apla bulletin

atlantic provinces library association

vol. 29 no. 4
december 1965

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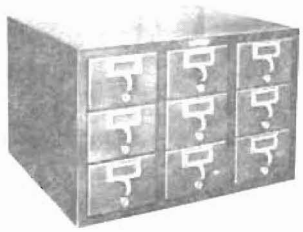

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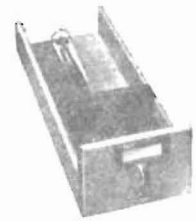

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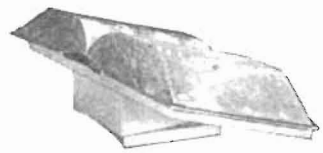

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apla bulletin

vol. XXIX (december 1965) no. 4

The APLA Bulletin, published quarterly, is the official organ of the ATLANTIC PROVINCES LIBRARY ASSOCIATION, formerly the Maritime Library Association. APLA, organized in 1918, is a registered and incorporated company under the Nova Scotia Companies Act, and serves the provinces of New Brunswick, Nova Scotia, Prince Edward Island and, more recently, Newfoundland and Labrador.

In its membership, APLA embraces every type of library: public, regional, school, college, university and special libraries in the Atlantic Provinces of Canada.

The **APLA Bulletin** is indexed in **Library Literature** (U.S.A.) and **Library Science Abstracts** (U.K.)

Send manuscripts (typed, doubled-spaced on 8 x 11) direct to the Editor. For classified and general advertisements, including rate card, contact the Assistant-Editor.

Membership in the Association includes a subscription to the **APLA Bulletin,** Personal membership: $3.00 per year; Institutional: $4.00 per year. Contact the Secretary-Treasurer, Miss Pauline Home, Halifax Memorial Library, Halifax, N. S.

The APLA Bulletin is printed by the Truro Printing & Publishing Co., Ltd., Truro, N. S.

The Atlantic Provinces Checklist

Ten years have now elapsed since this association first considered publication of a **Checklist** which might, at one and the same time, fulfill certain ideals of professional librarianship as well as the objectives of the recently formed Atlantic Provinces Economic Council in 1954. The **Checklist** has now apparently reached that crossroads where a retrospective glance may well serve to answer some searching questions about its future development.

It was in 1957 that James MacEacheron, President of the Maritime Library Association, was to win corporate acceptance of the **Checklist** idea following an appeal by A.P.E.C.'s representative, Mr. Stephen Branch. During subsequent committee and executive meetings, the general shape of policy governing its publication became clear. The **Checklist** was to appear in a popular format and it was to receive widespread distribution amongst business, industrial, and professional persons; it was to be a selective, classed bibliography covering books, pamphlets, government publications and documentary films—and this with little regard to overlapping the coverage of such formal bibliographies as **Canadiana** and **The Canadian Periodical Index.** Finally, the indexing was to be done by M.L.A. librarians and the actual publication of the **Checklist** was to be A.P.E.C.'s responsibility. These co-operating sponsors made it their objective to inform and co-ordinate the responses of the numerous regional organizations who shared the post-war challenge of developing the unique economy of these Atlantic Provinces.

Insofar as the achievement of such goals may be measured at all, it is safe to say that the venture has been successful, largely through the unfailing interest and work of Miss Shirley Elliott who has managed, almost alone, to discharge A.P.L.A.'s responsibilities in this joint venture. It came as no surprise to the membership that Miss Elliott was unable to carry the burden indefinitely and your 1964-1965 Executive laid plans for a new approach, now being presented in detail by President Boylan and his Executive.

Most of the problems which confronted APLA in this editorial undertaking seem to have been solved. One difficulty, however (and this contrary to all expected professional opinion) continues to plague us. Librarians are apparently unable or unwilling—was Mr. M.P.B. the only exception?—to render entries in a uniform, consistent, and approved form. That a cobbler's children should often appear "out of sole" serves at least the purpose of some kind of universal illustration; that librarians, by and large, eschew descriptive cataloguing had better be covered up—or mended!

Accordingly, responsible librarians in each of the four Provinces are about to assume the duties of co-ordinating this indexing work on multiple reporting slips, soon to be provided by the Executive. Hence the appeal at this time for a revitalized effort on the part of any APLA member who finds himself taking a part in this time-consuming operation.

Other questions, at least in relation to the **Checklist**'s future destiny, remain to be answered. These include its coverage in relation to that of other indexing services; its distribution, frequency, and format; and also the question whether, indeed, it continues to provide the kind of service which motivated its nauspicious beginnings. Finally, it should not be assumed that APEC will continue to publish the **Checklist** in perpetuity and it would augur well for the future if APLA did everything possible to set this indexing service on a professional base which does not rely on the gratuitous zeal of one librarian. Our thanks for a job well done goes to Shirley Ellitot; it is now time for others to offer tangible proof that librarians think this work is important.

F. E. G.

St. John's Evening Telegram

Marjorie Mews

Librarians throughout Canada were saddened to learn of the death on November 16th of Marjorie Mews, Chief Librarian of the Gosling Memorial Library, St. John's, Newfoundland.

Miss Mews, a native Newfoundlander, attended Methodist College and the University of Toronto Library School. She commenced work at the Gosling Memorial as Children's Librarian in 1935, was later named Assistant-Librarian and, by 1958, had achieved recognition as Chief Librarian, a post which she filled with eminence and quiet dignity until her death several days ago.

Miss Mews was active in choral work, in numerous civic and community endeavours, and she enjoyed writing as a hobby. She took an active interest in numerous professional organizations including, for a time, the Canadian Association of Children's Librarians. She was Vice-President of the Maritime Library Association (1957-1958); of the Atlantic Provinces Library Association (1964-1965); and she was a continuing member of the Canadian Library Association, being Chairman of its Elections Committee in 1956 and of the Membership Committee since 1955. She had been Newfoundland's committee representative on the Microfilming Project (newspapers) since 1958.

