

MANITOBA LIBRARY ASSOCIATION BULLETIN

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CONTENTS

Library Assistants' Course.....	Gertrude Perrin.....	2
Children's Books.....	Helen Robertson.....	3
In Memorium		
Myrtle Lewis.....	Margaret Mackenzie.....	7
Ruby Wallace.....	Margery Morley.....	9
Dictionary of Manitoba Biography.....		9
Library Association Co-operation...Phyllis Lapworth..		10
Scholarship Winners.....		13
Dictionary of American Slang.....	Mathilda Dunbar...14	
Mistaken Mystique.....	Elinor Woods...17	
News		
Librarians.....		18
Libraries.....		19
Literature.....		19
Meetings.....		20

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SPECIAL REPORT

LIBRARY ASSISTANTS' COURSE: PROGRESS REPORT

Gertrude B. Perrin, Instructor,
Manitoba Institute of Technology.

Having completed the first year of instructing the course for Library Assistants' at the Manitoba Institute of Technology, I am pleased to report on the 1963-64 class and the 1964-65 class, now in progress.

Of the sixteen students who registered for the course in 1963-64, fifteen completed the course in June, 1964; and, to my knowledge fourteen are now working as assistants in various libraries. Four of the Library Assistants are employed in academic libraries, two of which are outside Manitoba; one is in charge of a school library; three are working in special libraries, and the remainder are employed in public libraries.

Upon completion of six month's employment in libraries, these students will be eligible for certificates issued by the Manitoba Institute of Technology. The certificates will probably be granted at graduation exercises in the spring of 1964 when the two-year courses hold their graduation.

This year our class numbers fifteen, including three from outside Manitoba. There are six students from points in Manitoba outside the City of Winnipeg, which is very gratifying, as it was the hope of those who designed the course that some students from rural areas would be attracted to this course in view of the steady increase in the number of regional libraries being established.

All reports received from the 1963-64 class indicate that they are liking their work and are most enthusiastic. I was most pleased to hear from one student that she is already planning to go to University and thereafter complete the course in Library Science.

THE CHALLENGE OF WORKING WITH CHILDREN'S BOOKS*

Helen S. Robertson
Supervisor of Children's Work
Winnipeg Public Library

When I was asked to speak to you at this Brandon Convention the request was to give a practical talk, that would be useful to Manitoba Librarians, who are working with children.

I realize that because I am not working in two fields (as most of you who are working with children and adults must do), I have more time to give to the preparation of talks to Home and School groups, teachers and other associations who ask for speakers.

So I have listed some of the things I have found most successful in speaking to adults about children's reading. I hope they will be useful to you the next time you have this sometimes difficult task to do. Here they are:

1. The importance of reading for children.
2. What are children to be given by parents, teachers and librarians to read.
3. How are we to gauge the importance of a children's book.
4. What is the best way to introduce these books to children.

I don't think that mothers ever need to be convinced of the importance of reading in the lives of their children. To me the pleasure which comes when I settle down with a good book, is now and was in the days when I was a child, one of the chief delights of living.

It is interesting though to see what specialists in other fields than library science, have to say about the benefits that reading brings to children.

A British doctor feels that many children are under pressure from the forces that they have to cope with

*Talk given at the Annual Meeting, Manitoba Library Association, Brandon, Manitoba, May 30, 1964.

in every day living, and when they can relax with a book written by an author who understands childhood, they are entering a world of safety and beauty that is very important to their well being.

This was confirmed the other day when I was speaking to a group of teachers. In the discussion that followed, it was generally agreed that the best time to read aloud to a class of children was when they were so unruly that nothing else could settle them down. Another opinion on reading and its importance to children was expressed by a University professor. He said it was quite obvious which students who wrote essays for him, had a background of good reading; all he had to do was to look at the writer's vocabulary.

Children themselves instinctively realize this. I have some favourite quotes from a number of comments on libraries, written by students in Grade six. A boy thirteen rather poignantly wrote, "Foreigners like me, by reading a book, learn the language of English". Another girl of twelve wrote, "Some children are lonely, they don't have friends or places to visit, or even games to pass the time. Without the library and the books from it, these lonely children may grow up to be ignorant, unfriendly and not too smart".

