

Mountain-Plains Library Quarterly

PUBLISHED BY THE MOUNTAIN - PLAINS
LIBRARY ASSOCIATION

WHY I CHOSE LIBRARIANSHIP: A SYMPOSIUM

PART OF THE ANSWER

"HIGH, WIDE, AND HANDSOME"
SITE OF 1957 CONFERENCE

RECRUITING AT THE
SERVICE DESK

SUCCESS STORY IN UTAH

TENTATIVE 1957 PROGRAM
MPLA-PNLA CONFERENCE

SUMMER OPPORTUNITIES
FOR LIBRARY EDUCATION



Spring 1957

MOUNTAIN-PLAINS LIBRARY QUARTERLY

Volume II

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Advertising Manager: N. Orwin Rush, College of Education, University of Wyoming, Laramie, Wyoming.

Compton Comment

ENTHUSIASTIC APPROVAL of the 1957 edition of Compton's has exceeded anything I have seen in my twenty-two years with the company. Printed here are short excerpts from a very few of the many letters that have come in. Because it is against Compton policy to publicize such letters from librarians, all identification has been deleted. They come from people in both large and small libraries. In other words they give a true cross section of opinion.

L. J. L.

Elementary-School Children Are Enthusiastic

"How I wish your whole company could have been in my office the day the three boxes arrived. Word got around that the new sets of Compton's had come and soon I found myself with more helpers than the office was big enough to hold! The children opened the books and began to browse and read in them. Children and Compton's were in every seat in the library. They love the new binding and the many illustrations. A group of boys got lost on page S-343 in the full-page diagram of a rocket ship while other children discovered the article on Chicago (with the wonderful map of the city) and the section on Pioneers.

"As for my own opinion, I can never cease to sing praises over the excellent writing of the articles, the general format of the set, and the WONDERFULLY USEFUL FACT-INDEX."

From a School Library Supervisor

"What a gay and different binding! Much less 'encyclopediaish' than before, the set is a refreshing color note on our shelves. The new binding seems a wise change."

Meets Children's Needs

"It is, indeed, a beautiful set of books. You, at Compton's, are doing a wonderful work in meeting children's needs in this lovely work."

Covers Chief Centers of Interest

"I especially like your material on parts of the

world that are now centers of world-wide interest. Each time I receive a set I wonder just what you can do to improve it for the next year's revision—but you always do find ways to do this and it simply amazes me."

The Modern Look

"Hurrah for the snappy modern look! I'm particularly happy with the white paper, the modern type face for the headings, and the spacing of the subheads. Of course, everybody always trusts that Compton's is thoughtfully revised and enlarged in content; the format really does justice to all that now."

Out Iowa Way

"I especially like the change in paper, the use of a second color on maps, etc., and the substitution of graphs for many of the old tables. I know how much easier it is for children to understand a graph and to catch the concept through this media.

"I chose to read of Iowa, of course. I can assure you that there is a remarkable improvement in the material as well as in the arrangement."

From a Hoosier

"The changes in this new edition are certainly all for the better. Compton's has always maintained such a high level of excellence that I thought it scarcely possible for improvements to be made. But it is through this constant effort to better the best that such excellence is achieved."

A Children's Librarian Approves

"Certainly your encyclopedia has achieved its purpose to arouse interest, to stimulate thought and curiosity. I find my eyes not only drawn but actually magnetized to each page. I do like the new format very much. The double-column legends beneath the illustrations are much easier to read. The whiter paper makes the print clearer and sharper."

Almost Unbelievable

"We are delighted with the new Compton's. Until one has it in hand to compare, it's almost unbelievable that there could be such an improvement in appearance. We are also impressed with the rewriting and the new material."

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In This Issue

"Librarianship as a Career" — what it means and what it includes — is subject to as many interpretations as there are librarians. The rich potential and variety of the subject are at least indicated in the contents of this issue.

In "Part of the Answer" (p. 3), Stuart Baillie presents facts and a suggested solution for a little-publicized problem of the profession. A day-by-day effort to attract promising students to the library profession is spelled out in specific terms by MPLA president, L. H. Kirkpatrick, in his "Recruiting at the Service Desk" (p. 5).

Much implicit eloquence is to be found in the symposium of library school students on "Why I Chose Librarianship" (p. 7). In conjunction with the two preceding articles it could provide food for thought and action for a program of library education and training for the entire region.

The advantages of a joint meeting of

MPLA with PNLA, long planned and anticipated, are beginning to take form in the tentative program and convention information on Pages 10 to 11. Be sure to save the dates, and plan now to attend this unique double-regional gathering.

"Success Story in Utah" (page 15), is cause for special rejoicing that MPLA, with its Logan meeting, was able to make a contribution to the success.

"Summer Opportunities in Library Education" (p. 18-20), has expanded to three pages this year.

Bob Thomas, MPLA Treasurer, Hutchinson Public Library, Hutchinson, Kansas, asks that members be reminded to send in their MPLA membership dues now, so their subscriptions to the Quarterly may continue without interruption. Individual memberships are only \$2, and each member's subscription to the Quarterly starts or is renewed on the date dues are received by the Treasurer.

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PART OF THE ANSWER

By **STUART BAILLIE**, Director,
School of Librarianship,
University of Denver

**Why are enrollments in accredited library schools declining?
Do we need more facts relating to library education? What is "Part
of the Answer"?**

The failure of recruitment plans for librarianship is a failure which must be shared by all professional librarians. For years we have attempted to recruit young people into the library profession by a succession of committees, round tables, joint committees and boards. These groups of dedicated professionals have met, discussed the problem and produced a brochure, a leaflet or an article describing librarianship as an exciting, vital and dynamic profession well worthy of the young person's attention.

