend on the type of library and the anticipated size of the future collection.

B. Book numbers
To assign book numbers or Cutter numbers is time consuming and not necessary in a school library. Adding the initial of the author’s last name below the class number is recommended as: 930 for Hall’s Buried cities.

C. Accession
To accession or not to accession is an issue because of the time element involved. The accession record is the financial record of the library. All books are numbered consecutively. If the books are accessioned, it is easier for the student assistants to clear them when they are returned. A few details make a smoother operation. Usually the librarian enters the accession number on the page following the title page and on the uneven numbered page selected by the librarian. (This is the secret page.)

D. Tracings
Frequently a unit card will disappear from the main catalog. It takes a great deal of research to determine the number of subject cards that belonged to a title. Therefore, I recommend tracings on the shelf card as well as the unit card. The tracings on the Wilson cards may be copied on the verso of the card if there is not enough space on the front.

E. Class marks
Decide on a location and be consistent. Some librarians write the class mark in the upper left hand corner of the page following the title page.

F. Ownership stamp
The name of the library should be stamped in the center of the title page about one and one-half inches from the lower edge of the book and on the secret page.

G. Marking call numbers
Using a measuring guide, determine a definite distance on the spine of the book and letter all books the same height. White lettering ink or an electric stylus may be used. If the author’s name does not appear on the spine of a novel, it should be lettered below the capital “F” or “Fic.” Individual biographies should have the name of the biographer written on the spine of the book for shelving convenience. (A book mis-shelved is the same as a book lost.)

H. Book cards and pockets
When the catalog cards are completed, the shelf card is placed inside the book and a book card and pocket should be typed for each book giving the call number, author’s name, title, accession number, and copy number. Decide where the pockets and date due slips are to be pasted. Sometimes a little ingenuity is required to fit the date due slip and the pocket around an illustration. These are very important in children’s books and should not be covered. Do not cover important maps.

The policies and procedures have been outlined, the Wilson cards have been placed in the books and the bibliographical data verified. Re-arrange all books by classification. This will be an assembly line operation.

1. Reference books (See A-1 Classification)
2. Arrange all fiction alphabetically by the author’s last name.
   (a) Write in the classification number, date received, and the price of the book in the designated place. (See your policy outline.)
   (b) Complete printed cards. Revise and adapt if any changes need to be made.
   (c) Leave shelf card in the book until the book has been accessioned and the card and pocket has been typed and the data verified. Place remainderfof the set of cards in a box to be assorted and filed in the main catalog.
   (d) Accession fifty or more at a time. It is a waste of energy to do fewer.
   (e) Type accession number and copy number on the shelf card.
   (f) Type book card and pocket and be sure the accession number is the same:
      (1) on the shelf card
      (2) on the page following the title page in the book and on the secret page
      (3) on the book card and pocket, and in
(d) accession record book
(g) Paste
(h) Stamp and emboss
(i) Letter — spray or shellac
(j) Shelve

Follow the same procedure as outlined for fiction and catalog the remainder of the collection in this order: biography — short stories — 100 — 900's — reference. Be consistent.

If Wilson cards have not been ordered, omit "B" under No. 2, fiction and make a temporary shelf card. Examine the book and assign a classification number. When the Wilson cards have been received, revised, and completed, transfer the accession numbers and the copy numbers to the printed shelf cards. The new Wilson catalogs give the classification numbers. This helps to speed cataloging and processing.

If no Wilson cards are available, follow the following procedure:

1. Insert order card and verify bibliographical data.
2. Examine the book and read the introduction.
3. Establish the author's name.
5. Assign subject headings.
6. Decide upon other added entries.
7. Type the complete set of cards.

From this point follow the same procedure as you used when processing with Wilson cards.

(See your policy outline)

SUGGESTIONS FOR FILING CATALOG CARDS:

The beginner might try the following procedure if he is in doubt about where to place a card.

1. File all author entries first.
2. File subject entries under a personal name after author entries for the same name. (This will keep the books by a person and the books about a person in the proper order.)
3. Work in the other subject entries (A.L.A. Rules for filing catalog cards)
4. File title cards last
5. Consult the author, title, subject and analytical index of the standard catalogs if historical headings and other entries cause trouble. (A.L.A. Rules for filing catalog cards)

Materials and supplies for preparing the books

Accession sheets, Accession record book, Book cards, Book pockets, Catalog cards, Clipping envelopes, Date due slips.

Electric stylus, Embosser, Erasers, Ink (Black Higgins), Ink (Red or red ball point), Ink (White), Ink pad, Lettering pens, Measuring card.

Order, cards, Overnight cards, Paper clips, Paste, Paste brushes, Pencils (No. 3, hard lead), Pen points, Practice slips (3x5), Property stamp, Rubber bands.

Soft cloth, Stamp pad, Staples, Spraylon or shellac, Transfer paper, Typewriter paper, Wax, and Wood alcohol.

PROFESSIONAL TOOLS

American Library Association — Rules for Filing Catalog Cards, Basic Book Collection for Elementary Grades, Basic Book Collection for Junior High Schools, and Basic Book Collection for High Schools.

Akers — Simple Library Cataloging.

Dewey — Abridged Decimal Classification; and Decimal Classification and Relative Index.


Frick — Sears List of Subject Headings.

Rue — Subject Headings for Children’s Materials.


AIDS FOR PROCESSING

NON-BOOK MATERIALS


Thomas and Lloyd — Practical Storage and Use of Maps and Posters (Library Education Dept., OSU, Stillwater, Okla.)

Wilson — Vertical File.

Cook — The New Library Key: 2nd ed.

LIBRARY SUPPLIES

Demco Library Supplies
Box 1488
Madison 1, Wisconsin

Gaylord Brothers
155 Gifford Street
Syracuse, New York

Library Bureau
Remington-Rand
207 Madison Avenue
Memphis 5, Tennessee

Library Products
Sturgis, Michigan

OKLAHOMA LIBRARIAN
NOTES FROM THE EXECUTIVE BOARD MEETING

January 9, 1965

The Executive Board met January 9, 1965 at 12:30 a.m. in the Oklahoma State University Library. Members present were as follows:

Della Thomas
Edmon Low
Elizabeth Cooper
Helen Donart

Gene Hodges

The meeting was called to order and the minutes of the previous meeting, which had been distributed to the members by mail, were approved.

Mrs. Thomas expressed her appreciation to the members present for braving the snow storm, and her regrets that the others were unable to make it. No questions were to be presented for vote since there was not a quorum present.

Mr. Low gave a progress report of the Library Development Committee's Survey program. The President reported on matters referred to in the previous minutes. A committee will be appointed to work on the UN International Cooperation Year.