It is no exaggeration to say that Marjorie Mews had managed to become known as MISS LIBRARIAN to a whole generation of Newfoundland patrons, young and old. By the testimony of Director R. M. Donovan, of her professional associates, and of an unending stream of patrons, she is not known to have missed an opportunity to go the extra mile, or to treat a vagrant with the same deference and attention which she accorded the legitimate scholar. During recent years, and in overcrowded and sometimes untenable circumstances, she continued to project the unwavering image of a professional possessed of confidence, self-control, and inner charm. Marjorie Mews might as easily have graced any number of professions. That she chose to be a Librarian became, in itself, a compliment to that calling.

Miss Beeson, presently the Sir James Dunn Law Librarian in the Faculty of Law, Dalhousie University, received her law degree from Northeastern University, Boston, and her library degree from Simmons College, Boston.

Eunice Beeson

Law Librarianship in Canada

An Introduction

Law libraries in Canada are in the midst of a period in which expansion of their book collections and service facilities must take place rapidly. All libraries, but especially those connected with educational institutions, are faced with this situation. The reasons for all the frenetic activity going on in the intellectual world are interesting and complicated but they are not always clear. Dr. Claude T. Bissell, President of the University of Toronto, in his address to the Canadian Library Association last June pointed up the role which the library must play. He says:

> There is a possibility that those who desire to be taught may swamp those who are able to teach, and that we may have a great disequilibrium between what society wants and what it can give. Certainly if that disequilibrium is not to become great we must find ways and means of expanding the classroom. We must create an intellectual environment in which students will learn to search for themselves. Here again, this library is central, for it is the one indispensable teaching aid, the means of releasing and satisfying the curiosity of the student, and the surest way of demonstrating that knowledge is various and complex. Sophistication in the use of the library is the great dividing line between the passive pupil and the active student. (1)

The law school in Canada has not always been part of a University. However, the last rampart fell recently when it was announced that Osgoode Hall Law School, administered for 98 years by the Law Society of Upper Canada, would become part of York University. The question now arises, *How are Canadian law libraries and law librarians meeting these inevitable demands?*

Law librarians are not numerous in Canada and they had no organization of their own until 1963 when, following plans started in 1958, the Canadian Association of Law Libraries was formed as a chapter of the American Association of Law Libraries. Canadians have been members of the AALL since its beginning in 1909. William George Eakins, Librarian of the Law Society of Upper Canada, was a Charter Member and George A. Johnston, one of his sucessors, was President in 1951-52. Five AALL conventions have been held in Canada.

Forty-six Canadian law libraries are listed in the biennial *Directory of Law Libraries* (2) complied by the American Association of Law Libraries. The Foreword of the *Directory* states that

> ..... It includes all law libraries in the United States, Canada and other foreign countries that are members of the American Association of Law Libraries (AALL) or employ one or more persons who are AALL members. Libraries that are neither affiliated with the AALL, nor employ staff personnel with AALL affiliation, are limited to collections of 5,000 or more volumes for inclusion in this *Directory*.

This Directory does not, by any means include all of the law libraries in Canada. The Canadian Association is planning a *Survey of Resources for Legal Research in Canada* and it is hoped that, as a by-product of this survey, a directory of Canadian law libraries will be compiled; it will contain more information for each library than is now contained in the AALL *Directory* and it will include libraries of less than 5,000 volumes. Ontario alone has forty six county law libraries; and Alberta, to cite another example, has twelve libraries set up by the Law Society in various centers.

The Legal Education and Training section of the Canadian Bar Association presented a panel discussion on Law Libraries at the annual meeting of the Association in Montreal in 1964, chaired by Dean William Lederman of Queen's University, Faculty of Law. The other members of the panel were Gilbert Kennedy, Assistant Attorney-General of British Columbia; Marianne Scott, Law Librarian at McGill University, and myself; this paper will attempt to survey the ground covered.

The subjects assigned to me were: The Law Library Staff; The Physical Facilities of the Law School Library; The Collections; and the Organization and Use of the Law School Library. As each one of these topics could occupy an entire panel discussion, I concentrated on the problem of the law library staff, as this seemed to me an area in which exploration and definition was most needed.

When asked to write an article or to speak upon a subject of this kind, the librarian is apt to begin with a "literature search". Sources of information on law librarianship, as distinct from other kinds of librarianship are almost entirely limited to the files of the *Law Library Journal*, a quarterly which has been published for the past 57 years by the AALL; also to the occasional article in other periodicals covering either librarianship or law. Also of value is the *Cumulative Index* covering the first fifty years of the *Law Library Journal*; the issues to date reveal thirty-two entries concerning Canadian law librarianship or libraries, some being major articles of great value and interest, others being merely notes of an ephemeral nature. However, the principal articles tend to be bibliographical in scope, their chief aim being to inform the American law librarian about Canadian materials.

A survey of the law libraries of the Pacific Northwest (3) made under the auspices of the Pacific Northwest Library Association, includes those of British Columbia. This was a useful piece of work which covered law school libraries as well as practitioners' and court libraries. Canadian sources do not reveal anything that could be called a serious consideration of law librarianship.

Law Library Staff

In recent years the education of the law librarian has been the subject of a good deal of discussion. One of the best and most recent articles appears in *Library Trends* for January, 1963, this issue is devoted to *Current Trends in Law Libraries* (4) and it is an excellent compilation. The Librarian of the Biddle Library at the University of Pennsylvania, Morris L. Cohen who is the author of the section entitled *Education for Law Librarianship*, has this to say.