The importance of reading established, the next thing is, what are children to be given by parents, teachers and librarians to read? Because all parents want the best for their children, how can they make sure that the books close at hand are the important ones? The ones that will give the experience, the pleasure and the fun that we want them to remember from their books when they leave childhood behind.

Right now I would like to mention a common error made by many people; they confuse a good book with a dull book. If it was dull it would not be an important book, no matter how expensive its binding and illustrations, nor how learned its author. Another misconception held by a number of people is that when we mention a good book we are speaking exclusively of the established familiar classics. It is true we still think

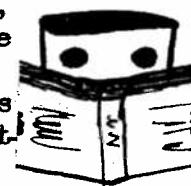
Treasure Island is a good book, also Little Women and Alice in Wonderland (although it is usually read to children when they are too young for it).

There are, however, a small number of good books published every year, books that have that spark of originality and vitality that will keep them in print from one generation to another. Books like The Lion, The Witch and the Wardrobe, The Borrowers or Owls in the Family. These are the books that we have in mind when we stress the importance of reading the right book at the right time. They will seldom come back to them if they miss them now.

This introduces another real problem; how do we tell whether a book is one of the important ones? Books of information, and these are the books that teachers must appraise first of all, are judged by different standards than those that are to be read purely for pleasure. Informational books must be written first of all by an authority on the subject. The information they contain must be scaled to the age group for which they are intended. The diagrams must be clear and the illustrations accurate. They must be written in acceptable English. Informational books by their very nature go out of date quickly, and therefore are transient in their importance.

Books written for children's pleasure must be judged by different standards. If they are really good, they will stay in print from one generation to another. These books are much harder to write, and we have found, in most public libraries, the best method of judging them is to compare them to books that have proven their worth. If it is a story of family life for girls we place it next to Little Women. If it holds its own it is a good book. If it is a story of bucaners we compare it to Treasure Island. If it is a story of fantasy, the very hardest type of story to write well, we place it beside Alice in Wonderland. This does not mean that they must be carbon copies of the originals. It does mean that they must match them in originality, in vitality in depth of imagination, and in sincerity of writing.

This is why each year's output narrows so quickly when it is a question of reprinting. Peter Rabbit and Babar have been translated into thirty different languages



and Mr. Popper's Penguins, which came out in 1938 has been reprinted thirty-five times (100,000 copies each time) However many, many titles are never reprinted at all, and this in spite of the fact that a number of them have been very widely advertised.

How are we to introduce these books to children? This is a stumbling block to numerous parents, teachers and librarians. The very best introduction to important books is to read them aloud. Don't give up too easily, three chapters is a good number to read aloud to find out if this is going to be a successful book for you. Not every important book will be a favourite with every child, any more than all adults will enjoy the same books.

I can truly say that I believe that one of the deepest satisfactions librarians, teachers and parents can receive from life, is in watching a boy or girl really absorbed in a well-written book. It is just like knowing you have money in the bank. You never know when it will be needed most, until the time comes. In the same way the experience a child is gaining from his book will be stored away, to be brought from his memory and used when he needs it most, later on in life.

The challenge then, for all those librarians who work with children is to "see that all children, wherever they live and whatever their circumstance, may have easy access to the best in children's literature, which is their heritage."

DATE DUE			

Have you renewed your MLA membership for 1965?

IN MEMORIAM

MYRTLE LEWIS

In the passing of Myrtle Lewis our Association has lost one of its founding members and a valued friend. To those who knew her well, and there were many, she belongs in the special place reserved for such questing spirits as Elizabeth Dafoe and Leslie Johnston.

Miss Lewis was born near Killarney, Manitoba and received her early education in Alexander. She graduated from the University of Western Ontario in 1910 and returned to Winnipeg where she attended Normal School. Her first teaching post was in Carnduff, Saskatchewan and later she went to Deloraine to be assistant principal in the High School.

