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WINTER 1972

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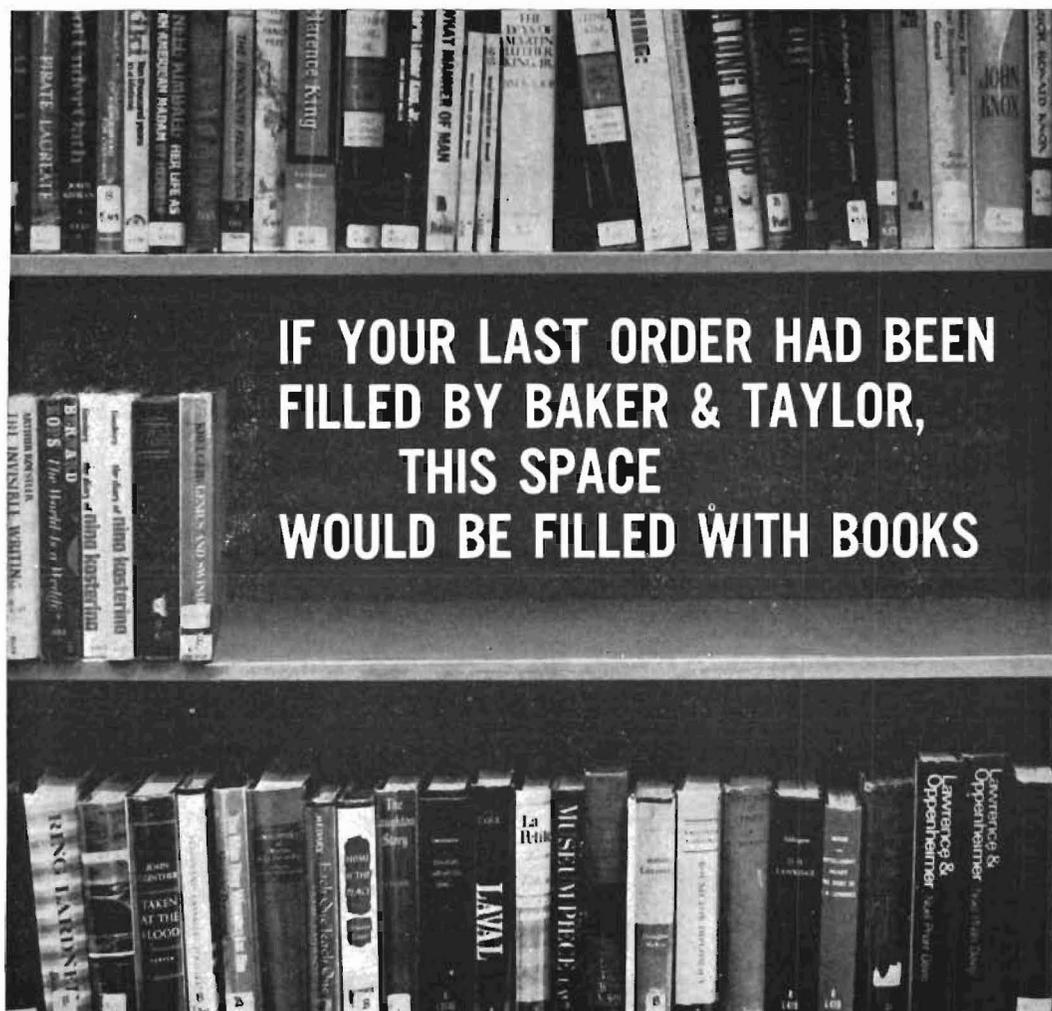


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The APLA Bulletin is the quarterly organ of the Atlantic Provinces Library Association representing every type of library serving the provinces of Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland.

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- 80 From the President's Desk.
- 81 Workshop on French Canadian Literature.
Jocelyne LeBel
- 85 The Rabbit Hole.
Marilyn Read
- 87 The Question of Deposit Collections of Government Documents.
Mary Beth Harris
- 90 The Library Administrator Looks at the Library School Student.
M. Eileen Travis
- 94 Breaking User Boundaries or Books by Mail for the Atlantic Provinces.
Bonnie Waddell
- 97 Out of the In Box.

WINTER 1972, VOL. 36 NO. 4

FROM THE PRESIDENT'S DESK

The Atlantic Provinces Library Association has received from the C.L.A. — I.B.Y. committee a grant of three thousand dollars, to be used in resurrecting the *Atlantic Provinces Checklist*. The Executive, and I am sure all librarians in the area, are most grateful to the committee and the Secretary of State's Department, for making this possible. Mr. J. C. Harrison and the Publications Committee, are now considering how the money can best be utilized. Any suggestions and especially any offers of assistance in indexing and editing will be most gratefully received.

The three thousand dollars will not be adequate to complete the task of updating the Checklist. Your executive would be most grateful for any suggestions of pos-

sible sources of additional funds.

Plans for the Annual Meeting, to be held in Prince Edward Island, are being made. The dates set are May 4, 5 and 6. This is timed nicely to coincide with the opening of our lobster season. The local committee will be making a general mailing to the membership early in the New Year. I would like to emphasize the urgency for making your hotel reservations as early as possible, as 1973 is going to be a very busy year.

Come help us celebrate our Centennial.

Don Scott
President

DALHOUSIE SCHOOL OF LIBRARY SERVICE — ACCREDITATION

On January 30, 1973, the Executive Board of the American Library Association voted to nullify the 25 June 1972 decision of the Committee on Accreditation, confirming the Dalhousie School of Library Service programme. The Executive Board also voted to grant accreditation to the Dalhousie programme.

Note: Further details were not available at time of going to press.

WORKSHOP ON FRENCH CANADIAN LITERATURE

JOCELYNE LeBEL

On November 24 to 26, 1972 the School of Library Service at Dalhousie University sponsored a Workshop to consider the problems associated with providing French-Canadian materials in the schools and libraries of the Atlantic Provinces. The Workshop was underwritten by a grant from the Secretary of State as part of Canada's contribution to International Book Year. Attending the Workshop were teachers, school administrators, librarians, and library school students. 65 delegates were present from Nova Scotia; 12 from New Brunswick; 7 from Prince Edward Island; 6 from Newfoundland and 5 from Ontario. It is planned to publish the Proceedings of the Workshop.

Miss Jocelyne LeBel, from the Legislative Library in Fredericton, N. B., attended the weekend session. Following is her personal reaction to the Workshop.

When I was asked to write my impressions on this Seminar, I was very pleased because I felt that I would finally get the opportunity to express my views which I hadn't had a chance to express during the weekend. The following remarks are very personal. They might be biased, subjective and unorthodox, but they are mine.

My impressions of the weekend as a whole are very favorable. I felt that this weekend had been carefully prepared, that the speakers had been well-chosen and most of all I felt welcomed by the staff of the Library School. All provinces were well-represented but there should have

been more people. I am sure that all Librarians of the Atlantic provinces would have benefited from this workshop. The people who were there were friendly, discussions were relaxed and often informal. I am sure that everybody who was there went home feeling that they had learned something of value for their work.

As for the papers, since they are going to be published and distributed by Dalhousie University in January, I don't feel that I have to go into their content very deeply. I would rather express my reactions to each one of them.

Mr. Paul Gaudet of the Federation Acadienne de la Nouvelle-Ecosse, gave the first paper. The purpose of his presentation was to explain and describe the sociological and cultural context of the Acadian in the Maritime provinces. While I found Mr. Gaudet's paper very informative and very interesting, I did not feel that his approach to the subject was the right one. To me, it sounded like the smug Acadian who feels he's done something great because he can still speak French. Mr. Gaudet's idea was to "share" our culture with our English-speaking neighbours. The idea of sharing is all well and good, but in order to share you first have to have something to offer. We Acadians speak French — sometimes not too well we are told — and we share a not too unusual historical background but we do not have a culture. In Acadia, there are no poets, no authors, no playwrights (dramatists), no musicians, not too many historians, but most of all, we do not have

a common national ideal.