Perhaps our difficulty has been that we as librarians were all too willing to be a part of the recruiting problem, or any problem that faced our profession, but quite unwilling to become a part of the answer. It may be that too few of the facts relating to library education have been available to the librarian who wants to be a part of the answer.

There are not enough full-time students in the accredited library schools this year. Table I, taken from the January, 1957, *Newsletter* of the Association of American Library Schools, should prove this beyond all doubt.

TABLE I

**Full-time enrollment—Accredited
Library Schools**

School By number in table instead of by name	Full-time	
	1955	1956
1	18	6
2	17	24
3	47	52
4	26	23
5	25	20
6	33	30
7	92	66
8	49*	12
9	38	53
10	29	25
11	18	21
12	53*	27
13	44	43
14	15	21
15	16	13

School	Full-time	
	1955	1956
16	19	10
17	28	30
18	61	52
19	35	41
20	31	18
21	12	17
22	24	23
23	23	10
24	34	..
25	13	14
26	(no full-time reported)	
27	44	41
28	18	14
29	12	13
30	40*	2
31	27	35
32	33*	5
33	35	52
34	37	29
35	156*	..
	<hr/>	<hr/>
	1230	842

(only M.A.
candidates)

*Includes undergraduate and fifth year B.S. in L.S. students.

This tabulation produces some very disheartening figures. The attendance figures from 32 of our 35 accredited schools only average 26 students per school with a low figure of 2 and a high of 66. With thousands of professional vacancies available each year, it is not hard to see that the profession is not now a part of the answer.

Total Enrollments

Total enrollments make a better showing but one must remember that many part-time students already have full-time jobs and are usually not available for new positions at the time they graduate from school. There are also a large number of part-time students that never complete the M.A. degree.

TABLE II

**Total Enrollments
Accredited Library Schools**

1953	2,445
1954	2,559
1955	2,514
1956	2,205

MPLA Enrollment in Accredited Schools

In the fall of 1956, there were 77 students from MPLA states in accredited library schools.

TABLE III
Students from MPLA States in Library School

	Population (U.S. 1950 Census)	1955	1956	1956 (U.S. Unit Ratio)
				1-68,000
Colorado	1,325,000	28	42	1- 31,000
Kansas	1,905,000	39	13	1-146,000
Nebraska	1,325,000	12	14	1- 95,000
North Dakota	620,000	5	2	1-310,000
South Dakota	653,000	6	2	1-326,000
Utah	689,000	5	4	1-172,000
Wyoming	290,000	2	0	0-290,000
TOTALS	6,807,000	97	77	Average 1-90,000

Unit Basis for Comparison

In 1953 one person out of each 62,000 in our total U.S. population (1950 Census) attended library school. By 1956 this ratio had increased to 1-68,000. By this unit method, it is possible to compute the success that recruitment plans have attained in various states or regions. For instance, Colorado had 42 students in school in the fall of 1956. According to the ratio established on a national level for 1956, Colorado needed only 19 students to meet this unit basis of comparison. The 1956 ratio in Colorado stood at one student per 31,000 of its 1950 population.

A Part of the Answer

Librarianship today needs both reality and imagination as it plans for the future. Librarians need a new conviction that what they are doing is really a high calling, an educational venture dedicated to the happiness and advancement of all mankind.

But the profession needs more than a strong belief in education—it needs facts and the inclination to pay attention to these facts. As a profession, we are not doing a top level job of recruitment because we have not paid heed to the facts available, facts which tell us in black and white that only eight of our accredited schools enrolled more than 40 full-time students in the fall of 1956.

The Library Services Act, the 6,000,-000 students about to descend upon our colleges and universities, our expanding public libraries, the school libraries growing to include elementary school

libraries and the special libraries in business, government and industry, are all demanding more professionally educated librarians each year. We have enough schools accredited by the American Library Association to take care of this demand if the profession will begin on a face-to-face basis to recruit in our libraries, our schools and our colleges. If each of us, or more hopefully, a larger number of us, would begin to recruit, not in committees but on the job 52 weeks a year, the situation could be changed overnight. If each of us would shift our interest from being only a part of the problem to becoming actively a part of the answer, progress would be on the way.

THE SOUTH WAS FIRST

In announcing the MPLA-PNLA Conference in the Winter issue of the QUARTERLY, a statement was made that this might be the first joint meeting of two regional library associations in this country.

Like all of our subscribers, Mary U. Rothrock, (See Regionalism and Public Libraries, page 13 of that issue) gave the QUARTERLY a thorough reading. She immediately wrote to inform us that the Southeastern and the Southwestern Library Associations had held a joint meeting. She states that this was in Memphis in 1934, "a very fruitful meeting."

Thank you, Miss Rothrock, for calling this to our readers' attention. We hope that our MPLA-PNLA joint meeting will be as fruitful as your Memphis one.

RECRUITING AT THE SERVICE DESK

By **LEONARD H. KIRKPATRICK**, *Librarian,
University of Utah, and President, MPLA*

President Kirkpatrick tells us why and how he thinks we should become "fishers of men" if we are to interest more promising students in library work.

Most college freshmen remember their high school library as a place they visited occasionally or even suffered in as a study hall. Their concept of a professional librarian is primarily one who goes around telling people to be quiet or get out. In fact, some high school librarians without any help in study hall supervision, estimate they spend as much as three-fourths of their time trying to calm the teen-age scholars.

In spite of this, quite a few are interested in library work as a means of working their way through college. Each year we have more applicants at the University of Utah than we can use, even though we use more student help by far than do most colleges and universities. As a matter of fact, we now give a training class and an examination to screen the large number of applicants.