In 1917 she came back to Winnipeg to a position in the Attendance Branch of the Department of Education, which at that time was located in the Imperial Bank Building at Bannatyne and Main. In 1916 the Department had set up a school libraries branch and in February 1920 Miss Lewis became its second librarian, almost simultaneously with the move to the new Legislative Building. The chief function of the new library was the administration of library grants to schools which had been established as the result of a 1915 survey of rural school libraries. Initially the annual expenditure was set at ten dollars per teacher in one-room, two-room and elementary schools. As Miss Lewis said in her final report the grants were never intended to supply sufficient reading material but "to lay the foundation on which libraries could be built" and during her years in the library she had the satisfaction of seeing them more than doubled. Book selection for the annual lists sent out for the teachers' guidance was an important part of Miss Lewis' work and once requisitions were returned many long evenings and Saturday afternoons were spent in processing the orders. As the years went by the work of the library grew and Miss Lewis cheerfully assumed additional duties. These included the maintenance of several special collections, the Open Shelf Library, the Margaret Johnson Memorial Library, both of which were professional collections

for teachers, and for many years the Travelling Libraries as well.

Although she retired in 1955 after thirty-eight years of devoted service, Miss Lewis did not retire from the library scene in any sense of the word. She worked part time, first at the Winnipeg Public Library, and then at the Elizabeth Dafoe Library where she was a vital part of our organization until the time of her illness.

She was an active member of our Association and also of the Canadian Library Association. At the 1949 Winnipeg conference of C.L.A. she chaired the section on Young People's Interests. But her interests were not limited to the library profession. She was a charter member of the Business and Professional Women's Club of Winnipeg and served a two-year term as President from May 1934 to April 1936. She was President of the University Women's Club for 1923/24 and it was as a committee member from that same club that she helped lay the groundwork for the formation of our own organization in 1936. She also belonged to the Manitoba Historical Society, the Manitoba Geographical Society, the Winnipeg Classical Club and the Alumni of the University of Western Ontario. She was a faithful adherent of St. Margaret's Anglican Church.

It is gratifying to note that the Province continued to honour Miss Lewis after her retirement. In 1961 at the time of the twenty-fifth anniversary of the Manitoba Library Association, the Minister of Education, Mr. McLean, presented her with an official Manitoba pin in recognition of her continued service to the profession. Then in 1964 she was made an honorary life member of the Manitoba Government Employees' Association and presented with an illuminated scroll.

Her friendships were many and varied, extending her circle of influence to young and old. Her memory will remain in our hearts.

Margaret Mackenzie,
Head Librarian, Reference Dept.,
University of Manitoba Library

RUBY EVELYN WALLACE

Ruby Wallace was Chief Librarian of the Cape Breton Regional Library located in Sydney, Nova Scotia. She died in the Halifax Hospital in November, 1964.

After graduating from the University of Western Ontario, Ruby became Children's Librarian in Kitchener, Ontario, and Chief Librarian in Niagara Falls. She then moved to the Maritimes to make her home and became Chief Librarian of the Cape Breton Regional Library. It was as President of the Canadian Library Association-Association Canadienne des Bibliothèques, at the conference held in Winnipeg, that most Manitobans came to know her. We were saddened at the news of her passing, and join others in extending our deepest sympathy to her family and to those with whom she worked.

Marjorie Morley,
Past President, M.L.A.

DICTIONARY OF MANITOBA BIOGRAPHY

Any member of the Manitoba Library Association interested in working on this dictionary should contact Miss Marjorie Morley at the Provincial Library. In the main this will be compiling of information from various sources on 8 x 5 cards. A list of names will be given to each volunteer so that there will be no overlapping in the work.

As this is to be the proposed centennial project for the Manitoba Library Association we are happy that everybody will be entering into it. We hope that assistance will come from everyone in the Association.

The committee will present a report at the next annual meeting of the Association on the work done and the feasibility of continuing the dictionary through to its completion.

