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Library Members

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Non-Library Association

Institutional and Organization | 10.00 |

Oklahoma Librarian, April 1975, Vol. 25, No. 2
President's Message

Leonard Eddy

Time flies, as the old saying goes. And so it does. This, my last message as your president, is being written with the realization that some of the projects and programs which I had envisioned for the Association will not come to fruition this year. Fortunately, OLA is not dependent on the administration of one president or on the passing of one short year's time. Except in reflection, it would be difficult to say that the Association prospered because of, or in spite of, a particular president's actions.

Yes, OLA has prospered this year. Membership will probably reach a record high. Frances Kennedy, our Executive Secretary, has settled comfortably into the task of providing stability and continuity to the Association. She has helped to ease the work load of the officers, with special help being given to the President and the Treasurer.

I have been most pleased with the activities of many Committees, Divisions and Round Tables. To single out one or two of these action groups for praise would do disservice to others which have worked just as diligently. Nonetheless, my special thanks for a job well done to all those who have expended so much time and energy on behalf of OLA and the profession of Librarianship in Oklahoma.

The rewards of being privileged to serve as OLA President are many. The highest reward, though intangible, is the opportunity and satisfaction of service to the Association and to fellow OLA members. This tends to overshadow the all too tangible backlog of my own library work yet to be done. However one measures rewards, my purpose in this paragraph is to tell you that I have been greatly honored to serve as your president this year. Thanks to each of you for your moral, professional and personal support during these past months. You have made it possible for me to endure to reach the highest and perhaps most desirable OLA office — that of past president.
Sequoyah Award 1975

Judy Blume’s *Tales of a Fourth Grade Nothing* published by E. P. Dutton and Co. is the winner of the 17th annual Sequoyah Children’s Book Award. Over 15,000 Oklahoma boys and girls grades four through eight participated and voted in the 1974-75 Sequoyah Children’s Book Award Program.

Named for Sequoyah, creator of the Cherokee alphabet, the program is designed to encourage reading. The award is meaningful in that it is one of the few juvenile literary awards selected and presented by children. The only prerequisite for participation is that each student must have read at least two of the books on the master reading list, which this year included 25 books.

The Sequoyah Book Award will be presented to the author on April 12 in Tulsa during the Oklahoma Library Association’s annual conference.

Illustrated by Paul Doty
SEQUOYAH CHILDREN'S BOOK AWARD
1975-76 Masterlist

Alexander, Lloyd. The Cat Who Wishéd to be a Man. Dutton, 1973. $4.95. Gr. 4-6.
Fitz, Jean. And Then What Happened, Paul Revere? Coward, 1973. $5.95. Gr. 3-5.

Carry over from 1974-75 Masterlist.
OKLAHOMA AUTHORS
Winston Weathers

Writing about one's own literary endeavors is difficult: one of those "painful pleasures" that authors both relish and fear. I appreciate this opportunity to "speak up" — though I'll speak necessarily from backstage: my own perspective of my work is intimate, subjective, originating deep inside the creative performance itself. The following words are confessedly "as I see it" and nothing more than that.

In almost forty years of writing (from a juvenile piece, "Black Feet Tells a Story," published in The Student Writer, 1938, to a forthcoming short story, "The Dancing Goat" in The Charlton Review, Spring, 1975), I've dealt with three or four basic themes — all tied together, I think, by one literary desire: to penetrate through the "wilderness" of mortal confusion and despair into the "clear and open spaces" of well-crafted art.

First of all, for me, there's been the theme of this locale — Oklahoma in particular, the Southwest in general. Born in Pawhuska (Christmas Day, 1926), in cold weather, in the pink house at the foot of the hill, I grew up where two cultures meet — Indian and white/Osage and Scotch-Irish-English — and I soon became aware of legends and of a haunting landscape. Early on, I began to write about the mystique of the Osage, the duality of a countryside that's part blackjack complexity and part bluestem serenity. I began writing down my impressions of Indian chiefs, Indian dances, the pastoral life of northeastern Oklahoma. From time to time, I'd even put myself "into the skin" of a representative "pastoral hero" called Ollagerty's Child and, through prose poems, I'd race with him across the prairies, ponder the mystery of existence, celebrate local history, travel with him deeper into Oklahoma, into Texas, across Red River, then back home again.

(A good many of these Oklahoma and Southwestern writings are collected in my book, Indian and White: Sixteen Elogues, published in 1970 by the University of Nebraska Press.)

To a certain extent, I suppose, I'm that suspect creature — a "regional writer." But as I wrote in "The Writer and His Region," in Southwestern American Literature (Spring, 1972): "To be called a regional writer is not such a terrible thing... if one realizes that the term is a very open one, a very challenging one — that to be a regional writer may be an achievement rather than a failing... The writer's problem is to discover and recognize his region, to see within it its uniqueness and universality... The writer needs some region... to give location to his art, give it a character.
and a dimension and a contour that it otherwise would lack."

Rooted in geography (and I’ve lived in Oklahoma nearly all my life), I nevertheless went beyond it finally — and a second theme in my work has dealt more with "mind and spirit" than with place. Somewhere along the way, in my youth, I discovered an "interior landscape" and discovered that life, is much of the time, a solitary and lonely experience.

In the preface to my book, The Lonesome Game, a collection of thirteen short stories, published by David Lewis, Inc., New York, in 1970, I explained that "I come from the hinterland of America, and appropriately, I think, my stories are about the hinterland of the human heart. The place where I live with its empty spaces, bleak terrains, sunburnt hills, small and desolate towns, high winds, and blowing dust is emblem of an inner place where I also have done much living. Not that my place is absolutely lonesome and inhospitable; yet in both an outer and inner geography, all good things — beauty and love, peace and truth — have had to be achieved through the labor of suffering and determination. Those who live with me in such an interior region know that one must be creative or die."

In my stories — both those in The Lonesome Game and those outside it — I’ve tried to look into the lives of many different people — all ages, all sizes — to see how they coped or didn’t cope with their alienation, isolation, aloneness; have tried to articulate those particular quirks of personality or destiny that make certain individuals "separate" from the mainstream culture in which they live. (One of these stories, "The Games That We Played," was included in Martha Foley’s Best American Short Stories 1968.) The stories are not especially autobiographical or factual, but are the result of empathizing, and a good many of them have been written "on location" — "St. Stephen’s Green," "Padre Island," "The Matador," "The Dancing Goat" written for instance during my visits to southern Texas, Mexico, Ireland, Crete. . . .

And perhaps it is from the perspective of one’s travels "outside" and into "foreign places" (or even into one’s own deep privacy) that one begins to take a critical look at the world around him, the social order in which he lives. So a third theme: the inevitable discovery (as I grew up, got an education, went to work) of the absurdities, paradoxes, enigmas, darknesses of human life. Always there have been the "critical" notes in my journal, the complaints, the dark observations, but in the 1960s (after having gone all the way through the academic system to the Ph.D.), I began writing what I call my "absurd sonnets" in which I tried to identify and expose the "bad things" of the contemporary world. These sonnets were published in 1970 by Joseph Nichols Publisher as Messages From The Asylum, a collection of forty-eight pieces dedicated to "my fellow inmates in the asylum of this world."

One of the sonnets begins, "I belong to a club of fools called Ph.D.’s. . . ." and I suppose that marks me as an anti-intellectual of some sorts. Yet I’m not opposed to intellectual matters — or to academic degrees. I could scarcely be, having been a college teacher for over twenty years, a Phi Beta Kappa, currently a Professor of English and Chairperson of the Faculty of Letters at the University of Tulsa. If I’m opposed to anything it’s the exploitation of "intellectuality," the elitism that threatens American intellectual life, the failure of "educated people" to contribute to or exemplify the life of goodness and truth.

I continue to think there’s much to be angered and disturbed about in modern society. But here in the 1970s, I’ve turned more and more to my fourth theme, away from "complaining" to a more positive search for meaning, beauty, and wonder. The theme of "creativity and constructive imagination" has been in my work, all along, I think, but it becomes a more and more
important matter to me as I settle into my middle age. In the summers of 1971 and 1973 I lived for awhile on an island, off the coast of Maine, out in Penobscot Bay, and I wrote a quadrinimum called The Island, which has just been published by Joseph Nichols Publisher. In this “poem for theatre,” I’ve tried to say something about our human insularity and separation on the one hand, and, on the other, our integrating use of love and imagination to effect a civilized and compassionate society.

Long a student of William Blake, I believe — as he did — that human beings have the capacity, if only they will liberate it, to “imagine” into existence a better life for themselves, to “envision” into existence the personal fulfillment of every man. In an article on creativity recently published in The University of Tulsa Magazine (January, 1975), I argue that “We must see in the barrenness of so much of contemporary life a kind of tabula rasa, a blank page upon which to create the new words of truth and beauty.”

So that’s what my writings are about. As I see them. I’ll have to leave a more objective and critical look at my work to someone else.

I suppose the only remaining thing to say is that I represent that kind of writer peculiar to our times — he who lives a “double-life,” part-teacher, part-writer, mixing together the profession of scholarship-criticism-lecturing with the deep commitment to putting words on paper creatively and imaginatively. I’ve written my share of textbooks, monographs, critical articles and essays, scholarly papers, and the like — but for the sake of my own completeness and fulfillment, I’ve had to write also the stories and poems and plays. On the good days, the two activities — the academic and the creative — complement each other and contribute to each other. On the bad days, well. . . .

The main difference between the two “professions,” it seems, is that I’ll finally retire from the classroom and from the “academic examination” of literature — but I don’t think I’ll ever retire from the creative effort itself. In the long run, “creativity” is the enduring and primary experience of my life, my true vocation — for better or worse.

Winston Weathers—Published Books

Libraries Are Involved in the Legislative Process

Mary Esther Saxon

In the United States, according to the 1970 census figures, there was a total of 203 million people. This potential reading public that we as librarians are committed to serve is twice as large as that reflected by the 1920 census figures. When we talk about one per cent of our population we are talking about two million people. In the next two decades the illiteracy rate is expected to drop sharply, and by the year 2000 there will probably be 29 million people over 65. This latter group represents a better educated senior citizen group with more leisure time for recreation and reading than ever before in our history. So even though this country may be facing zero population growth, the population of potential library users will continue to expand.

The Bowker Annual of Library and Book Trade Information for 1974 gives the budget of the public libraries in the U.S. for 1973 at $1,024,007,906 and for academic libraries for 1973 at $639,973,321. The total number of libraries falling in these categories is 24,069. The budgets for school libraries are not shown because these budgets are more often concealed in elementary and secondary school budgets than as line item appropriations. But despite the absence of school library statistics these figures are staggering even to library personnel. To a lay public they must seem breathtaking and this public must wonder at the librarians’ cry for more money. We must educate our receptive users and legislative bodies to our needs.

Much intense criticism has been focused upon both ALA and OLA in the last several years. As our profession becomes more specialized, we often feel these organizations in attempting to answer all our needs do not serve any of our interests very well. Some of this criticism is justified. However, I cannot help but think that there are more problems that can be solved if we hang together or, surely, in some cases we are going to hang separately.

Book costs spiral, and the number of books proliferate. In 1965 the average retail price of a book was $7.65. In 1973 it was $12.20. Remember this is before cataloging and circulation costs are figured. The average annual subscription price of a periodical in 1965 was $6.95. In 1973 the annual subscription price averaged $16.20. These are easy items to explain. However, less understood but just as real are the rising costs libraries face for supplies, physical facilities and their maintenance, and certainly important to all of us — salaries.

Public libraries depend upon mill levies and other types of tax. School libraries hope to receive their fair share from budgets appropriated by local school boards. Academic libraries that are state supported depend upon the state legislatures’ appropriations for higher education.

In a recent article about the annual meeting of the American Society for Information Science, the author quotes the words of an information industry executive: “Librarians are going to have to price their

Mary Esther Saxon is History-Government-Geography Librarian at the University of Oklahoma. The accompanying article was delivered as an address at the Library Funding Workshop sponsored by the OLA College and Universities Division on March 4, 1975.
information to make the user know what every bit or bite costs.

In the past libraries have received financial support from federal funds — sometimes matching funds, sometimes resource grants or grants-in-aid. But we are all well aware we are in a period of financial hardship — depression, recession, or whatever you want to call it. Any support we seek will have to be justified. (Parenthetically, I suspect that one of the by-products of a severe financial crunch will be an increased demand upon the public libraries and to a lesser extent, school and academic libraries, because people beleaguered by economic problems often seek the escapism found between the covers of books and magazines.) Without realizing the costs, unsophisticated users think of the libraries as “free.”

Two channels are already set up to support library funding needs.

1. The American Library Association through its Washington office.

2. The Oklahoma Library Association through its Library Development Committee.

Under the able leadership of Aileen Cooke and Sarah Case, the ALA Washington office presents the interests of the library profession to the Congress. The Washington Newsletter keeps ALA members abreast of current legislation.

It behooves us all to learn the legislative vocabulary.

1. Authorizing legislation — bills that are passed to establish new programs like the White House Conference on Library and Information Services, for example, or to extend existing programs which would otherwise expire.

2. Appropriations — money is appropriated to carry out federal programs.

3. Deferral of appropriation — the temporary withholding of funds which will later be released. The deferral will stand for the period of time specified in the request unless either the House or the Senate passes a so-called “impoundment resolution” disallowing the deferral.

4. Recision — the actual rescinding of an appropriation so that the funds cannot be made available. Such recision will not take place unless both the House and Senate pass a bill (which must be signed by the President) approving the recision.

5. Forward funding — money appropriated to take care of programs into the next fiscal year.

(By the way, as of October 1, 1976, we move to a new starting date for fiscal years. June 30th to October 1st 1976 will be the transitional quarter.)