The Treasurer telephoned the following report which was given by the President:

Balance from last report $5172.14
Receipts 600.29
Disbursements $5772.53
Balance on hand $5245.35

Elizabeth Cooper, A.L.A. Councillor, reported on plans for the Legislative Luncheon at the A.L.A. Midwinter Meeting. Gene Hodges reported on the progress of the Program Committee.

In discussion of questions asked by the Exhibits Chairman, it was affirmed that in previous years exhibitors have been given a ticket to the O.L.A. Conference Dinner. This custom will be carried out again this year.

Helen Donart Acting Secretary

SEQUOYAH CHILDREN'S BOOK AWARD MASTERLIST

1965-1966

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>PUBLISHER</th>
<th>DATE</th>
<th>PRICE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>Baker, Betty</td>
<td>Killer-of-Death</td>
<td>Harper</td>
<td>1963</td>
<td>2.95</td>
<td>5-7</td>
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<tr>
<td>Burch, Robert</td>
<td>Skinny</td>
<td>Viking</td>
<td>1964</td>
<td>3.00</td>
<td>4-6</td>
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<td>Carlson, Natalie Savage</td>
<td>School bell in the valley</td>
<td>Harcourt</td>
<td>1963</td>
<td>3.00</td>
<td>4-7</td>
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<td>Caswell, Helen Rayburn</td>
<td>A wind on the road</td>
<td>Van Nostrand</td>
<td>1964</td>
<td>3.50</td>
<td>4-6</td>
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<tr>
<td>Colver, Anne</td>
<td>Bread-and-butter Indian</td>
<td>Holt</td>
<td>1964</td>
<td>2.95</td>
<td>4-6</td>
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<td>Coatsworth, Elizabeth</td>
<td>The princess and the lion</td>
<td>Pantheon</td>
<td>1963</td>
<td>3.50</td>
<td>4-7</td>
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<td>Estes, Eleanor</td>
<td>The alley</td>
<td>Harcourt</td>
<td>1964</td>
<td>3.50</td>
<td>5-7</td>
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<tr>
<td>Fitzhugh, Louise</td>
<td>Harriet the spy</td>
<td>Harper</td>
<td>1964</td>
<td>3.95</td>
<td>4-6</td>
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<td>Flory, Jane</td>
<td>One hundred and eight bells</td>
<td>Houghton</td>
<td>1963</td>
<td>3.25</td>
<td>5-7</td>
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<td>Fritz, Jean</td>
<td>I, Adam</td>
<td>Coward</td>
<td>1963</td>
<td>3.75</td>
<td>7-9</td>
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<tr>
<td>Fritz, Jean</td>
<td>Magic to burn</td>
<td>Coward</td>
<td>1964</td>
<td>3.95</td>
<td>5-6</td>
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<tr>
<td>Hunt, Irene</td>
<td>Across five Aprils</td>
<td>Follett</td>
<td>1964</td>
<td>3.85</td>
<td>7-9</td>
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<td>Johnson, Annabel</td>
<td>The grizzly</td>
<td>Harper</td>
<td>1964</td>
<td>3.50</td>
<td>6-8</td>
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<td>Kay, Helen</td>
<td>The secrets of the dolphin</td>
<td>Macmillan</td>
<td>1964</td>
<td>3.50</td>
<td>5-8</td>
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<td>Meltzer, Milton</td>
<td>A light in the dark: The life of Samuel Gridley Howe</td>
<td>Crowell</td>
<td>1964</td>
<td>3.50</td>
<td>7-9</td>
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<tr>
<td>Merriman, Eve</td>
<td>It doesn't always have to rhyme</td>
<td>Atheneum</td>
<td>1964</td>
<td>3.25</td>
<td>3-5</td>
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<td>Merrill, Jean</td>
<td>The Pushheart War</td>
<td>W. R. Scott</td>
<td>1964</td>
<td>3.95</td>
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<td>Mian, Mary</td>
<td>The Napar Peck War</td>
<td>Houghton</td>
<td>1964</td>
<td>3.25</td>
<td>4-6</td>
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<td>Neville, Emily</td>
<td>It's like this, cat</td>
<td>Harper</td>
<td>1963</td>
<td>3.90</td>
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<tr>
<td>North, Sterling</td>
<td>Rascal: A memoir of a better era</td>
<td>Dutton</td>
<td>1963</td>
<td>3.85</td>
<td>4-9</td>
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<td>Shotwell, Louisa R.</td>
<td>Roosevelt Grady</td>
<td>World</td>
<td>1963</td>
<td>9.98</td>
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<td>Snyder, Zilpha</td>
<td>Season of ponies</td>
<td>Atheneum</td>
<td>1964</td>
<td>3.25</td>
<td>4-6</td>
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<td>Keatley</td>
<td>The year of the bloody sevens</td>
<td>Harcourt</td>
<td>1963</td>
<td>3.25</td>
<td>4-6</td>
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<tr>
<td>Steele, William O.</td>
<td>A dot called Scholar</td>
<td>Viking</td>
<td>1963</td>
<td>3.00</td>
<td>4-7</td>
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<td>White, Anne</td>
<td>The limer</td>
<td>McKay</td>
<td>1963</td>
<td>3.75</td>
<td>6-8</td>
</tr>
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<td>Wier, Esther</td>
<td>Shawdow of a bull</td>
<td>Atheneum</td>
<td>1964</td>
<td>3.50</td>
<td>7-9</td>
</tr>
</tbody>
</table>

April, 1965

53
Surrounding the national poster are pictures of slides available for local showing.
The National Library Week Steering Committee began its work last September and made an early decision to try to work as closely as possible with the programs of the Governor's Conference on Libraries and the Post Conference Regional meetings. Therefore, a regional co-ordinator for each Post Conference region has been secured to work closely with the librarians and local N.L.W. committees in the furtherance of the Oklahoma N.L.W. goals.

The long range goals toward which the year's N.L.W. program was to be directed were:

1. Public library systems covering 77 counties and supported in accordance with Constitutional Amendment Article Y, Section 10A.

2. School libraries in all Oklahoma schools in accordance with standards set up by the American Association of School Librarians.

The short range goals formulated were:

1. The dissemination of the report made by Francis St. John as a result of his survey of Oklahoma libraries.

2. A definition of good library service. (The necessity for a definition of good library service was shown by Mr. St. John's comment that most Oklahomans do not know what good library service is.) The Steering Committee agreed and thought that it would be well to show people throughout the state the wonderful world of good library service.