While I am not familiar with the situation of the Acadians in the other provinces, I think that, in New Brunswick, there seems to be a revival or an awakening of the remaining Acadians. We now have at least one renowned author, Miss Antonine Maillet. We also have a crop of young singers and poets. Moreover, many groups in different parts of the province are trying to define their needs and to acquire an identity of their own. Also, the Societe Nationale des Acadiens has become much more aggressive in its demands to the government. It seems to have taken a much stronger stand in social and political affairs. However, until these efforts are done on a province-wide basis and even on a maritime provinces-wide basis, things won't change and the Acadians will remain a disbanded minority trying to survive in surroundings that do not lend themselves to encouraging a French culture.

Mrs. Carin Somers also had a very interesting presentation. From my point of view, it was an outstanding one because for the first time since I've been dealing with libraries, I was able to get a good grasp of library service in the province of Nova Scotia. Mrs. Somers' paper pointed out the regions where there were francophones and what kind of library service they were getting, as well as the particular problems encountered in establishing this service. Nova Scotia seems to be doing a fair amount for Acadians in their library service. The problems encountered seem to be the standard ones: indifference, lack of funds and lack of understanding of libraries. One point that was brought up which I strongly agree with is that there should be French-speaking professional Librarians where there is a need for them. It is all well and good to speak French, but one also needs to understand the situation of the people before one can really help them.

Being more familiar with the Albert-Westmorland-Kent Library region, I thoroughly enjoyed Mr. Claude Potvin's

presentation. I just wish that he could have been there himself. I am sure that his presence would have given us an even greater insight to his region and the work that he has accomplished. New Brunswick seems to be faring well in its service to French-speaking citizens as compared to the other provinces. The Moncton Region provides just as good a service in French as it does in English. Many members of the staff, as well as professional librarians are French-speaking. The problem in Moncton and elsewhere, no doubt, is that people think the library is a middle-class institution and that many people feel that they do not belong there.

I know for a fact that not all regions of the province are as well served as the Moncton area. The North-Eastern and North-Western parts of the province have been very slow in getting their library service. This situation does not apply to libraries only; northern New Brunswick seems to be considered as a 'no population land.' The City of Bathurst became Regional headquarters for the North-Eastern part of New Brunswick (Gloucester County), in 1967. There are no branch libraries anywhere else in this region so far, although there is talk that a branch will be opened in Caraquet soon. The Bathurst region has now been amalgamated to the Restigouche Region to form the North Shore Regional Library. Restigouche County has much better library service, with bookmobiles and branch libraries, than Gloucester has. However, it was established before the one in Gloucester and due to the fact that all the larger communities poured their centennial grants into the Library fund, branch libraries were established much sooner.

The North-Western part of New Brunswick received its first library service in 1971, with the establishment of the upper Saint John Regional Library with headquarters in Edmundston. Although Claude's paper was very informative about his region, a similar paper to that of Mrs. Somers would certainly have given a better insight into the situation of the French population of New Brunswick as far as library service goes.

The presentations made by the representatives from Quebec were all outstanding. These people came to us with something to offer that was their very own. Their papers clearly stated that they had something going for them in the area of French books and French library service. Their attitude was not one of meekness and they certainly did not subscribe to the "don't rock the boat" policy. They were self-assured and they showed pride in their achievements. They also expressed very clearly the fact that they were ready to share their experience and their resources with the people present.

Mr. Jean-Remi Brault made a very good presentation on the services offered by the Bibliotheque Nationale du Quebec. His presentation was preceded by a film on the history of the Bibliotheque Nationale. Mr. Brault explained the services offered by the Bibliotheque Nationale and the projects that were being considered for the next year.

For anyone who was interested in Children's literature, Miss Alvine Belisle's presentation was a gold mine of information. For almost two hours we were taken on a tour of the available literature for children. Miss Belisle's comments were both informative and critical. In a nutshell, we were told what was good, what was not worth purchasing, what was absolutely necessary, what children liked and what they disliked. For a library region with little or no information on children's literature, this presentation was almost as good as a whole course on the subject.

Mr. George Laberge from La Librairie Carneau presented a really informative paper on the book business in Quebec. We were given a brief history of the book business and how it stands today, and all this with statistical material. Mr. Laberge is a man with years of experience in the publishing world.

While listening to our colleagues from Quebec, I could not help but make comparisons between their achievements and

those of the Acadians. It would probably be utopia to think that we could achieve the same goals. Our geographic isolation and our almost total immersion in an English-speaking surrounding, makes us good candidates for total assimilation. Unless something drastic happens, there will only be a handful of Acadians in ten years. Since we do not enjoy a completely French surrounding and since we do not control our political destiny, I think that the only way the Acadians will ever compare to their neighbours from Quebec is to form a common front and become a pressure group. This group should speak for the Acadian population of the three provinces and should be the only voice of the Acadians. At this time, with the Federation Acadienne de la Nouvelle-Ecosse on one side, La Societe Nationale des Acadiens on the other side, The Republic of the Madawaska in the middle, The Parti Acadien as a political power and the rest of the Acadian population criticizing all its associations, all we are doing is destroying each other's purpose, and reducing our strength as a pressure group to nothing.

The Congres des Francophones which was organized in May 1972 by the Societe Nationale des Acadiens, may have been a step in the right direction. This Congres was supposed to be a massive reunion of Francophones, of all walks of life and all regions of New Brunswick. Although there were over a thousand delegates, everybody kept pulling for his region or his idea. There will be an Association of the Francophones of New Brunswick but the "esprit de clocher", so typical to Acadians, is far from being removed.

No doubt, our Acadian brothers from the other provinces are suffering from the same disease; lack of a united voice, geographic isolation, immersion in totally English surroundings, and no political or cultural power. Even if we don't use extreme measures, like our neighbours did at times, I am sure that there is a way that Acadians can survive and become a power of their own.

On the last day, we were divided into different groups to discuss either Adult Services, Children's Literature, or Supplies.

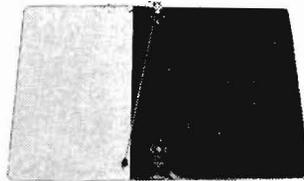
Miss Belisle had a display of children's books and Mr. Brault had a display from the Bibliotheque Nationale. There was also a display prepared by the New Brunswick Library Service. The group discussions did not exactly turn out as they were supposed to. People took this opportunity to talk over certain points of interest, exchanging views or asking questions that they had not had the chance to ask before. I thought this was a very good idea. It showed some flexibility in the workshop and it made people feel more relaxed about the whole matter.

As for remarks of a general order, I felt that there should have been more French spoken during the workshop. I really appreciated getting all the information on the workshop in French beforehand, but if only

there had been simultaneous interpretation it would have been a perfect weekend. I couldn't help but find ironical the fact that we were discussing French Literature in English. On the other hand, this workshop was meant to be one of information for libraries who wanted French material. Also it was organized by Dalhousie University Library School, which is a predominantly English-speaking school. Although Moncton University does not have a library school, maybe it should instigate workshops of this nature, or on topics of interest to Acadians.

In conclusion, I would like to express my thanks to the School of Library Service of Dalhousie University and to the Secretary of State for making this workshop possible. I hope there will be many more in the future.

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THE RABBIT HOLE

"... down went Alice after it, never once considering how in the world she was to get out again." Alice in Wonderland.

The Rabbit Hole is a regular feature of the APLA Bulletin. We invite contributions from readers and we offer contributors the same latitude (and longitude) as the Rev. Dodgson afforded Alice. Any reader who feels himself falling through the earth and approaching the Antipathies is urged to put it all down on paper and send it to the attention of the Editor. "Perhaps (you) shall see it written up somewhere."

Is Young Canada's Book Week Passé?

Is Young Canada's Book Week Passé? No! Is it an annual event of the past which is quickly dying? No!