Encouragement is Important

Those who show real aptitude for library work, even at the lowly book fetcher level, are encouraged to take classes to give them added confidence. We even recognize the value of this training by raising the hourly rate of those who take courses which will increase their value. The course most frequently accepted is the one on reference work.

Because of a staff always too small, we do need people to work full time winter and spring quarters. We then encourage some of our ablest pages to take these quarters off instead of the summer quarter. Those who work full time are given some relief from constant running for books, or shelving. The students then get their introduction to library diplomacy; that is, dealing with outraged patrons wailing they are being fined unjustly. Enticing books backs from faculty members be-

fore they die is another task we let them attempt. All kinds of filing and record keeping are offered as challenges.

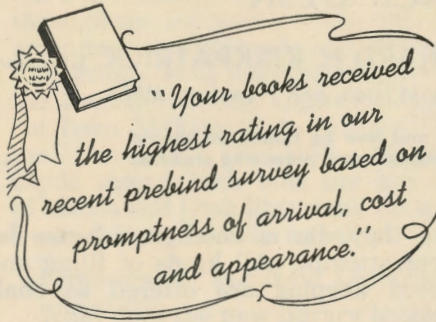
The head of the circulation department, teachers of library science, and the head librarians all try to spend a moment to talk with these outstanding student workers about librarianship as a career. Each year we succeed in interesting some 5 to 10 promising students in at least considering a minor in library work which may help them secure employment in the school district they want.

Sometimes there seems to be a period of dormancy. A young graduate will go out and try teaching for one or two years, and then conclude that the variety of library hours and the unique service relation which the librarian has with the students is worth making a change for. Just this spring a young man who has been teaching now for three years said that he has been thinking more and more of the fun side of library work and is now ready to start taking classes.

Become "Fishers of Men"

Each year we have 450 students taking courses in the use of books and libraries. Instructors in these classes have been asked to make a frank sales talk on library work as a career. Unfortunately, they are a little embarrassed by the assignment and often forget to do it. Yet, subject matter experts in such fields as Geology and Psychology admit very frankly their lower division required courses are the pools in which they fish for prospective majors. Our library teachers, therefore, must become "fishers of men" if we are to catch any prospects from this source.

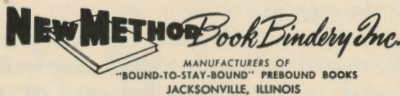
Last of all there is the firm conviction of this writer, in direct opposition



We proudly quote the above from a letter received from a **VERY PLEASED, LARGE USER OF BOUND-TO-STAY-BOUND PREBOUND BOOKS** (a large school system in the Northwest)

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to the views held by most library school directors, that you cannot get a person to consider going away for a year of schooling to become a secondary school librarian, or an elementary school book man, if he can get a job as teacher in the same school with four years of training. It is far better to make it possible for youngsters to get their training locally, and then encourage them to go on to graduate work if they like the profession.

Another source of prospect is bright college graduates who do not face the necessity of earning a living until after graduation. Frequently they can be trained as aids at the various desks, and then be encouraged to go away for schooling. Unfortunately, most institutions have a policy which is backwards to what we need. Thus, at the University of Utah, a librarian who is already trained and who has the rank of instructor is allowed to take one quarter off out of each eight to study, with pay. The assistant without the training, gets no time off for study with pay. Paid leaves for clerical and non-professional help would be the most practical way for institutions needing trained librarians to achieve them. This has the advantage, in addition, of securing help whose qualities are known and who know the local situation.

Renew your membership to MPLA and the *Quarterly* — NOW! Send your \$2.00 to Robert Thomas, Treasurer, MPLA, Hutchinson Public Library, Hutchinson, Kansas.

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WHY I CHOSE LIBRARIANSHIP: A SYMPOSIUM

Why do people become librarians? The simplest way to find out, thought the Editor, was to ask some people who are currently doing it. With the cooperation of the region's accredited library school, there is here presented a symposium of reasons by a few of the students in this year's class at the School of Librarianship, University of Denver. Their comments are unedited.

Lorna Tracy:

Toward the end of my undergraduate studies it became clear to me that my English major, while a fine and esoteric thing, had not equipped me for really practical work. Neither had my considerable experience in music and theatre. For what I sought was something more than just a paycheck every month. I wanted a creative profession. I wanted the satisfaction of feeling myself useful to people and the joy of doing a job which both fascinated and challenged me. From grade school I had had an interest in libraries, and from my occasional work in them I had grown more and more interested. So it was that I turned to librarianship as the field which might best suit my abilities. To this end I enrolled in the University of Denver School of Librarianship, and here the great world of books and people has really opened up to me.

Naturally I love books, but what is more, I like people . . . all kinds of people . . . and I am interested in their problems and questions and in their search for the things which really make the world show itself in all its many colors.

A sense of usefulness is one of the finest feelings a person can have, and does much to tide one over the rough spots in any sort of work. In librarianship I have found this sense of service again and again, many times each day. Getting the right book to the right patron can be very difficult . . . and very satisfying, once it is done. Discovering the need which a patron may not be able to express, guiding him, and helping him to stretch ever further

the boundaries of his mind is the joy and responsibility of every librarian. Whether the patron is a fledgling student or a mature scholar, a laborer or an executive, he has a right to the magnificent heritage of human learning and experience which libraries hold in trust for him.

A librarian, I have found, is many things . . . teacher, scholar, salesman, and friend. It is also my profound belief that a librarian has a responsibility to every member of his community, and that it is not his place merely to wait for the patron to walk in the door, since many potential patrons, without stimulation and encouragement, never will. When thought of his way, librarianship becomes enormously exciting, and unfortunately excitement is too seldom connected with libraries and reading.