INTER-LIBRARY ASSOCIATION CO-OPERATION, COMMUNICATION, CO-ORDINATION

Phyllis Lapworth, Chief Librarian
Medicine Hat Public Library
Medicine Hat, Alberta.

(Partial text of a paper presented to the Western
Library Association First Regional Conference at
Calgary, May 20-22, 1964)

"The broad objectives of a library association are the furthering of library service, the profession of librarianship, and the social and cultural welfare of the country. The last named is in the long run the most important; the first two in fact are important only to the extent that they contribute to it."

It is not enough for us to attend conferences to exchange experiences and discuss common problems; we must work together as members of a professional organization whether it be CLA, BCLA, Alberta LA, Saskatchewan or Manitoba Library Associations; this is our responsibility, to advance our profession, since we all benefit from the results. Professional pride should make us want to be a part of whatever association we are thinking of, provincial or national; when we join a library association, we become a part of an organization which largely shapes the destiny of librarianship. Participation in association activities and committees helps to broaden our library horizons, to help us remember that our own library is the be-all and end-all of existence to ourselves only - we're all too prone to be local-minded, instead of provincial and national-minded. Membership in any association helps every member who takes an intelligent interest in library affairs, to develop into a much better librarian - and to this I can personally attest, in twenty years of library experience and in membership in BCLA, Ontario LA and Alberta LA, but especially CLA.

*David Clift, "The Role of Library Associations; a symposium," Medical Library Bulletin, LXI(Jan., 1963)44.

This conference from the start has attempted to "accentuate the positive"; in its planning stages, as it developed through the program committees, and now in its actuality. Only if we are prepared to "accentuate the positive", to give specific suggestions for improving our inter-association, co-operation, to be willing to contribute, to act, to participate, are we ever going to accomplish anything, individually or collectively, as librarians.

My own suggestions for co-operation are as follows:

A. With other provincial associations

(a) Where committees of provincial and national associations are similar, such as Legislation, Recruitment, etc., could copies of reports of activities of these committees be circulated to chairmen of their counterparts in each provincial or national association, to make each one more aware of the others' activities?

(b) Could Association Bulletins, Presidential Newsletters, etc., circulate among the provincial association presidents or secretaries, and the CLA office, if they do not already so circulate? Free of charge, or should each association pay a token membership in other associations?

B. With National Association

(a) Each provincial association appoint a member for a two or three year term to represent his or her province on LILACS (CLA's Inter-library Association Liaison Committee); preferably a past-president, but not necessarily.

(b) Provincial bulletins, reports, newsletters to be sent to the Chairman of LILACS who could be appointed from among the membership (which includes editors of newsletters and bulletins, and chairmen of special groups such as Special Libraries and the Institute of Professional Librarians).

(c) CLA could appoint a Chairman to head LILACS, or as above, the chairman could be elected from among association members.

(d) Representatives of provincial associations could make recommendations for changes or improve-

ments in structure of parent body's committees, methods of communication, exchange and amount of publication, legislation and procedure, and program in other words, what they would like to see discussed at CLA conferences, and how communications could be improved.

(e) Representatives of provincial associations could ask their own groups to act upon suggestions from Chairman on behalf of CLA, an example of this is the request made last fall to urge the provincial governments to include library buildings in their own Municipal Loan Fund. This request was made by the LILACS Chairman, of all LILACS members.

(f) Items about LILACS could be carried in Feliciter and in each provincial newsletter or bulletin, to maintain a closer, year-round Liaison instead of the ineffective annual meeting and get-together at CLA; certainly LILACS should meet once a year at CLA, but this should not be their only means of inter-association communication.

(g) Would it be possible to have CLA meet every other year, and regional CLA institutes or conferences meet in the alternate year, in West, Middle East? CLA office could do with a year in which to execute projects, not conferences.

C. With regional associations such as PNLA

Perhaps it is in order to suggest that only associations with large memberships can afford to join regional associations, since it is hard enough to fill executive offices for provincial groups; regional associations require standard committee positions from each member group, and there just are not enough to go round in small associations.

The value of membership in regional associations presumably lies in the fact that common interests of like groups lead to programs which can provide much more specific help, since they are geared to serve an extremely wide variation of membership.