Before becoming a children's librarian, I had a very negative view of Young Canada's Book Week. I thought of it as a week when exciting programmes should be arranged in Children's Libraries, but never are. I believed that librarians talked a great deal about the special week, but never did many concrete things to attract more children to the library and to make them aware of the services provided. Therefore, my approach to Young Canada's Book Week was very pessimistic as November 15 - 22, 1972, drew near.

However, in spite of my negative philosophical view of YCBW, I decided to try to make it an important week for children in Charlottetown and on Prince Edward Island. And did I succeed? Yes! I discovered that Book Week is *not* passé.

In Charlottetown, Young Canada's Book Week for 1972 was a great success. Circulation for the week was almost double the average weekly figure; the circulation for November was one of the highest since the Confederation Centre Children's Library was formed. More children than usual visited the library during the week, and response to special programmes was much better than usual.

I began preparations for the week by ordering CLA materials for 1972. Then, with the branch librarian for the Island's 22 branch libraries, I formulated rules for a province-wide poster contest. Based on the theme, "Books are Beautiful," the contest was open to all P.E.I. children in

grades 1 - 6. Local winners were selected in the branch libraries, and winning posters were sent to the Confederation Centre Children's Library, to be displayed and to be judged for the two provincial winners. Since over two hundred posters were made by the City of Charlottetown children alone, the results were very encouraging.

One week before Book Week started, I was interviewed by a reporter for the local newspaper. She wrote an excellent article on the purpose of Book Week, and special children's library programmes for YCBW. I also had great co-operation from the local radio station. They gave the library dozens of free radio spots. On a programme called "Dialogue," two nights before Book Week began, I said that I wanted kindergartens, schools, parents and children outside Charlottetown to visit the Children's Library. Evidently many people heard the interview; during Book Week, 10 kindergartens and 20 school classes visited the library, for a general introduction to the library, stories, and borrowing of books.

On Wednesday, November 15, the Mayor of Charlottetown officially declared the beginning of Young Canada's Book Week. The following day, the Minister of Education presented the prize money to the winners of the poster contest. The press was on hand to take pictures, and make the occasion even more exciting for the winners.

A special film showing was held on Friday, the 17th. Approximately fifty children enjoyed an hour of free films. On Saturday, a special Book Week story hour was held; this consisted of records, finger

plays, and stories. Following this was an active Book Week party, with games and treats. All fifty children who attended seemed to enjoy themselves.

One of the most successful events of the week was on Tuesday, November 21st. Puppeteers, financed by an L.I.P. grant, visited the library and performed for a hundred pre-schoolers, (and many fascinated mothers).

And so, on Wednesday, November 22nd, Book Week ended. Because of the high circulation for the week, the success of the poster contest, the large number of classes and individuals that visited the library, and the above-average response to special programmes, I would describe YCBW at

the Confederation Centre Children's Library as a great success.

Therefore, my views of Young Canada's Book Week have changed. I now realize that it is possible to make it a special week for children who use libraries. It takes a large amount of time to plan and organize programmes and events for the week, but it is worthwhile when you see the smiles and hear the laughter of young children.

I now have a much more optimistic attitude toward YCBW, since it was so successful at my children's library. Is it passe? No! — not if the Librarian takes time to try and make it a significant, memorable week.

Marilyn Read

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THE QUESTION OF DEPOSIT COLLECTIONS OF GOVERNMENT DOCUMENTS

MARY BETH HARRIS

The 1969 report of the Task Force on Government Information stated as its first recommendation, "the right of Canadians to full, objective and timely information about its programmes and policies be publicly declared and stand as the foundation for the development of new government policies in the field."

This past summer, a preliminary draft of the Agreement for Automatic Free Distribution of Government publications was circulated to libraries across Canada. It has given rise to considerable concern on the part of University Librarians and to the Faculty of the Universities. How many other libraries in the Atlantic Provinces will be affected as well? The draft reads in part as follows:

WHEREAS, under . . . (T.B. minute?) Governor in Council has declared it to be the policy of the Government of Canada to make freely available to inhabitants of Canada all publications of the Government of Canada by distribution to libraries in Canada designated as full depository libraries by Information Canada on the advice of the National Librarian, subject to the assumption by such libraries of the responsibilities of keeping such publications readily accessible for use and of rendering assistance in their use to patrons without charge; and

WHEREAS, said . . . (T. B. minute?) authorizes legislative libraries, provincial libraries, public libraries or publicly-supported library systems serving a large population or a large area, and libraries of universities of-

fering doctoral programmes in more than one faculty, to assume the responsibilities hereinabove mentioned, in order to be recognized by Information Canada on the advice of the National Librarian as a full depository library to which all copies of publications of the Government of Canada listed on the Daily Checklist of Government Publications will be sent automatically and free of charge.

NOW, THEREFORE, the . . . library hereby requests that it be recognized by Information Canada as a full depository library for the purpose of receiving publications of the Government of Canada in accordance with and as defined in (T. B. minute?)

Information Canada agrees to keep library informed concerning the publications of Parliament and the Government of Canada available under said . . . (T. B. Minute?) to a full depository library, subject to observance by library of its responsibilities under this agreement.

In consideration of the distribution to Library of publications of the Government of Canada as aforesaid, Library agrees throughout the term of this agreement: (1) to accept all such publications and to keep them accessible for use by patrons; (2) to provide and maintain at . . . adequate facilities for the storage and use of all publications received by it; and (3) to provide qualified personnel to render satisfactory service without charge to library clientele in the

use of such publications: and (4) to agree to the inspection of the aforementioned facilities periodically from time to time as Information Canada may see fit.

Library agrees to supply promptly any information which may be required by Information Canada in connection with storage and use of publications of the Government of Canada.

It is agreed that all the terms and provisions of this agreement shall apply to any publications heretofore received by Library before entering into this contract.

This agreement shall be deemed not to include the following types of printed or processed material.

1. — Publications of a confidential nature or purely administrative in character.
2. — Reprints of books and documents.
3. — Excerpts and reprints of articles or sections from books and periodicals.
4. — Publications in advance or preliminary editions.
5. — Publications issued in limited quantity for administrative convenience.
6. — Forms, blank books, calendars, promotional leaflets, etc.

In response to this draft memo, Mr. Harry Ganong, Chairman of the Association of Atlantic Universities Librarians' Committee prepared the following letter.

August 25, 1972

Mr. D. R. Monk
Co-ordinator, Government Publishing
Policy
Information Canada
171 Slater Street
Ottawa, Ontario
K1A 059

Dear Mr. Monk:

At a meeting of the Association of Atlantic Universities Librarians' Committee (attended by librarians of the following institutions: Acadia University, Dalhousie University, Mount Allison University, Mount St. Vincent University, Nova Scotia Technical College, St. Francis Xavier University, St. Mary's University, Universite de Moncton, University of New Brunswick and University of Prince Edward Island, held in Halifax, August 24, 1972, the preliminary draft of "Agreement for automatic free distribution of government publications to full depository libraries in Canada" was discussed.

We wish to bring to your attention the inconsistency between the philosophy of the free availability of government publications as stated in Paragraph I and the limiting of depository rights to only the libraries of those universities offering doctoral programmes in more than one faculty, as outlined in Paragraph II.

We would urge the removal of this restriction and its replacement with the following clause: "and libraries of universities which can demonstrate a need and prove an ability to fulfill the conditions and to assume the responsibilities herein above mentioned".

We recommend this change because we believe such a decision should be based on:

- (a) The needs of university libraries

which are based on curriculum requirements at both the undergraduate and postgraduate levels,

(b) Geographic and population considerations which vary in different parts of the country,

(c) The need for collections in both official languages in certain areas,

(d) The ability of a library, whether university or public, to house, organize and service a full collection in terms of finance and space.