6. Categorical spending — money spent for specific programs rather than where needs may be greatest.

It is important that we be aware of all the legislation that involves the libraries. The scope is wide. Postal rates may make a sizable difference in your library's periodical subscription and book costs. Minimum wage increases however humane and necessary can devastate a library trying to stay within an already meager budget.

Efforts of the Washington office can be truly effective only with grass-roots support. Personal contact by each of us to members of Congress is important. Your letters and telephone calls are carefully considered and scrutinized. Find out if your Congressman is a member of a committee dealing with bills of interest to the library profession. For example, in the 93rd Congress Senator Henry Bellmon is on the Senate Appropriations Committee and Congressman Tom Steed is on the House Appropriations Committee. As a member of this committee, Mr. Steed is Chairman of the Treasury, Postal Service and General Government Sub-Committee.

At the state level we are more apt to have the opportunity for face-to-face contact with members of the state legislature. If you don't know your district's state house members personally, make it your business

(Continued on Page 28)
Assuming that Librarians Believe in Reading

John Hinkley

I have a horrible recurring thought — what if one third of your town marched on the library in protest, shouting such slogans as, "The library is a waste of our tax money," or "We want our tax money spent on things we can use?" You would see few banners carried by this group. In many a town the march could be justified. Why? Because one third of our state's population is classified as functionally illiterate.

Librarians often sing the blues concerning the fact that so much of their population ignores them. Could it be that the library ignores the illiterate? Perhaps it's because we librarians are unsure of what to do about illiteracy, so we leave it to someone else.

If Oklahoma librarians believe in reading, then they need to do something about those who can't read. It is estimated that 1 in 3 of the population are classified as functional illiterates (25 years of age who cannot read well enough to fill out a job application form). Blame for this horrendous problem is inconsequential to those people. The cycle that creates and promotes the growth of this tragedy has a few points where brakes could be applied, and librarians could make the difference... assuming that librarians believe in reading.

Librarians do not have the funds or the power to set up mandatory classes for every Oklahoman whose reading is deficient, but they can be the catalyst toward solving their area's reading problems among the adult population... assuming that librarians believe in reading.

The first step is the drafting of a library board statement voicing commitment to eradication of the problem. The second step is the library acting as one of the catalytic agencies toward a co-operative program of utilizing volunteers.

There are a number of agencies that are active. One that could fit library involvement like a glove is the Lauback Method; they hold workshops in your area so that volunteers can work on a one to one basis with poor or nonreaders. Some other agencies that can add a helping hand or take over once the project starts are: The Department of Social and Rehabilitative Services, they can provide child care, transportation and assist in recruitment. Public Health Department can help with visual or other deterrent health hinderances.

Several agencies have the power to take adult students thru the rest of the educational process and in some cases pay the student a wage, they are: Employment Security Commission, Public Housing Authority, Vocational and Technical Education, Comprehensive Educational and Training Act (CETA), Manpower Development. Acting as a coordinator and prime mover is the Oklahoma Department of Education — Adult Education Section.

Other agencies can help in several distinct ways: Planned Parenthood Association can help with illiterates in the pregnant teenage bracket. Labor Unions and business around the nation are cooperating on locating workers who would like to advance but lack reading skills. Often a program can be initiated to allow a person a few hours of...
tutorial reading helping a week while on the job. There are several agencies that hire students, elderly, etc. to act as tutors. Oklahoma has gone downhill in the eradication of illiteracy as reported in the 1960/1970 census comparison. Whose fault is this?

If your response to all of the above is, "Well, isn't that really the schools' job?", then may I ask if you mean, "Isn't it the library's job to provide books to those who want to read them?" If so, what do you mean by "... those who want to read ... ?"

A recent project of the OLA Right to Read Committee has been to try to wrestle into existence a newspaper supplement (once a week, 3rd grade reading level, adult interest, statewide). Everyone seems enthusiastic, but the supplement is far from becoming fact at this writing. Should OLA expend its members' efforts and energies in such a fashion? ... assuming that librarians believe in reading.

A couple of criticisms voiced against the group having the highest percentage of illiterates (the poor) are: "They don't want to help themselves" and "Their kids grow up and have the same problems." The latter comment has been expressed to me in a number of unkind ways. If you were illiterate, poor and wanted to make better use of your grocery money, how would you do it? Would you comparison shop? If so, tell me how you would determine the Campbell Soup labels? What sense would the big print ad signs pasted all over the front windows make to you? Because these non-readers know their shortcomings, they often protect themselves from the embarrassment that surrounds them.

The problem of non-reading parents has a two fold effect. First are the social implications crammed down the kid's throat at the moment he learns that his parent has hidden the inability to master this skill. The reaction is often devastating to young children. Hero worship is such a natural attribute coupling child/parent relationship, that when the awareness comes, the child often regards this as acceptable and regards a critical society as villain. The other side of the same problem is the child's lack of reading readiness and book awareness skills as he approaches his first school experience. If the child does not comprehend the concept that ideas are contained between the pages of books, or that left to right, from top to down are patterns subliminally perceived, then that child will start at, or fall behind to, a handicapped level. Parents who read to their children help prevent problems.

Still the question echoes back from librarians, "Isn't that really the schools' job?" The formal setting of institutions such as schools and even libraries bespeaks the past filled with the failures and frustrations of unrewarded efforts. A library program need not be imposing or stocked with tons of material (bigger is not necessarily better). One of the selling points of the Lauback method in foreign countries is "each one teach one," a one to one contact.

A small based volunteer program with no more than a telephone contact for a tutor/pupil coordinator can go a long way toward solving some major reading problems in your community ... assuming that librarians believe in reading.

Volunteer tutor class in progress at the Oklahoma Department of Libraries.

Oklahoma Librarian, April 1975, Vol. 25, No. 2
The accompanying essay was written by Bill McPherson as a class project for a course taught by Mrs. Ruth David in the University of Oklahoma School of Library Science.

Canto VII

Eleanor (she spoiled in a British climate)
"Elegant and *Elegant.* And
poor old Homer blind,
blind as a bat.
Ear, heart, and sea-surge;
ralle of old men's voices.
And then the phantom Rome,
marble narrow for seats
"Si pulvis nulius" said Ovid,
"Ere, verum tamen excuta.
Then Fife and candles, o *lei mesteri* ecoutes;
Scene for the battle only, but still scene,
Pennons and standards y caval armatz
Not mere succession of strokes, sightless narration,
And Dante's "ciocco," brand struck in the game.

Un peu mois, plancher plus bas que le jardin.

"Contre le lombard, fauteuil de paille,
"Un vrai piano, et sous le baromètre . . . ."

The old men's voices, beneath the columns of false marble.
The modish and darkish walls.
Discreeter gilding, and the paneled wood
Suggested, for the hearth and
Touched with an imprecision . . . about three
The house too thick, the paintings
a shade too oiled.
And the great domed head, con gli occhi onesti e
*tardi*

Moves before me, phantom with weighted motion,
*Grave inesu,* drinking the tone of things.
And the old voice lifts itself
weaving an endless sentence.

We also made ghostly visits, and the stair
That knew us, found us again on the turn of it,
Knocking at empty rooms, seeking for buried beauty;
And the sun-tanned, gracious and well-formed fingers
Lift, rear for the bent bronze, no Empeir handle
Twists for the knocker's fall: no voice to answer.
A strange concierge, in place of the gouty-footed.
Sceptic against all this one seeks the living,
Stubborn against the fact.
The witted flowers
Brushed out a seven year since, of no effect.
Dame the patterned paper, dark brown and stretched,
Flimsy and damned partition.
Lone, dead the long year.
My lintel, and Liu Ch'e's lintel,
Time blacked out with the rubber.

The Elysian carries a name on
And the bus behind me gives me a date for peg;
Low ceiling and the Etrus and the silver,
These are in "time." Four chairs, the bow-front dresser,
The panier of the desk, cloth top sunk in.
"Beer-bottle on the statue's pediment!
"That, Fritz, is the era, to-day against the past,
"Contemporary." And the passion endures.
Against their action, aromas. Rooms, against chroni-
cles.

Smaragdos, chrysolithos; De Gama wore striped
pants in Africa
And "Mountains of the sea gave birth to troops";

Le vieux commune en açou:
beer-bottles of various strata,
But is she dead as Tyro? In seven years?
*Etrus.* *Elegant.* *Elegant.*
The sea runs in the beach-groove, shaking the floated
pebbles,
Eleanor!
The scarlet curtain throws a less scarlet shadow;

The reference task I have undertaken centers about the opening pages of Ezra Pound's "Canto VII." This text, a copy of which is appended, is highly allusive and consequently poses a variety of reference questions. These I have attempted to answer by employing the reference works access to which is provided either directly or indirectly by Constance M. Winchell's *Guide to Reference Books*, 8th ed. (Chicago: American Library Association, 1967) and A. J. Walford's *Guide to Reference Materials*, 2d ed. (London: Library Association, 1966-1970). This statement implies, of course, a deliberate limitation: I have not consulted, in the course of the basic search, books or articles which are not by their nature reference works.
Through the bibliographies entered in Winchell and Walford, particularly such works as the Humanities Index (and its earlier manifestations under different names), the MLA (Modern Language Association) Bibliography, and the Biography Index, access is provided to a wealth of material which discusses the details of both Pound's personal life and his poetic performance. But since the purpose of this project is to gain acquaintance with pertinent reference tools and methods, I have not initially used any of this material in seeking to resolve the problems raised by the text. When I completed the reference search, I did, however, check my conclusions against two of the best of these sources, John H. Edwards and William W. Vasse, Annotated Index to the Cantos of Ezra Pound (Berkeley: University of California Press, 1959) and Daniel D. Pearlman, The Barb of Time: On the Unity of Ezra Pound's Cantos (New York: Oxford University Press, 1969).

In recording the results of my search, I will proceed sequentially through the text, first recounting my attempt to locate information germane to the problem and then registering the conclusions reached by the Annotated Index and Pearlman. The form this paper will assume is, thus, quite literally appropriate to its occasion: it is a test, in which the student has not been, as will become evident, universally successful.

Before confronting any of the particular problems posed by Pound's poem, two preliminary kinds of information are important: what are the broad contours of Pound's life and activities, and when was the text under consideration published? Regarding the first question, I consulted several works, since any brief account of a person's life and accomplishments will of necessity be very selective and a number of different versions will provide a broader base of knowledge. In this case I checked Winifred F. Courtney's The Reader's Adviser, 11th ed. (New York: Bowker, 1968), v. 1, pp. 204-206, Contemporary Authors: A Bio-Bibilographic Guide to Current Authors and Their Work, ed. Clare D. Kingsman and others (Detroit: Gale, 1963-1974), v. 5-8, pp. 910-914 and v. 37-40, p. 401, Twentieth Century Authors: A Biographical Dictionary of Modern Literature, ed. Stanley J. Kunitz and Howard Haycraft (New York: H. W. Wilson, 1942), pp. 1121-1123 and its First Supplement, ed. Kunitz and Vineta Colby (New York: H. W. Wilson, 1955), pp. 788-789, and the Encyclopaedia Britannica, 15th ed. (Chicago: Benton, 1974), VIII ("Micropaedia"), p. 164 and 14 ("Macropaedia"), pp. 931-933. The information provided by these works predictably overlapped, but each had distinguishing features: the Britannica article was strongest in charting the basic events of Pound's life, the Bio-Bibliographic Guide clearly superior to all others in registering the critical response to his poetry, the Biographical Dictionary was marked by an account of Pound written by himself, which the editors always solicit from each of the living authors included, and the Adviser had the advantage of evaluating the importance of many of the works, both by Pound and about him, which it listed. Pound's removal in 1908 to Europe after studying at the University of Pennsylvania and his overriding concern to forge new cultural and poetic canons of value were noted by all four sources, and three of the four, by way of answering the second preliminary question, listed Donald Gallup's A Bibliography of Ezra Pound (London: Rupert Hart-Davis, 1963). Though the Britannica article observes that the Cantos were begun in 1915 and the Bio-Bibliographic Guide states that the first ones were published in 1917, this information is too general to determine when specifically "Canto VII" was published. Hence the importance of Gallup's book, which could have easily been located, had it not been recorded by the previous works, through the use of the Bibliographic Index, which also records other pertinent
bibliographies. (Gallup in the 1963-1965 volume, p. 557; John H. Edwards' Preliminary Checklist of the Writings of Ezra Pound in the 1951-1955 volume; Marie Henault's Merrill Checklist of Ezra Pound in the 1970 volume.) Of these several possibilities, the Gallup bibliography is by far the most comprehensive and supplies the needed information: "Canto VII" was first published in Dial LXXI (August, 1921) and shortly after was reprinted in Poems 1918-1921. (See Gallup, p. 244; pp. 54-55.) With this background material in hand, approach can now be made to the particular problems of the text, in the hope that some knowledge of the circumstances of Pound's life and the date of the poem will provide some perspective on the information derived from the sources.