In the subsequent meetings the committee decided that the implementation of these goals should be attempted in the following ways:

1. A major part of the program for the state meeting will be on "How to develop a multi-county library" and "How to build library buildings." It is felt that this kind of information is needed to help secure libraries in the 77 counties.

2. The attempt to get school libraries in all Oklahoma schools is a staggering job, but the N.L.W. committee is securing a brochure on school library statistics which La Verne Carroll of Oklahoma University is preparing to be distributed to the entire state committee at its March meeting, and regional co-ordinators will urge local N.L.W. committees to disseminate this information. The Steering Committee is attempting to secure copies of the International Paper Company's packet, "How to get the School Library your child needs" for the membership of the state meeting, and regional co-ordinators will suggest that the local N.L.W. committees write for copies of these packets to use in formulation of local Better School Library Committees.

In order to meet the short term goal of the dissemination of the St. John survey, it was decided to ask Mr. John Bennett Shaw to talk about the survey as the keynote speaker at the state N.L.W. meeting. Again, the regional co-ordinators will suggest methods of disseminating the report in communities by local N.L.W. committees.

The definition of good library service will be attempted through the development of a slide program showing services. The slides will be accompanied by a script which any layman can use. Slides have been received from the Tulsa City-County Library, from Bartlesville, Ardmore and Oklahoma City. These slide programs will be duplicated for all 12 regional co-ordinators to schedule with the local committees for showing during April. A copy of the program has been requested and promised to the American Library Association. Publicity about the slide programs begins immediately with announcement in the State Library newsletter. The regional co-ordinators will receive a list of all the newspapers in their regions to contact for announcement of the availability of the programs and invitation to organizations to schedule it. At the same time they will receive a list of all librarians to contact and inform about the program.

Because the committee felt that many librarians need to know how to organize an N.L.W. program, the Steering Committee has prepared a brochure to be mailed to librarians telling them of the help they can get from the steering committee and from the regional co-ordinators. The brochure urges early selection and formulation of local committees. It was printed by the O.S.U. library. Additional mailings to librarians are planned for March 1 and April 1.

Earl Sneed, Mayor of the City of Norman, has accepted the State Chairmanship of N.L.W. and he is planning for a large attendance at a luncheon meeting of the state committee. It is believed that his personal enthusiasm and commitment will make this a winning National Library Week campaign.

Mrs. Townley is librarian at the Belle Isle Library, Oklahoma City and executive secretary of Oklahoma's N.L.W. for 1965.

April, 1965
Literature For All Children

By LOLA TOLER

Humanity goes on, bundling up anew the things it has found precious.
—Christopher Morley

A priceless inheritance of the wisdom and adventure of mankind can be given to children through literature. We deprive them of this heritage when we fail to provide them with an abundance of good books. Literature for children has become increasingly important in this age of automation, astronauts, and rapid cultural changes. One of the great social problems created by automation for the near future is that of providing for man a greater amount of leisure time than he has ever known. What will young people do during their leisure hours? What values will they hold? Certainly, those who have had the opportunity to turn to literature in their youth will find satisfaction in books in their later life. Those who have had a wide acquaintance with people and with good ideas through their reading will be better prepared to withstand the problems they may face in a rapidly changing world.

There is available in our country for our children the great classics of the world and modern literature of the like of which has never before been known. In spite of this wealth of material, many children know little about literature; millions of children attend schools in which there are no libraries. Many of them have no opportunity to come in contact with good literature at home. A family which moves frequently finds it difficult to build a home library. Families who live in small homes lack adequate space for many books, and those with too-limited incomes can not afford to purchase them. In some communities, the city library has adequate collections of good books for children. In other communities the supply is too limited in number and in variety. It is the school which can make literature available to all children. A library in each school is essential if boys and girls are to be provided with some of the richest resources available; resources which satisfy many of the personal needs of children, resources which enrich the total curriculum.

It is true that children are perplexed with personal, social, and emotional problems in their daily lives. There is too-limited space and too-little time for them to pursue their own everyday, childish interests; too little time to explore, to dream, and to live in a make-believe world. It is to books that children turn today to find relief from the mundane chores and routine tasks imposed on them by adults. Little wonder that children enjoy flying through the air with Peter Pan or floating over roof tops with Mary Poppins. Perhaps one reason why Tom Sawyer has remained a favorite of children is because they find freedom for themselves through Tom’s experiences.

Children can find deep emotional satisfaction through some books. The story of Wilbur in Charlotte’s Web is one in which children come to feel the range of human emotions. With Wilbur, a seemingly-human animal, the reader comes in contact with friendship and love, humor and pathos; birth and death.

Many children are lonely as was Laveta. Laveta came to live with her grandmother, her only living relative. Through the story of Little Women in which Laveta experienced the warm relationships between mother and sisters in the March family, she was able to meet her problem of loneliness. The teacher who knows books and who knows children can guide a child to the right book at the time when he needs it most. There is no one book which is good for all children. In the words of May Hill Arthburn, “If one man’s meat is another man’s poison, one man’s book may be another man’s boredom.”

One of the purposes of the reading program is to develop an appreciation for good literature. The basal readers which children use in the classroom do not have space for the amount of materials required for achieving this purpose. Children must become familiar with many kinds of writing in order to distinguish quality writing, to enjoy it, and finally to be dissatisfied with less than the best. Children do not need a watered-down version of adult classics. There will come a time when they will be able to read and enjoy them as they are written in their original style. The teacher may choose to read to children books which are too difficult for them to read alone. These advanced materials may offer to children some of the beauty of language; its rhythm, its figures of speech, its subtleties, and its nuances. Appreciation comes through reading good books and through enjoying them as others read them aloud.

Mrs. Toler is principal of Waite Phillips School,
Tulsa

OKLAHOMA LIBRARIAN
Children need literature to stimulate their own creative powers. Good books help them to find something to say. After reading good stories children may become thoughtful or imaginative and responsive. Many teachers have found that children's literature will open the door to fluency and originality for many of his pupils.

A library program enables the school to provide for the individual differences in capacity, interests, and reading ability which exist in every class. It is in the library that children anticipate reading different materials on different topics, and at different levels. They have no feelings of self-consciousness or constraint because the books they are using are not all alike. The library teacher can also provide for the individual differences through working with a small group or one child who may have a special need. This does not mean to imply that the library period should be used for remedial instruction. It does mean, however, that the library program should be planned to enrich the experiences of the basal reading program. As the teacher helps children find the right books for their personal enjoyment or for other needs, these children will be able to practice and refine their reading skills in a most natural and life-like situation. The school library provides the perfect place for an individualized reading program.