We would also like to point out that the phrase "doctoral programmes in more than one faculty" could give depository rights to universities giving doctoral programmes only in such subject fields as English Literature and Music which do not make use of government documents, and deny such rights to universities having Master's programmes in such areas as Economics and Political Science, which rely heavily on government documents.

If a move were to be planned towards a regional system, consideration would have to be given to the costs involved for the chosen regional centre, particularly if it were to serve a large geographic area.

Furthermore, we do not agree with the exclusion of materials specified in Clause 4 (page 2) since such advance and preliminary editions are in heavy demand by users (e.g. Statistics Canada's preliminary releases).

We would ask that our views be given serious consideration in the preparation of the next draft and we would urge that as many libraries and library associations as possible be given an opportunity to comment upon such a draft.

Sincerely yours,

H. W. Ganong, Chairman
A.A.U. Librarians'
Committee

A letter from the Faculty of Acadia University has also been sent to Information Canada, urging that Deposit Collections not be limited to libraries of universities offering doctoral programmes. This letter also stressed that the people living in the Annapolis Valley who now make use of these documents from the Deposit Collection would be denied complete access.

There has been an increasing number of instances lately, where it would seem that the only sure way of acquiring a particular document, is that the library receives it as part of the Deposit Collection. When using the Daily Checklist approach, you end up with the "there are no copies left for distribution, apply direct to author department in Ottawa."

All other concerned Librarians should make their views known to Information Canada before the preliminary agreement becomes permanent. The July brief on the distribution of documents submitted by the Canadian Library Association is printed in the November-December issue of *Canadian Library Journal*.

THE LIBRARY ADMINISTRATOR LOOKS AT THE LIBRARY SCHOOL GRADUATE

M. EILEEN TRAVIS

Mrs. M. Eileen Travis delivered the following paper in a lecture to the Dalhousie School of Library Service, in December, 1972.

Someone once asked William Saroyan what made him believe that he was qualified to write a book about children and he replied that he was qualified because he was once a child. I bring this up this morning because giving a guest lecture is, under most circumstances, a humbling experience.

But using the Saroyan logic, it is less so in this case. I am after all partially qualified since I was once a student, then a graduate of a library school and am presently an administrator of the Saint John Regional Library System.

I am truly honoured to have been asked to give the lecture (I hate that word). To honour you fully, I feel I must say things to you which many in our profession whisper among our colleagues (in the same age bracket). To honour you properly, I feel I must say things which are seldom said these days — particularly in library schools — the “unmentionables” within a frame work of thinking that has become so deeply established and pervasive that they resound with the tremor of heresy.

For you see I have just about reached the end of my tolerance for the way our profession — both inside and outside the schools — at the present time seems to have sympathetic concern for the students

who don't want to learn the practicalities of the professional work, and the faculty of the schools, who have never worked in a library or who have completely lost sight of the practical approach — to rush headlong like the loomings toward, and for, theory only. It seems to me we have lost touch with reality and have become warped in our individual attachments, if not in fact psychotic.

In short, I feel it is time for someone like me to stand up and say “I'm for the achiever”. The one who sets out to do something and does it; the one who recognizes the problems and opportunities at hand and endeavours to deal with them; the one who doesn't consider it “square” to be constantly looking for more to do; in short, one who carries the work of his part of the world squarely on his shoulders whether he or she be library student, library school faculty, beginning librarian or administrator.

Before I really warm up (if I ever do) let me issue a word of caution. Judging by the introductions most speakers get, we have a direct line to St. Peter giving us instant and infallible guidance. You will have to use your own judgment on how to adapt your thinking, and the many suggestions you will receive over a period of time, to your particular situation. And you will have to use your ingenuity.

In all that I will say this morning, I will be drawing upon my own experiences and my 22 years of observations as a Professional Librarian working in the public library field; a field, by the way, which I

consider to be the most challenging and rewarding because it serves all age brackets and all ranges of economic and educational levels.

What about criticism?

Just as we point an accusing finger at those who succeed within our library systems, so we accuse the system itself of faults which are not of its creation. In short we tend to blame the library system for the faults of individuals who operate within it. It is important to recognize that the quality of any library staff is directly related to the quality of the individuals who make it up. Therefore, let us stop referring naively to creating a "great library system in Canada". It is enough at this stage of our development to aspire to create a decent library system for *all* Canadians. A decent library system cannot be created out of a vacuum and imposed. It can only evolve out of the likes of constituent staff members.

In my estimation, this is the most exciting — most exhilarating — most stimulating — most frustrating hour in our library history. What with more and more printed matter, hardware, technological developments, community involvement etc., and — "squeezing budgets".

And now I come to what I will call — for this morning's lecture — the library coin. On the one side we have the library administrator — and on the other side the library school graduate.

I think it is right to say that much formal instruction in universities is dead because it does not meet the living present of the learner. But it is wrong to suppose that what is there to be learned is in fact unimportant or irrelevant. Library school students make an arrogant error when they assume that the full responsibility for making things "interesting" falls on their teachers. Most of them have the capacity to interest themselves if they choose. One way or another, the responsibility for learning is shared by both the faculty and

the students, and neither group is at its best when complaining only of the other.

Increasingly we hear from leaders in business professions and government that it is easy to find people who can do what they are told, but difficult to find people *who know what to do without being told*. Somewhere along the line, library school students are being taken for a "jolly ride" — are being filled with the much mouthed slogan "You are a professional," — "that's clerical work".

Too many graduates are coming to their first job bursting with theory, lacking in practical knowledge and with a pretty high opinion of himself or herself, demanding a pretty high salary and *not* willing to start at the bottom and learn if they have to, and unable to meet the day to day routines of any library dealing with the public. How can you spot cataloguing errors if you don't know how to catalogue yourself? How can you check the filing if you don't know how to file?

Too many graduates are coming out of the schools with M.L.S. degrees expecting relatively advanced positions when they cannot even cope with minimal staff direction and supervision.

Who is to blame? — I say a great many people. The library administrators, for not complaining to the library schools about their graduates. The library school directors, for hiring faculties who have minimal practical library experience and in too many cases — no library experience at all, or experience 20 years ago. The faculty themselves, for their disinterest in the day to day practical operations of the library. And the students, themselves, for taking an M.L.S. degree in a faculty that spouts "professionalism" and teaches so much theory.

Where are the courses that even sparsely cover the tools for ordering and cataloguing French books, when we live in a country that has adopted bilingualism and and biculturalism? Where are the courses

that introduce, in a very practical way, the student to the methods of dealing with staff scheduling, instruction, union agreements etc.?

Where are the lectures that tell the student what it is like to supervise and be responsible for a staff that has been working in a library for at least five years? The lecture that tells the student what it will be like when replacing a librarian who has held the position for two years, maybe even one year, and who was efficient, responsible and a leader?

If you students have not had these lectures and you are in your final year, then your faculty has failed you, and you yourselves have failed, by being so naive in avoiding the practicalities.

When you take that first job, you can no longer blame your parents and your teachers for your failures. The world owes you nothing — you must now make the choices, question both sides of the coin, ferret out the loud voices who mouth modern clichés, guising themselves as champions — all for their own gains.

Now for the library administrator, the person who is responsible for developing the role of the library to the staff first and then the community. Too many administrators seem to think they can produce creative, innovative staff in the same way we used to teach children to swim; by throwing them off the end of the dock. If you want to develop an innovative worker, coach him. He develops his own creative flexible approach to problem solving. All creative processes need to be experienced to be understood. Let go of those bricks in your "empire building" if that is what you are doing. I was fortunate as a new graduate. My first boss said, "Eileen, I'll back you to the fullest if you make a mistake in this plan of yours — but for your second mistake you are on your own." If you've got a young capable graduate — then give him a chance, and he'll move faster than — as George Gobel says of his wife Alice — "faster than a penguin with a hot herring in his cummerbund".