> For the higher positions in law librarianship, the ideal education is clear. Law librarians are by and large agreed that an optimum educational background for the important administrative positions in law school libraries and in all other large research law libraries consists of a broadly based liberal education, evidenced by a bachelor's degree; a full law school program, leading to an LL.B. or J.D. degree; and a master's degree in library science. (5)

Specific situations may be cited in which the "law-trained-only" librarian has performed in an outstanding manner; and conversely it can be shown that a "library-science-trained-only" person has administered a law library satisfactorily. However, each one must look to others for help in that part of the field in which he lacks training. On the whole, the "library-science-trained-only" librarian is the better able to organize the library physically and to administer it; he is apparently aware of the need to enlist the help of a legally trained person and he seeks this help. The "law-trained-only" librarian may not be aware of the help to be obtained from the graduate in library science, possibly because librarianship is something of a parvenu amongst the professions.

A corollary to the problem of employing a properly trained chief librarian is that of employing additional staff. To employ a qualified librarian without giving him appropriate professional and clerical help is to invite a situation in which the highly trained person is found performing routine clerical duties which are a waste of his time and of his employer's money. Training of law library personnel in lower staff positions has also received attention in recent years. Various training programmes for law librarianship are described in a symposium in the *Law Library Journal* which is devoted to education for librarianship. (6)

The proposed new standard for the size of library staff set up by the Committee of the Association of American Law Schools in an important book, *Anatomy of Modern Legal Education*, reads as follows:

> A minimum staff shall include one full-time assistant librarian, unless the law library collection numbers more than 50,000 volumes, and then its minimum shall be two full-time assistant librarians; and it is preferable that assistant librarians shall have some of the qualifications of the law librarian or be in training therefore. (7)

The percentage of clerical to professional staff is a moot point and much has been written about it in the professional literature. The suggested figure varies from two to three or more clericals for each professional. Another way of approaching the staff problem is to compare the salaries budget to the book budget. One such suggested figure (8) is 1.5 to 1—which is to say that a library with a budget of $50,000 (not including binding, supplies, or overhead) would spend $20,000 on books and periodicals and $30,000 on salaries. In December, 1964 the Special Libraries Association published its *Objectives and Standards for Special Libraries*. Under the heading of budget it specifies that

> . . . if a special library meets the standards for staff, library materials, and services, the proportion of the library budget assigned to salaries will normally fall within the 60-79 per cent range, provided overhead is not charged to the library budget. (9)

It should be noted, incidentally, that law libraries *per se* fall within the definition of special libraries.

The staff situation in Canadian law school libraries is known to be below standard, particularly with reference to numbers of supporting staff. Whether the Canadian staff standards should be any different from those in American law school libraries is a question which perhaps needs comment.

Just what is the difference between the Canadian and the American law school library? By referring to the *Directory of Law Libraries*, 1964 edition, it is possible to compare the number of volumes held in Canadian law libraries with the holdings of American law libraries. The Canadian libraries have consistently smaller holdings because the Canadian law library does not need to have the bulk of volumes needed in the comparable American law library. A rough count of the total number making up the U. S. State reports produces the round figure, 19,500; total Provincial reports of Canada are some 2,500. (10) It should be added that the U. S. reports include those of many lower courts, particularly in New York and Pennsylvania, but these are considered a necessary part of a complete American law library collection. For a Canadian law library buying American material, the bulk of reports can be cut down considerably by purchase of the National Reporter system. Indeed, this is done in smaller law school libraries in the United States. However, there often arises a need for the state reports which precede the National

Reporter system; this dates from about 1883, and the total number of volumes increases accordingly.

In other respects, the materials and problems in the law school libraries of the two jurisdictions are much the same. The civil-law schools in Quebec, with their emphasis on treatise material, are of comparable size to those in common-law jurisdictions in Canada.

This comparison is made only to suggest that standards of any kind set up by the American Association of Law Schools and the American Association of Law Libraries can be useful to Canadians; but it would be desirable for the Canadian law schools to set up their own standards by which to guide a growth potential that already exceeds anticipated expansion.

A forward step in the development of standards for the law librarian and law libraries in Canada occurred with the publication of the *Report* (11) of the Committee on Legal Research which was Chaired by Prof. F. R. Scott, of McGill and formed at the 35th annual meeting of the Canadian Bar Association in Winnipeg in 1954. It includes much useful material on the condition of law libraries and their importance in legal research, in addition to covering the whole field of legal education. It states, (12) "Moreover, a library today is only partially efficient if it is not under the supervision of a trained librarian, preferably one also trained in law."

Under "Recommendations", the *Report* continues:

> We have concluded that legal research and writing in Canada is quite inadequate for the needs of the profession and of Canadian society today. We have noted large areas of public and of private law where new publications are required for the use of practitioner, judge and teacher. We have suggested that even less research is being done in other areas touching the administration of justice and the impact of new sciences upon the legal order. We do not believe that the present legal machinery in Canada is sufficient to meet the demand for a more systematic approach to the problem of law reform.
>
> Among the principal reasons for this state of affairs we have found the following: 1) lack of an active interest in research among all branches of the profession; 2) poor standards of education, and inadequate staff, facilities and endowments in the Canadian law schools; 3) failure by the profession and universities to accord the law school its proper educational and financial status; 4) *inadequate law-library facilities and personnel throughout Canada* (Italics mine); 5) insufficient provision of law clerks and secretaries to Canadian judges; 6) lack of foundation and other financial assistance to legal research. (13)

The law librarian should have faculty status if he meets the necessary qualifications; it is, for example, of real advantage for him to attend the meetings of his faculty. It is only in this way that he can learn what is really being done with regard to the curriculum. There are other benefits to be gained including an insight into the educational philosophy of the school and its relation to the university as a whole.

Physical Facilities

The subject of physical facilities is one which concerns many law school administrators and librarians; it deserves to be dealt with at length. Dean Maxwell Cohen's article, *The Condition of Legal Education in Canada*, (14) contains a table which was compiled from the answers to a questionnaire which surveyed whether the law school has "a library of its own", or "a building of its own."

