

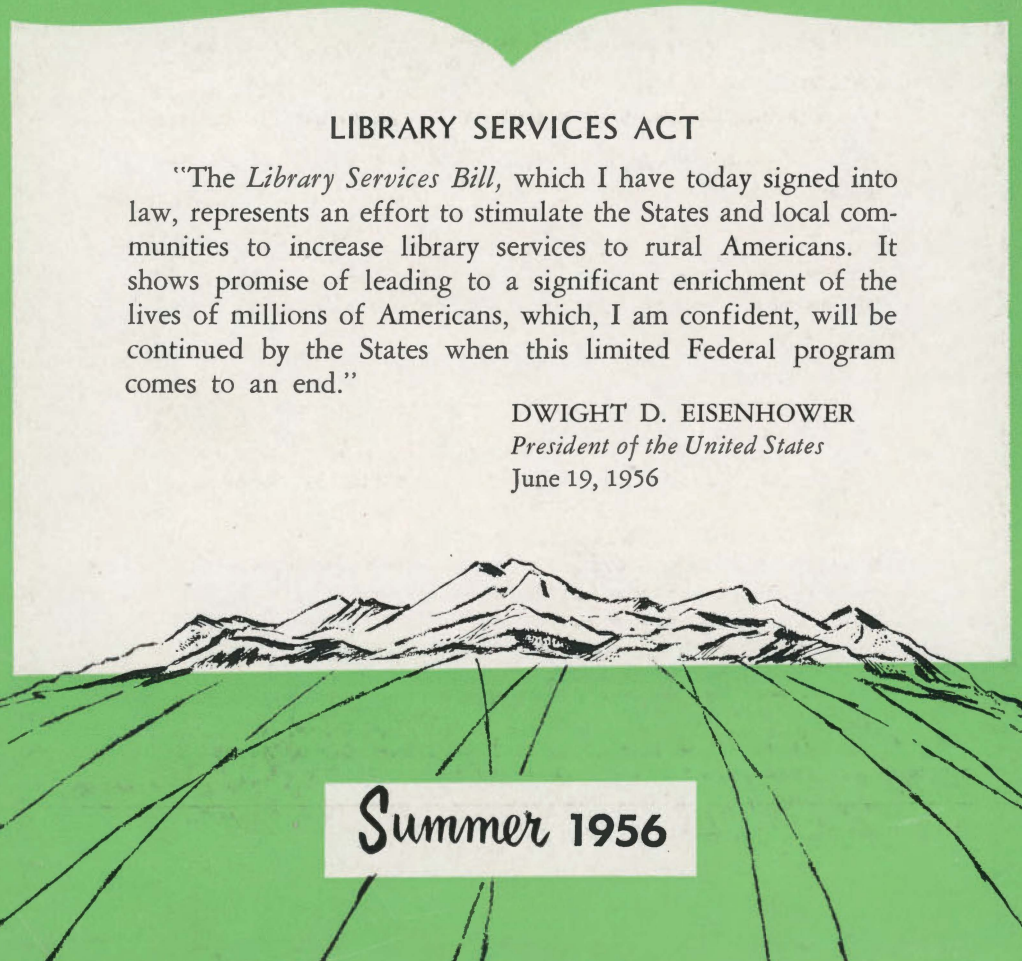
Mountain-Plains Library Quarterly

PUBLISHED BY THE MOUNTAIN - PLAINS
LIBRARY ASSOCIATION

LIBRARY SERVICES ACT

"The *Library Services Bill*, which I have today signed into law, represents an effort to stimulate the States and local communities to increase library services to rural Americans. It shows promise of leading to a significant enrichment of the lives of millions of Americans, which, I am confident, will be continued by the States when this limited Federal program comes to an end."

DWIGHT D. EISENHOWER
President of the United States
June 19, 1956



Summer 1956

MOUNTAIN-PLAINS LIBRARY QUARTERLY

Official Publication of the Mountain-Plains Library Association

Volume I

Summer (August) 1956

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Articles of General Library Interest, With Special Emphasis on the MPLA Region, Are Invited

Compton Comment

IT is 22 years since Anne Carroll Moore compiled, for Compton's Pictured Encyclopedia, the first edition of her now famous book list "Seven Stories High." Since 1934 Miss Moore has revised the list almost every year, and the pamphlet edition has gone into more than 20 printings. Altogether nearly 400,000 copies have been distributed.

The influence of this book list in raising the standards of home book selection is impossible to estimate. Librarians from all over the country have told of mothers who have used it as their sole guide in selecting books for their children. Directors of library schools have written that their children's book collections were made from the list. Many teachers use it as a basis for their courses in children's literature.

One of my favorite memories has to do with my first contact with Anne Carroll Moore. I began my work with Compton's in January of 1935, about a year after she compiled "Seven Stories High." It was early in March that I received a cordial letter from Miss Moore asking me to speak at the April meeting of her children's librarians on the Compton program of color photography with an explanation of the processes involved in both photography and printing. Color photography was somewhat new then and even more complicated than it is now. Black and white printing was almost a complete mystery to me then, and as for explaining the processes of color printing I would have been less startled had Miss Moore asked me to deliver a lecture in Chinese.

There isn't space for details of that next month. There was my letter thanking Miss Moore for her gracious invitation and



explaining why I couldn't accept. There was Miss Moore's calm assurance that of course I could. There were the weeks of tutelage from Lakeside Press printers and there was my frightened arrival in New York a few days before the staff meeting.

It was during that week that I met, for the first time, those wonderful people in the New York Public Library: Anne Carroll Moore, Mary Gould Davis, Mabel Williams, Florence Overton, and many others. Ruth Sawyer was there, having come down from Ithaca for a visit. How gracious they all were and how wise in the ways of books!

Finally, the fateful morning arrived, a gusty, rainy morning, the kind New York sometimes gets in the spring. Ruth Sawyer was to call for me in a cab, and as I looked at my frightened image in the hotel mirror I had only one consolation. I might not know much about color photography, but my new hat was mighty becoming. As we drove down to the branch library where the meeting was held, Ruth Sawyer chatted about Ireland and Spain. And I was so interested that when we got out of the cab I forgot to hang on to my hat. Away it went down the street with the cab driver after it!

And so it was that I entered the meeting room—hair disheveled, a sodden, ruined hat in my hand. Some eighty librarians laughed. I laughed, and during the laughter my fright disappeared. I gave my talk and, at its close, requested that no one ask any questions since I had told them every single thing about color photography that I knew. Then we all laughed again. And that gracious, wise, person, known affectionately as A.C.M., led in the laughter.

L. J. L.

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"THE PROMISE...

of significant enrichment of the lives of millions of Americans"

Because several of these millions live within the borders of our vast and predominantly rural region, there is today a profound quickening of every kind of library activity in the Mountain-Plains area. The challenge of the President's words, recorded on the cover of this issue, is felt most deeply by the public libraries and state agencies responsible for this program. But it is felt also in university and college libraries, special and research libraries, school libraries and library schools, and in widening interest and enthusiasm of trustees and friends. Since all of these serve, directly or indirectly, our millions of Mountain-Plains rural Americans, the leaven of the Library Services act is permeating every part of the cooperative library network by which our profession serves the people of our seven states.