1. "Eleanor (she spoiled in a British climate)" The Britannica, Ill, p. 830, lists three Eleanors, those of Aquitaine, Castle, and Province and all three were married to British noblemen and lived in England. There is no sufficient basis for choosing among them, if attention is confined to this one line; the next three lines suggest, however, that Pound is making a connection between this Eleanor and Helen of Trojan War fame. One possible connection could simply be on the basis of name: Flora H. Loughhead's Dictionary of Given Names, With Origin and Meanings 2d rev. ed. (Glendale, Ca.: Arthur H. Clark, 1966) reveals the fact that Helen, Helene, and Eleanor all derive from a common Greek root meaning "light." (See, p. 153, p. 169.) This in itself does not, however, differentiate among the three, but the information on Eleanor of Aquitaine's life clearly evidences a formal similarity with Helen's. Juxtaposing the account of Helen in The Oxford Classical Dictionary, ed. M. Cary and others (Oxford: Clarendon Press, 1949), pp. 408-409 with that of Eleanor of Aquitaine's in Britannica 6, p. 524, one notices that both were married twice, in each case to prominent leaders of warring nations: Helen to Menelaus and Paris, Aquitaine to Louis VII of France and Henry II of England. Both were also renowned for their beauty and each massively affected the political status of the nations with which they were involved. This suggests strongly that Pound's reference is to Eleanor of Aquitaine, and the Annotated Index confirms this judgment.

2. "Helandros and Heleptolis, and/or old Homer blind" The conjunction of the Greek (which has here been transliterated) with Homer, whose Iliad and Odyssey both take account of Helen (see, The Oxford Companion, pp. 435-437), implies that the two words may constitute a quotation. Consulting the Greek-English Lexicon compiled by Henry Liddell and Robert Scott (Oxford: Clarendon Press, 1968 ed.) can provide double service in this case: since it records, along with the definition of words, their use by authors up to 600 A.D., both the meaning of the words and their possible appearance in a Homeric text can be derived from the Lexicon. "Helandros" signifies "man-destroying" and is employed by Aeschylus in the Agamemnon; "heleptolis" is entered under "helepolis," means "city-destroying" and again is used by Aeschylus at line 689 of the Agamemnon as an epithet of Helen. (p. 528; p. 532) The conclusion is, hence, that Pound is drawing not on Homer's treatment of Helen but that of Aeschylus. Since the Lexicon is not exhaustive in its recording of all uses of particular words, to confirm this judgment two Homeric concordances can be consulted: Henry Dunbar's A Complete Concordance to the Odyssey of Homer, rev. by Benedetto Marzullo (Hildesheim: Georg Olms, 1962) and Guy L. Prendergast's A Complete Concordance to the Iliad of Homer, rev. by Benedetto Marzullo (Hildesheim: Georg Olms, 1962). The Dunbar works reveals no use of the words in the Odyssey (p. 116, P. 117) nor does the Prendergast concordance show use of the words in the Iliad (p. 132, p. 134). The suggestion is, then, that Pound is draw-
ing his reader’s attention to both Homer’s and Aeschylus’s response to Helen, and again this is confirmed by the Annotated Index. With this reference to the Agamemnon, some knowledge of the play would be appropriate and a quick account of it can be secured from Phillip W. Harsh’s A Handbook of Classical Drama (Stanford, Ca.: Stanford University Press, 1944), pp. 63-74.

3. “Si pulvis nullus,” said Ovid, “Erit, nullum tamen excute.” Some background information on Ovid is first of all needed and can be gotten from the Oxford Classical Dictionary (pp. 630-632). As a poet of Augustan Rome, he is clearly qualified to have known the “phantom Rome” Pound refers to previously, but as to the specific source of the apparent quotation recourse must be made to A Concordance of Ovid, compiled by Roy J. Deferrari, Sister M. Inviolata Barry, and Martin R. P. McGuire (Washington: Catholic University of America Press, 1939). Looking under “pulvis,” (p. 1594) the pertinent passage can be located: it is from the Ars Amatoria, I, 151 and reads “si nullus erit pulvis, tamen excute nullum.” In context, the lines represent Ovid’s advice to a potential lover regarding how he may gain physical proximity to the woman he is wooing. The passage reads, “And if perchance, as will happen, a piece of dust falls on your lady’s lap, knock it off with your fingers; and if there is no dust, nevertheless still brush it off.” Again, the Annotated Index confirms this information.

4. “e il mestiers escoutes” The language appears to be French, the last word evidently a form of “écouter,” though the accent has been dropped. But “mestiers” is not listed in such a standard French-English dictionary as The New Cassell’s French Dictionary (New York: Funk and Wagnalls, 1962). Nor does it appear in the much larger standard French dictionary compiled by Paul Robert, Dictionnaire Alphabetique et Analogique de la Langue Francaise (Paris: Société du Nouveau Littré, 1951-1966). The biographical background information on Pound had noted that his undergraduate and graduate work had been in the field of romance languages and particularly their historical development. One guess is that this is Old French, and a check with Frédéric E. Godefroy’s Dictionnaire de l’Ancienne Langue Française (Paris: Bouillon, 1891-1902) does record “mestier” (v. 5, pp. 306-306). Given the context, the likeliest meaning of those which Godefroy defines, is “service, office” in the sense of a religious ritual. Not knowing anything about the grammar of Old French, I can only hazard the guess that the line means something like “you are hearing the services,” thus implying, in contrast to Augustan Rome, that Pound has shifted his focus to early Christian France. The Annotated Index confirms the fact that this is Old French but translates it, “and the mysteries heard.”

5. “y cavals armatz” Again, the language appears to be French, but there are differences which would suggest it is not conventional modern French: “cavale,” for example, is listed in Robert’s work and defined as “jument;” i.e. “mare;” but “armatz” does not appear. Nor does “armatz get a listing in Godefroy. The only conclusions that I could reach, and those most tentative, were that this passage had something to do with horses and that the language had some relation to French. In this case, the Index supplied to needed knowledge: the line is Provencal, means “horses all armed,” and derives from a poem by the Provençal poet, Bertran de Born. Short of having read de Born in his tongue or knowing of Pound’s interest in this work, I’m not certain how this piece of information could have been found.

6. “Dante’s ‘ciocco’” In contrast to the two preceding problems, this reference is relatively simple to track down. A Concordance to the Divine Comedy of Dante Alighieri, compiled by Ernest H. Wilkins
and Thomas G. Bergin (Cambridge: Harvard University Press, 1965) was the place I looked for Dante’s use of the Italian word meaning “burning brand.” There is only one listing for the word (p. 105) and it refers the reader to Paradiso, XVIII, 100. The context in which Dante uses the word dovetails with Pound’s gloss of his allusion, and this is confirmed by the Index.

7. “Un peu moisli, plancher plus bas que le jardin. / ‘Contre la lambris, fauteuil de paille, / ‘Un vieux piano, et sous le baromètre . . .’” There is here no problem with the language; it is modern French and is easily translated: “Somewhat mildewed, the floor lower than the garden./Against the panelling, a straw lounging chair./An old piano, and under the barometer . . .” The problem here is to locate the source of what Pound has indicated is a quotation. Since Robert’s dictionary is distinguished by its use of literary illustrations of the words it defines, I consulted it with regard to each of the distinctive words in the passage. This wasn’t in theory especially promising, since the chance of one of his illustrations coinciding with Pound’s allusion wasn’t very likely; it was no more successful in practice than promising in theory. The Index indicates that the passage is, indeed, a quotation — from Flaubert’s Un Coeur Simple; a review of the short novel discloses that Pound’s lines are from the fourth paragraph and are not an exact quotation but rather an extraction of several of Flaubert’s phrases. As with the de Bém reference, I do not see how the source of this passage could have been located employing only reference tools. A recent reading of the novel or knowledge of Pound’s previous discussion of the work would have been necessary.

8. “And the great domed head, con gli occhi onesti e tardi / Moves before me, phantom with weighted motion, / Grave incessu . . .”

As in the preceding problem, there is no difficulty with the language: the Italian reads, “with the movement of his eyes dig-nified and slow”; the Latin, “with heavy pace.” The questions to be answered are, rather, these: who is being referred to? is there a specific source for the Italian and if so does this contribute to an identification of “the great domed head”? Since Dante had been quoted earlier, I again referred to the Wilkins and Berg Concordance and the guess was correct. Under “onesti” (p. 372) is listed the following line from Purgatorio VI, 63: “e nel movere de gli occhi onesta e tarda” In its context, the line describes the 13th century Italian poet, Sordello, but since Pound’s references and the scene of his own description have been moving forward in time and appear now to be concentrating on the late nineteenth century, Sordello himself is not a likely candidate as “the great domed head.” As a matter of fact, the person being here referred to is Henry James, an identification confirmed by Pearlman. The basis for this identification is not, however, any reference book, but an essay by Pound on James in which he describes him in exactly these terms, even to the passage drawn from Dante. (See, the Literary Essays of Ezra Pound (New York: New Directions, 1935), p. 295.) The implication of this example, as with the previous ones in which no satisfactory answer could be reached, is that in the arena of this type of work, some degree of specialized knowledge is needed to supplement the information available through reference tools.

9. “no Empire handle” From the context of its use, “Empire” seems to indicate a style of decoration. On the basis of this implication, I consulted Joseph Aronson’s The Encyclopedia of Furniture 3rd ed. (New York: Crown, 1965). Under “Empire” (p. 184), Aronson explains that this term designates a “neoclassic style of architecture and decoration . . . based on the imperial forms of ancient Greece, Rome, and Egypt.” It was initiated by Napoleon and constituted a dominant force in style throughout the first half of the nineteenth century.
10. “Ione, dead the long year/ My intal, and Liu Ch’ e’s intal.”

The problem here is to identify Ione and Liu Ch’ei, and I began by checking several potentially useful sources: The New Century Cyclopedia of Names, ed. Clarence L. Barnhart (New York: Appleton-Century-Crofts, 1954), v. 2, pp. 2128-2129, p. 2484, the indexes to recent editions of Chambers’s Encyclopaedia and the Encyclopedia Americana, and the “Micropaedia” of the Britannica. Only in the Britannica was any possibly promising information found: a cross reference from Liu Ch’ei (VI, 272) directed my attention to Han Wu Ti (IV, 896) and I there discovered that this name was attached to the Chinese emperor who was principally responsible for making Confucianism a state religion. Since the biographical sources had indicated that Pound was deeply involved with Confucian thought, this seemed at least plausible but made little sense in its context. None of the first four tools consulted provided pertinent clues to the identity of Ione, however: the Cyclopedia of Names listed Ion, as the mythical son of Creusa and Apollo, but not Ione. On this suggestion of Ione’s possible mythical status, I then tried both The Oxford Classical Dictionary and the Larousse Encyclopaedia of Mythology (New York: Prometheus, 1959): both entered Ion but made no mention of Ione. On the guess that the name might be a hellenized form of a more common name, I looked at the Dictionary of Given Names, which disclosed that Ione is an equivalent of lanthe and illustrated this point with a quotation from Walter Savage Landor. Again, the biographical background material had noted that Pound early in his career had regarded Landor highly. The conjunction of this fact with the previous information on Liu Ch’ei suggested that possibly these two allusions were to something that Pound himself may have written previous to the composition of “Canto VII.” An examination of Gallup’s bibliography, which has the advantage of listing individually many proper names that otherwise appear imbedded in titles, yielded in this case positive results: Pound had published in 1916 a volume of poems entitled Lustra, two of which were “Ione, Dead the Long Year” and “Liu Ch’ei” (Gallup, pp. 40-42). I still did not know the actual identity of either of the two persons but was reasonably certain that in the Canto Pound was directing the reader’s attention to the presence of these earlier poems. Both Pearlman and the Index confirm this; the latter supplying the information that the Liu Ch’ei in question is not the Chinese emperor of 156-87 BC but a Chinese poet and painter of the same name who flourished over a millennium later (d. 1375 AD). Since neither the general reference sources, the special sources, nor the poem itself answered the question of who Ione was, I checked the MLA Bibliography for a work concerned with Pound’s early poetry. K. K. Ruthven’s A Guide to Ezra Pound’s Personae (1926) (Berkeley: University of California Press, 1969) seemed likely, since from Gallup it was clear that the Personae volume included the earlier Lustra. In the Guide I found that my original random guess had been more accurate than I could have anticipated: Pound had taken the name from a Landor poem (p. 155).

11. “The Elysée carries a name on”

From its context, the Elysée could be one of several things: a street, a river, a building of several types, etc. I checked first the Britannica and found nothing in Ill, 888; Webster’s New Geographical Dictionary (Springfield, Mass.: G. and C. Merriam, 1972) also produced nothing. Since the language appeared to be French, I next examined the Grand Larousse Encyclopédique, v. 4, p. 465. There I found that under Elysée two possibilities were recorded: the reference was either to “le palais de l’Elysée” constructed in 1718 or to the “Champs Elysées.” Both the palace and the avenue are located in Paris, the former
a well-known historical landmark and the latter one of the city’s main arteries. Further, both derive their names from the Elysian Fields of classical mythology, which would constitute the “name” that is carried on. This conclusion is supported by the Index.

12. “and the Erard” I first consulted Funk and Wagnalls New Standard Dictionary of the English Language (New York, 1963) because it includes proper names in its main alphabet and this appeared to be a designation of some product, not a person. Under “Erard” was listed Sebastian Erard, however, and the dictionary noted that he was a French piano-forte maker. The reference could be to the brand of piano made by him, so I then examined the Encyclopedia of Furniture but found nothing pertinent under either “Erard” or “Piano.” Recourse was then made to Grove’s Dictionary of Music and Musicians, 5th ed., ed. Eric Blom (New York: St. Martin’s, 1955), v. 2, p. 959, where an account of the Erard family and the widespread success of their instruments, particularly pianos, in both France and England was recorded. The conclusion reached was, then, that the reference was to a piano made by this family, and this is also the conclusion of the Index.