As close observers of today's scene, you will all, I am sure recall the slogan, "Don't trust anyone over thirty". Turning thirty, in a sense resembles falling in love; try as you will to avoid it, it happens to the best of us. The people in the library field of whatever chronological age are stuck with each other.

Getting our job accomplished under the most advantageous conditions requires a work force with belief and trust in management. It requires staff and librarians to have the best possible rapport. Credibility comes about by demonstrating to staff that management, on all levels, puts its actions where its policies are.

The lower levels of our work force, and this is where the bulk of our staff is, get the assurance that management means what it says from their immediate supervisor, meaning, most often the new librarian. This new librarian is the most permanent contact to staff in the life of the library. Let's assume we divide our day into three equal parts. Eight hours on the job, eight hours at home and in public, and eight hours rest. It is quite likely that the staff are exposed over the course of their working life to the influence of the librarian for many more hours than they are to members of their immediate family — now can you appreciate the impact, for better or worse, that a librarian in a supervisory capacity might have. Thus the librarians should recognize that their influence could well be the principle source for the mood of staff.

As administrator you are responsible for the staff — therefore, you may be the cause for optimism or pessimism, satisfaction or anxiety, hope or frustration. In short, you make a major contribution toward shaping the mental state of human beings in your care. The big trouble is that many librarians appear to be quite unaware of this influence. The simplest way to accept this fact of life is for you to recall how you are constantly being influenced by the level just above you.

You can see by the last few statements that the coin has two sides. The Library Administrator cannot look at the library school graduate — without the latter looking at the former.

What about the administrator who interviews and hires the graduate and then forgets the graduate even exists, until the administrator wants something? How many administrators make the same mistakes their past bosses have made?

There are too many library administrators who want their librarians to merely be their mouthpiece, instead of accepting and respecting them as full partners in the communicative effort of the library.

There are too many library administrators roaring around the country while the library staff is left to sink or swim on their own.

There are too many library administrators who have librarians on staff who are unable to cope with today's job, yet the administrator continues to protect them because they are "professionals". The janitor, however, with an equal number of years of service would be released if he couldn't cope.

There are too many administrators who "chew-out" the clerical for inefficiency yet ignore the inefficiency, or tolerate (both are equally bad) of the new graduate.

Ladies and gentlemen, both sides of this coin have got to accept responsibility. I do not pretend to be an expert nor would I presume to give you a nice neat diagnosis, followed by five easy steps to solve the problem. But knowledgeable or not, I *am* involved — involved by virtue of the fact that I am a librarian — involved because, I, as well as you young people, happen to

have a stake in what happens to libraries. I submit that you qualify on one or both of these grounds as well — so let us at least begin to think about the problem.

With every right afforded the staff of a library comes an equal and forceful responsibility. In the past we have insisted on this assumption of responsibility. I believe the time has arrived for re-emphasis on the responsibility which accompanies each individual and group right. I hope you will provide your leadership to your side of the coin.

I would like to see the following:

- a) More communication between new staff members and administrators.
- b) More new graduates with practical experience — perhaps we need now, 4-6 weeks of practice work during the academic school year.
- c) More libraries taking library students for "field-work", and teaming them with staff members in a minimum of five different work areas.
- d) More library faculty visiting the libraries in their immediate area and the Maritimes.
- e) More lectures on the practicalities, as outlined in this lecture.

Well, ladies and gentlemen, I'm beginning to feel like Polonius — full of advice and great formulas for successful living — but I remember that, eventually, Polonius got stabbed for his troubles. And I remember what Hamlet said as he stood over Polonius' body: "Thou wretched, rash intruding fool, farewell". Before we reach that point, I'll say farewell to you.

BREAKING USER BOUNDARIES OR BOOKS BY MAIL FOR THE ATLANTIC PROVINCES

BONNIE WADDELL

If we assume that a librarian's work is getting books and information to people, then, to do that work better he must get more books and more information to more people. There are four alternatives for expanding existing library systems: 1. Increase the number of hours libraries are open to the public, to include evenings and weekends.¹ 2. Increase the number of service points by building branches in all the market towns of the provinces. 3. Buy more bookmobiles so that stops can be made in less densely populated areas. 4. Hire more and better staff. These four ways expand the existing types of facilities so that more people have access to a library. But there is a different TYPE of expansion, an expansion of *service* rather than an expansion of facilities. A Books by Mail Service gives libraries access to

Branches have been built in the large population centres. Initiating bookmobile service to smaller population centres is the first step in a shift in the relationship of book-librarian-reader. Books are being brought to the people. A Mail Order Service carries this concept one step further; it is designed to bring books to individuals rather than to groups of people.

Mail Order Book Service is not a new idea. San Antonio, Texas has operated a Mail Order Library for five years. Four regional library systems in Kansas now offer a Mail Order Book Service to their

patrons. Libraries in the States of Washington and Vermont also run large Mail Order Services. The Council on Library Resources received the final report on their experimental Books By Mail program in November 1970. 'Results obtained from our efforts have been evaluated completely and the analysis is virtually all positive.'²

Neither is the idea a novelty in Canada. The Oakville (Ontario) Public Library has initiated a Mail Order Service in the rural areas for people unable to use the branch due to 'infirmity, age or lack of transportation.'³

The key to a Mail Order Book Service is the preparation by librarians of a stimulating book catalogue of carefully selected and annotated books and information. It is much more than a booklist, for it brings together all types of materials available. It serves as a guide. There is no need to 'get used to' the labels, the organization, the layout, or procedures of a library. A Mail Order Book Service can also provide, with no special provisions, those services of extension offered by the larger city libraries, ie. service to *shut-ins*, to the *elderly*, to the *handicapped*, to the *ill*, to those *with small children*, to people who *haven't time* to visit the library, to those with very private information needs, to people who are *intimidated* by libraries, or *embarrassed* by a lack of formal education, to people who *live too far* from any library to make

the trip worth the effort. In fact, to all those who in actuality do NOT have ACCESS to libraries. A Books by Mail Service is by its very nature, a 24 hour Book Service. 'Browsing' and selection may be done at any hour of the day or night. It is convenient. 'The cost of service is fully in line with other library services. Public relations values are exceptionally great and they alone can fully justify any and all costs for the service.'⁴

A Mail Order Book Service consists of three elements; a back-up collection, a mailing operation, and a book catalogue. A back-up collection would be needed to support a Books by Mail Service, its size determined by the number of titles to be included in the catalogue. They need not, of course, be new books, and might include both paperbacks and hardcover. It is usually recommended that there be 4 copies of each title offered in the catalogue.⁵ Some libraries, rather than having a separate back-up collection have used their regular collection as a book source, and operated the Mail Service through the regular request systems.⁶

The mailing operation is extremely simple. Request forms are included in the catalogue (it has been found most economical to limit the number to three books per person at any one time) and new forms sent out with the books requested. Equipment needed is minimal - a simple postage scale, a desk stapler, sheet stamps, a frame for mail bags. The program can be initiated with an equipment cost of less than \$100.⁷ It can also be set up in less than 90 square feet of space. Books are placed in zippered Jiffy Bags, an address label on the outside and a return label inside. Postage is 7c. the first pound, and 3c. each additional pound at the special library rate, which includes mailing *and* return of the bag. The Canadian library book rate is less than that found acceptable in the admittedly wealthier regional systems in the States.⁸ The Jiffy Bags are sorted and placed in post office mail bags which must be taken to the nearest branch of the Post Office. The postal authorities *are* willing to cooperate, and have even offered en-

couragement.⁹ Postal authorities (in Canada) have agreed owners' rural mail boxes may be used for the collection and delivery of books.¹⁰

The administration of a Books by Mail program is controlled through the mechanism of the book catalogue. What is offered in the catalogue is chosen by librarians so that demand can be anticipated and satisfied. The book catalogue prepared by Nell Thornburg at the Vancouver Island Regional Library best exemplifies what can be done. It includes books for all areas of interest: romance, westerns, fine arts, ecology, Canadiana, etc. There are books for children, for young people, and for the elderly. It provides ample opportunity to explain library services, locations and hours of branches, and types of materials available.