The library program can enrich all areas of the curriculum. Authors of children's books have written factual literature on practically every topic presented in school: science, history, space travel, people of other lands, and biography as well as many others. Middle grades children are greatly interested in biography, particularly one which tells about people mentioned in their history books. While a textbook can devote little space to the lives of people, a biography can include the multitude of details which are needed to make characters come alive. Biography can give to the young reader a glimpse into the thoughts of a person, the tasks he found difficult, the moments of doubt, the encouragement he needed to enable him to accomplish that for which he is remembered. Biography presents an account of the particular qualities which make one person unique among all others. Biography helps children to understand people. There is factual literature in other areas of the curriculum which also is as enriching as modern biography.

A central library in each elementary school to provide literature for all children will someday be a reality. The failure to provide them in some schools may not be due entirely to lack of funds, but rather to lack of understanding of the importance of literature in the lives of young children. Many people are uninformed about what modern authors are producing in writing for children. Some schools have used a book fair to stimulate interest and to inform people about children's literature. There are companies which will make available to groups attractive displays of books free of charge. Any person who has had the opportunity to browse through these books with their artistic illustrations and well-written informative material will be impressed with the knowledge that is available to children in trade books.

Teachers may be encouraged by the number of articles about literature which appear in the journals of different elementary school organizations. Each issue of THE READING TEACHER has a section called "The Clip Sheet" to keep its readers informed about recently published books and the activities of organizations which are interested in children's literature. CHILDHOOD EDUCATION, the journal of the Association for Childhood Education International, presents brief reviews of new books. This section "Books for Children" is edited by Evelyn C. Thornton. Shelton L. Root, Jr., is the editor of "Books for Children" which appears in each issue of ELEMENTARY ENGLISH. An issue of ELEMENTARY ENGLISH which many teachers will wish to include in their files of material is that of December, 1964. This particular issue has devoted much space to information about books for the partially-sighted child. They are annotated, and they include the size of type used for printing each book as well as the age child for which the book has been written. Later issues of ELEMENTARY ENGLISH will include more information about the partially-sighted child and his reading. A bibliography of modern classics appears in Dora V. Smith's article, "The Children's Literary Heritage" in ELEMENTARY ENGLISH, November, 1964. The American Library Association publishes informative material on all aspects of a library or a library program.

Literature is an important part of the elementary school curriculum. It extends the experiences of children, stimulates their imagination, develops their appreciation for good writing, and helps them to gain an insight into human nature.

"And what does the child reader find beyond the words in his literature? He finds adventure, mystery, nonsense, biography, fancy. He lives in times, places and family patterns he has never known... He walks with kings; he talks with animals. He fights for freedom, takes journeys into outer space, overcomes prejudices and conquers fears... The child, thus, gains stature as a reader,..."

Written Book Selection Policies
and
The Oklahoma Public Library

By
CHARLES H. KEMP
and
AARON I. MICHELSON

The first of the Standards concerning the library's collection in the American Library Association's Public Library Service: A Guide to Evaluation with Minimum Standards clearly states:

Every library should have a written statement of policy, concerning the selection and maintenance of its collection of books and non-book materials.

The first of the Standards concerning the library's collection in the A.L.A.'s Interim Standards for Small Public Libraries repeats the above message word-for-word. Yet, is this Standard, a Standard which is reinforced in the literature of the library profession and stressed in the library schools in such courses as "Book Selection" being met today by the public libraries in Oklahoma?

In an attempt to answer this question, a short questionnaire was prepared and sent to each of the 111 public library systems in Oklahoma as listed in the then latest Annual Report and Directory of Libraries in Oklahoma for the Year Ending June 30, 1963. In this questionnaire, each of the 111 public libraries were requested, if it had formulated a written book selection policy, to send a copy to the researcher in an enclosed stamped, self-addressed envelope. The questionnaire also stated that if the individual library did not have a written book selection policy to answer the following:

We do not have a written book selection policy because:

We do not believe a written book selection policy is necessary

The library has not been able to formulate one

The library is in the process of formulating one

Additional comments:

When replies were not received within a short period of time, postal card reminders and later follow-up letters with duplicate copies of the questionnaires were sent. Of the 111 public library systems in Oklahoma, 96 responded for a percentage of 86.5. Of the 96 responding libraries, only THREE, or less than 4%, stated that they had a written book selection policy; ten others indicated they were "in the process of formulating one"; while the remaining 83 said that they did "not believe a written book selection policy is necessary," "the library has not been able to formulate one" or gave some other reason for not having a written book selection policy.

Therefore, from the results of this study, it would appear that the majority of public libraries in Oklahoma do not have written book selection policies, for even if we were to include those ten libraries who are "in the process of formulating one" (one of the authors is aware that one of these ten libraries has been "in the process of formulating" a written book selection policy for at least the past five years), the results would still indicate that over six out of seven of the responding libraries were not measuring up to the first of the "Public Library Standards" concerning the library's collection.

To examine this study more closely, there were a rather large number of statements that were made either under the category of "Other reasons" or "Additional comments" that would seem to indicate that many respondents were unfamiliar with what a book selection policy is, how it can be used, and for what purpose or purposes it might serve. Some respondents, for example, frankly stated that they had never heard of a book selection policy while others asked, "What is a written book selection policy?" One librarian wrote that a written policy was going to be incorporated in the library's annual report, but that it was not going to be "framed" and used to impress visiting librarians. Another stated that a written policy is "static" and would restrict the librarian's freedom to select books. Others indicated that they thought a written book selection policy is something to tell the librarian exactly what books to select and make no allowances for the nature of the community or the needs and demands of the library's public.

In response to answers such as these, the authors would like to say that written book selec-
tion policies are merely to furnish guidelines for the librarian which should constantly aid him in carrying out the objectives of the institution. Therefore, a good, well thought-out policy does not restrict any librarian in his freedom to choose materials. Neither does a written policy remain static for a good one will contain a provision for periodic review. And as for the statement about a written policy only being used to impress visiting librarians, this, of course, is an erroneous notion. Book selection policies are not things to be kept secret among librarians and/or boards of trustees. They should be available to and shown to the library’s public. The public library is for the people of the community, and if a written statement is available to the people, they can see what the library is attempting to do in building its collection and how the library is going about doing it in order to serve them better. In addition, although not the main purpose of a written book selection policy, it can serve as a possible protective device for the library against certain would-be censors and pressure groups. For as stated by the A.L.A. Intellectual Freedom Committee:

Written policy statements, where they exist, have become invaluable tools for sharpening the individual library’s objectives and for interpreting its role in the support of the basic principle of the freedom to read; and profession wide use of prepared policy statements would strengthen the position of the libraries of the nation, particularly for those which may be vulnerable to pressures that are not in the best interest of the public library and its goals.4

On the positive side, it is worthy of comment that some of the librarians who said that they did not have a written book selection policy were well on the way to formulating a policy, even if they were not aware of it. One reply was a rather long letter that quoted the by-laws of their library, which included a statement concerning the objectives of library service and the collection. This could have, with little effort, been turned into a short, but fairly good book selection policy. Another librarian wrote on the back of the questionnaire stating in the first sentence that her library did not have a written policy. She then, however, proceeded to write a very adequate outline of a statement of policy. This outline as written, could have rather easily been expanded into a good book selection policy for a small public library.