Projects such as Bibliographic centers, inter-library loans, and others are more effective when backed by larger budgets and higher membership demands on their services, resulting from publicity among more members.

D. With other national or international associations

Such membership, in my humble opinion, is excellent for individuals who wish to keep up with the latest developments in their fields in the United States or in the world at large, through attendance at American Library Association Conferences, IFLA, and by subscribing to the publications of the general and specific divisions of these associations. Quite often, the American Library Association provides a program which meets the needs of Canadian librarians as CLA cannot, and again for such individuals, membership in the ALA is a distinct advantage. I refer to Special Libraries especially.

E. With professional institutes of librarians

Co-operation with such groups is most desirable in associations with large memberships, who can afford to take the time to improve their own professional standards, after the standards for better library service to the publics they serve have been met by programs of the respective provincial and national associations.

SCHOLARSHIP WINNERS

The Manitoba Library Association Scholarship winners for 1964 are Miss Keiko Nakai and Miss Kristin A. Josephson Both are attending the University of Toronto Library School.

Miss Josephson received her B.A. from the University of Manitoba in 1961. Until her entrance into Library School, she worked in the River Heights Branch of the Winnipeg Public Library.

Miss Nakai received her B.A. from United College in 1964. She has worked part time in the Library of the College and upon graduating worked at the University of Manitoba Library.

DICTIONARY OF AMERICAN SLANG CONTROVERSY

Mathilda Dunbar

(Last summer an American friend described a personal experience which interested me greatly. Though at first it seemed quite remote from the Manitoba library scene it occurred to me that other librarians might be equally interested. Mrs. Dunbar very kindly consented to write the tale. Here follows her modest account and the report of the California State Library Association. -----
The Associate Editor).

Although the controversy concerning the Dictionary of American Slang, by Wentworth and Flexner has long subsided, the problems relating to censorship, book selection and book evaluation go on. From a study I made several years ago concerning what books, at various periods of history, were considered unfit for the innocent --our youth--I learned that there have been individuals and groups since books were created who set themselves up as censors, including those with good intentions and those with ulterior motives.

How I, a struggling high school librarian overburdened with the many details in the closing of the school year and plans for a summer in Europe, became involved in the controversy is quite simple. The Dictionary, published in 1960, had been on library shelves for two years and did not come to the attention of the California public until the State Superintendent at loggerheads with the State Board of Education, decided to bring his problems to the people. Among the various devices which he employed was a statement that the Dictionary was a dirty book. This appeared in headlines in various California papers including our local daily.

In 1960, having had some library training, I left the position of teacher of English in the Oroville High School to take charge of two libraries in the community. As the library where I had been teaching was extremely substandard, my aim, highly endorsed by the administrators, was to build a library. Reference books were among my immediate concerns, and I felt that there

was a need for a dictionary of slang. When a student inadvertently turned in a copy belonging to the county library, I viewed it casually. The reviews which you may refer to in Book Review Digest for 1960 were all high in their praise of the book. I ordered the book and it arrived about a week before the Superintendent's statement. It was still in its shipping box when a reporter from the local paper who always was antagonistic to the local high school system, came to see me. I told him simply that I had ordered the book but it had not been processed or placed on the reference shelves. A news story appeared in the paper, somewhat misleading factually and the community became aroused.

Meanwhile someone had made a list of "dirty" words and this list was presented by a local politician at the next school board meeting. I was present and had given my Superintendent the book reviews from various sources such as the London Times, New York Times, Saturday Review of Literature, etc. The Superintendent explained to the man that we did have a written book evaluation policy and all he needed to do was write an evaluation of the book, present it to the board of education, and it would be reviewed by a committee of five who would present a decision. I presented my point of view at this meeting and explained why I had purchased the book. I said that the book was for reference and that the writers did not create the words which might be taboo in certain sections of the country. Words in themselves were not dirty; it is only people with dirty minds that make them so.