The tools of this cooperation are ready for this unprecedented opportunity. The Mountain-Plains Library Association, forged out of our own human and library resources to meet our peculiar regional needs, gives strength, cohesiveness and focus to any library project the region encompasses. The Bibliographical Center for Research, Rocky Mountain Region, sponsored by the Association, is a practical demonstration through which all types and sizes of libraries and the people they serve can share in combined library benefits not possible to any one of them alone.

The Mountain-Plains Library Quarterly, the voice of the Association, expresses in this issue some of the preparation and activity awakened by the summons of the new law.

A public, county, and regional library workshop convened within days of the signing of the bill into law (*Dynamics of the Public Library* by Gretchen Knief Schenk, p. 3). A month earlier, a rural reading conference met to consider values and organization of rural reading programs. (*Reading is Imperative* by Alfred Stefferud, p. 7). Thanks are due to Stuart Baillie, Director of the University of Denver School of Librarianship, which sponsored the workshop, and to Louise Nixon, Executive Secretary of the Nebraska Public Library Commission, which co-sponsored the conference, for permission to make these excellent papers immediately available to a region-wide and national readership.

The Future of Public Libraries in the Mountain-Plains Region by James G. Hodgson (p. 15) is mined from the lode of information and ideas projected at the Jackson Conference a year ago, and is as timely and stimulating as it was when it was given.

For a roundup of MPLA activity throughout the region, turn to the complete program of the Logan conference (pp. 12-13)—the program in which the entire region is rallying to push back one of our last library frontiers and help organize the forty-eighth state library agency.

There's high hope, as well as promise.

DYNAMICS OF THE PUBLIC LIBRARY *

By GRETCHEN KNIEF SCHENK
Library Consultant;
Author of County and Regional
Library Development

"In no previous generation has there been a greater need to understand the dynamics of this new type of library service before we can begin attacking the problem of good quality, universal public library service for America."

IN one of our communities in the South, a church was raising funds for a new church building. Solicitors went out in pairs calling on all prospective donors. They also called on our old neighbor, but with little success. He allowed that he owed for his gas, his cow feed, even his groceries. One of the solicitors thought she saw a chance. "Don't you think that you owe the Lord something, too, and that He ought to come first?" Quick as a flash the answer came back, "Yes'm, Ah knows Ah owes de Lawd, but He ain't pressurin' me none."

We in the public library field have known for many years that we indeed owed our fellow citizens better library service than most of them were getting. We have known, at least in theory what constitutes good, better, or superior library service. But like our friend, our fellow citizens weren't "pressurin' us none." There was no compelling reason why we should alter patterns of service, change state laws, bring down upon our head and the heads of our library boards and public officials all the discomforts and upheavals that a new course of action is almost certain to entail.

All this was true before June 6. On that day librarians, trustees, and many, many thousands of citizens had reason to remember Thoreau's prophetic words: "Beware of what you have set your heart upon, for it shall surely be yours." On that day the Senate passed the Library Services Bill for which we had worked over a decade.

Now the pressure that we had put

on Congress to help us improve public library services had borne fruit. Those letters and telegrams and personal visits from citizens, trustees, and librarians from all over the country had brought results. The hearings are full of references to the importance of library services, replete with stories and incidents regarding the effect of library service on unserved or poorly served areas. Yes, we pressured our Congress, and counting the man-hours put into that bill from the time it was first proposed until the present, we know that in relation to total library expenditures—not in relation to expenditures for atomic and hydrogen bombs—it must have cost the library profession, trustees, and citizens considerable sums.

So, now we have what we have wanted. By January 1, 1957, a far-sighted, energetic, and dedicated library profession, plus all those thousands of citizens and trustees who have such great faith in library service, will be in a position to begin to show what we mean when we say in our newly revised Public Library Standards:

Public Library Service should be universally available in America, and every individual should have library service available in his local community.

Now WE are being pressured by \$7½ million dollars, and even more important, by the faith and confidence the promoters of the library services bill have had in us all these years, to make that standard come true. We know that "Free and universal library provision is in keeping with the ideal of opportunity for every individual," as the Standards state.

*Opening talk of Workshop on "Dynamics of Public, County and Regional Libraries," University of Denver School of Librarianship, June 25-29, 1956.

But we know more. We know that some so-called library service is worse than none today, as for example when an encyclopedia dated 1907 is the only reference book available. We know that some so-called inexpensive, volunteer-manned, shoe-string-supported service is a scandalous waste of public funds. We know that, without exaggerating or being overly impressed by our own self-importance, the entire library profession stands before the greatest challenge in its history to date.

Yes, we have had money for libraries before, though the days of WPA library projects are fast fading from memory. In some states much good was accomplished, even though the library profession as such had little voice in the program. Today, the picture is different. The burden of proof rests on our shoulders. Ours is the challenge and the opportunity to push the library frontiers farther back, especially here in the Mountain-Plains area where Nature has put some very special and peculiar hindrances in our way. In no previous generation has there been the greater basic need to understand the dynamics of this new type of library service before we can hope to begin attacking this problem of good quality, universal public library service for America.

Dynamics of Library Service

What then do we mean by the dynamics of library service? The dictionary tells us that dynamics is that branch of any science in which force or forces are considered. Dynamics may also be the moving physical or moral forces in any sphere, or the laws by which they act. What forces will help to bring about complete library service to every citizen of our country? What forces and in what combination have they been at work in the areas which today are considered to have good or superior service?

These forces may be listed under four M's:

MATERIALS
MAINTENANCE
MONEY
MANPOWER

If there are any whose faith in the

power and influence of library materials, notably books, has begun to waver, we merely need to pick up Dr. Robert B. Downs' recent volume "Books That Changed the World" to realize that we are dealing in the most powerful commodity man has yet devised—the power to communicate ideas through print. And let us add to print, both picture and sound. Yet books are and remain basic in the dynamics of library service.

Coupled with this knowledge of the importance of our materials is the even more overwhelming realization of quantity. We cannot begin to acquire all of the 10,000 and more books published each year, nor all of the good films, records, and the like. At the same time we recognize that since our citizens have not pressured us into making more available nor have read, seen or heard what we now have, we have often let well enough alone. We have hidden, yes, hidden, behind the statement that "our budget is limited," simply because we had been taught that our library had to be self-sufficient in the materials it offered. Today the new standards for public library service point out that "the cooperative approach on the part of libraries is the most important single recommendation of this document." Materials, in order to be as dynamic as they can and may be, must be made available to many people over a wide area.

Maintenance a Vital Force

Of course, materials are inert as long as they are not maintained and serviced, so the maintenance of library materials is an appreciable force in good library service, a force we sometimes have not realized, sometimes over-emphasized. If we just begin with the physical appearance of our materials, we know that two books, equally good, will often circulate more or less, simply because of attractive binding, readable print or ease in handling in contrast to fine print, dirty, worn binding or awkward weight. Walk into as many hundreds and hundreds of libraries as it has been my privilege to do over the years and get that "first impression." Some places

you can hardly keep your hands off the books. Others you don't care if you never read one.