There is no phase of human activity or experience to which a library does not, or cannot, contribute. I have chosen librarianship, then, because it is a creative career in which there is much good work to be done, much satisfaction to be gained, and much room for creative expression and service.

Glenn Johnson:

Quite frankly, I decided to become a librarian because, from my past experiences of working in libraries, I knew I would like the work. I was not primarily interested in serving my fellowman, nor was I ambitious to prove myself in society by making a million dollars. I like books and people and I don't care too much for competing for the almighty dollar. Library work has always seemed to me intellectually stimulating with great possibilities in

the future for new developments, particularly in the fields of documentation and retrieval of information from an ever-increasing mass of knowledge. It is a young profession with a future. These are primarily the reasons I chose it as my own.

Marjory Wright:
(Special Librarianship)

In returning to work after a number of years, I had to make a choice as to going back into laboratory work or into a new field. In talking with a young friend who was working toward a degree in librarianship, I discovered some of the possibilities of special librarianship. Here was an opportunity to make ample and valuable use of my scientific background without returning to the tedium of the laboratory. I had found much earlier in my career that a Master's degree in a science is a very awkward degree and not a very useful thing to have in this age of Ph.D's. In reality a M.S. insofar as research work goes hardly qualifies its holder to be more than a technician. But in special librarianship a Master's degree in a subject field is of real value. It assures enough subject specialization to enable its holder to be of real aid in preparing bibliographies or doing other library work which save the laboratory worker valuable time.

Special librarianship provides an unparalleled opportunity to combine an interest in a subject with a general interest in literature. On the materialistic side, jobs in special libraries average about \$500 per year more than those in other types of libraries for persons without library experience.

Samuel Shepherd:

I came to the library science field because I want a profession rather than a "job." True, I married a librarian and her influence is not to be discounted, but I have worked in libraries off and on since teen days and only until now have I felt that economically I could go to school.

There is a satisfaction in helping others that I yearn for, and in library science it is there, as well as the intellectual challenge. I want professional recognition. I love books and wouldn't be without them — library science degree or not!

From Social Worker to Librarian—
Rena Gerber:

For five years I was a social worker in a public welfare agency and came in contact with only a very limited segment of the public; thus the environment was almost artificial in seeing daily only those who have stressing problems. Living with this tends to distort one's outlook on society forgetting that only a tiny fraction of the community is beset with problems requiring such aid. Librarianship appeared to be one way of altering an outlook on society, although surely not the only way. Librarianship is a means of seeing the whole community in a positive way; it is a manner of making a positive contribution.

In the type of work in which I was engaged one deals with negatives primarily. In a sense one makes an effort to build on ruins. Not so in librarianship. The library is an extension of the school and the university. Those using the facilities of the library are seeking to build on an already established foundation. For the most part the library patrons have a definite goal of attainment; for some it is education and self help; for others it is recreation and an acceptable use of leisure time.

The library is an agency serving the whole community for multiple purposes. It is not there to fill a need only in time of need, stress, and catastrophe in the individual lives of the various citizens. As a librarian one has a feeling of participation in the whole structure of the community. The library perhaps more than any other social institution reflects the personality of the community and its gradual development and growth. As a librarian I feel that I can be a part of this and a part of me will contribute to this growth.

Official Report of 1957 MPLA Nominating Committee

For President-elect

STUART BAILLIE
Director, School of Librarianship
Denver, Colorado

ROBERT THOMAS
Librarian, Hutchinson
Public Library
Hutchinson, Kansas

For Secretary

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Colorado Springs, Colorado

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College
Sheridan, Wyoming

JON R. ASHTON
Head Librarian
University of North Dakota
Grand Forks, North Dakota

MILTON ABRAMS, Chairman Nominating Committee

MPLA COMMITTEES, 1956-1957

L. H. Kirkpatrick, president, has announced the following committees:

AWARDS

Mercedes MacKay, *Chairman*, Secretary and Director, South Dakota Free Library Commission, Pierre, South Dakota; Margaret E. Block, Librarian, Free Public Library, Salt Lake City, Utah; George H. Fadenrecht, Assistant Librarian, State College Library, Manhattan, Kansas; Madge Jewett, High School Librarian, School District No. 25, Riverton, Wyoming; Ellen Lord, Librarian, University of Omaha Library, Omaha, Nebraska; Mrs. Erne H. Shubert, Consultant, Audio-Visual Adult Education, Colorado State Library, Denver, Colorado.

EDUCATION

Ruth Bergman, *Chairman*, Librarian, University of South Dakota, Vermillion, South Dakota; Orville Eaton, State Teachers College, Emporia, Kansas; Stuart Baillie, Director, School of Librarianship, University of Denver, Denver, Colorado; Mrs. Edith Hegwer, Librarian, Casper Junior College, Casper, Wyoming; Hattie Knight, Reference Librarian, Brigham Young University, Provo, Utah.

PLANNING

James Ranz, *Chairman*, Director, University of Wyoming Libraries, Laramie, Wyoming; Evelyn Brewster, Librarian, Public Library, Deadwood, South Dakota; George H. Fadenrecht, Assistant Librarian, State College Library, Manhattan, Kansas; Mrs. Ruth V. Tyler, Head Librarian, Salt Lake County Public Library, Midvale, Utah; Phyllis Osteen, Librarian, Public Library, Greeley, Colorado.