13. “That, Fritz, is the era...” There are two possibilities here: either the name is being used generically to refer to a type of person or there is a specific person Pound has in mind. If the second is the case, there is no way using standard reference resources to identify the person, since only the first name is given. On the chance that the name may have been used generically, I consulted the Dictionary of American Slang, Harold Wentworth and Stuart Flexner (New York: Thomas Crowell, 1967), p. 201; there is entered a generic meaning of the name. It was used during and after World War I to refer generally to any German. Whatever the possible virtue of this use of the name from a stylistic point of view, the Index ignores it and states that the reference is to Fritz-Rene Vanderpyle, a Dutch writer living in Paris at the time of Pound’s writing of “Canto VII.” This is undoubtedly correct.

14. “Smaragos, chrysolithos;” These appear to be transliterations of Greek terms, but since Pound doesn’t usually employ this representation of the Greek alphabet I considered the probability that the words were Latin incorporations of the Greek. A Latin Dictionary, Charlton T. Lewis and Charles Short (Oxford: Clarendon Press, 1879) is a standard work, frequently reprinted, which lists uses of the words it defines. It yielded: “smaragdus” — a transparent precious stone of a bright green color; “chrysolithus” — chrysolite, the topaz of the Greeks (p. 1714, p. 329). Several uses of each word by Latin writers were entered, but from the information provided there was no reason to conclude that Pound was quoting from a particular text. On the other hand, there wasn’t sufficient ground to decide that he wasn’t, so I consulted the Thesaurus Lingua Latinae which was, as Winchell notes, originally projected as the definitive Latin dictionary and was to be distinguished by its full coverage of the usage of words in literary texts. Though not completed as far as the volume which would cover words beginning with “s,” “chrysolithus” could be checked (v. III, p. 1033). One example of the conjunction of the two words is listed, but this is from a general description of precious stones and did not seem especially suggestive. My conclusion was, consequently, uncertain: this could be a specific reference but to check it out fully would require resources well beyond what the library here has in Latin texts. The Index, however, is quite certain that the reference is to Propertius II, xvi, 43. The context of this line from his Elegies reveals that Propertius is attacking the gift of such precious stones by another to the woman he is seeking. The relevance of this line to Pound’s poem escapes me:

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Libraries and Relevance

Judith McPherson

In the late sixties, the issue that came to dominate the minds of educators, from nursery schools through universities, was relevance. An important sort of homily was given notice in this issue, simply, that no one will learn anything that doesn’t in some way relate to himself. Teachers realized that if students didn’t see anything in common at all between themselves, and say, Hamlet, then Hamlet would mean nothing to them, in no way could “learn” Hamlet or Lear or American history or whatever. Yet somewhere along the road of emotional fervor that was carrying people with it, the simple home truth became twisted, and often took its most reductive form. That is, teachers and students asserted that they couldn’t learn anything that was different from themselves, so education turned in upon itself and repeated, in a narcissistic fashion, everything that the students (supposedly) knew and felt, ad nauseam. While the intentions were good, the results were often harmful, and the whole process worked on an over-simplified model of education and identity. When a Black student is taught to find only writing by and about Blacks “relevant,” he is being cut off from all other human groups, and being told that he is nothing other than “Black.” Obviously, this ignores the facts of sex, age, socio-economic background, nationality, experience, etc., as well as enforcing the notion that a person can never change, never see connections with things other than what he is, can never apprehend the overwhelmingly large part of the world that is not him. While there was, and still is, the need to make people feel that whatever they are, whatever their origins, they are as good as anyone else, it seems to me that the basic purpose of education is to make that “otherness” available. In short, to show and tell people what they don’t already know, and why it matters. Thus the relevance issue, in an attempt to get away from a kind of education that was often demeaning and boring, often committed, in the parlance of its promoters, the ultimate cop-out.

I would like to cite an example, from the Odd Woman by Gail Godwin, in which the best, instead of the most reductive kind of “relevance” is created in a classroom:

But perhaps the most telling proof of Sonia’s success as a teacher was that, immediately after the second hour of the seminar, Jane went to the bookstore and bought the “Tales and Sketches” they had been discussing. Hawthorne no longer seemed regional or “Denominational” or merely a successful allegorist to her. He seemed of immediate importance to her own life, and this was due, in large part, to Sonia’s method of presenting him. (p. 51).

This example illustrates the real challenge of education; not to throw out Hamlet and Hawthorne and Melville because they happened a long time ago, or their world was different, their skin color or hair color or religion or region or language or sex was different from those of the students and teachers, but to show how, in spite of, even because of, these differences, they matter, they count, they have something to say about the human condition that speaks to our conditions, and help us know, a little bit more, what being human is all about.

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The same things have happened, and are happening, to a certain extent, in libraries. As we have finally become aware of the humanity we share with Indians, Chicanos, "disadvantaged" peoples (what more demeaning term could possibly be used?), we rush out and buy "Indian" and "Chicano" materials for them (is there such a thing as "disadvantaged" material?) to proclaim our recognition. There is, of course, nothing wrong with this, and in fact, it should be commended. But when we start seeing everyone in terms of special interest groups, and locked into the group we have assigned them for the purposes of relevance, we are being reductive as the teacher who assumes that Thoreau cannot possibly have anything to say to a young Black in 1975. This happens too often, it seems to me, with the group we call young adults. To assume that they can relate only with books about other young adults, counter-culture literature, rock music and "groovy" posters is not only absurd, it is harmful and limiting. It tells them, indirectly, that they have no right to be anything but the stereotyped "youth culture," and furthermore, that no one cares enough to see that their interests and knowledge of the world, as well as knowledge of themselves, is expanded. Consequently, it makes more sense to me to provide a great diversity of materials, instead of buying this and that for each special interest group that we perceive or create, and then develop in ourselves the skills to show people how these things are relevant to their lives, how they do connect with and illuminate their own experiences.

I think that there is one thing that we librarians could stand to learn from fiction in this regard. For as long as people have been telling stories, they have made ample use of first person narration. Obviously, not all writers of fiction do this, but the number who do is amazingly large. What they are onto here, is a way of making a relationship with their readers or listeners clear and direct. When Melville starts Moby Dick with "Call me Ishmael," he is asserting two important things. One, that the reader and speaker are different, separate. There is a "me," and an implied "you." Two, that there is a direct and immediate connection between the two, even though they are different. To see how direct this is, imagine the book starting, "A man existed called Ishmael." What this should say to librarians is that we should not be so afraid of revealing ourselves to library patrons, that we can afford to speak to them in personal terms about books without trying to become them, that we can, if we learn both more about the books we check out and techniques for talking with people, show them, or help to show them, how the world, that vast "otherness" can become, intimate and immediate.

As an aside, the popularity of a particular book in our library with "young adults" confirms my feeling that relevance lies in the way something is presented, not in the substance itself. That book is Go Ask Alice. I think that many librarians assume its popularity stems from its talking about drugs, and they are probably in some part correct. Yet many other more clinical books on drugs have not caught on like this one. Perhaps the book's success comes much more from its style of narration. It is written in the first person, in diary form. Thus it has the ability to grab the reader, make him feel part of the intimate life of the speaker, make him feel a direct relationship with the experiences described, even if the reader has not had those experiences himself.

I do not wish to imply that all books should be written in the form of diaries, but that this is simply one technique for showing someone how things outside himself are relevant to him. As writing and other types of communication present themselves in many forms, various skills are needed to apprehend the real possibilities of connecting them with one's own life, and we, as "informal" educators should be just as con-

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Role of the Bibliotherapist in a Sanatorium

Ruth M. Tews has defined bibliotherapy in the Encyclopedia of Library and Information Science in the following way:

Bibliotherapy is the use of books and related material in the treatment of the sick. Bibliotherapy is a mode of communication. Books and related materials are merely used to assist in establishing a means of communication and reinforcing the climate for acceptance.

In a long term patient care facility such as a tuberculosis sanatorium, the librarian-bibliotherapist finds the work a challenge in a two fold experience. The librarian is challenged by what reader services can be offered to the patients; and the patients are a challenge to the librarian. Learning their likes and dislikes, their interests and even their emotional needs and relating them to a reading or non-reading program inspires the librarian to call upon all the training and expertise she can exhibit.

Continuing educational programs to broaden knowledge and expand experience is necessary to the lasting quality of a bibliotherapy hospital library program.

Making the library experience a therapeutic one in a long term care sanatorium requires a strong reader-service program. Reader-service in a hospital environment includes not only books, but other forms as well; such as films, records, record players, cassettes and cassette tapes—offering the art forms of music and the printed and recorded word.

Music should encompass the whole spectrum of the art: modern, folk, spiritual, opera and that of other countries for various cultural group needs.

The printed word should offer hardbound as well as paperback books in both conventional and large type print. Fields covered should be the same as found in any community collection.

In this writer’s experience with the OSS sanatorium, patients like the paperbacks and periodicals for their ease in handling; and they take up a small amount of space on a bedside table.

Books and periodicals with many colored illustrations are popular with sight impaired patients, as well as the large print books.

Educational reading levels should receive much consideration in the book selection program since illness is a respecter of no particular educational level. Patients come from all schools of life: elementary, high school, college; doctor, lawyer, merchant, farmer, and so on. Then there are those without any formal education at all. Their needs must also be met.

Individual or group reading sessions is one method used by some bibliotherapists. Books and periodicals with self explanatory colored pictures are welcomed by the non-reading patient. Films, records, cassette tapes, and talking books are invaluable in meeting the needs of this group.

A hospital-community is made up of

Tommie Cunningham is Librarian at the Oklahoma State Sanatorium in Talihina. She is editor of the OSS Newsletter. Photographs for the accompanying article are by Charles Brock, photographer for the OSS Newsletter.
ambulatory and bed patients. Most of the time ambulatory patients visit the library to browse among the book stacks and select their reading desires.

Librarian assists John Seal, a spinal injury patient, in operating a cassette tape player.

The librarian must take the library to the bedside of those confined. The same yardstick is used in selecting materials for the mobile book truck for bedside patient visits as those used in general library book selection. The librarian will be encountering the same types of readers as those who are able to visit the library.

Menfred Jonnson browses in the library.

But even with careful selection, there will be those who will require material not found in the hospital library. An effective and energetic interlibrary loan relationship with other libraries is a must. Borrowing from other libraries expands the scope and strength of all library programs. Lending to other libraries is just the opposite end of the interlibrary loan spectrum and serves the same purposes besides building good community relations.

Glenn Durden selects reading material from library cart on its visit to his bedside.

The implications for the appropriate use of bibliotherapy involves the fundamental understanding of the goals of the institution—getting people well. Using reading and other library oriented programs toward this goal is a vital quality of the bibliotherapist.

Patient-readers might at times need motivation especially those confined in long term care situations.

Getting to know each individual patient’s interests and backgrounds can guide in a motivation process. Listening to the patient or resident is one of the greatest opportuni-

Librarian selects materials in preparation for weekly hospital rounds.

(Continued on Page 29)
Brian Garfield, suspense and western fiction writer, will headline the thirty-seventh annual Short Course in Professional Writing to be held at the Oklahoma Center for Continuing Education, Norman, on June 4, 5 and 6. Garfield, who has written over sixty novels and numerous screenplays, is currently at work on two new screenplays. Sponsored by the O. U. School of Journalism, the three day course is open to any person interested in professional writing.

Four recent works add to the growing "revisionist" trend in the literature of the Old West. Cowboy Life, Reconstructing an American Myth by Bill Savage (O. U. Press) re-casts the traditional image of the heroic cowboy into one of a hard working, but dull, hired hand, whose role in American history was romanticized by contemporary writers. Focusing on the cowboy of the Great Plains during the second half of the nineteenth century, Savage's portraits examine the lives of the men themselves and the writers who built around them the fiction of keen adventure and heroic violence which has come to signify the cowboy legend. Savage is an assistant professor of History at the University of Oklahoma.

After sifting through important documents and photographs made available by the Hickok family, Joseph G. Rosa has revised his They Called Him Wild Bill (O. U. Press) and come up with new insights concerning one of America's major folk heroes. Rosa's investigations prove that many of the popular myths surrounding "Wild Bill" are either unverifiable, untrue or greatly magnified.

W. Eugene Hollon also revises western lore in Frontier Violence (Oxford University Press). He finds that, in fact, violence was less marked along the frontier than it was in the cities during the late 1800s. Hollon, former Curator of History at Stovall Museum, University of Oklahoma, centers his study on the Oklahoma Run of 1889 as typical frontier territory.

While Badmen of the West by Robert Elman (Ridge Press-Pound) does not reverse myths of the Old West, its facts and pictures establish an accurate, striking record.

Winston Weathers, this month's "Oklahoma Author" continues to explore creativity in an attractive article, "Creativity: Reflections and Ruminations," featured in the Winter 1975 issue of University of Tulsa Magazine.

The American Indian Law Review is a new journal devoted to the unique American Indian legal status. Published by the University of Oklahoma College of Law, the contributions reflect a broad cross section of legal and social study dealing not only with topical issues of Law, but Sociology, Psychology, Political Science and Anthropology.

Two new novels by Oklahoma writers offer suspenseful reading: Mozzelle Richardson's The Song of India (Morrow) and Fred Grove's Warrior Road (Doubleday).
School Library News

Aarone Corwin

Since the last issue of the Oklahoma Librarian, we have again found ourselves in a storm of professional activities.

The Oklahoma Association of School Librarians sponsored their first workshop on Friday, February 21st at the Southgate Inn. Entitled "Accountability and the School Library Media Center," the workshop attracted over 250 participants. Mrs. Marilyn Miller, Associate Professor of the School of Librarianship, Western Michigan University, Kalamazoo, Michigan, and Dr. John Mosely of the State Department of Education, discussed the evolution of media centers and the services a good media center should provide for its faculty, students, and community. Both speakers presented audiovisual programs to exemplify their viewpoints.