Of course, as a result of the meeting, there was much talk, much misinformation. I was praised by some for taking a stand and condemned as unfit to direct youth by others. A radio station repeated my statements on the air and various newspapers quoted and misquoted me.

The man who presented the list of words to the board refused to write an evaluation, no one else volunteered, so consequently a member of the board presented one to the trustees, a committee was appointed, and a definite statement was made. As I was in Europe by this time, I missed the meeting, and the matter had been settled by the time I returned. The committee concluded that the words considered dirty could be found in any

unabridged dictionary but because of the controversy thought it wise to keep the book from appearing on the high school shelves. The California State Library Association made a report. Educational groups including the National Council of the Teachers of English supported the book.

My view of the entire matter is this: As a librarian it is my business to select the best books for the amount of money my budget provides. With little time available for book selection, I have to rely on recommended lists and book reviews. When I find a book that is a poor selection, I quietly remove it from the shelves. When I find that students become interested in a book for reasons other than those for which the book was intended, I remove it. I believe that youth should be free to read; it is the business of education to teach young people to think and evaluate, keeping in mind always that books are no better than their creators. Students with adequate training will not be gullible.

From my experience I learned how easily a community can become aroused and how little thinking the average adult does. Although I never saw the list of words, I discovered that it had been widely distributed among the people of Oroville. I think it is important that librarians be able to take a stand. A written policy is a must for every library.

REPORT OF THE CALIFORNIA LIBRARY ASSOCIATION, June 29/63

The Board of Directors of the California Library Association deplores the hysteria which is sweeping the State in connection with the Dictionary of American Slang by Harold Wentworth and Stuart Berg Flexner, published by the Crowell Co. in 1960. This book is a standard, reliable reference work of 669 pages containing 20,000 definitions. It deals with the origin, history, and usage of slang words and phrases; entries come from every period of American history. Its treatment of the taboo words relating to sex is factual and historical; such words from only a small part of the whole, and taboo and derogatory terms are clearly indicated as such. This book has a legitimate place in the reference collections of public, high school, and college libraries.

The attacks made on the book constitute book censorship. The book has been judged on the basis of excerpts; its removal from libraries has been ordered in response

to pressure groups whose admitted concern is not with the book but with its exploitation in a battle of ideologies. If any individual believes the book to be obscene he may take action under Section 311 of the Penal Code of the State of California.

Attempts by pressure groups to force removal of books from libraries are a violation of a basic principle of our democratic society — the principle that each individual has the right to freedom of choice in his reading material. Free men must stand firm on democratic principles and must exercise the responsibilities that accompany their rights.

The Mistaken Mystique by Elinor Woods

The following poem is printed with the kind permission of the author, who was prompted to write it after reading Betty Friedan's Feminine Mystique.

I've been readin' Mrs. Friedan, that gal who's been leadin'
A latter-day women's revolt;
The neuroses she notes with case histories and quotes
Give the reader a terrible jolt.

The mystique's a mistake an' we've simply been taken
For all that we've got, by the slob
In the grey flannel suit, who rakes in the loot
For the Madison Avenue mob.

We're consoled to be told in syllables bold
That when we're inclined to be bitchy,
We are not giving in to original sin—
It's just that our talents are itchy.

Just living for others as cannibal mothers
Is a definite sign of regression;
Far better risk rabies than too many babies—
Make a pedigreed pup your possession.

Don't rely on your charms or the smile that disarms,
You have nothing to use but your brains;
The men who are tender to feminine gender
Are mostly vestigial remains.

So up, gals, and at 'em, no longer sub stratum,
Let our learning our living illumine;
Though not all Ph. D's, we can still by degrees
Restore the proud status of woman!

September, 1964.

NEWS

Librarians...

Miss Evelyn Antonick, Supervisor of Extension Services, Winnipeg Public Library, after a whirlwind holiday romance, left to be married in Philadelphia. Mrs. Judith MacAnanama, B.A., B.L.S., was promoted to Librarian II and is now operating the Extension Services, bookmobiles and schools.

Miss Dorothy Robinson, B.Sc., B.L.S., was promoted to Librarian III and is now Supervisor of the Central Library Public Services, Winnipeg Public Library.