The Vancouver Island Regional Library catalogue was prepared and distributed in the format of a newspaper supplement. Local newspapers were given an offset print to run off at a time convenient to them. Most cooperated as a community service, at minimum rates. Other Mail Services, such as that of Central Kansas and the Vermont Demonstration project have sent copies directly to households.

Sources of funds for the catalogue might be publishers' under-writing, business contributions, advertising, or grants. There might alternately be a cooperate funding by several regional libraries. A cooperative effort among regional systems would also eliminate the problem of gathering books for a back-up collection. The difficulty of preparing an exciting book catalogue would be greatly reduced if suggestions and ideas came from all librarians in a Province.

Where Mail Order Service has been implemented branch circulation has increased, not decreased. Rather than suppressing use of other library services, the MOL (Mail Order Library) operation stimulated them. Examples: Circulation at the Waterville Branch increased 21% and additional books were ordered from the

mail-order catalogue; Bridgeport, a non-contracting community, signed a contract for service,¹¹ and 'Demonstration area public library circulation of its own materials is up, not down.'¹²

The public library is a social institution. However its substantive justification is not institutional. Although it serves many other needs, its purpose is educational. The Books By Mail Service is designed to offer educational opportunity to persons other than (but not excluding) those presently served by branches and bookmobiles. A Mail Order Book Service both supplements and complements existing library services.¹³

Comments, questions, criticism or support are welcome. If interested please contact Ms. Bonnie Waddell, c/o Halifax County Regional Library, P. O. Box 300, Armdale, Nova Scotia.

¹see Tatamagouche Group survey of Nova Scotia Bookmobiles.

²Council on Library Resources, 'Books by Mail; An experimental project sponsored by the Council on Library Resources', San Antonio Public Library, 1970,p.A.

³Ontario Library Review, June 1972,

p. 128.

⁴op. cit., Council on Library Resources, p. 1

⁵For example Nell Thornburg, Vancouver Island Regional Library.

⁶For example San Antonio Public Library.

⁷op. cit., Council on Library Resources, p. 7.

⁸U. S. rate is for mailing out only.

⁹Notably Mr. George Benwell, Marketing Manager of the Nova Scotia Postal District.

¹⁰Ontario Library Review, June 1972, p. 128.

¹¹Washington State Library, Library News Bulletin, p. 228.

¹²Vermont Libraries, May-June 1972, p. 105.

¹³For an intensive study of mail order service see, Robert T. Jordan, *Tomorrow's Library; Direct Access and Delivery*, New York, Bowker, 1970.



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NEWS FROM NOVA SCOTIA

Recent Appointments:

Miss Ann Ripley has been appointed Chief Librarian of the *Pictou-Antigonish Regional Library*, as of December 1, 1972.

Mr. Morley Wills has been appointed Bookmobile Librarian at the *Annapolis Valley Regional Library*.

Miss Margaret Page is Head of Adult Services at the *Dartmouth Regional Library*, as of December 27, 1972. Miss Page was previously State Librarian for Kano, Nigeria, as part of the CUSO program.

Mr. Stanley Squires has accepted a position as Head of a new branch library, with the Oakville Public Library, in Oakville, Ontario, effective the end of January, 1973. Mr. Squires was formerly Librarian at the Nova Scotia Teacher's College, in Truro. Mr. Squires was also Treasurer of the Atlantic Provinces Library Association; the new Treasurer is *Ms. Ingrid Haase*, Assistant Librarian at the Colchester-East Hants Regional Library, Truro.

Mr. Lucian Bianchini has been appointed as University Librarian at the *Mount Saint Vincent University Library*, effective February 19, 1973. Mr. Bianchini is presently Director of the Humanities Division at the University of Calgary.

Dalhousie School of Library Service.

The appointment of *Dr. Norman Horrocks* as Director of the Library School has been announced. Dr. Horrocks joined the Dalhousie Faculty in April, 1971, as Associate Professor and Assistant Director of the School. He has been Acting Director since February 1972.

NEWS FROM PRINCE EDWARD ISLAND

University of P.E.I.

Miss Sharon Miller has recently been appointed Librarian.

CORE libraries are presently being set up in six locations throughout the Province, to support the Extension program. This effort is made possible through the co-operation of the Provincial Library system.

Prince Edward Island Libraries.

Bookmobile service in Prince Edward Island will begin early in 1973, made possible by a special Centennial grant of \$60,000. The service is being set up as a result of pressures from local community organizations, demanding bookmobile service. *Miss Pamela Forsyth* has been appointed Bookmobile Librarian. Other Bookmobile Staff include *Miss Sally Hughes*, *Mrs. Muriel Allen*, and *Mr. John White*.

Bookmobile staff recently completed a Truck Driver/Bus Driver course, conducted by Safety Surveys Ltd. at Debert, N. S., in preparation for implementing bookmobile service in Prince Edward Island.

Other Appointments:

Mrs. Margaret Armitage

— Head Librarian, Confederation Centre Library. May 15, 1972.

Miss Marilyn Read

— Children's Librarian, Confederation Centre Library. May 1, 1972.

Miss Penny Marshall

— Planning Librarian, Province of P.E.I. October 1972.

Miss Sandra Taylor

— Resource Centre Consultant, Province of P.E.I.

Mrs. Priscilla Ykelenstam

— Head of Technical Services, P.E.I. Libraries.

NEWS FROM NEW BRUNSWICK

New Brunswick Teachers Association School Library — Media Council.

Mrs. Marian Marsh, President of the Council, sends the following information:

The NBTA School Library-Media Council held its organizational meeting in Fredericton on October 21, 1972. There were over sixty people in attendance at that time. Since then the membership has increased to 78 members.

The Council has several objectives; the two which are being acted upon to date are (a) education of school librarians and (b) education of school-library act. To enlarge a bit: we've presented a brief through the NBTA to the Dean of the Faculty of Education at U.N.B., in which we recommended in some detail the type of training which should occur during the 4 year Bachelor of Education program; at the present time, school libraries are covered in the provincial library act — our group wants to decide whether or not we can operate within the confines of the present act (with some modifications) or whether a new school libraries act should be prepared; if the latter decision is taken we are prepared to make some recommendations.

Our council is planning a workshop on March 30/31, 1973, here in Fredericton. The main speaker will be Dr. Hans Moller, author of *Media for Discovery*. Dr. Moller is formerly of the National Film Board, and now is with Visual Education Centre. He is a librarian by profession, and is an expert in the area of multi-media in the classroom and in the resource centre.

Other items on the agenda will include: a panel discussion involving some com-

mercial representatives, there will be a publisher, a book-binder, a commercial processor, and a distributor of audio-visual materials; a trouble bureau, which will be made up of people who possess expertise in various skills, attempting to help librarians solve various problems. There will be a display in which approximately 25 representatives will be showing their wares.

The whole affair is to take place in the Teachers College. There will be a social function or two, as well. The details have not been settled as yet. There will, of course, be a registration fee and non-members are certainly invited to attend.

For further details, write to Mrs. Marsh, at the Fredericton High School, 365 Prospect St., Fredericton, N. B.

St. Andrews Public Library Destroyed by Fire.

The St. Andrews Public Library was destroyed by fire, on January 9, 1973. The building and collection was a complete and absolute loss, according to Mr. Norman Talbot Mais, Chairman of the Board. The loss of much historical and archival material from the Charlotte County area added further to the tragedy.

NEWS FROM NEWFOUNDLAND

Newfoundland Library Association.

At a recent general meeting of the *Newfoundland Librarians' Association* it was decided to alter the requirements for membership, thus membership in the association is open to librarians and others interested in the aims and objects of the association, including those serving on governing bodies of libraries.

This change necessitated an alteration of the association's name to the *Newfoundland Library Association*.