The situation has changed radically since 1950. Some new law schools have been built, some are in the process of construction, and others are in the planning stage. So many new law school buildings have been completed in the United States in the last few years that the Canadian law school administrator has an unparalleled opportunity to examine plans of buildings and to visit them. The law librarian should play a major part in the planning of the library of the law school.

The trends in law library buildings appear to be the same as those noticed in recent

visits to new university libraries. Completely open stacks and integration of stack and reader space are the usual arrangement. Few reading rooms of the "Grand Central Station" type are being built. Harvard has installed a false ceiling in its immense Langdell Hall in the interests of better lighting. Auxiliary facilities are receiving more thought. Many law students practically *live* in the law school building; they will doubtless achieve more if they find themselves in comfortable, tasteful surroundings.

The collections

In this area, four phases of acquisition practice need considerable thought and discussion. These include: 1. What basic collection should every Canadian law school have: (a) Minimum number of volumes; (b) Recommended specific holdings? 2. Should different libraries concentrate in given fields? 3. Who should decide what books are to be purchased: the faculty, the librarian, a faculty committee, or a combination? 4. What periodicals should be purchased? This group is mentioned because it concerns an area in which Canadian law libraries are particularly weak.

The *Survey of the Law Libraries of the Pacific Northwest* (15) sets up a basic collection for the U. S. lawyer and lists it under the following headings: type of book; approximate initial cost; and approximate annual cost of upkeep and supplementation. A similar statement covering basic material could be made for Canadian law libraries. Someone may already have made such a compilation but, because of lack of communication, libraries which have needed this information have not had it. It is hoped that the newly-formed Canadian Association of Law Libraries will help solve problems of communication.

The American Association of Law Schools has set up standards for acquisition which may be found in its Articles of Association and Committee Reports, especially the report contained in its 1954 *Proceedings*. None of these have included lists of treatises but this gap will be filled by the Association of American Law Schools Study Project, made possible by a grant of $54,000 from the Council on Library Resources. This project involves the preparation of book selection lists to guide law librarians in the selection of desirable materials. Dr. Miles O. Price, former Librarian at Columbia Law School, is the Director. The Canadian Association of Law Libraries has been invited to participate by drawing up lists of Canadian books in each category, with annotations and indications for first, second and third purchase. The lists will primarily act as guides for the American law school library, but can certainly be useful to the Canadian law school in its selection of American material and serve as an example for a Canadian list.

Probably no area has caused so much difficulty for law librarians as Cataloguing and Classification, topics which fall under the general heading of "Organization and Use." A thorough and up-to-date general coverage of these topics may be found in *Library Trends* (16) in which Carleton W. Kenyon of the California State Library and Earl Borgeson of Harvard write under the headings, "Law Cataloging" and "Classification of Legal Materials" respectively.

A survey of the law libraries in Canada, especially those concerned with education, needs to be be made before intelligent plans can be formulated for co-operation in improving resources and service. The survey of Canadian medical libraries recently published is an outstanding example. (17) Another recent survey, known as the "Williams Report", has had far-reaching consequences across Canada (18).

In summing up, I should say that law librarianship in Canada appears to be entering an era of development which was given impetus by the Report of the Committee on Legal Research and helped by the formation of the Canadian Association of Law Libraries. The recruitment of adequately trained personnel is clearly the first problem to be considered. We shall also need to review in depth such matters as physical facilities, standards for collections, and the organization and use of resource materials.

Bibliography- p. 130

Law Librarianship

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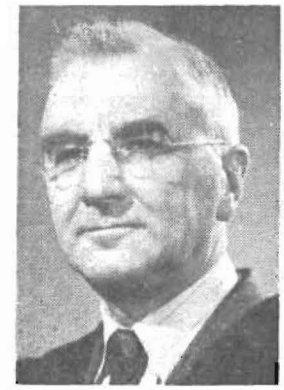
Dr. Hunter was chairman of the Library Committee of the Memorial University College and has been a member of the Newfoundland Public Libraries Board from its inception in 1935, being Chairman of the Board from 1935-1950. The following is the theme paper delivered recently before the 26th APLA Conference in St. John's, Nfld.



Dr. A. C. Hunter

Public Library Service in Newfoundland

Part II

Before launching further upon an assessment of our position I should say a word or two about certain special places. St. John's with a population of a little under 80,000 is far and away the biggest town. Next comes Corner Brook with 25,000, and Grand Falls at 6,500. In general, 5,000 constitutes a big town. The two affluent towns just mentioned were set up by the newsprint companies as closed company towns. At Corner Brook the company established and for years maintained a public library. It was not with these towns in mind that the Public Libraries Board devised the Regional Libraries scheme, though it was of course open to them to seek affiliation on the same terms as others, terms which, naturally enough seemed to them unattractive. The time came however when the Corner Brook company adopted a new policy and handed over the library as a going concern to the city. Then of course the people in charge sought and obtained admission to the provincial scheme. The city of Grand Falls in due time also adhered to the Regional Scheme and was recently encouraged and assisted by the company's generous gift of ample quarters. These towns, in virtue of their industrial nature and economic significance, occupy a special, perhaps I may venture the term anomalous place in the Newfoundland scheme of things and so their libraries unavoidably occupy an anomalous position and have been made the beneficiaries of anomalous support. Along with these cities, we must place Happy Valley, Labrador City, and Wabush; but these indeed inject new elements into the situation. More is in the offing; in particular, the future Bay d'Espoir and who knows what other materialisations of economic vision? It is clear that these and other such towns of the future, are bound to occupy an important place, increasingly important as they grow in numbers, in the economy and general life of Newfoundland and Labrador. They will not only have their own demands to make upon the public resources, libraries being one of them, but will be in a position to help in the development and extension of public services, libraries again being one. I shall take up this matter later.