NOMINATING

Milton Abrams, *Chairman*, Librarian, Utah State Agricultural College, Logan, Utah; Arlene Stocker, State Library Commission, Bismarck, North Dakota; Wayne R. Collings, University of Nebraska, College of Agriculture, Lincoln, Nebraska; Ellen Jackson, University of Colorado Library, Boulder, Colorado; Frank Hankins, Assistant Librarian, Wichita, Kansas; Al Trump, Librarian, Lincoln Memorial Library, State College, South Dakota; Edith Robertson, Librarian, Sweetwater County, Green River, Wyoming.

TENTATIVE PROGRAM MPLA-PNLA CONFERENCE,

Bozeman, Montana, September 5, 6, 7, 1957

ALMA JACOBS, PNLA President, and LEONARD KIRKPATRICK, MPLA President,
Program Chairmen

September 4 — Wednesday

8:00-11:00 P.M.—Registration and Mixer

September 5 — Thursday

9:00-12:00 Noon—1st General Session—Separate meetings*

Reports of Committees

New Business

President's Annual Address

10:30-11:00 A.M.—Coffee break and time to look at exhibits

Luncheon Dr. Kroll and the Library Development Project—
Joint meeting**

2:00- 5:00 P.M.—Division meetings

No dinner scheduled

7:00- 9:00 P.M.—2nd General Session—Joint meeting**

Dr. Carl Hintz, presiding

Panel discussion on "Books, Libraries and Librarians
Around the World"

September 6 — Friday

9:00-11:30 A.M.—3rd General Session—Joint meeting**

Miss Virginia Walton, presiding

Adult Education Committee Session with ALA Adult
Education Representative

12:00 Noon—Luncheon

Robert G. Dunbar, Professor of History, Montana State
College, Speaker — Joint meeting**

Free Afternoon

Evening—Dinner — Dude Ranch

September 7 — Saturday

9:00-11:00 A.M.—Discussion — Books and Libraries in our Regions—Joint
meeting**

12:00 Noon—Luncheon — Dr. R. R. Renne, President, Montana State College,
Speaker, Joint meeting**

2:00- 4:00 P.M.—4th General Session — Separate meetings*

Installation of officers

President's Inaugural Address

7:00 5th General Session — Joint meeting**

Banquet

Speaker to be announced

*Separate meetings—PNLA and MPLA in separate sessions.

**Joint meetings—PNLA and MPLA.

We hope to schedule also a Round Table Session on the Library Services Act plans with state agency people from the many states represented in the PNLA and MPLA regions. Division meetings programs to be announced.

"MONTANA: HIGH, WIDE, AND HANDSOME"



Gallatin Canyon, near Bozeman, Montana, site of the MPLA-PNLA Conference
September 5, 6, 7, 1957

"Colorado is high, having more peaks within its borders than any other state. Wyoming is wide, with the breadth of the plains between the Big Horns and the Grand Tetons. California is handsome, with the splendor of success. It takes all three adjectives to describe Montana." (Donald Culross Peattie, as quoted in *Montana: High, Wide, and Handsome* by Joseph Kinsey Howard. New Haven: Yale University Press, 1943)

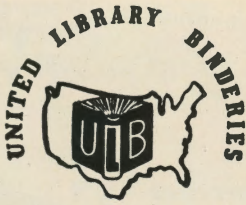
Certainly Montana, the third largest state in the Union, is like no other. It cannot be described — it has to be experienced! To help give us a taste for this experience, the Bozeman Conference committees are hard at work compiling complete information about Bozeman, how to reach it; the Montana State College; outdoor attractions and scenic spots; Glacier National Park and Yel-

lowstone Park; and other places of interest enroute to Bozeman from various directions. There will be information about motels and hotels, (please make your reservations direct to these) as well as campus accommodations.

Also included will be information about the weather, and suggested clothes for early September.

All of this information, in addition to reservation blanks for accommodations at the college, and for special meals, will be mailed to each MPLA member before the end of May. Watch for it! And plan now to come to Bozeman September 5, 6, and 7.

A complete program, and a full announcement of conference committees will be made in the Summer issue of the Quarterly. Lesley M. Heathcote, Librarian, Montana State College, is general chairman.



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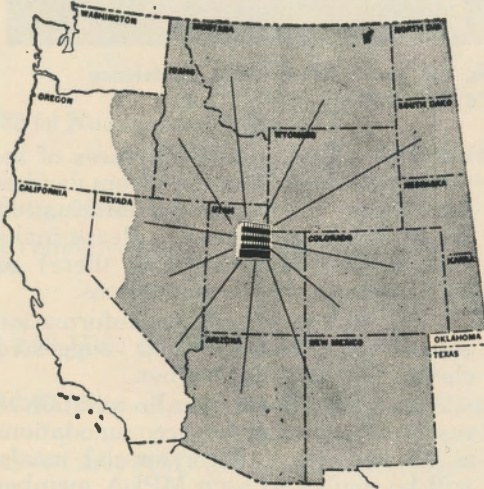
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BIBLIOGRAPHICAL CENTER NEWS

At the annual meeting held April 6th, which more than one hundred people attended, the following were elected officers of the Council: Chairman, Ray Janeway, Librarian, Texas Technological College Library, Lubbock, Texas; Vice-Chairman: Fleming Bennett, Librarian, University of Arizona Library, Tucson, Arizona; Treasurer, John Eastlick, Librarian, Public Library, Denver, Colorado; Secretary, Phyllis Osteen, Librarian, Public Library, Greeley, Colorado.

Elected members of the Executive Committee are: Chairman, James Ranz, Director, University of Wyoming Libraries, Laramie, Wyoming; Stuart Baillie, Director, University of Denver Libraries, and School of Librarianship, Denver, Colorado; Miss Miriam McNally, Editor MPLA QUARTERLY; Mrs. Elsa Thompson, Librarian, Public Library, Albuquerque, New Mexico; and, Dr. Malcolm G. Wyer, Ex-Officio Librarian-Emeritus.