The authors would also like to mention that at least some Oklahoma librarians who were unfamiliar with the term “written book selection policy” will now have heard of it and perhaps will be stimulated to investigate this matter further. In fact, several responding librarians were interested enough to ask where they could get examples of written policies. Those who asked were sent a copy of the Pioneer Multi-County Library’s Policy for the Selection of Books and Other Library Materials, January, 1964. One librarian even told one of the writers after receiving a copy of the Pioneer Multi-County Library’s “Policy” that she and her board of trustees were “going to formulate one of their own.” Perhaps it might be interesting to repeat this study some time in the future to see if more public libraries in Oklahoma have formulated written book selection policies.

Northeastern Given NDEA Grant

Northeastern State College has been selected as one of the 26 institutions to conduct a Summer Institute for School Librarians. The summer program, June 1-July 9, 1965, is provided through the U.S. Office of Education under the National Defense Education Act. The forty participants in the institute will be chosen from applicants who are now school librarians and have fewer than 15 hours of study in library science. The participants will be awarded stipends of $75 a week, plus $15 for each dependent.

Mrs. Polly Clarke, of the Northeastern State College Department of Library Science, will direct the six-week study program which will concentrate on book selection, acquisition, and organization of school library materials. Problems related to elementary, junior high school, and high school libraries will be presented.

Other members of the institute staff will be Dr. Paul Parham, Librarian and head of the Library Science Department of Northeastern State; Mrs. Bess Greenlee, Librarian, Nathan Hale High School, Tulsa, Oklahoma; Mrs. Virginia Clarke, Librarian, Laboratory School Library, North Texas State University, Denton, Texas; Mrs. Lucille Raley, Library Services Consultant for Waco, Texas Public Schools; and Dr. Mervel Lunn, Director, Instructional Media-Center, Oklahoma City Public Schools. Additional visiting consultants will be announced at a later time.

The Case Of The Unknown Library
By JAMES F. FIXX

Not long ago a group of Miami Indians in Indiana filed a claim in a U.S. court. Arguing that in 1840 their ancestors had been underpaid for the sale of reservation lands, they asked the court to award them compensatory damages.

Although the sale had taken place over a century ago, investigators were able to turn to the archives of the Indiana State Library to find the reservation’s original manuscript records, information on early nineteenth-century land values, and relevant data on agricultural productivity. All this, painstakingly gathered from aged volumes, was presented as evidence in court.

The Indians won their case.

This is only one example of the vast, if often unrecognized, value of a species of library that relatively few people are even aware of. This neglected species is the state library, which serves as a hub of reference for legislators, a storehouse of state records and history, a crossroads of elusive information, and, in many cases, the last resort when a fact can be unearthed nowhere else. Founded in the country’s early years to guide state lawmakers, these libraries have long since outgrown their origins to provide services so diverse that even the librarians themselves are frequently astounded. “The best, most human, and funniest stories will never reach your ears,” one librarian said recently. “Prudence and state law forbid it.”

Nonetheless, the key role of state library systems was clearly underscored a few weeks ago when President Johnson signed into law the Library Services and Construction Act, authorizing $250,000 in federal funds to promote development of library service and construction of new public libraries. It is the fifty state libraries that are charged with determining how the funds will be used.

Until recently, there were few indications that state library systems were trying to be much more than splendidly chaotic warehouses. Their quality and purpose varied widely from one state to the next, and some states offered such lackluster library service that the gaps would be sadly apparent even to a grammar school pupil doing research on George Washington and the cherry tree. As the American Library Association, the influential national organization of librarians, said last summer, “No state has yet provided a sound total library program, and some states have not yet clearly recognized the importance of library services as an essential asset at this stage of the development of American life.”

There are now signs, however, that state libraries may be on the verge of a new and more significant role. Among these signs is the ALA’s recently released checklist of standards, an exhaustive yardstick designed to prod, encourage, and perhaps in a few cases shame state libraries into a flurry of self-examination and improvement. The checklist, an impressively lawyerlike array of sixty-two specific goals, ranges from the broadly philosophical (“People must have access to the full range of political, social, and religious viewpoints”) to the minutely technical (“Archival and similar records require extra load-bearing capacities in floors”). But each of its recommendations is intended to make a broad spectrum of books and services available to legislators, scholars, writers, researchers, and such specialized users as schools, various organizations, and the blind.

If the local library is the place to pick up that best-selling novel, the state library — provided it is a good one — is the place to hunt for obscure historical records, facts affecting public policy and legislation, and books on economic and political aspects of the region. Indeed, no library is more intimately concerned with the collective — and sometimes individual — life of a state’s citizens. In Edenton, North Carolina, for example, when a boy broke and sent fragments into a child’s eye, the doctor called the public library for the information he needed to remove the pieces safely. The local library didn’t have the information but called the state library, which quickly checked its files and told the doctor what he needed to know over the phone. The child’s eye was saved.

Any state librarian, in fact, can easily spin a beguiling afternoon of yarns about his adventures among man’s recorded yesterdays. And it takes very few such stories to obliterate any lingering notions of the librarian as a person so submerged in books and insulated from living that he is a kind of intellectual Piltdown Man. Among some yarns recently related are these:

Late one afternoon an assistant librarian discovered that, through a census error, the state legislature had inadvertently abolished a county judgeship that day. She quickly notified the state librarian, who telephoned the judge and the Speaker of the House. While the state librarian set to work drafting an amendment to restore the judge to his post, the Speaker held the legislature in session long enough to ratify it. The judge is now one of the state’s Supreme Court justices.

In an effort to establish his birth date for So-
cial Security, a man appeared at the Police Department in Indianapolis to examine the arrest records for 1900; he had been told that he had been left on a doorstep as a foundling in that year. The Police Department had no record of the event, but two reporters heard the man's story and checked the state library's archives. The account was found in a 1901 newspaper.

Surveyors, unable to locate landmarks mentioned in old deeds to property in North Carolina's Big Swamp, consulted the state library. The reason for their difficulties, they discovered, was that the swamp had been drained many years earlier. Aided by the library's old documents and maps, they were able to get on with the survey.