In November the association made application for funds from the Secretary of State under the International Book Year Grants system. The application was turned

down, however, as the idea of making Newfoundland material available to certain senior-citizens homes, prisons, etc. was said to be beyond the terms of reference for the grant.

Newfoundland Public Library Services.

Preparations are being undertaken to produce a computer print-out of an index to Newfoundland newspapers held in the Reference Department. The articles indexed will relate to Newfoundland and Labrador.

Memorial University of Newfoundland.

A new Bio-Medical Library is now being built and may be ready for occupancy as early as Autumn 1973. Preliminary discussions have just begun on a proposed Physical Sciences Library.

New Appointments:

Mrs. Mabel Farmer has been appointed Librarian at the *College of Fisheries*, St. John's. Ms. Yvonne Earle is presently School Librarian at *Herdman Collegiate*, in Corner Brook. She was formerly Librarian with the Cape Breton Regional Library.

Newfoundland School Library Association.

Executive:

President

— Mrs. Catherine T. Allan

Vice-President

— Sister Mark Kennedy

Secretary

— Miss Ellen Whelan

Treasurer

— Sister Geraldine

2 Councillors

— Sister Delores

— Mr. Clarence Dewling

The School Library Association meets monthly with panel, speaker, or some aspect of information in library procedures.

It also publishes the *School Library/AV Council Newsletter* twice a year.

Reading Stimulation Grant.

The *Canadian Federation of University Women* annually awards a Reading Stimulation Grant of \$1000 or two awards of \$500 each, which may be renewed for a second or third year, to be used to purchase children's books for library use in areas in Canada where the library budget is limited and the need is great. It is emphasized that books which will enrich the collection and which when properly administered, will stimulate reading, must be purchased.

Further details and application forms will be sent on request by:

Mrs. Frances E. Wilson
485 Huron Street, No. 1001
Toronto 5, Ontario

The closing date for receipt of the returned application forms is April 8, 1973.

Tatamagouche Group — Alive and Well in the Atlantic Provinces.

Yvonne Earle recently journeyed from Newfoundland to Nova Scotia, to attend a meeting of the Tatamagouche Group. Her enthusiastic reaction to the meeting follows:

The Tatamagouche Group (Tata to those in the know) straddled the provincial boundaries of Nova Scotia at a session held in Truro, N. S., on December 9-10. Ex-Nova Scotia librarians returned from P.E.I. and Newfoundland to see old friends and share new experiences, while Terry Amis was a welcome new face from New Brunswick.

Thanks to Stanley Squires and his team, it was the best organized meeting ever. The general theme of the two-day schedule was "Library Service to the Under 30's". Things started with a visit to the Truro Public Library where we had a look at the main library and inspected the

new Bookmobile. Library staff patiently answered our many questions.

The tour of the Teacher's College Library on Sunday was "free flow", as each person concentrated on areas of special interest to himself — curriculum centre, technical services or children's library. Of special interest was the new paperback collection added recently to encourage recreational reading by students.

There were three discussion sessions with resource people from three areas of library service.

- 1) Yvonne Earle (Librarian, Herdman Collegiate, Corner Brook, Newfoundland) and Terry Amis (Supervisor of School Library Services, Albert-Westmorland-Kent Regional Library, Moncton, N. B.). Both talked about the special problems of curriculum demands, school budgeting and status given library personnel by teachers in school libraries. We have a lot of work to do in this area!
- 2) In the college and universities section, with John Murchie (Librarian, Nova Scotia College of Art and Design) and Marjorie McDowell (Co-ordinator of Library Services, N. S. Teachers College), a lively discussion developed on the necessity of opening specialized collections to the general public and the practicality of direct inter-library communication — by phone. The necessity of cultivating use of the library in post-secondary students is a prime concern of Ms. McDowell; letting them know "who you are" and "what you do" through orientation programs and through faculty contacts.
- 3) At the public libraries session, with Beverly True (Chief Librarian, Cumberland Regional Library) and Elspeth Miller (Chief Librarian, Eastern Counties Regional Library), the question of library service quality possible through bookmobiles, and improving it with mass produced book catalogues, prompted some feasible and interesting ideas. In Ms. True's opinion, public

library personnel promoting and assisting local groups in the development of core reference and non-fiction collections in schools, certainly must be considered. A view which was strongly endorsed by other school and public librarians in the group.

Tata has certainly evolved since its initial meeting of six under canvas. In December our numbers were 25 plus, and accomodation for "transients" on carpeted floors and in spare beds, was luxurious in comparison with the usual winter fare of unheated community halls. But the spirit of open discussion of problems, projects, and ideas, is the same — invigorating. Next meeting is slated for Dartmouth in February/March.

Recent Publication of C.L.A.

Canadian Library Association. Twenty-seventh Annual Conference, Regina, Saskatchewan, 10 — 16 June 1972. Proceedings. Ottawa, 1972. \$4.95, 101 pgs.

"The Canadian Book" was the Conference theme. This is the first time the Association has published separate Conference proceedings for sale.

Not only does this publication include the program, reports, meetings and workshops of the 1972 Conference but it lists the CLA Board of Directors and Council for 1971-72 and 1972-73. Also included is the text of speeches given by eminent people in various fields of specialization (editors, publishers, authors, librarians, etc.) at a Symposium on books in Canada, 1972 which was held in connection with the conference and sponsored by an IBY grant. However, not all papers are printed here as some are to appear later in other publications.

This book is more 'professional looking' than previous proceedings and will provide a useful momento for those who were in attendance. For those unable to be at the conference it should show them what an active association CLA is.

— Barbara Hann
Memorial University of Newfoundland

A Nova Scotia Library Association?

Do library personnel in Nova Scotia need a Nova Scotia Library Association to add to the profusion of existing national, provincial and city library associations? On the surface, the formation of "another" association may appear redundant; however, Western Counties Regional Library staff and board looked at the existing associations and felt there was still a "need".

They felt there was a need for a group on a more local level that could supply contacts with other libraries for ALL interested staff members. They felt too many contacts, too many creative ideas, too many chances to exchange these ideas with similar staff members in other libraries were being irretrievably lost BECAUSE, there was very seldom an opportunity to talk with one's contemporaries. They felt workshops and inter-library visits sponsored by an officially organized body representing ALL levels of library interest could help solve this lack of communication. They also felt that:

- (a) The Halifax Library Association was obviously limiting, areawise.
- (b) The Atlantic Provinces Library Association met only once a year and was professionally orientated.
- (c) The Canadian Library Association was totally impractical interest-

wise, finance-wise and area-wise, for non-professional staff.

- (d) The Tatamagouche Group was too informal and, unfortunately, had membership bars.

As a result W.C.R.L. staff and board sent to all known regional library staff members a brief outline of the proposed association and a questionnaire to act as a gauge for interest and willingness to participate. In brief, there was a 33% return of questionnaires with 92.9% in favor of an association creation in some form, and 7.1% outright 'nos.' Whether these results display sufficient strength to get the ball rolling, only the future can tell. A general meeting of all interested parties was called for February 11.

It must be pointed out, that the questionnaires were only sent to regional library staff for purely financial reasons, and ease in obtaining staff lists.

All library-orientated people from all types of libraries are sincerely welcomed and a general letter containing the proposal was subsequently sent to as many non-regional libraries as possible.

The N.S.L.A. is not proposed to compete with or take the place of existing library organizations. It is a hopeful, practical plan to help fill a demonstrated, practical need.

Western Counties Regional Library committee for a N.S.L.A.

CONTRIBUTORS

Mary Beth Harris is Head of Information Services at the University of Prince Edward Island Library, in Charlottetown, P.E.I. *Jocelyne LeBel* is Supervising Librarian at the Legislative Library, in Fredericton, N. B. *Marilyn Read* is Children's Librarian at the Confederation Centre Library in Charlottetown. *M. Eileen Travis* is Regional Librarian at the Saint John Regional Library, Saint John, N. B. *Bonnie Waddell* is South Shore Bookmobile Librarian with the Halifax County Regional Library. Both Marilyn and Bonnie are recent graduates of the Dalhousie School of Library Service.