We have, it is true, sometimes maintained our collections and materials so well that this fact became a deterrent to use, as witness the ancient story of the Harvard librarian rushing across the campus to collect the last book that was still out, because then his materials would be in perfect order. Maintenance also means making and keeping available for use, or as we like to call it, the organizing and controlling of materials for maximum effectiveness, and basic to this a good arrangement.

Maintenance does mean cataloging, but in the very small libraries, in which only one individual is working, cataloging can be and often is a waste of time and an illusion. How often have we heard the proud statement, "our library is cataloged" when it would have been better served to keep it merely as a collection of books. Or the lament, "our library isn't a real library, we still don't have it cataloged," when the person in charge was doing real library work, instead, bringing books and readers together.

If there is one single phase of library service that can be done collectively it is the field of maintenance. Our new ALA president, Ralph Shaw, has been quoted as saying "Don't do efficiently what doesn't need to be done at all." Paraphrasing this we might say, "Don't do the physical ordering, processing, cataloging and maintaining (that is, mending, repairing, and binding) yourselves if all this can be done cooperatively and largely by machines." Maintenance of collection is a great force for good, effective public library service, provided it does not become an end in itself.

In thinking about the last two M's in this foursome of the dynamics of library service, it was difficult to decide which might be most important—money or manpower. As a "library doctor," which is the way we explain the term "library consultant" to our library-shy neighbors in South Alabama, it has been my privilege to help treat two of the richest and two of the poorest library states in the nation. And from

that experience comes the conclusion that money is not as important as the manpower that handles the money. Yes, we know that money is necessary, otherwise we would not have spent ten years struggling to get our Library Services Bill passed. But when people are rich, they sometimes lose the spirit of cooperation so necessary to good library service. Or they become selfish and self-centered, even as libraries.

The Need to "Think Big"

Perhaps that is the least important danger in this mountain-plains area where we must rather learn to think big in terms of money. Money can help us reach that goal of really adequate library service to which our citizens are entitled in a democracy, provided we handle it correctly. I was much cheered by a letter from a western friend who had been working with one of our pioneer states out here. We had argued whether the figures she had used in her discussion were too big for the state in question. She wrote back, "I did not cut my illustrative figures—I introduced them differently. Thank goodness they had thought big in the planning stages! I think it was better to keep the big figures—because they know how to handle too little money. They've had a lot of experience in that, but adequate support would scare them."

Adequate Support Necessary

So, let us not be scared by adequate support, by the possibility that we are going to be spending considerable sums on our demonstrations. Let us not be frightened and "pooh-pooh" the *quality* of service set forth in our new national standards, because quality takes money, and money in turn can help us obtain for our citizens in rural areas the kind of library service available to the people in larger areas. We think nothing of the fact that Denver or St. Louis or Kansas City or Seattle or Portland have this fine library service. The money supplied by our bill is supposed to be a primer to get better library services flowing to the rural areas of our nation. Let's make it that, and then see to it that local funds keep flowing

because the service has become indispensable.

Perhaps we should have simply said "MANPOWER"—that is the answer to all of our dynamics of library service. All librarians know that manpower (or shall we call it he-she power, since the she-power, the woman-power, is still predominant over the he-power), the manpower in libraries is, as the definition of dynamics describes the term, the "moving physical force" many times. But more important, it is the moral force, the force with vision, endurance and perseverance which has brought library service into existence, which provided the materials, maintains and services the collections, obtains and spends the money and—this is vitally important today—persuades others to become interested in library service, both as users and as participants in building up the network of library service which the new standards set before us.

We can set up all the standards we want to, we can devise the best possible plans for covering the entire nation, but unless the human element is right, unless we ourselves are well adjusted and happy in our service, we may miss out on the very best part of our library dynamics. We cheat ourselves—and others.

Public Library is Dynamic

Above all, let us remember that we are to help build further on the public library as "a dynamic institution in a dynamic society." As we discuss the standards and plans for the immediate years ahead, let us remember that the requirements today are different from those proposed twelve years ago, when the Post-War Standards for Public Libraries first appeared and we thought in terms of \$1, \$2, and \$3 per capita for minimum, good, and superior service. Today we think more in terms of what kind of service, rather than how much money it costs. And just as we have changed our viewpoint on standards in the last twelve years, so these new ones will need to be revised again in another decade.

The basic "why" of the public library lies in the fact that the free library

has become one of the necessary instruments of a free society that seeks to be a good society.

It is also well to reemphasize that all standards and plans, all improvements in library service are merely intended to aid the library in achieving its ultimate objectives. These ultimate objectives, as the Standards point out, "have to do with the personal satisfactions, the intellectual, social and cultural growth of a host of individual users, and through them, subtly and indirectly, and over a long period, an influence on the whole community's life and culture. That these influences are at work every librarian knows through the occasional glimpses into the lives and activities of library patrons. But we cannot measure their depth and range by any means yet devised. The ultimate achievement must remain a matter of faith in the power of accurate information, important ideas, and inspiring works of literary art to give an upward thrust to the lives of the many people that the library serves."

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READING IS IMPERATIVE*

By ALFRED STEFFERUD

U. S. Department of Agriculture
Washington, D. C.

"In a dictatorship, . . . uncontrolled reading is anathema. But in a free society reading is not only a privilege; it is an obligation. It is essential if liberty is to be guarded." Here also are reasons why it is fascinating, challenging, and fun.

About 140 years ago, Thomas Jefferson wrote, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." Democracy demands a broad base of intelligent understanding of issues.

Education, in a free society, must never end. In a world as interesting, as big, as fast-moving, as miraculous and wonderful as ours such education is no drudgery. The world has become terribly complicated in the past ten or thirty years — but it has become vastly more interesting, and much more of it can be experienced, known, enjoyed directly and through books. Now, more than ever before in history, common men can be part and parcel of all of men's activities everywhere.

I believe that a major basis of education is reading. (Another, by the way, is experience — experiment.)

Books alone can be education — although it is true that the education in books, particularly for the young, can be made easier, somewhat more pleasant, and perhaps more meaningful and lasting if one also has laboratories to demonstrate what he reads, the personal touch of a teacher, the group participation that comes in discussion.

You know the words of H. G. Wells: "A man who sits in a quiet room reading or writing, listening or talking, may seem to be solitary or isolated, but in fact he is in contact with myriads of intimates. He has a thousand intimacies, each closer and a thousand times finer than those of a peasant with his wife or with his dearest boon companion."

But on this score we have no grounds

*Part of a talk at the Rural Reading Conference, sponsored by Nebraska Public Library Commission, and Agricultural Extension Service, University of Nebraska, Lincoln, May 1956.

for complacency. Last year in the United States 12,589 books were published — nearly a record number of titles. What happened to them? Continuing surveys in this country and abroad give a sorry answer. In the United States, no more than 17 per cent of all adults were reading books at the time of the most recent survey — in contrast to 31 per cent in Canada, and 55 per cent in England, according to a report in *Science* on April 27, 1956.