But the heart of the state library, despite such bibliographic derring-do, remains its service to legislators and those concerned with public problems and policies. As Herbert Wiltsie, executive director of the Council of State Governments, says: "As government operations expand, research becomes ever more important. There's no one these days who would dream of trying to operate a modern legislature without an adequate library. Research today is a fundamental part of government."

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NEWS NOTES
By HANNAH D. ATKINS

Bethany's new city library was formally dedicated at the end of January. The library, which has 7,000 volumes in 8,000 square feet of floor space, cost $97,000 plus furnishings. Mrs. Pat Westmoreland is librarian.

Three Oklahoma colleges, Northwestern State College, Alva, Northeastern State College, Tahlequah, and Central State College, Edmond each have received over $1,000 worth of equipment from the Microcard Foundation. Each donation consisted of a new Mark VII Microcard Reader and selected publications on Microcards. These libraries were three of one hundred libraries selected to receive the gifts.

Henryetta Mayor H. E. Greenley was presented the deed and keys to the old post office building by Congressman Ed Edmondson. The former post office building is to be converted into a city library.

PERSONNEL

Mary Knipp retired recently from the staff of Sapulpa Public Library after serving there seventeen years.

Dr. Gaston Litton, formerly Archivist of the University of Oklahoma, is still at the library school in Colombia. Escuela Inter-Americana de Biblioteconomia, Universidad de Antioquia, Medellin, Colombia.

Jim Babcock, formerly assistant to Dr. Litton, is head of the Burton Historical Collection at the Detroit Public Library. His wife, Jean, was at one time a member of the staff of Oklahoma City Libraries.

Tom Baker, Central State Library, Edmond, has been appointed chairman of the Committee on Scholarships, Southwestern Library Association.

Helen Price is now associated with the Veterans Hospital Library in Topeka.

Mr. Clarence Paine, formerly Director of Oklahoma City Libraries, has resigned his position in East Lansing, Michigan, and will become a consultant for library buildings. He will reside in Knoxville, Tennessee.

The first volumes of the Tulsa City-County Library Book Catalog have been placed in use. A major feature of the new catalog is the location of copies in the twenty branch libraries and on the bookmobiles in addition to the various departments of the Central Library. Sam P. Smoot is Head of the library's Technical Processing Division. Sample copies are available for loan. Sale price of the first volume is $5.00; however, a limited number is available.

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Report Of The ALA Council Meeting

By ELIZABETH COOPER

Highlights — ALA Midwinter
Shoreham Hotel, Washington, D.C.
January, 1965

Council

Midwinter meeting, usually held in Chicago, was scheduled this January for Washington, D.C. An exciting convention — an exciting place! The week was packed with work, meetings, and workshops.

One of the major considerations for the Council was the Executive Board interpretation of the ALA Council Resolution of last July. This concerned the attendance of ALA Officers and Staff at state meetings that could not qualify fully for ALA membership. Between July and January there was time to seek legal assistance. Both ALA legal counsel and the Committee on Constitution and By-laws advised that the Council's interpretation had exceeded the wording of the constitution. After the background had been reviewed for us, an amendment was proposed to add presidents, presidents-elect and second vice presidents of divisions to the original resolution. There was much discussion, many motions, amendments to motions, tabled motions, and suggestions, and they all got a little confused. When the voting was over, we were left with the original resolution as passed in July and the interpretation that the term officers and staff means those specified in Article VIII of the ALA Constitution.

Two recommendations were referred to Council from the Intellectual Freedom Conference, held just prior to ALA Midwinter. The first suggested the establishment of an Intellectual Freedom Office with necessary staff and full time legal counsel. The second recommended that job financial security should be provided for any librarian whose job might be jeopardized because of resistance to censorship activity. This last met with applause from the Council and attending members. The Executive Board requested time to consider the problems involved and asked to make its report at Detroit next summer.

The ALA Awards Committee reported the establishment of a new award “The Halsey W. Wilson Library Recruitment Award.”

A resolution urging passage of the Florence Agreement was adopted; the Federal Legislative Policy Statement was amended; a Joint ALA-AAJC Committee was established.

People always seem more important to me than anything else, and many former visitors to OLA were at this meeting. You will remember Ruth Warnke and Grace Stevenson. Incidentally Ruth will be taking Grace’s place as Deputy Executive Director of ALA. Grace will retire to Arizona after some traveling. All of this gives us a chance to make a true Southwesterner of Grace and to look forward, sometime, to another visit from Ruth. Other friends and part-time Oklahomans (to hear them and us) are Dave Clift, Audrey Beal, Irving Lieberman and Edwin Castagna, Robert Downs and Emerson Greenaway, Rose Vanstein and Jan Kee. It was great to see them, and some of them have been away too long.

Beginning at extreme left reading clockwise: Elizabeth Cooper, Oklahoma City Librarian; Charley Ward, (for Carl Albert); Ed Low, Oklahoma State University; Stanley Eliot, (Fred Harris); John Stratton, Oklahoma State University; Allie Beth Martin, Tulsa; Page Belcher; Arthur McAnally, Oklahoma University; Delia Thomas, OSU, pres. of OLA; Truman Richardson, (Tom Steed). Note: Jed Johnson had to leave early. (Legislative Luncheon)
President-elect Vesper offered a resolution expressing our grief at the death of Sir Winston Churchill.

Legislative Workshop

The Legislative Workshop, sponsored by the ALA Committee on Legislation was the best workshop I've ever attended. A general meeting on Thursday night opened the sessions. Senator Wayne Morse (D.-Ore.) spoke on "Knowledge in Two Kinds." Friday we heard how New York, Washington and Rhode Island managed their legislative campaigns. Former Congressman Brooks Hays and Germaine Krettek gave us the benefit of their wonderful experience with specific do's and don'ts. The discussion was light, but very much to the point. The dinner speaker Friday night was Representative John E. Fogarty (D.-R.I.), his subject: "Laws, Law Makers and Libraries."

The last session Saturday morning instructed us in the art of communications, and when to act, who to involve.

Librarians were helpful throughout, sharing their experiences and accomplishments with us.

Congressional Luncheon

The Congressional luncheon, given by ALA in cooperation with all state organizations, was attended by some ten hundred people. The Oklahoma delegation was well represented. Congressmen Page Blecher and Jed Johnson were able to be there themselves. Our other friends were either laid low by whatever bug invaded Washington that month, or were gracing the Oklahoma scene. Delightful representatives came in their places though: Beth Short was there for Senator Monroney, and Eliot Stanley for Senator Harris. Congressmen Albert and Steed were represented by Charley Ward and Truman Richardson respectively, and Buddy Miles came in Congressman Jarman's place. They all said they had a good time and I know we did. Librarians acting as hosts were President Della Thomas, Ed Low, Arthur McAnally, John Stratton, Allie Beth Martin, Phil Ogilvie, Frances Kennedy, Virginia Owens, Esther Henke.