Our recent history is the history of holding our own, or trying to. Just one thing stands out in this story. Within the last twelve months the Canadian Federation of University Women, St. John's Club, an as-

sociation tirelessly active in good works, being perturbed by the inadequacy of the St. John's Library made an admirable study of the library services in St. John's and embodied its findings in an equally admirable brief to the Municipal Council, supporting a plea for branch libraries for children. The Association succeeded at once where the Board had twice failed, for the Council accepted the brief and promised an initial grant of $20,000. Two points are worth noting in this. First an outside organization, if I may use a not very happy expression, may succeed where the appointed one fails; hence the importance of having the maximum of outside support. Second, for your understanding of our situation, in Newfoundland municipal governments have no responsibility for libraries or any other institution of education or social welfare, and this constitutes a very important and serious factor in the financing of library services. Any contribution made by a municipal council is an act of grace.

I am sorry to have given you so dry an account of what was really a body of experiences warm with life. The need for compression compels me to refer you for the human side of it, at any rate that part which concerns the outports, to the newsletters and reports of Miss Jessie Mifflen. The life and gaiety that bubble over in them and, to those who can read between the lines, the hardships and difficulties and frustrations faced and overcome, or courageously accepted, testify to the reality lying behind the colourless chronicle I have imposed upon you. It is time that I tried to present for your information the situation as it now is after thirty odd years of existence.

The oversight of all public libraries is entrusted to the sole authority of the Public Libraries Board, a chartered corporation set up by act of the legislature and composed of persons appointed by the Lieutenant-Governor in Council, unpaid. Its jurisdiction is threefold: the public library of St. John's, called the Gosling Memorial Library; libraries in places large or small outside St. John's, often referred to as regional libraries; and the Travelling Library. These three are conveniently spoken of as Public Library Services. The Gosling continues to occupy all but the upper floor of the Museum Building; administration of all three, carried on in close association, is housed in the former Provincial Law Department Building which was put at our disposal when the Confederation Building came into use.

In attempting to picture the situation of our public library services, I shall choose only a few statistics but these will be significant to professional hearers and I shall leave to them the comparisons which the figures invite.

Since the day when the Gosling Library was established, the population of St. John's has about doubled and stands—no, not stands, grows—at something short of 80,000. Incidentally, Newfoundland has an immensely high birth rate. Half our population is under sixteen years of age, a proportion unequalled I believe in any Anglo-Saxon country. Topographically the city continues to grow rapidly, especially along lines running west, north-west and north-east. The western city limits are four to five miles from the Gosling Library but the population extends much further. The annual report for 1963-64 states that the books for adults totaled 50,400, for children 11,300; together upwards of 61,000. Adult borrowers numbered 12,500 and children at 6,000, together a little short of 19,000. Adult circulation reached over 106,000, juvenile 71,500. Honesty compels me to admit that this is less than twice what it was in 1936. My interpretation of this fact is that the Gosling Library quickly reached and now remains at the maximum of lending service permitted by its situation and resources.

You are too wise in experience to treat such figures as a complete measure of a library's value and vitality; and you will be willing to accept my word that they do not do justice to the achievements of the Gosling Library. It is a very busy place and in the late hours of the days its reference and reading facilities especially are taxed to the utmost. Very many people —from men prominent in public life to annual classes of high school students and university undergraduates—are under heavy obligation to it. What it has done in thirty years towards creating a reading citizenry, promoting drama, creative literature and handicrafts, and advancing culture generally is of course quite beyond calculation and therefore beyond representation in figures. Nevertheless, granted that we may take some proper pride in what

has been achieved, in spite of very real and often serious handicaps, we are bound to admit that what we have in St. John's and beyond is far short not only of the ideal but of what ought to be practically realisable. Since admitting deficiencies inevitably carries a suggestion of blame, before continuing my survey I think I should call to your attention factors other than those pointed out in my introductory remarks which have militated against a full development of library service in Newfoundland. They are chiefly financial. Like its sister Atlantic Provinces, Newfoundland is poor. Its per capita income even today is only $1065, the lowest in Canada by $180. This poverty is increased relatively by the higher prices ruling here, as a result in large part of the cost of transport from mainland points of distribution. The Newfoundlander has less money and can buy less with what he has.

Having an important bearing upon the financing of public services is the abnormally large share of the cost borne by the provincial government. Services such as police and fire protection whose cost is usually borne or shared by municipal authorities are often here the sole responsibility of the provincial government. This is probably a legacy from the quite recent time when there was no local self government. When this necessary manifestation of democracy began to be actively promoted thirty years ago, St. John's was the only self-governing community and its powers were, and remain, more limited than one might expect. At present the number of self-governing localities is approximately one hundred but their powers, like their resources, are restricted; and there is a general resentment of local taxation. The understanding is that municipal governments are concerned solely with material facilities such as garbage collection, roads and street lighting; no mandatory obligation is laid upon them to maintain or subsidise social services of any kind. This does not mean that none do so. Several towns having regional libraries receive grants from their municipal councils or are indirectly subsidised by receiving serviced buildings rent free, and this very year, as mentioned earlier, St. John's has undertaken to subsidise branch libraries. Corner Brook has made a comparable move. In other places people accept a form of voluntary taxation by raising money in the familiar ways in order to help the library, in some cases thereby doubling the grant received from the Board. The fact remains that about 95% of the cost of the public library services is borne by the provincial government. If by some happy chance the municipalities found themselves together able to meet the government half-way, so in effect doubling the Board's present annual grant, Newfoundland would then have the half-million dollars considered by your professional Association necessary for minimum maintenance, that is, in normal circumstances. That happy chance is, and will remain remote, if only because so large a majority of communities are too small and lacking in taxable resources to maintain local self-government, even collectively. It seems clear that for as far into the future as we can see the support of library services will continue to be chiefly the responsibility of the Provincial Government.