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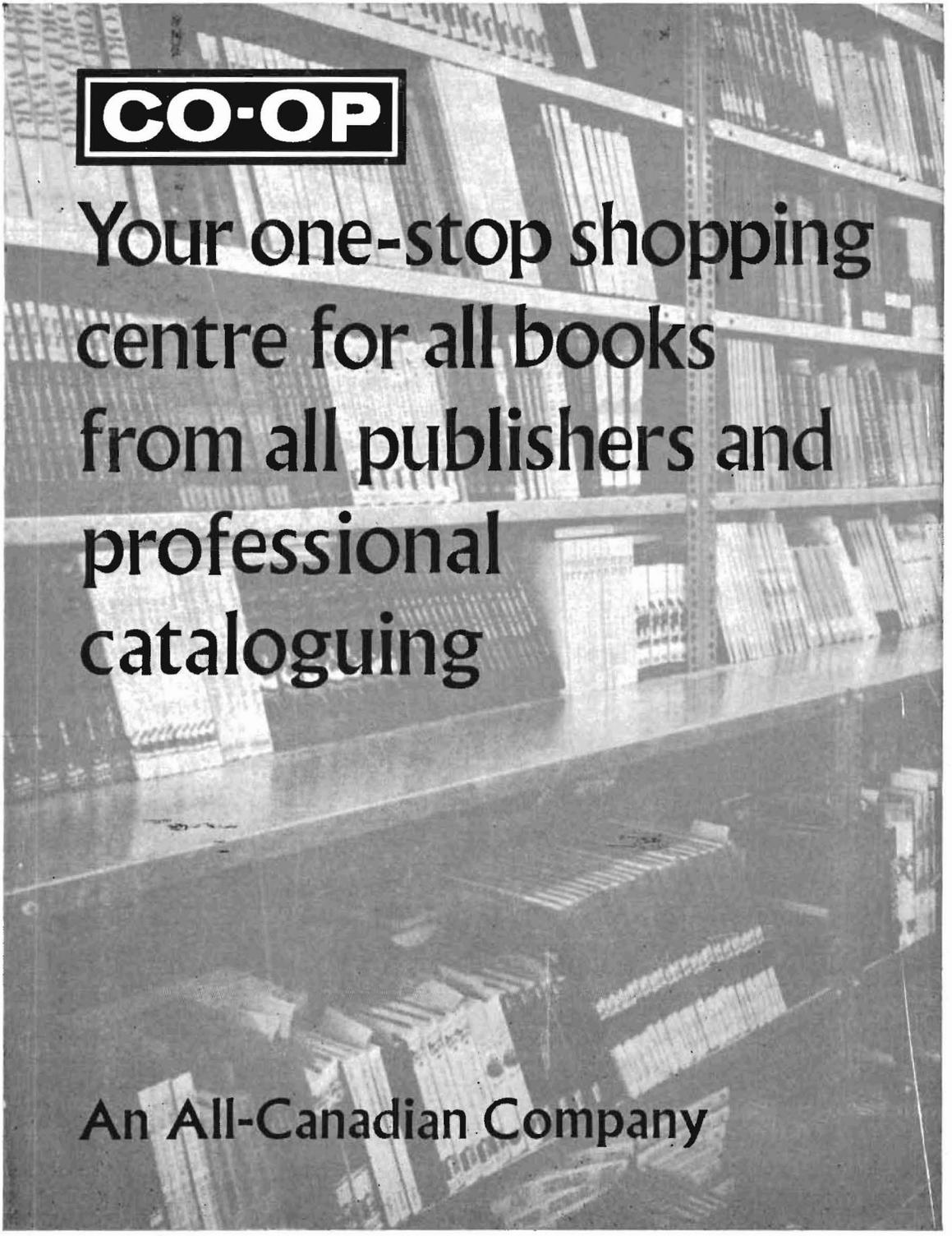
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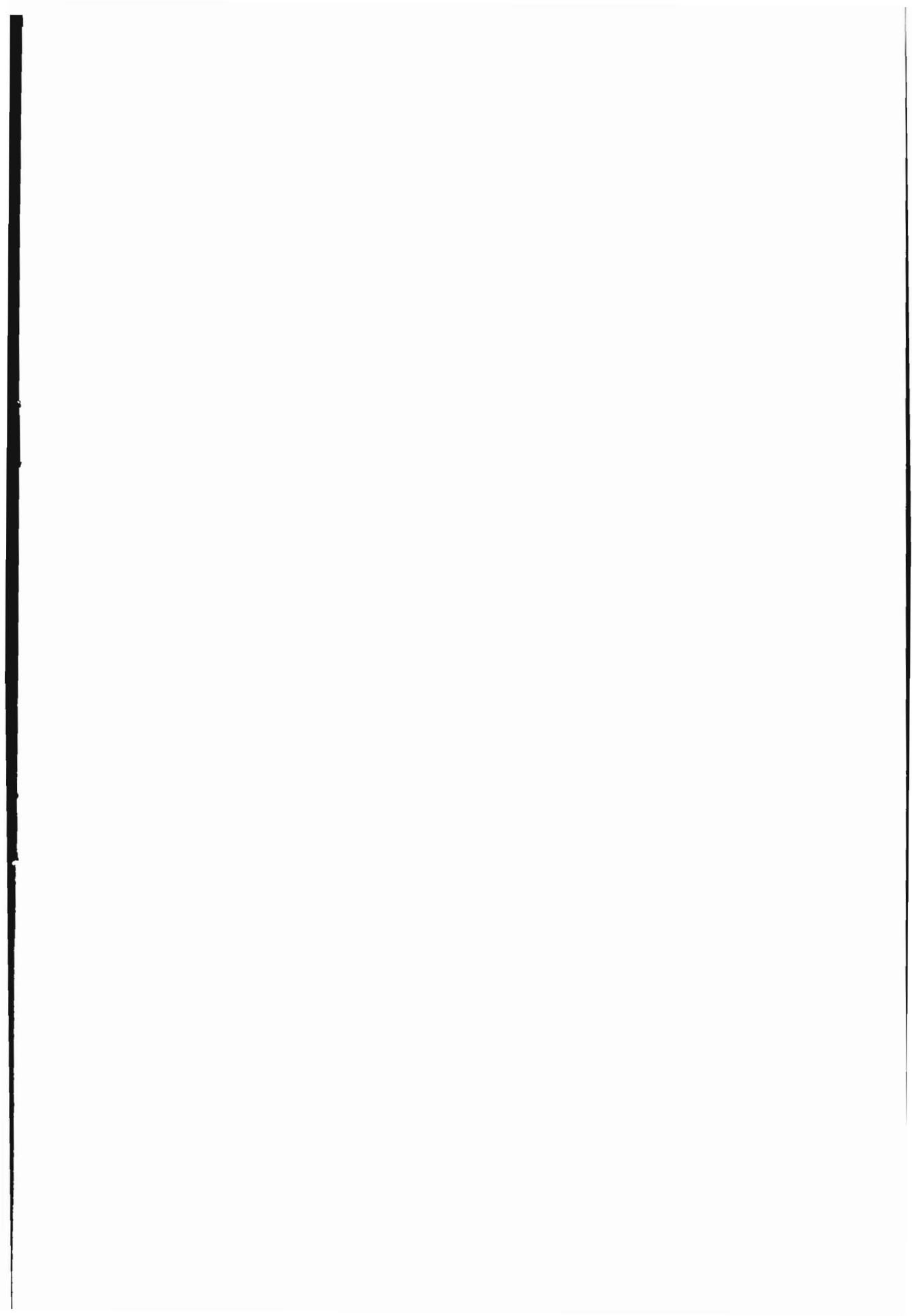
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