RECRUITMENT

In the CHALLENGE FOR A GREATER BIBLIOGRAPHICAL CENTER, recruitment for librarianship was emphasized. It was pointed out that the Director in trips to library conventions and in daily contacts, encourages prospective students to participate in workshops and attend library school. Furthermore, students are welcomed for in-service training at the Center, where practical training in the use of the excellent collection of national trade and subject bibliographies can be received.

ADDITIONAL MEMBERS

Public Library, Lincoln, Nebraska, Charles E. Dalrymple, Jr., Librarian, and El Paso Natural Gas Company Research Library, Mrs. Yvonne Greear, Research Librarian, have joined the Center recently.

NATIONAL UNION CATALOG

The Denver Union Catalog reports holdings in full to the National Union Catalog for the following university libraries: Arizona, Colorado, Denver, Utah and Wyoming, also Texas Technological College Library. All additional libraries sending cards to Denver, are requested also to report directly to the National Union Catalog, **items for which no Library of Congress cards are available.** Such reports should be on a highly selective basis.

REPORT ON LOAN FUND

In 1954 at the Topeka, Kansas, meeting, M.P.L.A. established a Loan Fund. They made it possible for at least six persons in the seven states to borrow money to attend an accredited library school. The Loan Fund is administered by a committee of three appointed by the President of M.P.L.A.

Each qualified applicant may borrow up to \$200. The applicant for the loan must state when and where he plans to attend library school. He must sign a note stating to repay the loan in ten equal payments of \$20 each, starting two months after he finishes his library school. The loans shall be interest free until the borrower finishes his term at library school, and then one per cent per month on the unpaid balance.

At present, the loan fund has helped four students from Omaha, Lincoln, and Denver attend library school at Minnesota, Florida, and Denver, Colorado.

Anyone desiring to make application for a loan to attend library school should contact the President of M.P.L.A., Leonard H. Kirkpatrick, the Treasurer, Robert Thomas, or members of the Loan Fund Committee, Mrs. Hattie M. Knight or H. Dean Stallings.

H. Dean Stallings, Chairman
Librarian
North Dakota Agricultural College
Fargo, North Dakota

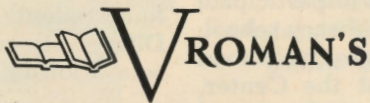
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SUCCESS STORY IN UTAH

By **RALPH THOMSON**, Associate Librarian,
University of Utah; and Legislative Chairman,
Utah State Library Association, 1956-57

Cheers for Utah! When Governor Clyde signed Senate Bills 86 and 241, it was a victory for twenty-two years of persistent effort by Utahns to provide state-wide library service.

"If at first you don't succeed, try, try again!"

The Utah Library Association has proved that this old adage is as true today as it ever was. For twenty-two years the Association, spear-headed by its Legislative Committee, has worked for a state library for Utah. In 1935 U.L.A. appointed a committee to work with the Utah State Planning Committee. By 1936, the U.L.A. committee had surveyed library conditions in Utah, made recommendations to better these conditions, and had drawn up a recommended bill to set up a state library agency with a paid secretary whose main duty would be to act as a "library organizer" throughout the state. This bill was introduced during the 1937 legislative session, but failed to gain enough support to be enacted into law.

The fate of the bill did not discourage those who had worked so hard for its passage. U.L.A. maintained a standing legislative committee to study the problem further. Each time the Legislature met, a new library bill was introduced. Each bill met the same fate as the first one, but each one had more support than the preceding one and each time an additional number of organizations publicly endorsed the idea of a state library.

New Concepts of Library Service

As the Legislative Committee studied the problems of state library service, its ideas as to what should be incorporated into the bill changed. New concepts of library service were being tried throughout the country and such important studies as the "*National Plan for Public Library Service*"¹ and the "*Public Library Inquiry*" were being published

and discussed throughout the library world. These studies had their impact on Utah.

Space will not permit a detailed review of the history of the Utah law. It should be stated, however, that due to conditions in Utah between 1950 and 1957 it was felt unwise to introduce the library bill in the 1951, 1953 or 1955 sessions of the Legislature. However, the educational program for a state library was continued and intensified. By the time Utah had a new administration installed on January 7, 1957, everything was ready to make a final all-out drive for the state library.

MPLA Lends a Hand

The passage of the Federal Library Services Act helped as tremendously, as did the meeting of the MPLA in Logan during September, 1956. New public interest was aroused and powerful support gained by the favorable publicity received from the MPLA meetings. By the time the Legislature convened on January 7, 1957, fourteen powerful state and civic organizations had publicly endorsed the idea of a state library, the Utah Legislative Council had studied the problem carefully and favored the proposed legislation; also, Utah's entire congressional delegation had written Governor Clyde and members of the Legislature urging the passage of legislation which would permit Utah to receive her share of the funds available under the Federal Library Services Act. In addition, librarians and friends of libraries throughout the state had worked hard to sell the state library bill to their senators and representatives.

Soon after the Legislature convened, Senate Bills 86 and 241 were introduced and eventually passed by both the Senate and House of Representatives with-

¹American Library Association. Committee on Post War Planning. *A National Plan for Public Library Service*, by Carleton B. Joeckel and Amy Winslow. Chicago A.L.A., 1948.

out a dissenting vote. As the bill passed through the legislative mill a few minor amendments were made and, because of the serious budgetary problems facing the Legislature, the appropriation was cut from \$145,000.00 to \$100,000.00 for the biennium 1957-1959. Governor Clyde signed both bills the last week of March and Utah librarians' dream for a state library became a reality.