Fifty-seven per cent of our high school graduates and 26 per cent of our college graduates had not read a single book in the past year.

Do paper-bound books fill the gap? No. Nine per cent of those who buy these books account for 78% of all sales. Book clubs distribute millions of books to hundreds of thousands of persons, but the effect is statistically unimportant. The trend, furthermore, is downward. Seventeen per cent of all adults were reading at the time of the survey; in 1937 the figure was 29%.

Maybe Johnny cannot read. It's obvious that Johnny's parents do not read.

In a dictatorship, in any country that is not free, uncontrolled reading is anathema.

But in a free society reading is not only a privilege; it is an obligation. It is essential if liberty is to be guarded.

And so I say, read widely. Read your newspaper — and if you find that you agree always with it, take that as a danger signal, and start reading another newspaper, at least occasionally.

Read magazines. Read not only those that amuse and entertain you. Read those that make you mad, or disturbed.

Read, or hear, plays.

Read books. Read on a variety of subjects — particularly history and international relations. Read about the



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problems we face as citizens of a country we are building — problems of schools, economics, politics, social order, the artistic life, and science.

Read! And if you think you haven't time, remember that fifteen minutes a day can make you a well-read person. Read, hear, learn, mark well, and inwardly digest.

Read with some purpose, and, in reading, act.

Discuss the problems you read about.

Participate in group activities.

Encourage the causes you read about and believe in.

Write letters to editors.

Support the journals of your own organizations.

Align yourself on the side of the angels.

Embrace all life, all mankind, and all of mankind's hopes and challenges. Embrace the brotherhood of man.

It is all very well to say, as I have, it is an obligation in a free society to read widely.

But what is one to say to a high school freshman or a successful banker or a distraught housewife who says pointedly, "Give me one good reason why I should read!"

Demonstrates Universality

One good reason for reading is that reading demonstrates the universality of mankind. We sometimes think, many of us, that we are unique, alone, different, maybe abnormal. My worries are mine alone; my troubles are mine alone; my shortcomings are those of nobody else. Nobody has my problems, my ambitions, my temptations, my inclination to weasel on income tax or expense accounts. That is not true — as I know from the experiences of men that I can read in books. Falstaff proves to me that I am not the only one that has tendencies to be a stuffed shirt. Othello shows how somebody else endured pain. Job tells one how burdens are put on one and how integrity can be kept. The point can be extended to countless other books and to people in them — Silas Marner, Ethan Frome,

Jean Valjean, Ahab, The Man in the Gray Flannel Suit.

Don't be bothered that most of these are characters in fiction — that there is a note that any resemblance to persons living or dead is purely coincidental or accidental. These persons lived in the mind and heart of their creators; they are the embodiment of experience, anguish, genius, thought. They are as vital as you and I.

Reading Gives Security

Another good reason for reading grows out of the first. That is the feeling of security that reading can give us. I do not mean particularly financial or physical security, although that also can come from reading books on managing our working lives. I mean the security that comes with integration, self-reliance, awareness of the world and living things all around us, the sharing in the experiences and thoughts of others. Books — worth-while, wholesome books, tell us, and particularly young people, that the world is a safe, friendly, co-operative world, peopled with others like us who live, love, make a living, and enjoy things that we do. We identify ourselves with Ulysses, Silas Marner, Old Herbaceous, Old Jules, Mary Christmas, My Antonia, and the identification increases our assurance that we are able, competent, helpful, normal human beings ready to embrace the problems and the pleasures of living.

From that reason stems a third: Reading links us to the past, to our origins, and to history of thought, philosophy, religion. From knowledge of the past we gain strength, assurance, background, integration, and practical help. I am not one person; I am the product of thousands and thousands. How can you make your child a better member of your family, your town and county, your state, your country, and your world? How make him a better citizen? I know of no better way than this: To read to him and to encourage him to read the stories of the Nebraskans, the pioneers, the Americans who made his family, his state, his country. Not chauvinism, but a chapter in the stream of history, adventure, and ac-

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complishment. What better text-book (pardon the expression!) — than *My Antonia* or *One of Ours*, or *O Pioneers!*

I have talked mostly of the past, acknowledging that what is past is prologue. That is the fourth reason I wish to give: Reading is a way to keep up with 1956.

This is 1956. Soon it will be 1960, and the world will be as far beyond 1956 as 1956 was beyond 1950, 1940, or a short generation ago. We shall have a world new in atomic energy, transportation, electronics, the physical sciences. But it will have to be new, also, in things of the mind and the spirit. On the one hand, we need to keep our thinking alive and sensitive to the changing world; on the other hand, there will be a greater need for holding fast to the accumulated wisdom of the ages. There will be needed of us not only greater knowledge, but also greater understanding. With all our getting, let us seek wisdom first.

Let Us Seek Wisdom First

There never was a year like 1956, with its advances in science, its national and international potentialities, its promises in many fields of endeavor, its possibilities, its pleasures — and its problems of economics, agriculture, race relations, politics, conservation, land tenure, and education. There is no easy way to cope with them, and I am wary of any shibboleth, panacea, solution or single suggestion of solving or improving any complex situation.

But of this I am sure: The boy who has lived with Galileo and Newton has a sound approach to the complexities of electronics; the boy who has read Cicero and Plato can better know our own political climate; he who has sailed with Bowditch and Magellan knows better the range of sea power; he who has read Dostoevsky and Tolstoi has a secret of international relations; he who has studied *Mein Kampf* and *Das Capital* has a broader window from which to survey the great struggle now going on for men's minds.

There are other reasons for reading — important reasons — for reading and for encouraging young people to read:

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To derive fun, pleasure, enjoyment; to gain information and advice on practical matters; to learn about ourselves. You can add more. It is wise to remind ourselves and young people of these reasons every now and then; even we who consider ourselves good readers need to recall the bases for our motivation.

How to Encourage Reading

How do we encourage ourselves and others to read more or, indeed, to begin to read or to read at all?

There is no magic formula. Each of us has his own idea about it, and one idea may be as good as another. I submit, though, for your thought and discussion several ideas:

First: Some persons do not read because they find the mechanics of reading too difficult or too irksome, probably because of faulty methods of instruction in early years. The remedy, I think, is to learn how to read properly, easily, and as quickly as is consistent with the particular purpose in reading. Practice will help.

Second: Remove some of the distractions that compete with reading — TV (perhaps that is too drastic!), too much moving about, even too many books.

Third: Read aloud to children and to other members of the family and in all classes in schools — not just the early grades.

Fourth: Do not force children to read. Regard reading as a pleasure and a privilege. Do not be too serious about it — after all, some people don't like to fish, play bridge, or go shopping. If opportunities are put before them, chances are many children will come to it sooner or later.

Fifth: The influence of teachers, librarians, and parents — especially, in this instance, fathers — is great; they can do much to encourage a situation in which reading is the thing to do.

Sixth: Give a man a horse he can ride; give a youngster a book he can read.