An enjoyable meal followed the talks, and then the participants broke into small discussion groups for the remainder of the afternoon. The following are the Process Goals and Objectives for the Library Media Center which resulted from these discussions.

ADMINISTRATION
Goal:
To plan, coordinate and implement a library media program that will be an integral part of the educational process.

Objectives:
1. To establish a written selection policy and procedures for handling citizen complaints.
2. To prepare job descriptions for all library media center personnel.
3. To develop an operational procedure manual for cataloging techniques, shelving practices, circulation procedures, etc.
4. To establish policies and procedures for library media center usage.
5. To prepare a yearly budget.
6. To evaluate the collection on a regular basis for ordering and deleting.
7. To train library media center personnel.
8. To provide in-service training for effective utilization of library media center resources.

ORGANIZATION OF THE COLLECTION
Goal:
To provide a collection of print and non-print materials organized to facilitate their use.

Objectives:
1. To develop a functional system for organizing materials.
2. To design an efficient arrangement of physical facilities to allow for supervision and effective flow of traffic.
3. To plan an efficient method for processing materials.
4. To organize materials on the shelf for easy access by all.

DEVELOPING AND MAINTAINING THE COLLECTION
Goal:
To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

Objectives:
1. To acquire resources which match the students' abilities.
2. To involve the teachers, administrators, and students in selection of materials.
3. To maintain a balanced collection reflecting community needs and interests.
4. To provide vocational, career, and college guidance materials.
5. To make available materials to assist students in developing a positive self-concept.

SERVICES
Goal:
To assist the school community in utilization of the library media program.

Objectives:
1. To instruct users in library media skills.
2. To prepare bibliographies.
3. To provide reading guidance and reference assistance.
4. To produce audio and visual materials.
5. To develop and maintain a community resource file.

PUBLIC RELATIONS
Goal:
To communicate needs, resources, services, and accomplishments of the library media program to its public.

Objectives:
1. To maintain displays promoting the library media program.
2. To present the library media center activities to the community.
3. To plan book fairs.
4. To participate in special observances (i.e. National Library Week, Children's Book Week, etc.)
5. To maintain an open-line of communication with school staff members.

National Library Week, April 13-19, is going to be a busy one for librarians. Hopefully many of you will attend the "Meet Your Legislature" coffee sponsored by the National Library Week Committee on April 15. The coffee will run from 9:30-11:30 a.m. in the Main Capitol Building, Room 341. Sara Jane Bell and her committee members are working diligently to inform our legislative representatives of the importance of libraries and their specific needs. A good turnout for the coffee would support their efforts tremendously.

Some very exciting things have happened to several of the school libraries in Oklahoma. Sylvia Bachman, Librarian of Western Heights High School reported that she had received an additional $1700 for her school's book budget to purchase three microfiche readers and microfiche for twenty periodicals to cover the years 1970-75.

Eisenhower High School in Lawton was the recipient of a collection of 200 books from the Canadian Government about Canada and written by Canadians. The school had to initiate a study of Canada in their curriculum so they chose to incorporate it in their geography course. About fifteen sets of one student and one teacher each from across the nation will be awarded a two-week trip to Canada for the most innovative use of the materials. The purpose is to promote better understanding of our neighbors to the North. The presentation was made at Eisenhower High School by L. R. Buck, Vice Consulate from the Canadian Embassy in New Orleans. Librarians Lena Maloney and Pauline Hubbard accepted the collection.

Dixie Elder, Media Center Coordinator at Carriage Hills Elementary School in Lawton, proclaimed November to be Media Center Month. The month was filled with the following activities.

1. Each teacher participated in scheduled one hour in-service sessions, to learn where various materials were housed, use of the card catalog and vertical file, and how to include media in their lessons.
2. A paperback book was given away each day of Children's Book Week.
3. All grade levels (K-6) visited the new Lawton Public Library for a tour and story hour.
4. Students were taught basic library media skills during their class' assigned media center time.
5. All levels visited the Museum of the Great Plains and viewed the films The Red Balloon and The Will Rogers Story.
6. The students from Almor West and Carriage Hills exchanged play performances. The plays were about books and characters from classics.
7. The faculty saw the film, Learning With Today's Media.
8. The Story of Robin Hood, a film, was seen by the entire school to end the week's activities.

Sheila Alexander sent a letter to clarify some very important information for school librarians. She writes:

"Effective July 1, 1975, the two Federal Programs which provide funds for school library media centers, ESEA, Title II and NDEA, Title III, will no longer be in existence under those headings. Those two programs will be consolidated with Guidance, Counseling, and Testing to become Title IV, Part B of Public Law 93-380. This consolidation will have considerable impact on school library media centers and all library media specialists should be aware and informed.

"For the school year 1975-76 (FY 76), the legislation requires the following: (a) 50% of the money a school receives under Title IV, Part B must be divided among the three areas (library resources, equipment, guidance, counseling, and testing); (b) the other 50% of the funds allotted to a school can be spent as the school wishes, or, in other words, this 50% could be spent in one, two, or all three areas under Title IV, Part B. This will be determined locally. Then for the 1976-77 school year there will be total consolidation for all funds to be spent as in (b) above.

"Every meeting I've been to this year I've heard it said that library media specialists must be good salespeople. Now I am sure that truer words were never spoken when I consider what can happen in the future to library media programs. If you are a library media specialist fortunate enough to have strong administrative support for your program, I foresee few problems for you under this new legislation, but I would admonish you to keep up the good public relations, not forgetting to let your administration know how much you appreciate them. For those of you who don't have the administrative support you'd like to have, then I see that you have much work ahead of you."

She concludes by stating that more material will be made available as soon as possible regarding this legislation. Be watching for it!

Anne Rounds, Nominating Chairman of OASL, announced the election results. "The results of the OASL election are in and the officers for the 1975-76 year will be: Vice-chairman and Chairman-elect, Barbara Campbell; Secretary, Linda Cowen; and Treasurer, Scottie Seger." CONGRATULATIONS!

The first year of the "School Library News" column draws to an end with this article. Your acceptance of this column has been gratifying, though the need for information is still great. If you have criticisms and/or suggestions for future issues, please take the time to call or write. This column is designed to meet the needs of the entire school library membership.

Current Library Research
In Oklahoma

Persons engaged in projects in library research are urged to report their activities to the editor of the Oklahoma Librarian. We would like to compile a list of these projects for publication. Please send the name of the principal investigator, title of the project, name of the sponsoring institution or agency and a brief description of the project. Such a list could be informative to librarians in the state who are interested in library research and projects in progress.
Libraries Are involved
(Continued from Page 10)

to introduce yourself to them. Keep them informed of library concerns. At the present time there is legislation in various stages of consideration before Oklahoma’s 35th Legislature regarding censorship, appropriations for higher education, (which means money for libraries), a bill for increased millage that would raise support for the city-county systems libraries and a bill that would split off the Governmental Services Branch from the Oklahoma Department of Libraries to create a Supreme Court Library. The latter would require considerable duplication of effort and expenses. Obviously at the state level we as librarians share a multiplicity of legislative concerns.

You may say—“I can’t afford the time from an already busy day to get involved.” My answer to you would be literally and figuratively — “You can’t afford not to.”

Bibliography


Ezra Pound
(Continued from Page 19)

would suggest that this is less a case of quotation than of borrowing — Pound probably picked these rather unusual Latin words up from a reading of Propertius. This is not, however, to imply that the Index is incorrect.

15. “De Gama wore striped pants in Africa! And ‘Mountains of the sea gave birth to troops’;”

Turning to the Britannica, IV, 400, and 7,660, I found that it was Vasco da Gama, not “de” who was the subject of the reference. He made three voyages around Africa to India in the years between 1497 and 1524; on the first voyage he had extensive dealing in Mozambique as well as on the African mainland and there was evidently some conflict involved. But Pound’s description of him and the situation is much more precise than this; in fact, the use of quotation marks implies that he is referring to a particular account of da Gama. Since most of the quotations he has employed thus far are drawn from literary sources, I consulted Frank N. Magill’s Cyclopedia of Literary Characters (New York: Harper and Row, 1963) to see if there were a literary work in which da Gama was featured as a major figure. Through its index attention was directed to The Luslads by Luiz Vaz de Camoens (1524-1580); then checking Magill’s Masterpieces of World Literature in Digest Form, v. 2 (New York: Harper and Row, 1955), I found an outline of the epic poem (pp. 608-610). Evidently the poem does focus on the conflicts da Gama participated in when in Africa on his first voyage. These facts established the strong possibility that Pound’s remarks about da Gama also involved a reference to the Camoens poem, but to substantiate this with precision would require a careful reading of the poem itself. In this case, the Index is wholly silent, noting only the fact that da Gama was a Portuguese navigator; Pearlman, on the other hand, is confident that there is an allusion to The Luslads working here, but decides that it is not a question of quotation but of Pound’s parodying Camoens’s style. I personally do not know the Portuguese epic well enough to make any judgment on the question, but the reference tools at least opened up the possibility of its consideration.

... In closing this account of the project, I
would like to state the major point that I learned from the experience. Quite beyond the practice of using the tools themselves and learning their strengths, weaknesses, and distinguishing qualities, what continued to impress me was the importance of flexibility of approach. With problems as demanding as some of these, the need is to pursue all possibilities, even though at first blush they may seem particularly useless. Examples #10 and #15 especially testify to this need.

Libraries and Relevance
(Continued from Page 21)

cerned to nurture and develop those skills as those "formal" educators, the teachers. I hope that we will be more and more on the look out for ways of implementing "relevance" in its broadest sense, and that we commit ourselves not just to information, but knowledge. Our guidepost might easily become Forster's exhortation in Howard's End, "only connect."

Role of the Bibliotherapist
(Continued from Page 23)

ties the librarian may encounter. Therein lies the key to the method used for motivation.

The bibliotherapist-librarian's responsibility ends not only with the patient. The needs of the staff of the institution must also be met in order for them to reach their full potential as a health care professional or worker. As a member of the health care team, the librarian must be aware of each department's place in the whole patient care team and be able to suggest and provide their professional-educational requirements. A daily challenge awaits those involved in this fascinating career.

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30 Oklahoma Librarian, April 1975, Vol. 25, No. 2
ALA Midwinter — 1975

Irma Tomberlin
ALA Councilor

Midwinter Council meetings were unusually calm and methodical, also typically lengthy. I did not arrive in time for the beginning of the Council Orientation, but I did get in for some of the good information, including the very helpful "position papers" on a number of topics. Everyone agreed that the Orientation meeting was most successful, and we hope they will be continued. Congratulations and many thanks to Allie Beth, and her hard-working committee.

This year’s meeting had the largest attendance on record at a Chicago Midwinter, just short of 3,000 persons, and I’m sure a goodly number of that group were busy preparing documents for Council consideration, for the number of documents coming up must have set some kind of record!

Bob Wedgeworth’s report on the state of the Association was warmly received, and he was given a standing vote of thanks from Council for his masterful handling of ALA affairs. This tribute was richly deserved. As of August, 1974, our membership stood at an all-time high of 35,450, which also meant a corresponding increase in income. ALA is in a strong position to move forward in programs and activities which are oriented toward achieving the goal and objectives of the Association, with the support of Headquarters staff. One of these exciting programs is the joint endeavor of ALA and the National Endowment for the Humanities, called “The American Issues Forum.”

I attended several meetings of the Chapter Relations Committee, and our major emphasis will be to assist in the membership drive — 50,000 by 1976. We have only 14,550 members to recruit! Also the CRC is stressing the importance of fast-
er, more effective communication between ALA and its chapters. Much of the strength of ALA lies in the chapters, and it is at the local level that programs and activities can be made more meaningful and more visible.

Two more candidates were added by petition to the slate for the office of Vice-President and President-Elect. In addition to Ellsworth Mason and Doralyn Hickey, we have Clara Jones of the Detroit Public Library, and William DeJohn of the Illinois State Library. Newly elected members of the Executive Board are Elizabeth Fast, Helen Tuttle and Russell Shank.

A brief listing of some Council actions follows:

Approved a resolution directing that more concern be exhibited in planning meeting facilities and exhibit areas to make movement easier and more convenient for handicapped persons attending conferences. This same resolution also calls for the services of an interpreter competent in sign language for the deaf to be present at all memberships and council meetings.

Approved a new statement of goal and objectives for the Association. The goal, as amended, reads: “The goal of the American Library Association is the promotion of libraries and librarianship to assure the delivery of user-oriented library and information services to all.” Each division will develop its own statement of goal and objectives, consistent with that of the Association.

Received and approved a report from the Committee on Accreditation, relative to implementation of affirmative action in the various library schools. The COA was directed to report annually to Council.

Directed the Advisory Committee to the Office for Library Personnel Resources to review the policy on Library Education and Manpower, Equal Employment Opportunity in Libraries, and any other ALA personnel policies in order to recommend modifications, expansions or implementation.
Approved the affiliation of the Ukrainian Librarians' Association of America with ALA through the Slavic and East European Section of ACRL. Also accepted for affiliation was the National Association of Spanish-speaking Librarians (REFORMA).

Accepted a statement of Guidelines for minimum state servicing of state documents. These guidelines call for one or more responsible agencies within a state, provision of an index or list of documents, sending copy to the Library of Congress, and adequate staffing of the state documents function.

Approved guidelines for divisional services and their funding, and stipulated that these guidelines will be reviewed and studied for revision by DISC (Divisions Interests Special Committee).

Referred to the Library Administration Division a resolution requesting a formulation of policy statements on fines and penalties in libraries.

Accepted resolutions in memory of Julia Crockett Standley, Peggy Jane May, Ralph Munn, and Robert Bray.