Another circumstance which bears upon the inadequacy of our library services is our public school system. Public education is shared between the Provincial Government and the churches. The Government pays teachers' salaries and subsidises the building of schools, sometimes jointly, and they supplement the government subsidies. The government department, of course, exercises a sort of advisory control, but in a very real sense of that common expression, the churches run the schools. I do not mention the arrangement to find fault with it. On the contrary I consider that is has much to commend it, but it has possibly an adverse influence upon public libraries in two ways, one more obvious than the other. The less obvious is that neither party to the arrangement is constrained to see education as a whole and hence to see libraries as an integral part of it. The second and more obvious influence concerns the constant demand laid upon the church member to contribute to his school; to repair, to paint, to equip, and to build more and to renew. As you go about St. John's during this Conference look at the numerous new school buildings and see for yourselves what they mean in terms of voluntary taxation. I think it is clear that we must not expect very much more from personal giving for the particular purpose of public libraries.

After this warning glance at certain important factors let us look at what we have. In St. John's is a city library occupying part

of a building erected as a museum. Beside it the administrative services are carried on in a building formerly the offices of the Law Department of the Provincial Government. It is situated about two hundred yards from the waterfront and at no great distance from the eastern limits of the city. As the movement of the growing population is chiefly westward and north-westward, this situation has lost its centrality and is out of reach of more and more potential library users. There is however a concentrated population in the immediate neighbourhood. There are no branch libraries and no bookmobiles.

Outside St. John's, associated with the Public Libraries Board, there were, according to the annual report of 1963-64, thirty-six regional libraries and sixteen branch libraries, serving a total population of about 180,000 with 230,000 books which achieved a circulation of 450,000. Putting aside the Travelling Library for the moment, this means, adding in St. John's, two hundred and sixty of our five hundred thousand population live in towns or cities possessing a permanent library of some sort. Nearly three hundred boxes of books were distributed as deposits by the Travelling Library.

Such simplicity of design as characterised (properly and usefully) the country library scheme in its early states was bound to prove increasingly inadequate as circumstances changed. Since the war, and especially since 1949, they have changed greatly and rapidly. Instead of merely a capital and some outports, we have the capital, a rising number of industrial and mining towns of a population of 5000 and upwards, a marked economic stimulation of towns of say two to five thousand, and of course still the innumerable little fishing towns and villages. The impropriety of a flat rate subsidy as well as the inadequacy of the amount became more and more marked and the Board has tried to rationalise its methods of assistance by relating subsidies to size, achievement and professional qualification, though all within possibilities of a relatively stationary income. In two cases only, Corner Brook and Grand Falls, has it been possible, and in an anomalous way at that, to make an annual grant outside and in excess of the subsidies provided under the Regional Libraries scheme. Into our "1940 library map" we have now to insert such towns as Grand Falls, Corner Brook, Gander, Labrador City, Wabush, Happy Valley. What opening prospects rise for Bay d'Espoir and Harbour Grace? If the many and grandiose economic ambitions are realised, even in part, how many more such towns shall we have to put on the map—and into our library schemes? The Federal and Provincial Governments are jointly sponsoring the transference and concentration of small, isolated settlements. How many towns approaching one thousand, and therefore candidates for affiliation, will this eventually create? Since I am already in the realm of the future and of speculation, I must at least try to be systematic about it.

The Public Libraries Board of whatever is destined to have jurisdiction over libraries in Newfoundland and Labrador, must provide for, must be enabled to provide for, a capital city of 100,000 thrusting out lineally in certain directions. This is a situation calling for a soundly planned and adaptable system of branch libraries, supplemented no doubt by some kind of mobile service. Outside St. John's it must provide similarly for approximately a dozen towns or circumscribed areas of five to twenty thousand people supported by mining, industries, and shipping. Each needs a central library, with lending, reading and reference departments as well as separate provision for juveniles. Most, if not all, will need branches because Newfoundland towns are rarely compact. The plan of renewed regional development and reorganization first drafted about ten years ago for the Public Libraries Board by the Director, but still unhappily in abeyance, did not make special provision for towns of this kind though such as were already in existence; Corner Brook for example, had a proper place in it. But it is clear that particular study must be given to the provision of their needs, if necessary outside the existing scheme of things.

The five year plan of development to which I just now referred contemplated the establishment of a truly regional organization. A glance at the map reveals at once certain

areas that lend themselves thereto, including the Avalon Peninsula, the West, and the Centre North, each having lines of communication and a city important enough and well enough placed to act as an administrative centre (namely St. John's, Corner Brook and Grand Falls). In point of fact the Board envisaged five or even six such administrative areas, having a local board, a central library and administrative offices and a professional staff headed by a regional director under the command of the chief regional librarian. These regional offices were to share with Miss Mifflen her arduous but rewarding task of inspecting, advising and inspiring the branch and deposit libraries of the several regions. We hoped by this means to multiply library services, increase their efficiency and usefulness and achieve both a desirable decentralization and an equally desirable co-ordination. Even so a large number of towns and settlements, notably almost the whole of the south coast, are, and must for a long time remain, outside the scope of a regional scheme. If they are to have their due, the existing scheme must be revised, extended and energised, using whatever means present themselves—motorised libraries where there are roads, railway libraries, the C.N.R. steamers, perhaps helicopters. Why not? . . . or is that fantastic?