Preparation for the Congressional luncheon took me on two different days to the Senate and House Office Buildings. The cordial hospitality extended by our governmental representatives and the people who work with them is a heart-warming experience. They make you feel very important and very much a part of what they are doing.

One of the finest things about the conference was watching Ed Low as he worked through the days and nights of the conference, to see the esteem and affection in which he is held, to see the warmth with which he is greeted, to know he belongs to us.

Sidelights

We came into Washington in rain and snow and fog—but even so, the place is beautiful. The Shoreham Hotel is big and luxurious, and there is a park nearby. Unfortunately, it is away from the government activity that is the heart of the City. Entertainment and sightseeing were close to non-existent. We did manage to work in a few fabulous meals at Normandy Farms (French decor and cuisine, three huge fireplaces, costumed waitresses), The Hafkrahaus (German food, Bavarian decoration, Viennese music), The Carriage House (mostly French) and Blackies (variety in design and food abound). We landed in the Mardi Gras Room where cheese is served from bowls and steaks are wonderfully seasoned.

I was fortunate to be included on one of the early morning tours of the White House. Here, history is alive—and the past and the present intermingle. Our guide, given to singing and whistling "Moonriver" in between stops, had an obvious affection for the rooms he showed us and gave us a sense of belonging.

A drive through Washington, one clear cold night left me full of wonder and awe, deeply impressed and proud of our heritage. The capital itself, alight against the blackness, dominating the mall, the City, the very sky; the shaft of the Washington Monument piercing the dark, wearing a circle of flags at its feet—flags at half mast mourning Sir Winston Churchill; the classic whiteness and simplicity that is the beauty of the Jefferson Memorial, standing alone to the left as we drove; the Grecian columns of the Lincoln Memorial housing the warmth, and strength and compassion that is the Lincoln statue and seeming dim in comparison. As we started across the bridge over the Potomac, we saw the Lee estate mansion on the hill ahead, but our eyes were captured immediately by the flame that glows on Kennedy's grave—and our minds and hearts were caught afresh in agony.

The drive back to the hotel was a silent one. Many of you will have seen these things many times. All of you know Washington from books and pictures. Each of us has, perhaps, a different image of our Capitol. My own is one where grandeur and beauty and the things for which the city stands, outweigh the squalor and poverty, the crime and corruption that are part of every city. I find it strangely lovely, peculiarly personal, a place I belong.

On Saturday on our way to the airport we drove in daylight to Arlington Cemetery and Kennedy's grave—and we left the City in snow, and rain and fog as we came into it.

April, 1965
Oklahoma Council On Libraries

The Oklahoma Council on Libraries met January 14 at 10:00 a.m. in the Will Rogers Building. Mrs. Allie Beth Martin reported on the success of the Governor's Conference, and Miss Virginia Owens was commended for her expert editing of the film of the proceedings of the Conference. (Copies of the film for local showing may be had by making request from the State Library.) The main concern of the Council at this meeting was how to implement the recommendations of the St. John survey, especially with regards to the strengthening of the State Library. The budget requests of the State Library for 1966-67 were reviewed and the make-up of the State Library Board was discussed. The feasibility of introducing legislation to improve the library situation was considered.

The Council met again on February 11 in the Will Rogers Building. A summation of the biennial report of the Council to the legislature and to the Governor was presented by Mrs. Steele and Dr. Shireliff. Mr. Phillip Ogilvie submitted an amended appropriation request which almost doubled the amount in the Governor's proposed budget. Mr. Law and Mrs. Charles Coe, legislative committee, presented the preliminary draft of a bill and were given authority to place it in final form for introduction. It was announced that a public hearing on the bill (Senate Bill 45) had been set for February 17 at 10:00 a.m. and Mrs. Beth Helm, chairman of the OLA Library Development Committee, urged all to be present for the hearing.

At the public hearing before the Senate Appropriations Committee, the gallery was well-filled with a good geographical representation of people interested in better library services for Oklahoma. Among those who spoke at the hearing were Mr. John Bennett Shaw, Mr. Ralph Hudson, Mr. Phillip Ogilvie, Miss Esther Mae Henke, Mr. William MacAllard of the Daily Ardmoreite, Mrs. Myers of the Governor's Advisory Board to the State Librarian on Extension Matters, Mrs. Mall, public school teacher (who told the legislators that none of her sixty junior and senior high school English students had ever been inside a public library until she took them to one in a neighboring state), Mr. Bill Lowry, Mr. Robert LeGrove of McAlester, Mrs. Trimble B. Latting, legislative chairman of the state PTA, Mr. Carol Fry, City Manager of McAlester, and Mr. Edmon Low.

It was brought out that the budget requests for 1966-67, if granted, would allow for 13 new staff members for the State Library, thus enabling the Extension Department to give the help over the state which has long been requested, and would increase the over-all efficiency and service of the State Library.

Mr. Low showed the need for a change in the make-up of the membership of the State Library Board. From the beginning of statehood, the justices of the State Supreme Court have comprised the Board. In the days when the State Library was the State Law Library this was desirable and good, but with the many additional functions of the State Library today it is felt that a geographical representation on the Board would be helpful.

At the conclusion of the talks the Committee voted to delay action on the bill until their subcommittee should have time to study the matter further. They also voted a "do pass" recommendation.

A week later, the Senate passed the bill 38-0. At this writing the bill is in the hands of the House Appropriations Committee and while it is impossible to predict the final outcome, prospects for improved library services in Oklahoma look very encouraging.

OKLAHOMA LIBRARIAN
Newbery-Caldecott Winners Announced

Maia Wojciechowska, author of Shadow of a Bull, and Beni Montresor, illustrator of May I Bring a Friend?, have been named winners of the American Library Association Newbery and Caldecott awards for the most distinguished children’s books published in 1964.

Announcement of the awards was made at the Harvard Club in New York City where Daniel Melcher, son of the late Frederic G. Melcher, original donor of the medals, was host for an announcement party. Mrs. Sara Wheeler, assistant professor, School of Librarianship, University of Washington, Seattle, made the announcement as chairman of the Newbery-Caldecott Awards Committee of the Children’s Services Division which selects the award winning books on behalf of the American Library Association.

The Newbery and Caldecott medals which are presented annually both went to books published by Atheneum Publishers.