Provisions of the New Legislation

What does the new library legislation do for Utah? Senate Bill 241 clarified the title of the existing Supreme Court library and changed the title from "State Library" to "State Law Library" so as not to be confused with or conflict with the new "Utah State Library" created by Senate Bill 86.

Senate Bill 86 established a State Library Commission of nine members appointed by the Governor. The following agencies are represented on the commission: State Department of Public Instruction, Law Library Board, State Legislative Council, and the State Historical Society. Five other members

are selected at large. The Commission appoints the State librarian, who selects and recommends to the Commission the appointment of all staff members. The librarian acts as the executive officer of the Commission. Provision is made for the establishment of a reference library, legislative reference service and a state library extension agency. Power is given the Commission to accept and administer gifts and federal funds and to do those things necessary to promote and extend library services throughout the state. The law also authorizes the establishment of multi-county, district or regional libraries wherever it is feasible and desirable in order to avoid unnecessary duplication in maintenance and operation and to stimulate the widest possible use of books and other library materials.

Utah now has the legislation necessary to permit her to develop libraries on a state-wide basis in line with modern library trends. It is hoped that more adequate library service for Utah as a whole and for rural Utah in particular will be achieved.

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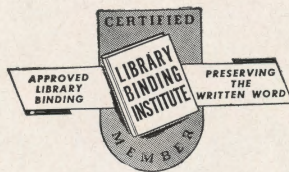
Summer Opportunities for Library Education

A convenient summary for the Mountain-Plains Region. Detailed information may be obtained by writing individual institutions.

Institution	Course	COLORADO	Hours	Credit
Adams State College of Colorado Alamosa FULL TEN WEEK SESSION June 10 to July 12 July 15 to August 16	Organization and Administration of the School Library.....		3	
	Book Selection		3	
	Supervised Practice		3	
	Classification and Cataloging.....		3	
	Reference and Bibliography.....		3	
	Advanced Classification		2	
First Five-Week Session June 10 to July 13	Organization and Administration of the School Library.....		3	
Colorado State College of Education at Greeley June 22-August 16	Organization and Administration of a School Library.....		4	
	Classification and Cataloging.....		4	
	Reference Materials for School Libraries.....		4	
	Book Selection for School Libraries.....		4	
	The Librarian and Reading Guidance for Youth.....		4	
	Audio-Visual Materials in Education.....		4	
	Literature in the Elementary School.....		4	
	Literature and Materials in the Secondary School.....		4	
	Bookbinding for School Librarians.....		3	
Colorado A & M College (new name effective May 1, 1957) Fort Collins		Colorado State University		
TWO TERMS: June 17 to July 12 July 15 to August 9	FIRST TERM: Technical Processes (Ordering, classifying and circulation of books for school or small public library).....		3	
	Reference Books		3	
	SECOND TERM: Technical Processes (Cataloging books for the school and small public library and organization of pamphlet and audio-visual material)....		3	
	Reference Books (In special subject fields in the school and small public library)		3	
University of Colorado Boulder	Audio-Visual Education (Either Term)			
TWO TERMS: June 14-July 19 July 22-August 24	Laboratory Course in Audio-Visual Materials (Either Term)			
	School Library Organization (First Term)			
	School Reference Service (First Term)			
	School Library Service (Second Term)			
	Children's Literature (Either Term)			
	Organization of School Library Materials (Second Term)			
	Literature for Adolescents (Either Term)			
	Advanced Course in Reading in the Elementary School (Either Term)			
University of Denver School of Librarianship June 24-August 23	Books for Children.....		5	
	Books for Adolescents.....		5	
	Reader Guidance in the School Library (June 24-July 26).....		2½	
	Introduction to Bibliography and Reference.....		2½	
	Library in the Elementary School.....		2½	
	Library in the Secondary School.....		2½	
	Book Selection Aids and Principles.....		2½	
	Basic Cataloging and Classification Laboratory (June 24-July 26)....		5	
	Basic Cataloging and Classification Laboratory (June 24-July 26)....		2½	
	Introduction to History of Books and Libraries.....		5	
	Literature of the Humanities		5	
	Literature of the Social Sciences		5	
	Literature of the Sciences		5	
	Librarian's Reading		5	
	Cataloging and Classification Laboratory.....		5	
	Advanced Cataloging		5	
	Technical Processes in Libraries (June 24-July 26).....		2½	
	Government Documents (July 29-August 23).....		2½	
	County and Regional Library Service (July 29-August 23).....		2½	
	College and University Libraries.....		5	
	Field Work		Arr.	
	Studies in Librarianship.....		Arr.	
	Research Methods in Librarianship.....		5	
Workshops in Librarianship	Dynamics of the Library Services Act (June 17-21).....		26	
June 17-21	Dynamics of the School Library (July 1-6).....		26	
July 1-6	Seminar in Librarianship		Arr.	
	Independent Study		Arr.	
	Research		Arr.	
Western State College Gunnison	Advanced Book Selection.....		3	
June 10-June 21	Children's Literature		3	
June 24-August 8	Survey of Library Science.....		3	
	Library Organization and Administration.....		3	
	Cataloging and Classification I.....		3	