Seventh: Familiarity, prior knowledge of a thing, and experience increases one's interest; therefore build on previous knowledge. But don't

guide too much; don't prescribe; don't worry if one's reading this month or this year is all about horses, or science fiction, or clothes. Don't be upset, or amused, or astonished by what they choose; remember they are persons in their own right, and different from you. They have much to explore and experience. Let them approach adult books in their own way, in their own good time, and at their own pace. Suggest, yes; but do not dominate.

Eighth: The most important and the most obvious: Have books around. Have them in the homes, and not behind glass doors. Have them in a pleasant room in the school. Don't associate books entirely with libraries — but the libraries must be pleasant places. But also *buy* books; don't just borrow them. Buying implies a degree of sacrifice and thought; you show young people, and yourself, the relative value of a book and something else when, on your shopping list, you list bread, butter, and the *Last of the Mohicans*, or a pair of shoes for John, a tube of toothpaste for Bill, and a copy of *Boon Island* for father. You've got to act on your belief.

In this connection I come to a place where I should fear to tread. Surround books with other pleasurable things: A snack bar in a library; a room for music listening; good chairs and light — and such.

It has been said, "*Never underestimate the power of a woman.*" Somebody added, "At least not more than once!" I add a similar sentence, "*Never underestimate the power of one book.*"

How often in biographies do you read of how one book influenced a man's life. Several influenced mine: *Sesame and Lilies*, *Mary Christmas*, and Aristotle's *Poetics*.

Think for a minute of the books that were turning points in your lives.

Think of each book given each client, each child — this may be the one! And think of the person — he may be the one!

What a wonderful challenge you librarians and teachers have — what a challenge, and work, and opportunity — and what fun!

Mountain-Plains Library Association Convention

September 12-15, 1956
Utah State Agricultural College
Logan, Utah

Wednesday, September 12

- 3:00- 5:00 **M.P.L.A. and U.L.A. Board Meetings** **Union Building, Campus**
7:00 **M.P.L.A. and U.L.A. Officers Dinner** **Bluebird**
(Downtown Restaurant)

Thursday, September 13

- 8:00-10:00 **Registration — Union Building, Campus**
10:00-12:00 **M.P.L.A. General Meeting** **President N. Orwin Rush, Presiding**
Welcome U.S.A.C. President Daryl Chase
Introductions
Business Meeting
Reports of Committees
Editor's Report on M.P.L.A. Quarterly Miriam E. McNally
Speaker (Subject to be announced) James G. Hodgson
12:00-- 1:00 **Section Luncheons** **Section Chairmen in Charge**
County and Public Library Sections (combined)
Ruth V. Tyler and Robert E. Thomas, Co-chairmen
Catalogers' Section Irene Bogan, Chairman
College and University Section . . . Charles Baumann, Chairman
School, Children and Young People's Section
Madge M. Jewett, Chairman
Trustees for Utah Organization Calvin S. Smith, Chairman
Special Libraries Section will meet with other sections
Virginia L. Wilcox, Chairman
1:00- 2:00 **Exhibits**
2:00- 3:30 **Panel Discussion** **Stuart Baillie, Chairman**
"Education for Librarianship in the Mountain Plains Region"
1. **Coordinated Curriculum at the University of Denver**
Stuart Baillie, Director, School of Librarianship.
2. **Trends in Library Education**
Dr. Eugene Wilson, Director of Libraries, University of Colorado.
3. **The Public Library Looks at Library Education**
Claude Settlemyre, Librarian, Hutchinson Public Library,
Hutchinson, Kansas.
4. **The Teacher Looks at the Student or The Teacher Measures the Product**
Paul Winkler, Assistant Professor, School of Librarianship,
University of Denver.
5. **Personnel Needs of College and University Libraries**
James Ranz, Director of Libraries, University of Wyoming.
6. **Improvement of Current Programs in Library Education**
Mary Lee Keath, Director of Libraries, Denver Public Schools.

(September 13 cont.)

4:00- 5:00 Exhibits

5:30- 9:30 Barbecue (Logan Canyon)

Friday, September 14

8:00-10:00 Panel DiscussionH. Dean Stallings, Chairman
Library Buildings

10:00-12:00 Section MeetingsSection Chairmen Conducting
Catalogers' SectionIrene Bogan, Chairman
College and University Section....Charles Baumann, Chairman
County and Public Library Sections (combined)
Ruth V. Tyler and Robert E. Thomas, Co-chairmen
School, Children and Young People's Section
Madge M. Jewett, Chairman
Special Libraries Section will meet with other sections
Virginia L. Wilcox, Chairman
Trustees for Utah Organization.....Calvin S. Smith, Chairman

12:00- 1:00 Lunch—College Cafeteria

1:00- 2:00 Exhibits

2:00- 4:00 Library Services Bill, Its Significance and Implementation in the
Mountain Plains Region.....Julia Bennett, Speaker

Discussants:

Hazel Webster Byrnes, North Dakota Zelia French, Kansas
May Gillies, Wyoming Mercedes B. MacKay, South Dakota
Louise A. Nixon, Nebraska Ralph Thomson, Utah
Gordon L. Bennett, Colorado

4:00 Refreshments

7:30 Banquet

Saturday, September 15

8:00- 9:00 State Presidents Breakfast

9:00-12:00 Panel DiscussionMilton C. Abrams, Chairman
"The Utah Problem"

Discussants:

Hazel Webster Byrnes Zelia French
May Gillies Mercedes B. MacKay
Louise A. Nixon Ralph Thomson
Gordon L. Bennett

12:00- 1:00 U.L.A. Luncheon

M.P.L.A., Trustees, Legislators, and Friends of the Library
Invited

1:00- 2:00 U.L.A. Business Meeting.....President Anne Smith, Presiding

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THE FUTURE OF THE PUBLIC LIBRARY IN THE MOUNTAIN-PLAINS REGION*

By JAMES G. HODGSON

Director of Libraries
Colorado A & M College

**Solid research bases this article — a bonanza of creative suggestions
for reaching everyone in the region with effective library service.**

Essentially, this talk is an attempt to spell out some of the specific problems which will face public and county libraries in the Mountain-Plains region and, if possible, to indicate what we are going to have to do organization-wise to meet those needs. We know we are short of libraries. We have seen the facts in the A.L.A. Bulletin.¹ What we need is a new vision of what libraries can mean to us, and we need to keep those facts and ideals before us in a graphic way.

We also know that our region is due for some rather far-reaching economic changes as it emerges from what used to be the last frontier into something that more nearly represents a form of stability. Garnsey and Pelz's estimate that Colorado's total population would grow from 1,325,089 in 1950 to 2,202,000 in 1980² leaves out many factors which could account for a greater growth or a smaller one. Their estimate that the congested area around Denver would include 45 per cent of the total population of the state in 1980, compared to 42.6 per cent now, is equally provocative.³ Yet, by and large, in spite of the growth of urban areas, we are still going to remain a fairly thinly settled region with lots of open country.

We base our beliefs in the future upon the need for libraries, and the serious function which they serve. Our problem is to adjust our library operations to present and future needs to make them the best educational device that we can. We must recognize that

our library issues are of two kinds — representing two facets of that major problem. One of these is service to the built-up areas and the other is service to the rural areas. It is not that people are basically different in the country from those in the city, but there are certain problems faced in the rural areas which make for superficial differences. These are important enough to make a change in approach necessary.