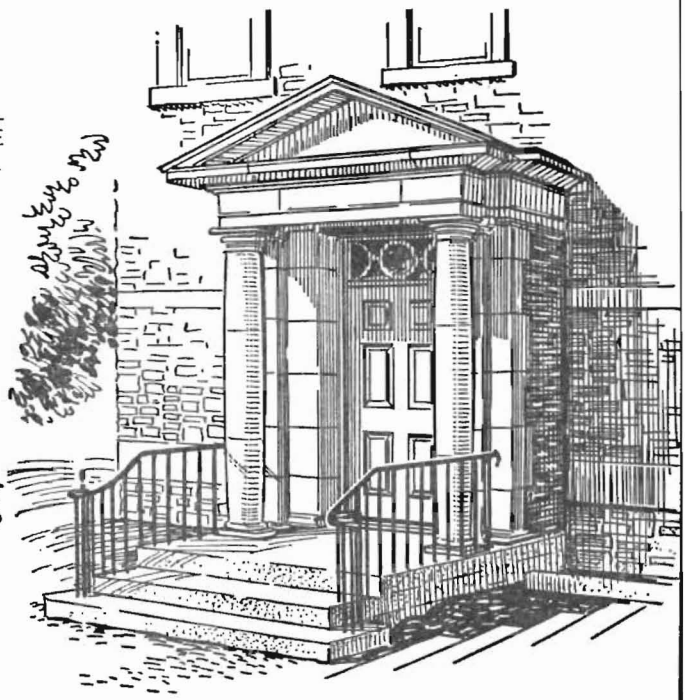
Making blueprints is easy and fun; realisation faces obstacles. The first and most serious is, of course, their cost. With twice the money now at its disposal the Board could make a start, a belated start with a lag of five years, or perhaps ten years, to make up. This means that more than twice as much money is needed if lost ground is to be recovered. I have already sufficiently pointed out the difficulties inherent in the financial situation.

But if, by some miracle, this problem were solved, problems of a different nature would arise. These would include that of authority for instance, the nature and adequacy of the powers and the constitution of the Public Libraries Board in what I may call "the New Newfoundland"; also the relation between provincial and municipal governments, and between local boards and the Public Libraries Board.

The rise—or should I say the leap?—of Labrador into the forefront poses considerations and questions of a different kind. Towns suddenly arising where there was only wilderness; affluent towns lacking a hinterland, housing a partly impermanent and humanly speaking incomplete population, incorporating if not amalgamating two ethnic groups, speaking different languages, each as it were exiled and having its roots in widely separated homelands. Is it not clear that the policy-making library authority, whatever it may be, must have at its disposal resources enabling it to take quick decisions in order to meet emergencies and adapt customary procedures to unfamiliar circumstances?

I am bound to confess that the urgency to the questions posed by the condition of what we already have has prevented us from devoting our thought sufficiently to the new questions pressing for an answer.

I have spoken all along as if Newfoundland were different from everywhere else. Of course the accidents of history are different but in circumstances we have no doubt much in common with one or other of our sister provinces, or with all. Our experiences may be of value to you, perhaps as an example of what to avoid. Certainly we may hope by pooling our experiences to help each other to solve our mutual problems and to overcome our difficulties.



Entrance to the Kipling Room, Dalhousie University. Courtesy of THE DALHOUSIE REVIEW.

Rudyard Kipling 1865-1936

Dorothy Cooke
and Marjorie Colpitt

To commemorate the 1965 Kipling Centenary, Mrs, Cooke, Head of Humanities and Kipling Librarian. and Miss Colpitt, Humanities Assistant, prepared this account of Dalhousie University's famous Kipling Room.

Through the generosity of the late J. MacGregor Stewart, Dalhousie University is the proud owner of one of the best Kipling Collections in the world. It is housed in the O.E. Smith Wing of the Macdonald Memorial Library on the Studley campus in Halifax, Nova Scotia. The Kipling Room itself was furnished and endowed through the initiative of the late Dr. James Muir of the Royal Bank of Canada and a group of Mr. Stewart's friends; Mrs. Stewart has shown continued interest in the collection since Mr. Stewart's death and has, from time to time, added valuable items.

The Kipling Room was opened in July, 1956, and readers who may be interested in details surrounding this occasion are directed to articles by A. W. Yeats and Douglas Lockhead, former Dalhousie University Librarian.(1) The Kipling Room is most impressive; it is Georgian Colonial, finished in mahogany with corresponding furnishings, carpeted floor, with a beautiful chandelier to complement the room's indirect lighting. Three walls are lined with brass-bordered, glass-fronted shelves which are filled with rare editions, mainly bound in red or green morocco. In the centre of the room stands a large case wherein are displayed significant Kipling manuscripts and other items of Kiplingiana.

This Collection, which contains more than ninety percent of the known bibliography of Kipling, represents the life-time avocation of bibliophile J. MacGregor Stewart. It is composed of two hundred and twelve manu-

scripts, four complete sets of Kipling's works which are contained in one hundred and twenty-two volumes; there are four hundred and eighty first editions and four hundred and sixty-seven subsequent editions. There are also three hundred and sixty-one bibliography and association items, one thousand and ninety periodicals, more than two thousand newspapers, two hundred and twenty translations in foreign languages, and some eighty musical items.

The newspaper files represent especially rich source material inasmuch as Kipling, himself associated with the Anglo-Indian newspaper world, published much of his early literary output in the *Civil and Military Gazette*, the *Pioneer News*, the *Pioneer*, and the *Week's News*, files of which are very fragmentary in other parts of the world, especially following war damage to the British Museum. The Kipling Room has almost complete holdings of the last two titles mentioned as well as a complete file of the *United Services College Chronicle*, of which Kipling was Editor for one year.