The John Newbery medal, given annually since 1922 for the “most distinguished contribution to American literature for children,” went to Miss Wojciechowska, a recognized authority on bullfighting, a writer since the age of sixteen, and a world traveler.

The Randolph J. Caldecott medal, awarded since 1933 to the artist of the year’s “most distinguished American picture book,” went to the internationally renowned scene designer and illustrator, Beni Montresor.

Selection of the award winners is made by the committee from nominations submitted by school and children’s librarians from all areas of the United States.

“These medals are the highest honor awarded creators of children’s books. Announcement of the awards is eagerly awaited by all who concern themselves with children’s reading,” said Mrs. Wheeler. Sales of Newbery-Caldecott award winning books surpass those of many other highly publicized book awards.

The medals will be presented at the Newbery-Caldecott Winner Awards Banquet on Tuesday, July 6, at 7:30 p.m. in Detroit’s Cobo Hall during the annual Conference of the American Library Association.

Miss Wojciechowska’s Shadow of a Bull recounts three years, from age nine to twelve, in the life of Manolo Olivac, whose entire village expects him to duplicate the bull ring triumphs of his dead father.

Written with spareness, tension, and grace akin to the qualities of a skilled matador, the story of Manolo epitomizes all humanity’s struggle for conquest of fear and knowledge of self. By the end, when he turns his back on his hard-won ability as a bullfighter to begin the long preparation for a career in medicine, he has achieved courage and self-knowledge, but only after a bitter struggle,” Mrs. Wheeler points out.

Miss Wojciechowska was born in Warsaw and educated in Poland, France, England, and the United States where she has resided since 1943. She has traveled extensively in Europe, especially in Spain.

Beni Montresor, a native of Verona, Italy, achieved a reputation there as a scene and costume designer before taking up residence in the United States. He has continued his work in the theatre both here and abroad, and one of his previous picture books also served as a basis for a San Francisco Ballet Company production by the same name, The Witches of Venier, to be premiered at the New York State Theater in 1965.

His Caldecott award winning book, May I Bring A Friend?, was written by Beatrice Schenk de Regniers. It is based on the childhood jingle in which a small boy, after asking a king’s and queen’s permission, brings a giraffe to tea. Following this, a startling series of animals is introduced to the royal couple, all illustrated in wildly theatrical color. These are balanced against plain black and white representing scenes of royal domesticity.

This year, Montresor will design the production of Menotti’s new opera, “The Last Savage,” at the Metropolitan Opera.

Though he has continued his work with the theater, Montresor believes that illustration of children’s books offers a major avenue for freedom of artistic creativity.

Runner-up for the Newbery medal is Across Five Aprils by Irene Hunt, published by Follett.

Runners-up for the Caldecott medal are Rain Makes Applesauce illustrated by Marvin Bileck, written by Julian Scheer and published by Holiday House; The Wave illustrated by Blair Lent, written by Margaret Hodges and published by Houghton Mifflin; and A Pocketful of Crickets illustrated by Evaline Ness, written by Rebecca Caudill and published by Holt, Rinehart & Winston.

OLA CONVENTION
Enid—April 8-10, 1965
Tomorrow Belongs to Oklahoma

A study of “foreign policy” relations between the Plains Indians with special emphasis on the Cheyenne. Well documented and useful for research collections with an Indian interest.

Friends of Thunder

Kilpatrick, Jack Frederick.

Dallas, Southern Methodist University, 1964, $5.00.

At long last the very interesting folktales of the Oklahoma Cherokees have been collected for all to appreciate. Using a tape recorder, the Stillwell, Oklahoma native visited many Cherokees in Eastern Oklahoma to obtain the folktales for this volume. For Oklahoma libraries as a worthy addition to Oklahomiana.

Mustang Roundup

Laune, Paul.


Combining history with illustrative stories Paul Laune interestingly enlightens his readers on the importance of the mustang in American history. The excellent pen and ink illustrations by the author are a good addition to the text keeping the younger reader excited. The author was reared in Woodward, Oklahoma.

Merry Go Round In Oz

McGraw, Eloise, Jarvis.


When Robin Brown climbed on a merry-go-round horse at a carnival, he never dreamed he would be transported to the land of Oz. The author, an expert on Oz geography and on the Oz characters, continues the story of Oz for young readers. For public libraries, elementary, and junior high collections.

The New Democracy in America

Miranda, Francisco de.

Norman, University of Oklahoma, 1963, $4.95.

One of the most important diaries of an early foreign visitor to the United States is translated for use as primary source material. Miranda’s observations and notes on our early constitutional government make interesting study for all areas of the social sciences. A “must” addition for research libraries and larger public libraries. The editor, John S. Ezell, is the chairman of the history department at the University of Oklahoma.

Ballads and Folk Songs of the Southwest

Moore, Ethel

Norman, University of Oklahoma, 1964, $12.50.

For over 25 years the authors have collected
songs Oklahomans sang while settling here 75 years ago. Each song in this selection is described, traced in origin, and the contributing singer is identified. A must for Oklahoma collections and music libraries. Ethel Moore is the librarian at Will Rogers High School, Tulsa.

Florence in the Age of Dante
*Huggiers, Paul G.
Norman, University of Oklahoma, 1964, $2.75.
Here, in all its complexity, is the city which ushered in the Italian Renaissance years before other areas in Europe. The lives and culture of the age is examined carefully with a good bibliography for use as a reference tool for future study. For literature and history collections.

Frontier Life in Oklahoma
*Wallace, Allie B. (Stewart).
A fascinating journey into the pioneer life in Oklahoma Territory. Written with the excitement of a child yet with the skill of a college teacher, one reads of the culture and customs of an average family in early Oklahoma. Very interesting reading and a worth-while addition to private, public, and academic libraries. When reading this I was amazed at the memory of the author. Do you feel this way, too?

Cairo, City of Art and Commerce
*Wiet, Gaston.
Norman, University of Oklahoma, 1954, $2.75.
Cairo was a political capital from its creation. The movement and growth of Cairo is emphasized. Period cultures and customs add to make interesting reading. A good picture of Cairo for research and large public library collections. The translator is a professor at the University of Oklahoma.

Indians of Eastern Oklahoma
*Wilson, Charles Banks
Afton, Buffalo Publishing Co., 1964, no price reported.
One of the great Indian artists of today has written and illustrated with photographs and paintings an interesting look at the Indians of Eastern Oklahoma, past and present. Very interesting reading.

The Changing Military Patterns on The Great Plains (17th Through Early 19th Century)
A well-written, documented study of warfare before and after the introduction of the gun in the Great Plains. A good academic text for large public and research libraries. An American Ethnological Society monograph.
* denotes written or edited by an Oklahoman

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