Institution	Course	KANSAS	Hours	Credit
Fort Hays Kansas State College Hays June 4 to August 1	Introduction to Bibliography.....		2	
	Reference Books		3	
	Library Classification and Cataloging.....		3	
	Library Management		2	
	Introduction to Graduate Study.....		2	
Friends University Wichita June 4 to August 23	Book Selection for School Libraries (June 4-July 12)			
	Library Administration (July 15-July 26)			
	Children's Literature (July 15-August 2)			
	Audio-Visual Education (August 5-August 23)			
Kansas State Teachers College Emporia Department of Library Science TWO TERMS: June 3-July 13 July 15-August 24	FIRST TERM:			
	Use of the Library.....		1	
	Children's Literature		2	
	Independent Study		Arr.	
	Cataloging I		3	
	Book Selection for School Libraries.....		3	
	Introduction to Bibliography.....		3	
	Methods of Research.....		2	
	Literature of the Social Sciences.....		3	
	Special Library Materials.....		2	
	Administration of School Libraries.....		1	
	Workshop for Librarians (July 1-12).....		2	
	Seminar in Problems of Librarianship.....		1-4	
	Thesis		3	
	Use of Audio-Visual Materials.....		2	
	Audio-Visual Laboratory		1-3	
	Administration of Audio-Visual Services.....		3	
	Research Methods Audio-Visual		2-5	
	SECOND TERM:			
	Independent Study		Arr.	
	School Librarianship (July 15-26).....		2	
	Literature of Humanities.....		3	
	Reading Materials for Children and Young People (July 15-August 2).....		2	
	Library Services for Children and Young People.....		2	
	Seminar in Problems of Librarianship		1-4	
	Thesis		3	
	Use of Audio-Visual Materials (July 15-August 3).....		2	
Audio-Visual Laboratory		1-2		
Audio-Visual Workshop (August 5-17).....		2		
Research Methods Audio-Visual		Arr.		
Kansas State Teachers College Pittsburg Department of Library Science June 3-August 2	Children's Literature		2	
	Reference Books		3	
	Cataloging and Classification.....		3	
	Book Selection		3	
	Introduction Audio-Visual Aids.....		3	
	Occupational Information		3	
	Advanced Audio-Visual		3	
Mount St. Scholastica College Atchison, Kansas June 26-August 8	Children's Literature			
	School Library Administration			
Saint Mary College Xavier June 5-August 2	Reference Service (June 5-19).....		2	
	Audio-Visual Aids (June 5-19).....		2	
	Organization of Library Materials (June 19-August 2).....		3	
	Supervised Practice (June 19-August 2).....		3	
University of Wichita Wichita TWO TERMS: June 10-July 19 July 22-August 2	FIRST TERM:			
	School Library Cataloging and Classification.....		3	
	School Library Book Collection.....		3	
	SECOND TERM:			
School Library Administration.....		2		
NEBRASKA				
Creighton University Omaha June 14-August 3	Cataloging and Classification.....		3	
	Reference and Bibliography.....		3	
Midland College Fremont	Library Workshop (July 29-August 16)			
Nebraska State Teachers College Chadron June 10-August 2	The School Library Materials.....		3	
	The Library in the School.....		3	
	Library Procedures in Practice.....		2	

Institution	Course	NEBRASKA (continued)	Hours	Credit
Nebraska State Teachers College Kearney TWO TERMS: June 3-July 26 July 27-August 10	School Library Organization.....		3	
	Librarian in the School.....		3	
	Classification and Cataloging.....		3	
Nebraska State Teachers College Wayne June 3-July 26	Classification, Cataloging and Administration.....		3	
	Reference and Book Selection.....		3	
Nebraska Wesleyan University Lincoln June 10-August 2	Library in the School; Theory and Practice			
	The Library in the School.....		3	
University of Nebraska Teachers College Lincoln June 12-August 2	Library Cataloging and Classification.....		3	
	Literature for the High School Age.....		3	
	Improvement of Reading in Secondary Schools.....		3	
	Library Book Selection.....		3	
			3	
University of Omaha Omaha TWO TERMS: June 10-July 13 July 15-August 17	FIRST TERM:			
	The School Library (Organization, Administration and Services)....		3	
	School Library Techniques I (Elementary Classification and Cataloging)		3	
	SECOND TERM:			
Literature for Children.....		3		
NORTH DAKOTA				
State Teachers College Mayville, N.D. June 10-August 2	Cataloging and Classification		4	
	Book Selection		4	
	Library Usage		2	
State Teachers College Valley City June 10-August 2	Library Practice Work			
	Methods of Teaching the use of the Library			
SOUTH DAKOTA				
University of South Dakota Vermillion June 10-August 9	(Six Weeks — June 10-July 19)			
	Acquisition and Organization of Library Materials.....		3	
	Book Selection in Adolescent Literature.....		3	
	The Library and Society.....		3	
	Children's Literature		2	
	(Nine Weeks — June 10-August 9)			
	Audio-Visual Education		2	
	(Three Weeks — July 22-August 9)			
	Library Practice		3	
	Yankton College Yankton June 4-July 6	Library Management		
Literature for Children				
Literature for Young People				
UTAH				
University of Utah Salt Lake City TWO TERMS: June 17-July 23 July 25-August 30	FIRST TERM:			
	Reference Work			
	Cataloging			
	SECOND TERM:			
	Book Selection			
	FULL TERM:			
	Advanced Cataloging			
Individual Research				
Utah State Agricultural College Logan June 10-July 12	Reference Material		3	
	Book Repair and Binding.....		2	
	Cataloging and Classification.....		3	
	Library Administration		3	
	Book Selection		3	
	Readings-Conferences		Arr.	
WYOMING				
University of Wyoming Laramie First Term: July 10-July 12 Second Term: July 15-August 16	FIRST TERM:			
	Literature for Children.....		3	
	Recent Trends in Children's Literature.....		2	
	Administration of the School Library.....		3	
	Library Practice		2	
	SECOND TERM:			
	Selection and Use of Library Material.....		3	
Reference Services in the School Library.....		3		



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