Approved a resolution calling for improved facilities and staffing for ALA placement services at conferences.

Established a standing committee on professional ethics, and adopted a new statement on professional ethics which rescinds the older statement, developed in the 1930's.

Directed the ALA publishing offices to avoid sexist terminology in future publications.

Accepted SCAMI's report on the University of Chicago Library and discharged the Committee of further responsibility on this issue.

Approved resolutions pertaining to Title II A and II B of the Higher Education Act, urging Congress to extend where possible, and to the White House Conference on Libraries, urging appropriation, in 1975; also full funding of LSCA in fiscal year 1975, and finally urging extension of LSCA which expires June 30, 1976.

Further information may be found in the March issue of American Libraries and in the March 1st and 15th issues of Library Journal. I have copies of the Council documents. Let me know if you would be interested in seeing one, or many.

Alice Timmons Retires from OU Western History Collections

John Ezell
University of Oklahoma Libraries

As of March 1, 1975, the numerous writers, scholars, students, and artists who have come to depend upon the Phillips Collection of Oklahoma Indian and Southwestern History, in the University of Oklahoma Library, as an indispensable source of authentic information found something missing. The same rich resources were there, but the person who made these treasures readily available to all serious researchers for fifteen years was not.

Mrs. Boyce (Alice) Timmons has
given up her official responsibilities in order to have more time for her family and her own research programs. Her knowledge of Indian and Western history is legendary. One campus story is that a graduate student was given full credit on an examination question that required him to list bibliographic sources for Indian history when he wrote "Ask Alice Timmons." The thousands of customers that she served cheerfully will attest to her willingness and expertise, and many have a high opinion of the University and its library as a result of her contacts — a fact that was officially noted in 1971 when she was given the George Lynn Cross Merit Award for her past services.

Beginning her tenure with the University in August 29, 1960, she carried the very apropos designation of Western History Library Specialist. But no one title would ever completely characterize this multi-faceted person. She was a friend and unofficial advisor to hundreds of history students, and their gratitude was expressed when she was given the Phi Alpha Theta Service Award. She was never too busy to serve as consultant, officially or otherwise, for any group concerned with Oklahoma or Indian history. Few calls upon her for speeches, presentations, and the like went unanswered, even after an eight-hour day in the library.

Furthermore, she is a scholar in her own right. In addition to numerous small publications reflecting her broad interests in such fields as Indian art, school life, and medicine, she made the usual scholarly mistake of undertaking a project that by its very nature can never be completed. As Cherokees, she and her brother, James W. Tyner, set as their goal the memorialization of forgotten Cherokee leaders, the preservation of that tribe's burial records, and the establishment of monuments to their memory. As the first step, they undertook a survey of the Indian burial places in sixteen northeastern Oklahoma counties that comprised the old Cherokee Nation.

The scope of this endeavor is seen by the fact that their research spans the six generations from the Trail of Tears through the dissolution of the Five Civilized Tribes. Hundreds of these last resting places were neglected, hidden, abandoned, vandalized, or forgotten, while others were lost to progress — victims of land and water development — "but even if the graves are under water, we have recorded the places to preserve their memory." In addition to plating each burial site, the authors used the resources of the Phillips Collection, old courthouse, church, and family records, along with maps and oral traditions to identify the persons involved. All, of course, were not Indians, for many were blacks, missionaries, traders, teachers, and others who lived among the Cherokee. It seems safe to say that few of the older Oklahoma families have been left untouched by the results of their research. At last count they have recorded more than 57,000 burials, published eight volumes under the title, Our People and Where They Rest, and estimate that they have enough material for nine more volumes.

The high standard of scholarship that they attained and their unique and invaluable contribution to the field of history is seen in the awards this work has brought the authors. During 1972-1973 they were given a National Commendation Certificate by the American Association for State and Local History; the Distinguished Ser-
vice Award by the Oklahoma Heritage Association; and Mrs. Timmons was assigned the history award as one of the five outstanding Oklahoma women by the Oklahoma City Professional Chapter of Women in Communications.

Those who know Alice Timmons feel confident in saying that her retirement from the University of Oklahoma Library will mean little diminution in her activities, both scholarly and social. But it will be some time before old patrons of the Phillips Collection will be reconciled to her absence.

University of Tulsa, 500,000 Volume Celebration

Guy Logsdon
University of Tulsa Library

The University of Tulsa celebrated its 500,000th volume on March 12, 1975. The volume was a rare bilingual text Elementary Arithmetic in Cherokee and English by John B. Jones, published in 1870 by the Cherokee National Press, Tahlequah. Professor Rennard Strickland — noted author and editor of numerous Indian histories, a leading Indian law authority, and a member of the University of Tulsa College of Law — donated the volume. Dr. Angie Debo, internationally recognized Indian and Oklahoma historian, delivered the presentation speech. Her topic was "The Next 500,000" and was centered on books that she hopes will be written. Dr. Debo is the grand lady of American historians and inspired approximately 350 faculty, students and friends who were present.

The volume was appropriate in relation to the history of the University, for the school was started in 1882 in Muskogee as the Presbyterian School for Indian Girls. Miss Alice Robertson, whose grandparents and parents devoted their lives to Indian missions in Indian Territory, became associated with the school in 1885. In 1894 the school was changed to Henry Kendall College and continued to serve Indian education. In 1907 it was moved to Tulsa and in 1921 was renamed the University of Tulsa. It has since been a totally independent university. Also, the libraries own numerous other Indian texts as a result of its heritage.

Following the presentation, a colloquium "Textual Editing and Translation" was held in the Rare Book Room of McFarlin Library. Lectures were presented by Hans Walter Gabler from the University of Munich, Fritz Senn from Zurich, Switzerland, and Fred H. Higginson from Kansas State University.

The festivities were completed in the evening by John Bennett Shaw, Santa Fe,
who presented a talk "The Cult of Sherlock Holmes" to approximately 150 friends of the University. The lecture was followed with a wine and cheese party.

The University of Tulsa administration has supported library development at an accelerated rate in recent years, for in 1966 the University libraries had 300,000 volumes. In an eight year period 40% or 200,000 volumes of the collection have been added.

**Melven Cornish Collection Acquired by OU**

*John Ezell*

University of Oklahoma Libraries

Melven Cornish, Member of firm of Mansfield, McMurray & Cornish, South McAlester, Indian Territory, 1905.

The papers of Melven Cornish were recently given to the Western History Collections of the University of Oklahoma Libraries by his daughter, Mrs. Helen C. Hutchinson of Boulder, Colorado.

Cornish served with the Dawes Commission and was later a member of the McAlester, Oklahoma law firm of Mansfield, McMurray and Cornish which represented the Choctaw and Chickasaw tribes in various legal actions. The large collection of manuscript and printed documents will be an important resource for those scholars interested in the Dawes Commission, the Atoka Agreement, the affairs of the Choctaw and Chickasaw Indians and the Five Civilized Tribes generally as well as the early history of Oklahoma.

Besides some twenty letter press books of correspondence, account ledgers, and other papers, the collection contains a large number of depositions, briefs, findings of fact, opinions, transcripts, and other legal documents relating to the various tribal and individual citizenship cases before the U.S. Supreme Court, the U.S. Court of Appeals, the U.S. Court of Claims, the Dawes Commission, and citizenship cases before the tribal courts.

Several large boxes of important House, Senate, and Executive documents relating to the Dawes Commission and the Affairs of the Five Civilized Tribes are also included. Charles F. Mesery's report "The Dawes Commission and the Five Civilized Tribes of Indian Territory." Commissioner J. George Wright's statement "Affairs of the Five Civilized Tribes in Oklahoma," annual re-
ports of the Commissioner of Indian Affairs, Commissioner to the Five Civilized Tribes, Superintendent of Indian Schools, Mine Inspection for Indian Territory, Secretary of the Interior, and the Territorial governors are included among the printed materials.

A large quantity of papers relating to the internal affairs of the Choctaw and Chickasaw nations are also in the collection. These include statements and speeches in Choctaw and Chickasaw, papers of D. H. Johnson and Green McCurtain, documents of the collection of tribal taxes, poll books and other materials relating to tribal elections and campaigns, and other matters. Additional personal papers of Cornish will be added to the collection at a later date.

Oklahoma Collection to University of Tulsa

Guy Logsdon
University of Tulsa Library

The University of Tulsa recently purchased the Oklahoma-Indian Collection assembled by Robert Shaw of Tulsa. Over 2,000 items including books, maps, photos, script, letters, and ephemera comprise the collection. Numerous Indian constitutions and tracts, rare Indian pamphlets and leaflets, a postcard collection of Oklahoma towns, items such as the rare Life of Texas Jack, and numerous volumes of the poetry and writings of Oklahomans are a part of it.

The collection was acquired through the generosity of an anonymous donor, and it complements the University’s collection of related materials donated in the past by Alice Robertson, Frank Greer, Dan Madrano, John Rogers and others. The most recent related gift was a similar collection donated last year by the family of Richard Tenney, a former University student; it is a collection primarily of Oklahoma related books that was evaluated at $7,000 when donated.

A Juvenile Book Evaluation Center for the State

Mary Ann Wentroth
Public Library Consultant
for Children’s Services
Oklahoma Department of Libraries

One of the joys of being in the new Oklahoma Department of Libraries Building is having enough space to adequately house the Juvenile Book Evaluation Collection. Housed conveniently at the rear of the first floor stack area, these materials are easily accessible, yet separate from the Department’s circulating collection. It conveniently shares a carpeted work area with the Professional Collection.

Contents of the Center are subdivided into several groups:

The Juvenile Book Review Collection includes the current year’s books and those for the year immediately preceding. These circulate in limited numbers to librarians for evaluation purposes and for a very short loan period.

The Juvenile Evaluation Collection consists of titles included in the 1971 CHILDREN’S CATALOG and the 1970 JUNIOR HIGH SCHOOL CATALOG plus their supplements. It provides the “standard” titles with which to compare the new publications, or from which to build a basic collection. These books do not circulate.

Deposit sets of the latest editions of Compton’s Encyclopedia, World Book Encyclopedia, World Book Dictionary, and Childcraft through the courtesy of their publishers. These do not circulate.

Juvenile Paperbacks are well rep-
resented by a collection of more than 200 titles. These do not circulate.

The Center is also beginning to acquire a selected collection of toys, games, sculptured objects and other non-book materials recommended for use in libraries.

Statuary for circulation? An Interesting Idea to contemplate along with books.

Examples of educational toys and games for use in early childhood development programs are an interesting part of the collection.

Visitors to the Center will find more than merely a collection of books and objects. Files of accumulated reviews and evaluations from such recognized tools as Booklist, Bulletin of the Center for Children's Books, Horn Book, School Library Journal, and Science Books are kept up to date and readily accessible. Contrasting and differing points of view are thus easily brought together for consideration along with the book itself.

In planning the Center, its usefulness to librarians was considered of prime impor-
tance. However, we envision and encourage its use by all individuals who want to see what is going on in the field of children's books — parents and relatives looking for gift ideas, church school teachers and leaders, public and private school teachers, authors, illustrators, child-care agency staff, youth group leaders — all are encouraged to take advantage of this opportunity to handle, read evaluations, and make decisions.

Files of reviews and evaluations are easy to use in proximity to new books.

The Center is open during normal office hours of the Library Services Branch of the Oklahoma Department of Libraries (8:00 a.m. to 5:00 p.m., Monday through Friday). Special arrangements for use at other times may be made with the Consultant for Children's Services.

Speak to those with whom you have influence, encouraging them to use this service. By all means resolve to use it yourself. Here are some suggestions:

1. **Book Selection Workshops.** The Consultant for Children’s Services will plan with you for the kind of experience you want as inservice training for your staff.
2. **Book Selection Meetings** for staff responsible for selection of juvenile books. Just call and reserve the time you want.
3. **Children's Literature Classes** are welcome either in groups or as indi-

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4. Individuation Browsing to catch up or keep up with what is going on in the world of books being published for children.

Groups enjoy looking at books and comparing opinions.

Oklahoma is one of the leaders in establishing this kind of evaluation center. Other states are experimenting with variations of the concept. We have chosen those aspects that seem most applicable to the needs of Oklahoma. We hope you will make use of the facilities and make suggestions for their continuing usefulness.

**ISBD Workshop**

*Sue Harrington*

*University of Oklahoma Libraries*

The ISBD (International Standard Bibliographic Description) Workshop was held Tuesday, February 25, 1975, at Southgate Inn in Oklahoma City. The Workshop was sponsored by the Oklahoma Library Association's Automation Roundtable and Technical Services Division. Despite snow and ice throughout much of the state, 62 librarians gathered for the meeting.

Mrs. Ruth David, Assistant Professor of Library Science, University of Oklahoma, spoke at the morning session. She gave an excellent presentation on ISBD(M), the International standard bibliographic description of monographic publications.

Mrs. David began her presentation with a short history of ISBD. She stated that ISBD was set in motion in 1961 at the International Conference on Cataloging Principles held in Paris. Although complete agreement was not reached at that time, enough success was obtained to warrant continued attempts to reach agreement. The need for greater uniformity in cataloging description was becoming essential due to automation trends and LC's program of shared cataloging.

In 1969 further progress was made at the International Meeting of Cataloging Experts held in Copenhagen. At that time the following tentative plans were made: (1) Each country would be responsible for cataloging publications of that country for a national bibliography and to export to other countries; (2) All countries should agree to a standard style of making bibliographic descriptions; (3) Each national cataloging service should avail itself of the product of the others; and (4) Since exchange of data would eventually be in machine-readable form, the potentiality of standard punctuation as a device to make possible automatic tagging of fields in the description should be explored. A special working group was formed to develop the ISBD. After preparing several drafts, the group finally submitted one to members of the International Meeting of Cataloging Experts and the draft was approved in January 1973.