Distance a Basic Difference

The basic difference is space, expressed largely as distances. Rural people in the United States, unlike rural people in many other parts of the world, live apart from each other. In some of the states covered by the MPLA, those distances are the greatest to be found anywhere in the United States. It is not that rural people do not read. They do! But their reading is mostly of pamphlets, magazines, and newspapers rather than of any great number of books.⁴

A farmer once told me, as a simple matter of fact, that he hadn't read anything for years, yet when I reminded him of his newspapers, magazines and bulletins, he replied, "Yes, I look at lots of them all the time because it is part of my job, but that's not reading."

First, however, let us look at the library in the settled areas where most of our libraries are now to be found.

*Talk given at Jackson, Wyoming, MPLA Conference.

¹How many and how much — some statistical facts. A.L.A. Bulletin. 48:520-25, October 1954.

²Garnsey, Morris E., and R. E. Pelz. *A projection of the population of Colorado*. University of Colorado Studies. Series in economics, no. 2, p. 5. 1955.

³Ibid., p. 18.

⁴A great many studies have been made on what the farmer reads. Those up to 1944 have been summarized in Hodgson, James G. *Rural reading*. Fort Collins and Chicago, 1944. 619 p., a manuscript on file in the University of Chicago Library. Since that time many of the studies have been reported in U.S. Extension Service, *Review of Extension Research*, a twice a year summary printed in various issues of the U.S. Extension Service. Extension service circulars.

These places are going to grow as more industry comes in, with all the attendant professional and service workers that come with such growth. Then the population outgrows the city limits. In some cases, the cities expand out to take them in. More and more, because people now have transportation and good roads, city workers are moving out beyond the edges of the cities. In part, this is due to lacking of housing in the cities, but even more important, this increased settlement in what is now coming to be called the "fringe areas" is due to a desire of people to get away from crowded communities to places where they have more room to push out their elbows.

There is no real reason for believing that the anticipated growth of our cities and larger towns will produce new problems not already being faced by libraries in the larger communities back East, in California, or in other parts of the United States. Other regions have "fringe area" problems, but so far libraries there have not made any more serious efforts to solve those problems than we have. My warning is that these "fringe areas" are going to grow. The difficulties of servicing them will also increase until we make arrangements for our public libraries to expand beyond city limits in the same way that many of our school systems have expanded.

It seems proper to remind librarians that adequate library service in the future is not going to be confined to the lending of books, or only to readers who come to the library of their own accord. We may expect to see a great development in discussion groups, in the use of the audio-visual aids, and utilization of radio and TV. These may be considered simply as standard developments, following the lines already laid out for us by libraries both within and without our own region.

Rural Areas Greatest Problem

The rural areas present our greatest problem because we have not yet worked out the best methods for providing adequate library service to them. There will, also, be some changes which will have profound effects upon any

methods we use to reach rural readers. One of these is the "agricultural revolution" which has been taking place in the United States, and even more definitely within our Mountain-Plains area. This is the mechanization of farms with a resulting growth of farm size, and, in spite of a great increase in production per acre, a considerable and consistent decrease in the farm population. Larger farms and more costly machinery is making the problem of establishment of the new farmer a more difficult operation. Capital must be had if the farm is to be operated efficiently. Larger farms mean more isolation for the farmer, but automobiles and good roads are bringing increasing numbers of operating farmers to live in the smaller, and even sometimes in the larger, communities. In no other part of the United States should this effect be felt more strongly than in our region because it is definitely becoming an area of "commercial farming."

Most Farms Now "Commercial"

In 1950, in most of the areas in our seven states, 90 per cent or more of the farms were classed as "commercial." In no part, except a very small area in the mountains of Colorado, was it less than 76 per cent.⁵ The inevitable result will be a greatly increased proportion of college graduates among farm operators. At the same time, a higher degree of education may well be expected among even farm laborers.

Earlier I have mentioned that rural people read bulletins. Where do they get them now? Largely from the Agricultural Extension Service, not only as the result of calls on agents in their offices, but from agents when they attend community meetings or other special gatherings called by county agencies. These pamphlets, however, are restricted in their subject coverage. Largely agricultural, with a heavy sprinkling of home economics subjects, they cater to the everyday needs of the farm family. What they do not give is the broad background which rural people, like city people, need for keep-

⁵Information from a map prepared by the U.S. Bureau of Agricultural Economics and reproduced in Halcrow, Harold G. *Agricultural Policy of the United States*. New York, Prentice-Hall, 1953. p. 149.

ing up with what is going on in this world of which they are a part. Too many of the things happening "over the hills beyond their own personal experience" are profoundly affecting their lives, and they are becoming aware of the need for a better understanding of those things.⁶

Actually, some rural people do read books. More would do it if they had an opportunity. Some years ago, in a study of the relationship between reading services of libraries and of County Agents, I found that 4.7 per cent of them — mostly those of leaders in their communities — were borrowing books from some library even though there were none in their own communities.⁷ This I called the "irreducible minimum" for rural service because we knew that that proportion would use books. If library service is to be of value to the people of any region, it has to reach a larger percentage of people than this to be considered as even making a start.

Reference Service Needed

Library service, if it is to be justified, must have a serious purpose. That purpose may be in part furnishing of recreational reading, but it must also include giving good reference service if it is to justify support from public funds. How are we to reach rural people with adequate reference service? Particularly how are we going to reach the better educated, more highly technical farmer who is going to be with us?

Most of us are well aware of the difficulty of answering reference questions by other than personal interviews.⁸ The Agricultural Extension Service has shown us one approach to a solution of this problem. The agent gets out into the country and talks to the farmers in person. He may have only a few of his bulletins with him, but he has a supply back in his office which he can send out once he gets a clear picture of what the questions of the farmers are. I feel very

⁶See Hodgson, James G. Rural reading matter as provided by land-grant colleges and libraries. Ph.D. Dissertation, University of Chicago, 1946. 299 p.tpw.

⁷Hodgson, *op. cit.*, p. 184.

⁸The difficulties of reference service by mail were pointed up by Van Male, John E. *The state as librarian*. Ph.D. Dissertation, University of Chicago, 1942. p. 154-55.

strongly that any good rural library service calls for this same personal visitation. That does not mean the librarian must travel with a whole van load of books, since the van can't hold the books that are likely to be asked for. My suggestion is a reference librarian in a car, with a few general reference books available for spot questions, armed mainly with a notebook and a good knowledge of the books which may be shipped from the library by parcel post the next day.

Only about half of the people living in rural areas are farmers. The rest are living in open country or in compact small communities. Service to them is not the problem that it is to farm areas. Statistics which I have seen indicate that people in these communities read, but read only what is in their local libraries. My guess is that persons in charge of those small libraries are not aware of additional reading matter available at other libraries to meet special requests. Naturally, those books do not get asked for.