Mr. Harry Easton, Chief Librarian, Winnipeg Public Library, attended the opening of the new Medicine Hat Public Library in October. He also visited Regina, Calgary, Edmonton and Saskatoon to see the new library buildings and plans for those soon to be built.

Mrs. J. A. Koke has joined the staff of the Depts. of Health and Welfare Library. She is a graduate of the Library Assistant's Course of the Manitoba Institute of Technology.

After travelling and working in Europe for two years, Miss Janice Dietch, B.A., B.L.S., has returned to Winnipeg and is now working at the University of Manitoba Library.

Miss Jan Macdonald, former Editor of the Bulletin has returned to Toronto after spending three years in England. She is presently with the Cooperative Book Centre of Toronto.

Libraries

Beginning in October, 1964, the Winnipeg Public Library opened its Downtown Branch on Sunday afternoons for a trial period. This proved so successful that it is to be continued permanently.

On December 4th, 1964, the Munroe Branch of the Henderson Regional Library was opened. It is located at 521 London Street in the Munroe Shopping Center.

Literature

Libraries and Automation; Proceedings of the Conference on Libraries and Automation, held at Airlie Foundation, Warrenton, Virginia, May 26-30, 1963 under the sponsorship of the Library of Congress, National Science Foundation, and the Council on Library Resources. Edited by Barbara Evans Markuson. Superintendent of Documents, Washington, D.C. 20402. 1964. 268 pp. \$2.75.

Library Catalogs: Changing Dimensions, edited by Ruth French Strout. University of Chicago Press, Chicago. 1964. 127 pp. \$3.75.

Papers presented at the 28th Annual Conference of the Graduate Library School of the University of Chicago, August, 1963.

Standards for Children's Services in Public Libraries, by the Subcommittee on Standards for Children's Service of the American Library Association. ALA, Chicago. 1964. 24 pp. \$1.00. (25-49 copies - 75¢ each)

Library Manual: A Study Work Manual of Lessons on the Use of Books and Libraries, by Marie A. Toser. 6th ed. H. W. Wilson, N. Y. 1964. 118 p. \$1.25.

A new edition of this classic which introduces the use of books and the library to high school students

Proceedings of the 19th Annual Conference of the Canadian Library Association, Halifax, Nova Scotia, June 7-12, 1964. CLA, Ottawa. 1964. 96 pp. Apply.

The theme of the Conference was, "Libraries and Canadian Dualism".

Librarians! Trustees! Mutual Opportunities for Progress
Proceedings of the one-day workshop of the 19th Annual Conference of the Canadian Library Association. CLA, Ottawa. 1964. 70 pp. \$1.50.

A Basic French Booklist for Young People 12 to 18 Years of Age, compiled by the staff of the Ottawa Public Library. Available from Miss K. Mills, Ottawa Public Library, 114 Metcalfe St., Ottawa 4, Ont. 1964. 40 pp. \$1.00.

To The Librarian: Library Projects on Human Relations, prepared by the National Conference on Christians and Jews. Available from the Lazrus Library of Intergroup Relations, National Conference of Christians and Jews, 43 West 57th St., N. Y., N. Y., 10019. 1964. Single copies free.

Meetings

The first General Meeting of the Manitoba Library Association was held on October 6, at the Manitoba Hydro Building. The speaker was Mr. C. J. Dafoe of the Winnipeg Free Press. Mr. Dafoe's topic was to be "The Changing Role of the Press", but after a very amusing introduction to the topic he dispensed with it and spoke on a subject "more dear to his heart" - Shakespeare! Needless to say, it was a topic enjoyed by all.

A joint meeting of the Manitoba Library Association and the School Libraries Section was held on November 24, at Sisler High School. Mr. Harry Newsom gave a most interesting talk on the relationship between the school libraries and other libraries in the community in serving the student. Mr. Newsom is Supervisor, Winnipeg School Division No.1. (Ed. note: Mr. Newsom's speech will be published in a future issue of the Bulletin).