The Library of Congress delayed implementing the provisions of ISBD until Chapter 6 of the Anglo-American Cataloging Rules could be revised. This was completed in mid-1974 and in September 1974 LC began applying the rules to all monographic publications, regardless of language, issued from 1821 to the present.

Mrs. David devoted the second part of her presentation to a discussion of the revised Chapter 6 of the Anglo-American Cataloging Rules. She presented a sum-
mury of the changes in each area of description and gave examples of these changes. Her informative explanation of ISBD(M) proved beneficial to everyone present.

After a pleasant buffet luncheon on the patio, Miss Harriett Hobbs, Cataloger, Northeastern Oklahoma State University, Tahlequah, presented the afternoon program. She spoke on ISBD(S), the international standard bibliographic description of serials.

In August 1971, the International Federation of Library Associations Subcommittee on Cataloging decided to draft the ISBD(S). A working group was formed and a first draft was made following the format and element sequence of the ISBD(M) almost exactly. The group soon discovered that it wasn’t possible to treat monographs and serials in the same manner and changes had to be made. The ISBD(S) was completed and published in 1974.

Miss Hobbs stated that the Library of Congress will not implement ISBD(S) until Chapter 7 of the Anglo-American Cataloging Rules is revised. The Library of Congress anticipates that the American Library Association will adopt the ISBD(S) at an early date. It has, on an interim basis, begun following ISBD(S) in recording serials whose title consist solely of a generic term. Miss Hobbs suggested that catalogers should also adopt this practice. She further stated that successive entry cataloging of serials is a must.

The afternoon speaker then discussed the changes that ISBD(S) will make in descriptive cataloging of serials. She concluded her presentation with the recommendation that everyone purchase a copy of ISBD(S); International Standard Bibliographic Description for Serials. This work may be purchased from the Canadian Library Association.

The Workshop was deemed a success and all participants went away better able to cope with the intricacies of ISBD.

Library Funding Workshop

Karen S. Weddle
University of Oklahoma

“What Every Librarian Needs to Know About Funding, But Is Afraid to Ask” was the theme of OLA’s College and University Division workshop held Tuesday, March 4, in Oklahoma City. The purpose of the program was to prepare interested members for OLA’s annual conference “Funding Is Fundamental,” April 10-12, Tulsa. The Arrangements Committee, ably chaired by Ruth Wender of O. U.’s Health Sciences Center Library, included Chairman-Elect Sheryl Anspaugh, Secretary Jean Nix, Immediate Past Chairman Heather Lloyd and Immediate Past Secretary Diana Jones.

Fifty-five participants listened attentively and had opportunities for comments and questions following each speaker. Mary Esther Saxon, History-Government-Geography Librarian at O. U., addressed herself to funding for public institutions emphasizing that “Libraries Are Involved in the Legislative Process” and suggesting how libraries and librarians can become more effective forces in the push for funding increases. (For details, see Ms. Saxon’s article in this issue of the Oklahoma Librarian.)

Guy Logsdon, Director of the University of Tulsa Library, spoke on the ways and means of funding for private institutions. He stressed that it is easier for any library to get funding if (1) it is providing good service and (2) key administrators support the library.

After lunch, Carter Bradley, Executive Director of the Higher Education Alumni Council (HEACO), elaborated upon the historical development of that organization in Oklahoma, pointing out that its purpose is to provide a channel for communication between the educational and political communities of the State. He reported that non-recurring expenditures would be given
top priority in expending any surplus State revenue. Since some States consider books as capital improvements, he suggested that OLA investigate the possibility of getting books reclassified from operating expenditures to capital improvements. In that way, libraries could tap into the State surplus. Mary Esther Saxon moved that the workshop recommend that the OLA Executive Board send a resolution to the Oklahoma Legislature requesting funds for library improvement in state supported institutions of higher education. Carter Bradley urged communication between HEACO and OLA.

Janice Kee, HEW Library Services Program Officer, Dallas, Texas, challenged all librarians to consider the question, "What is the role of the Federal Government in library development in the mid-seventies?" Some consensus needs to be reached so that ALA will have some overall position from which to lobby. Ms. Kee had summarized her speech while flying in from Dallas:

The time is now — for all librarians, individually and collectively, to give serious attention to the question of Federal role in the development of library and information services.

The question is philosophic, economic and political. A consensus of the majority on all aspects of the question is needed if a national policy on Federal assistance for library development is to be established. Each one of us has a professional responsibility to contribute our best thinking to the future role of the Federal government to library development.

Hiram L. Davis, O. U.'s Associate Director of University Libraries, summarized the speakers' key points.

Government Documents Practicum:

Marvin Guilfoyle
University of Oklahoma Libraries

The University of Oklahoma Library has a large collection of government documents received as part of the U.S. Government's depository program; the University's School of Library Science has a large number of students studying government documents. The Documents Collection has always needed additional help, and the library science students have long wanted more practical experience to better prepare themselves for professional positions.

In response to a student query, the documents librarian and the library science professor teaching the government publications course developed a prototype practicum program for the student who had taken a series of readings in the subject but had not had the formal documents course. The program was then given to another student who had completed the formal government publications course. Continuous
re-evaluation and consultation between the instructors and the students took place, and the program was modified as needed.

As finally established, the program emphasizes the practical application of lessons already learned in the formal documents course, and it has been found necessary to limit enrollment to such students. The nuts and bolts of administering a large volume documents collection are dealt with as they arise — clerical procedures, reference experiences, and physical maintenance of the collection become acquired skills rather than textbook lists to be memorized. When this occurs, the student learns to be "comfortable" with the many processes, and bibliographic aids relating to the field, and, more importantly, not to shocked at the myriad of problems which arise when working with these materials. This experience produces a synthesis of knowledge and skill not possible through either practical experience or classroom work alone.

The Documents Collection has profited greatly from the students in that after the initial orientation period, additional qualified help is acquired without straining the budget, and this has enabled long-delayed projects to be undertaken by both the students and the regular staff; currently the practicum students are working on a complete inventory of the Congressional Serial Set and the preparation of a shelving maintenance manual to provide a systematic approach to maintaining the Collection, and the regular staff is finishing a massive shifting of the materials.

Problems have occurred with the program. It has been found that completion of the formal documents course is a necessary prerequisite for the practicum as otherwise the Documents staff spends too much time teaching things better taught in a formal classroom situation. It was also learned that, as each group of students enters the program, the time spent with them will seem to the staff to be almost unjustifiable. Fortunately, this attitude changes quickly, as soon as the first trauma (of students and staff) has passed; it recurs from time to time, however. Lastly, mistakes happen, and this must be accepted as a natural occurrence and be treated as a learning experience for the students.

The Government Documents Practicum in existence for only a year, has benefited both the students of the School of Library Science and the staff of the Documents Collection of the University of Oklahoma. For the former it provides experience in coping with a complex, challenging situation. For the latter, it gives an opportunity to do things that might not otherwise get done. And, finally, it provides better service for the patrons of the Documents Collection — which is what it's all supposed to be about anyway.

Advanced Education
1975-1976

News Release
School of Library Science
University of Oklahoma

The School of Library Science in attempting to expand its services offers the following specially designed courses in 1975. Admission priority will be determined by the date of enrollment. For additional information and advance enrollment, contact Off-Campus Classes, 1700 Asp, Norman, Oklahoma 73069, 405 325-6954. Cost is $20 per credit hour plus materials fee variously assessed for each course. Minimum number of 20 participants necessary to insure offering the course.

May 9-10, 8-12, 1-5 — L.S. 5990-4 — Public Relations for Library and Information Service, Sue Fontaine, Tulsa City-County Library. 1 hr. credit

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of study in the field of education at an approved institution of higher education. Applications will be received until April 30, 1975.

Inquiries should be directed to Dr. Roscoe Rouse, University Librarian, Oklahoma State University, Stillwater, OK 74074.

Library Services to Young Adults Requests Information

Susan Madden
Chairman, LSYAI Committee

The Library Services to Young Adults in Institutions Committee of the Young Adult Services Division of the American Library Association is compiling information packets. We are especially interested in young adult services in the areas of juvenile corrections, mental health, hospitals, mental retardation, handicapped and shut-ins. The types of materials we’d like to receive are: service contracts (between library and agency or institution), selection policies, security procedures, services, programs, and your solutions to common stumbling blocks in setting up this type of service. Therefore, at this time, we are not interested in booklists or bibliographies. If possible, please send 5 copies of such items to:

Susan B. Madden
King County Juvenile Court
1211 East Alder
Seattle, Washington 98122
Attn: LSYAI

Note: We do not expect these packets to be available until after the San Francisco Conference, so please hold your requests until further announcements.)
Public Relations 
“Swap ‘n Shop” 
Day

News Release

A second public relations “Swap ‘n Shop” day, similar to last year’s highly successful event at the American Library Association Conference in New York City, is being planned for the San Francisco Conference in July.

Jointly sponsored by the Public Relations Services to Libraries Committee, the John Cotton Dana Awards Committee, the National Library Week Committee, and the Public Relations Council, the “day”, Tuesday, July 1, 1975 from 10 a.m. to 4 p.m. will repeat 1974’s successful format and feature examples of superior public relations materials, teams of experts to assist with various public relations projects, and be capped off by the John Cotton Dana Awards themselves.

Professional public relations people will critique representative items, and there will be tables staffed by experts to offer advise and suggestions on such things as “Passing Bond Issues”, “Serving the Unserved”, “Friends of the Library”, “Newsletters and Press Releases”, and “Bicentennial Happenings”.

Libraries are urged to send at least twelve copies of their best public relations/publicity pieces (flyers, brochures, newsletters, book marks, etc.) to Frank J. Dempsey, Chairman, Public Relations Services to Libraries Committee, c/o Arlington Heights Memorial Library, 500 N. Dunton Ave., Arlington Heights, II. 60004 no later than May 1, 1975. Single copies of larger items (such as posters) can also be sent. Send information only on multi-media programs, cassettes, TV films, etc. with details on equipment needed to show them. Indicate if you have multiple copies of each item which could be available for distribution at the San Francisco Conference.

RESOLUTION

The following resolution, proposed by the College and University Library Division, Oklahoma Library Association, was approved by the Oklahoma Library Association Executive Board at its regular meeting in Tulsa on March 21, 1975.

Whereas the 35th Oklahoma Legislature has been informed by the State Budget Office that a 190 million dollar surplus will accrue in unanticipated surplus revenues by the end of this fiscal year; and

Whereas it has already been suggested that 10.5 million dollars of this surplus be spent for non-recurring capital improvements in higher education; and

Whereas with increased inflation, funds for library materials have been inadequate to purchase many essential books creating and thus contributing to a widening gap in information sources available in the state; and

Whereas books are also a non-recurring expenditure and library collections are essential to the education of the young people of the State of Oklahoma and are an important criterion in measuring the quality of higher education in the state and provide valuable resources for all its citizens; Now, therefore, be it

Resolved, That the Oklahoma Library Association strongly urges the 35th Legislature to appropriate to the State Regents for Higher Education an additional 2 million dollars for academic libraries to improve the quality of library collections of the state institutions of higher learning and that an additional 5 per cent of this amount be appropriated to process these materials.

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The Executive Board Meetings of The Oklahoma Library Association are OPEN MEETINGS. All members are invited and encouraged to attend.

May 23, 1975 Past President’s Leadership Conference, Oklahoma Department of Libraries
June 20, 1975, Home of Executive Secretary July, No Meeting

Date—December 13, 1974
Time—10:00 A.M.
Place—Conference Room, Oklahoma City University

Members Present—Leonard Eddy, Irma Tomberlin,
Elizabeth Geis, Oliver Delaney (guest), Pam Bonnell (guest), James Zink, James Wilkerson,
Frances Kennedy, Josh Stroman, Ralph Funk (guest), Harry Bickford

The President, Mr. Eddy, called the meeting to order. The minutes were read and approved.

Irma Tomberlin gave the ALA Councillor’s report. (This report was published in the January, 1975, issue of the Oklahoma Librarian.) ALA membership chairman had reported there are 300 ALA members from Oklahoma.

The treasurer’s report was read and approved.

Jim Wilkerson requested that 100 more copies of the Oklahoma Librarian be printed as the membership fluctuates, and sometimes he has not had enough copies.

Ralph Funk gave the report for Federal Relation Coordinator and Oklahoma Department of Libraries. Senate Joint Resolution 40 authorizing a White House Conference on Libraries had still not come to the floor of the Senate. In the Oklahoma legislature there were as yet no pre-filed bills concerning libraries.

Jim Wilkerson gave the Program Committee report for OLA meeting April 10, 11, 12. “Funding is Fundamental” will be the theme. Mr. Frederick Glazer, State Librarian of West Virginia will be one of the featured speakers. Alice Beth Martin, president-elect of ALA will be honored Friday night, the 11th. Several joint meetings of roundtables and workshops will be held.

Oliver Delaney gave the Intellectual Freedom Committee report. After receipt of this report, Irma Tomberlin made the following motion: “I move that the executive board acknowledge receipt of the minutes of the Intellectual Freedom Committee meeting of December 6, 1974, and that although the board does not agree with the findings of the committee, that we do recommend that the minutes of the meeting of the committee and the proposed recommendations for guidelines be included in the President’s Newsletter for membership information and that the guidelines be referred to the appropriate committees for future action.” Elizabeth Geis seconded the motion. Motion carried.

Auditing committee report was received, and the committee approved the Treasurer’s report for 1973-74. It recommended that consideration be given to doing away with the office of Treasurer and assigning those duties to the Executive Secretary.