Public libraries tend to give service within the boundaries of some governmental unit, as a city, town, county, or special library district. It is important, therefore, to look at the governmental structure in our states, or more properly the influence of these various governmental bodies. The standard organization of local government in the United States, outside of the "towns" of New England or the strictly "county court" governments of the South is first the city, then the town, the township, and, finally, the county.

In the region which we represent, the four states in the tier astride the 100th Meridian have kept the township as a unit for local government, copying the structure inherited from the East. In the states which lie beyond the 100th Meridian, after the city or town the county is the smallest unit which has any governmental functions. True, within the counties, there are election precincts and school districts, but none of these units are confined to township lines.⁹ The only use of the township in

⁹Ensminger, Douglas, and T. Wilson Longmore. *Rural local government*. (On rural life in the United States. New York, Knopf, 1949. p. 139.)

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those states is for indicating where farms are located—the township is purely a function of the land surveyor.

Movement for Larger Units

Where townships do not exist as governmental bodies, the county is assuming greater functions, exercising control over housing, industrial developments, sanitation, and recreational areas. This tendency is apparent in all of our Western states, and seems to be taking place in the Eastern states as well. The movement for larger local governmental units is not stopping with the county. Soil conservation, water, sanitation, and recreational districts are being set up along natural boundary lines which spill over county lines and sometimes take in parts of several counties.

This breaking down of rigid county lines is one of the factors which should be carefully considered in the establishment of library service areas. It may begin with arrangements whereby the city library will spread out over the "fringe areas" in the same way that school districts are broadened to bring in students from those areas. It should develop strongly enough so that library areas may be set up more nearly following trade area lines, to cross county lines in many directions.

Manifestly it is easier, as long as the library is set up as part of a municipal or county tax structure, to spread the service from one city to the whole county in which it is located, or to combine whole counties. Yet this is not inevitable. Colorado law permits county commissioners to put a part of their county into a regional library system, with only the parts of the county so served paying the resulting library taxes. In other words, a single county could be so broken up that different parts of the county would be served by different district library systems. The point is that the methods of arrangement of library service districts or regions may be extremely flexible, once the separate state laws are so written. Since other services are being organized by special districts, why not library service?

Particular mention should be made of the small rural communities, the ones that are growing smaller or disappearing. This is a nation-wide picture, but we seem to feel it more strongly in our part of the West because the number of communities is limited anyway. In South Dakota, trade centers with less than 2,500 population decreased from 746 in 1911 to 520 in 1951.¹⁰ Part of this decrease could be due to the center's having grown beyond the 2,500 size. The total does not include the number of communities which may have been begun after 1911 and still disappeared before 1951. More specifically, in the 20 years between 1930 and 1950, a total of 162 communities of less than 2,500 population simply disappeared commercially.¹¹

The librarian must, however, remember that these small communities are not disappearing entirely. They may lose post offices or telegraph stations and, in many cases, be removed from the maps. Their population is less and the services they render are less, but they still provide certain of the regular needs of their communities. The single grocery store does not have as wide a range of goods as before, but the gas and oil stations are still operating, and there are usually churches and schools about. Studies of where the farmer makes his contacts for services show this clearly.¹² His most frequent contacts are with his own small community center, even though he may go into the larger town or the nearby city for special services. He and his wife and children attend the church that has not yet moved. His children go to the school if it has not been consolidated—and many of them still are unconsolidated. Four-H, FFA, and FHA clubs serve as centers for the younger people in these communities. Many Home Demonstration Clubs or County Planning Units

¹⁰Chittick, Douglas. *Growth and decline of South Dakota trade centers, 1901-51*. South Dakota Agricultural Experiment Station. Bulletin, 448:27, 1955.

¹¹Chittick, *op. cit.*, p. 21.

¹²For example see: Belcher, John C. *Service relationships of farmers in Lincoln County, Oklahoma*. Oklahoma. Agricultural Experiment Station. Bulletin, B-383:10-11, 1952, and Anderson, A. H., and C. J. Miller. *The Changing Role of the Small Town in Farm Areas* (A study of Adams, Nebraska). Nebraska. Agricultural Experiment Station. Bulletin, 419:21, 1953.

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are organized about them, as are many local organizations of the Farmers Union, the Grange and the Farm Bureau. This picture is one that is of importance to librarians in their planning of library services to rural areas.

The extent to which trading, amusements and organizational memberships confine themselves to the local neighborhood or small community, is also a good measure of the value of that center as a service point for libraries.

The Conditions We Face

These are the conditions that the public library of the future in the Mountain-Plains region is going to face. The changes are all gradual, in fact some of them have already taken place, but in general it seems that this is what the future brings. More people, more industry, and more commerce, in the larger places. "Fringe areas." Declining smaller communities. On the farms: A greater acreage per unit; more production per acre; fewer workers, but a higher quality of farmer. How then is the library organization to be attuned to this situation?

The American public library is organized to serve compact areas and this organizational pattern may well serve to supply library service to the "fringe areas" of our cities.

Once we break the traditional idea of service within the borders of a single governmental unit, as we will have to do to serve "fringe areas," we might as well recognize that the real solution to the library problems of our area calls for a library service that breaks over even more of the governmental barriers. Our libraries must be prepared to serve in multi-county units. We have heard much of the standards which the A.L.A. has set up for efficient libraries: so many people, so many books, so much money.

Library service to the small communities that are losing their economic importance, but not necessarily their sociological importance, will never be adequate unless they can be made parts of larger units of library service. This is even more true of the farm areas.

More Understanding Needed

Above all it is necessary, if rural people are to be served, to understand their special needs, and the restrictions which mere distance puts upon them. The rural non-farm people are not in general too different from their city brethren, but the rural farm people have needs that are peculiar, or at least decidedly different, from those met within the city. In fact, one of the real arguments for larger units of service is the fact that these particular needs cannot be supplied by small local libraries, but can be met only when the resources of a larger institution are available.

We are now trying with bookmobiles and other types of mobile collections to reach many of the people that are not conveniently near to any central collection. But more than that is needed. The best possible service to the individual who needs it should be the goal. From the experience of the Agricultural Extension Service, the availability of some person is more important than a few books. Plans for future library development in rural areas must include roving or ambulatory reference service.

It is to the state library agency that we must look for leadership in developing the larger unit libraries. This will require not only larger staffs than the agencies now have, but it will also require a larger number of top caliber librarians to get the work done.

Organization will not automatically take care of all the problems of the future. The biggest question we have to face is: How are we going to reach everyone effectively? Here the first problem to be answered is effective organization.

Communities and states are spending money on roads, on schools and on public health. There seems to be no reason why, if we can focus our enthusiasms for the book and its mission, that we cannot also find the funds and the organization for library services that will in the end give us complete state coverages — not just paper coverage — and end up with a real library service with all its educational benefits.

STATE ASSOCIATION MEETINGS IN MOUNTAIN-PLAINS REGION

Here is a schedule of dates of State Association meetings compiled from information received at the office of Mountain-Plains Library Quarterly.