It was announced that the Union List of Serials is now in a workable format, and mechanisms are established for the continuation of the list. Dr. Rouse will be invited to the next meeting to give further information.

A request from Sarah Jane Bell requesting a budget for $780 for the Committee for National Library Week, April 13th-19th was approved. She also asked that more member be appointed to the committee.

A letter was read thanking OLA for the $200 it sent to support the ALA Washington office.

Oliver Delaney announced the ALA Intellectual Freedom Workshop scheduled for early December in Chicago had been cancelled.

A request for $300 by SWLA to support the SWLA-National Endowment for the Humanities in the Southwest Planning Project was approved.

At the request of the Encyclopedia of Library and Information Science, Frances Kennedy was asked to write an article on the Oklahoma Library Association for inclusion in this new work.

A request for money if needed for the College and University Division Workshop March 4, 1975, was approved.

A survey of state library associations regarding travel expenses was circulated.

A letter will be sent to Freda Gilliam Smith, retiring secretary, for the Federal Relations Coordinator of ODL, thanking her for her many efforts over the years in support of OLA.

A letter was read from Lee Brawner, on behalf of the State Steering Committee for Systems/Humanities Project requesting that OLA through the Intellectual Freedom Committee accept the responsibility for the exhibit project and that the books in the project become the property of OLA. This request was approved.

The next meeting will be held January 15, 1975, in the Library Council Room, Bizzell Library, University of Oklahoma at 10:00 a.m. The meeting was adjourned.

Respectfully submitted,
Mary Esther Saxon, Secretary
Date — Friday, January 17th
Time — 10:00 A.M.
Place — Council Room, Bizzell Library, University of Oklahoma

Members Present — Leonard Eddy, Jim Wilkerson, Irma Tomberlin, Anne Rounsevel, Josh Stroman, James Zink, Oliver Delaney, Frances Kennedy, Elizabeth Geis, Mary Esther Saxon.

The meeting was called to order by the president. The minutes were read and approved. The treasurer's report was read and approved.

Irma Tomberlin gave the ALA Councilor's report concerning matters to come before Council at ALA Midwinter Convention in Chicago. (Her report on Midwinter is elsewhere in this issue.)

Dr. Zink reported that the January issue of Oklahoma Librarian is in press. There was no report from the Federal Relations Co-ordinator. Frances Kennedy gave Ralph Funk's report for Oklahoma Department of Libraries. Governor Boren's budget if accepted will cut staff positions at ODL from 55 to 50.

Jim Wilkerson gave the program committee report for OLA. A tentative schedule has been proposed. The program committee was to meet Friday afternoon January 17th following OLA Executive Board meeting.

Leonard Eddy gave the nominating committee's report. The slate for OLA Officers for 1974-75:
1st Vice President & President Elect — Alfreda Hanna, Mary Esther Saxon.
2nd Vice President (Trustee) — Verma Meador, Edith Snyder.
Secretary — Frances Alsworth, Linda F. Bayley.
Treasurer — Josh Stroman, Vicki Withers.

Oliver Delaney, Intellectual Freedom Committee chairman, announced that the committee was holding an hour and half workshop Thursday afternoon, April 10, as part of the OLA program and submitted a request for $650. The Executive Committee approved budget request of $500. The board also approved expenses for Mr. Delaney's attendance at an ALA-ITC workshop March 3 and 4th in Chicago. This action reaffirmed earlier action approving expenses for the workshop which had originally been scheduled for December and then cancelled.

A letter was read from Roscoe Rouse concerning the Oklahoma Union List of Serials. It is now available to interested librarians for $12 in microfiche and $70 in hard copy.

The executive board approved a request from the Social Responsibilities Round Table authorizing a citation to be given annually for the outstanding outreach programs each year.

Leonard Eddy reported that a group travel plan to ALA in San Francisco is tentative. It may not be possible to set up group rates if everyone cannot return to Oklahoma at the same time. The problem is pending after discussion with Rainbow Travel Service.

Mr. Eddy and Oliver Delaney were authorized to send a letter to the ALA Intellectual Freedom Committee objecting to that Committee's including the controversy over the April 1974 "Currents" column at OLA as an agenda item at 1975 ALA Midwinter meeting even though it was later removed.

Frances Kennedy was asked to write a letter to Judy Bergkamp, Leonard Eddy's secretary who is retiring, thanking her for the extra work she has done for OLA during Leonard's terms of service.

There being no further business the meeting was adjourned.

Respectfully submitted,
Mary Esther Saxon, Secretary

Date—Friday, February 21st
Time—10:00 a.m.
Place—ODL Conference Room

Members Present—Leonard Eddy, James Wilkerson, Elizabeth Geis, Josh Stroman, Irma Tomberlin, Mary Esther Saxon

Guests Present—Esther Mae Henke, Kirby Glasscock

The meeting was called to order by the president. The minutes were read and approved. The Treasurer's report was read and approved. The program committee report was read and approved. The OLA executive board meeting was held January 17th.

There was no report this month for the Oklahoma Librarian. Irma Tomberlin moved the name of Carter Bradley, Executive Secretary for HEACO, be added to the Oklahoma Librarian mailing list. Motion was seconded and approved.

Esther Mae Henke, Federal Relations Coordinator, reported that the information found in the February 5th issue of the ALA Washington Newsletter was still current. She reported for ODL because Mr. Funk was attending a Senate Appropriations and Budget Committee hearing. Increased state aid will probably be about $127,000. Tentative dedication for ODL is set for March 27th. Librarians should be following the federal legislation on Senate Bill 1381 concerning systematic copying. Mr. Shotwell has introduced a bill on censorship into the Oklahoma senate and that bill should be watched closely.

Jim Wilkerson gave the OLA Convention program committee report. Hannah Atkins will be the speaker at the Friday meeting April 11. The program committee was to meet that afternoon following the executive board meeting. There will be several committee and round table joint meetings at OLA. Assistant U.S. Public Printer, W. J. Barrett, will speak Friday morning at one session. He will talk to individual librarians by appointment Friday afternoon. Sequoyah Committee Judith Blume's book, Tales of a Fourth-Grade Nothing, a Dutton paperback is this year's winner of the Sequoyah book award.

Awards Committee report from William Lowery, Chairman, Roscoe Rouse, and Laverne Carroll recommending the people to receive the Distinguished Service Award and the Citizen's Recognition Award at OLA convention was read and approved.

Letters were read from the members of the Ad Hoc Committee on Conference Packets. Irma Tomberlin made the motion that the Conference Packets be authorized to contain the following items:
1. The official Conference program.
2. Time, location, and agenda information regarding official programs being held by divisions, roundtables, or committees of the Association.
3. Official messages from the Association President or Executive Board as a group.
4. Souvenir handouts for registrants such as pens, rulers, scratch pads, and so forth.
5. Information concerning the city or locale in which the Conference is being held such as maps, lists of better places to dine, and so forth.

Any other materials to be distributed will be available to membership on a table.

A letter from Sarah Jane Bell reporting on plans of the National Library Week Committee was read.

A letter from Pat Woodrum requesting $190.83 for a meeting with legislators was received and approved.

A letter from Louise Rucker, chairman of the Library Recruitment Committee for $150 to implement its program was read. The request was approved.

Under old business, Leonard Eddy announced some new committee appointments. Mr. Eddy reported he had sent a letter on February 5th to Judith Krug on the "Currents" column controversy. Mr. Eddy and Mr. Oliver Delaney, chairman of the OLA Intellectual Freedom committee sent a letter February 13, 1975 to Mrs. Krug protesting the intellectual Freedom Committee of ALA including the protest on the committee's agenda at ALA Midwinter Convention. A letter from Mrs. Krug was received saying this letter had been transmitted to Kathleen Molz, chairman of ALA's Intellectual Freedom Committee.

A letter of thanks from Heartsill Young for OLA's $300 contribution to the Oklahoma State Planning Committee of the SWLA-HEW Humanities in the Southwestern project was read.

A letter from Dee Ann Ray submitting her resignation as chairman of the Library Development Committee was read and accepted with regret. She will remain as member of the committee. A letter of appreciation will be sent to Dee Ann.

A request for information from Charles Ho, a librarian in Hong Kong was received. At the present time the Association does not have the staff to handle requests of this type.

A request from Jim Minges, public library consultant in South Dakota, was read asking permission to excerpt from the OLA trustee manual portions to be used for a new South Dakota manual. The request was approved.

Leonard Eddy reported that the Legislative luncheons for members of the legislature from the eastern half of the state February 11th and the western half of the state February 26th were held, and he felt they had been very successful.

Mr. Kirby Glasscock from the Holiday Travel Agency gave the board information concerning a flight to San Francisco for ALA at a special rate. The board approved providing Mr. Glasscock at his expense a mailing list of OLA members to circulate information about the tour. There being no further business, the meeting was adjourned.

A request for the OLA mailing list by the Stillwater Arts and Humanities Council to publicize a newly published history of Stillwater was granted. The Council will be billed the cost of the mailing list.

Respectfully submitted,
Mary Esther Saxon,
Secretary

Date—Friday, March 21, 1975
Place—Tulsa City County Library
Members Present—Leonard Eddy, Mary Esther Saxon, Elizabeth Geis, Jim Wilkerson, Josh Stroman, Sheryl Anspaugh (Guest), Ken Tracy (Guest)

The March meeting of the OLA Executive Board was held Friday, March 21, in the third floor council room the Tulsa City County Library with Leonard Eddy, president, presiding. The minutes were read and approved as corrected. The treasurer reported a balance of $2,539.24. His report was accepted.

There was no report from the ALA Councilor. There was no report from the Oklahoma Librarian.

Mr. Eddy reported that Esther Mae Henke reported that House Bill 1555 which would put the Governmental Services Branch of the Oklahoma Department of Libraries under the State Supreme Court had been reported out of committee with a "Do Pass" recommendation. A motion was made and seconded that the OLA committee adopt a resolution to be drafted by the Library Development Committee opposing House Bill 1555. This bill will be sent to Governor Boren, Rep. Bill Willis, and George Miskelley, chairman of the Joint Committee on Appropriations.

Senate Resolution 8 asking for a 2 millage increase in annual ad valorem tax levies for co-operative and joint county-libraries to an allowable 4 mill levy was reported out of committee with a "Do Pass" recommendation.

Jim Wilkerson gave the program committee report. He has had requests from 300 Muskogee school children and 60 Haskell children to attend the Sequoyah luncheon. He announced that Frederick Glazer, state librarian of West Virginia, keynote speaker Thursday night for OLA convention had announced that the title of his speech would be "If you're Not Getting Yours, Someone Else Is." The Executive Board will meet for its regular monthly meeting at 11:00 A.M. on Thursday, April 10th during OLA.

The report of Ruby Ewing, chairman of the nominating committee was read by Mr. Eddy. 334 members voted. New officers for 1975-76 are:

Alfreda Hanna — Vice President and President-Elect
Verma Meador — 2nd Vice President
Frances Alsworth — Secretary
Josh Stroman — Treasurer
The Children and Young People's Division new officers for 1975-76 are:

Chairman — Aarone Corwin
Vice-Chairman — Mary Powell
Secretary — Mary Ann Duggan

Under old business it was announced that OLA mailing lists had been distributed at cost to the University of Tulsa Library to send notices of the ceremonies connected with the acquisition of its 500,000th volume and to the Oklahoma Department of Libraries for mailing invitations to the dedication ceremony March 27th.

Betty Brown has been appointed as a member of the Recruitment Committee.

A letter from Lee Brawner, director of Oklahoma
County Libraries was read thanking OLA for its aid in helping defray the costs of a luncheon held with legislators from Oklahoma, McClain and Cleveland Counties on February 26th.

Under new business a resolution originating from the Colleges and Universities Division Legislative Workshop March 2 was adopted by the board. Copies will be forwarded to the governor, members of the Appropriations Committee for the Legislature and the State Regents for Higher Education. Releases will be made to the news media. (Resolution is elsewhere in this issue.)

A letter requesting statistical data on ALA from Edward Halley, president of ALA was read. The enclosed questionnaire will be returned to him.

A letter written by Oliver Delaney, chairman of the Intellectual Freedom Committee of OLA to Senator John L. Garrett, chairman of the Criminal Jurisprudence Committee of the Oklahoma Legislature was read. The letter protests the committee’s objection to Senate Bill 197 concerned with censorship.

A letter was also received from Oliver Delaney thanking the association for the opportunity to attend the ALA sponsored Workshop on Intellectual Freedom held in Chicago.

An invitation to OLA to hold an annual conference in Stillwater in the near future was read. A letter from Dee Ann Ray concerning a potential cataloging project at the office of the State Regents for Higher Education that OLA might wish to sponsor was read and discussed.

A letter from Linda Logan at Oklahoma College of Osteopathic Medicine and Surgery inquiring as to the dates covered by first-time institutional memberships was read and discussed. Institutional memberships cover only the year from January to December of a given year. At the present time OLA has 13 institutional memberships and 723 personal memberships.

A thank-you note for flowers sent during her recent hospital stay was read from Frances Kennedy, Executive Secretary of OLA. A letter from Robert Wedgeworth, Executive Secretary of ALA thanking OLA for the $200 chapter gift for the support of the ALA Washington office was read.

A letter of request from Karen Weddle to sell at ALA an informational packet for a National Library Week display was read. It was decided that information on how to order the materials could be distributed but sales could not be made.

Mr. Eddy announced he would appoint a parliamentarian for OLA Convention. There being no further business the meeting was adjourned.

Respectfully submitted,
Mary Esther Saxon,
Secretary

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