Wyoming L.A., Dubois, September 9-10

Utah L.A., in conjunction with MPLA,
Logan, September 15

North Dakota L.A., Dickinson, September 27-29

South Dakota L.A., Sioux Falls, October 3-5

Colorado L.A., University of Denver
Student Union, Denver, October 5-6

Kansas L.A., Manhattan, October 11-13

Nebraska L.A., Lincoln Hotel, Lincoln,
October 25-26

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NORTH DAKOTA COMMISSION PUBLISHES NEW BOOKLIST

"North Dakota," an attractive annotated list of books published within the past twenty years, has just been issued by the State Library Commission at Bismarck. It contains books by North Dakota authors, "North Dakota in Books" (not by North Dakota authors), and a selected list of earlier North Dakota books.

The list, and all of the books listed in it, are available at the State Library Commission, Bismarck, North Dakota.

LECTURES AT UTAH STATE BY ROBERT DOWNS, ORWIN RUSH

Dr. Robert B. Downs gave a series of lectures on the subject of his recent book: "Books That Changed the World," at Utah State Agricultural College during the week of July 9-13. These lectures were rebroadcast each evening.

Orwin Rush, President of M.P.L.A., conducted two afternoon seminars during the same week on "British Schools and Libraries."

ACCOMMODATIONS INFORMATION

FOR MPLA CONVENTION

In preparation for the September MPLA Conference, information regarding accommodations at the USAC campus, as well as at motels and hotels in the Logan area, with rate schedules, has been sent to all paid members of MPLA and subscribers to the Quarterly. Also included are blanks for advance reservation for meals, which must be returned before September 7.

If you did not receive this information, write immediately to Mrs. Helen G. Harmon, U.S.A.C. Library, Logan, Utah, and a copy will be sent you.

MOUNTAIN-PLAINS LIBRARY QUARTERLY

BIBLIOGRAPHICAL CENTER NEWS

ANNUAL MEETING HELD AT OLIN HOTEL ON JULY 25

The annual meeting of the Bibliographical Center for Research, Rocky Mountain Region, was held in Denver at the Olin Hotel on Wednesday, July 25, 1956. In the absence of the Chairman, Dr. Eugene Wilson, the Vice-Chairman and Chairman-Elect, Richard Sealock, Librarian of the Public Library of Kansas City, Missouri, presided.

The Treasurer's Report, presented by John T. Eastlick, treasurer and Librarian of the Denver Public Library, presented a very favorable report of the Center's finances. The Director, Eulalia Chapman, gave a lively report of the year's activities and services. The nominating committee chairman, Forrest Carhart, Air Force Academy Library, reported the results of the election, including the names of new Council members.

Mr. Sealock assumes the chairmanship for the coming year; Ray Janeway, Texas Technological College, Lubbock, Texas, became Vice-Chairman and Chairman-elect; Melbourne Davidson, Librarian of the Colorado State Department of Public Welfare, was installed as secretary, and John Eastlick was continued as treasurer. James Ranz, Librarian of the University of Wyoming, became the new chairman of the Executive Board.

The File a Mile Project became a Take-a-Home-a-Mile during 1956. Eleven members of the Denver Public Library staff, Iliff School of Theology, and the University of Denver received a vote of thanks for their voluntary work on the Center's mammoth catalog.

Highlight of the meeting was an address by George A. Schwegmann, Jr., Chief of the Union Catalog Division of the Library of Congress. His subject was "Progress in Library Cooperation through Union Catalogs."

MORE NEW MEMBERS OF BIBLIOGRAPHICAL CENTER

The following have recently become new members of the Bibliographical Center for Research, Rocky Mountain Region:

Lynn J. Montross, 2853 Ontario Road, N.W., Washington 9, D. C.; Miss Beatrice Hight, Librarian, New Mexico Military Institute Library, Roswell, New Mexico; Miss Jane Hudgins, Director, Phoenix Public Library, Phoenix, Arizona; Mr. Edward F. Vandersarl, Rocky Mountain Research, Inc., 655 Broadway, Denver, Colorado; Mr. Robert A. Houze, Librarian, Agricultural & Mechanical College of Texas, College Station, Texas; Mrs. Toni Tarleton, Director, Harwood Foundation, University of New Mexico, Taos, New Mexico.

REPRESENTATIVES ELECTED TO BIB CENTER COUNCIL

Council Representatives elected June 15, 1956, to represent those libraries, agencies and individuals who pay less than \$100.00 per year for services, are:

Miss Jane Hudgins, Librarian, Phoenix Public Library, Phoenix, Arizona; Dr. James G. Hodgson, President, Colorado Library Association, Colorado A & M College Library, Ft. Collins, Colorado; Miss Miriam McNally, Public Relations Planner, 1010 East Ellsworth Avenue, Denver, Colorado; Miss Phyllis Osteen, Librarian, Jefferson County Public Library, Golden, Colorado; Miss Jennie Phelps, Librarian, Greeley Public Library, Greeley, Colorado;

Mr. William Baehr, Librarian, Kansas State College, Manhattan, Kansas; Mrs. Kathryn J. Gesterfield, Librarian, City Library, Scottsbluff, Nebraska; Miss Marjorie Smith, Librarian, Rapid City Public Library, Rapid City, South Dakota; Mr. G. E. Untermann, Librarian, Utah Field House of Natural History, Vernal, Utah; Miss Margaret Burke, Librarian, Natrona County Library, Casper, Wyoming.

Official Report of 1956 M. P. L. A. Nominating Committee

For President-elect

LORA CROUCH
Public Library
Sioux Falls, South Dakota

CHARLES DALRYMPLE
Public Library
Lincoln, Nebraska

For Secretary

FORREST CARHART, JR.
U. S. Air Force Academy Library
Denver, Colorado

MRS. KATHRYN GESTERFIELD
Public Library
Scottsbluff, Nebraska

For Treasurer

CLAUDE SETTLEMIRE
Public Library
Hutchinson, Kansas

ROBERT THOMAS
Public Library
Bismarck, North Dakota

NOMINATING COMMITTEE

Mrs. Ruth V. Tyler, Utah, *Chairman*

Jerry Cushman, Kansas
H. Dean Stallings, North Dakota
Dorette Darling, South Dakota

Mrs. Eulalia Chapman, Colorado
Arthur Parsons, Nebraska
Mary Ellen Woodward, Wyoming

*(This is the official notice of nominations to all members.
A ballot will be mailed each member during August).*

The Signs



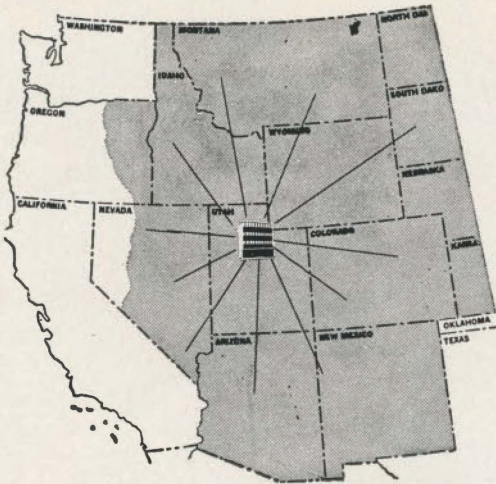
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