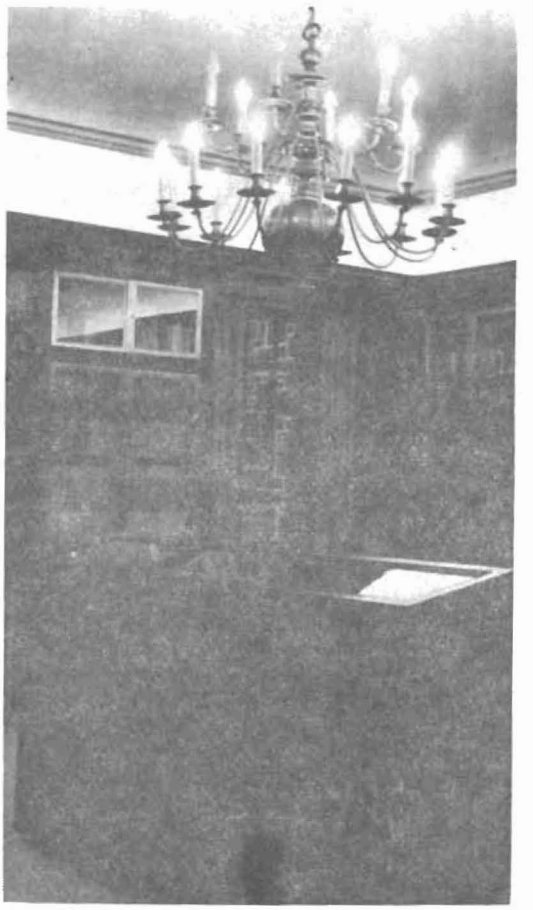
We sometimes get the impression, in this busy contemporary world, that questionnaires are a product of a statistically oriented society. Accordingly it is always with a sense of anticipation that patrons of our library ask to see how Kipling completed such a questionnaire in 1880 for his school, the United Services College in England. Here are some of his answers, at age fifteen, to questions on what we would call "a motivation and interests profile":

> Love is a little chill and then a shiver, nice as a tonic but not to be taken in large doses before reaching maturity . . . Do not not read French novels . . . History is a sorry perversion of truth, worth reading if only to find out the extent of human mendacity.

When, many years later, Kipling's popularity began to wane with the publication of such titles as "The Islanders", one can well imagine the Headmaster wagging his head with a knowing look of resignation; Rudyard's heterodoxy had long made him nervous.

Another early item in this Collection is a copy of the fifty privately printed "Schoolboy Lyrics" which represents twenty-three poems written when Kipling was sixteen years of age. These were printed by his parents at the offices of the Civil and Military Gazette, Lahore, for private circulation while Kipling was attending school in England in 1881. The copy in the Stewart Collection is a presentation copy which Kipling gave to his sister Trix (Alice) and it still bears the cover which she made for it. The copy is autographed by Kipling at the top of the verso of the title page. Immediately below his signature appear the following lines:

> This is the writer's autograph,
> Rarer than any ever writ,
> Therefore he bids you cherish it.



Whether read at the level of banter or irony-one cannot study this youthful transcription without a thought to the six years which, as children, Rudyard and Trix spent in England and which make for "a grim chapter in the records of child persecution"(2.)

In 1890 when the struggle for adequate copyright law was at its height, Kipling published a pamphlet entitled "The Inauthorated Corpses" and Dalhousie University holds this manuscript. In it, Kipling directs his attack against unauthorised publishing and, in par, ticular, against the publishing firm of Harper Brothers. He was particularly incensed when Harper's published, in a cheap edition of his stories, a tale whose revision he had not completed; further, he felt that they added insult to injury when they offered him a mere ten pounds for the pirated story.

Of special interest to Canadians is the hand-written manuscript of "Our Lady of the Snows"; it is signed and contains four lines of instructions concerning its publication. This item also includes the transmittal envelope, addressed in the poet's hand and showing how urgently he desired the poem to be delivered to the Editor of *The Times*. A note below the last verse reads: "Dear Bell, if you want this run it in quick to-night. If you don't want it, please mail it back because it's badly wanted elsewhere—R.K." There is also a note by the editor in blue pencil: "l.p. tonight. Keep copy clean and return to me". The poem was first published in *The Times* of April 27, 1897. The Kipling Room also cherishes two other items associated with this particular poem, these being the first autograph draft dated "7 Beacon Terrace, Torquay, Monday morning, April 27, 1897," and the autograph copy which was telegraphed to Canada immediately after it was written and recited at a dinner, on the same day, to celebrate the granting of the Canadian Preferential Tariff. This copy has a marginal note opposite the second stanza which reads "Omit if you like—too hard on the American?"

The poem "The White Man's Burden", addressed to the United States in 1899, is represented in the Stewart Collection by three items: the manuscript in Kipling's own hand; a copy printed 1899 in London for private circulation on which there is a note "at one time considered a forgery"; and "The White Man's Burden" as printed in *"Literature"* (February 4, 1899) and is the manuscript version of the poem. Later printed versions differ, incidentally, in the fourth and sixth verses.

Another item of special Canadian interest is "A Description by Rudyard Kipling of the Memorial Service held in St. Paul's Cathedral, London, in 1915, to honour Canadians killed in action." This valuable manuscript was presented to the Dalhousie Kipling Collection by Mrs. George Bambridge, daughter of Rudyard Kipling, on the occasion of the dedication of the Kipling Room in 1956.

A continuing and growing interest in this special collection is evident; two recent graduate students, for example, have relied heavily on its contents to complete theses for such widely diverse topics as "Imperialism" and "Kipling et la France".

These few items must serve merely as an indication of the valuable and interesting type of material which Dalhousie's Kipling Collection is prepared to place at the disposal of scholars, amateurs, and the general public.

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Condensation of an address given in April, 1965, to the Nova Scotia Branch of The Canadian Authors' Association. Sister Francis Dolores is Librarian at Mount Saint Vincent College, Halifax, N. S.

Sister Francis Dolores

Canadian Writing

-- Trends & Perspectives

Last February the monumental *LITERARY HISTORY OF CANADA; Canadian Literature in English* was published by the University of Toronto Press. Sponsored by the Humanities Research Council of Canada and eight years in preparation, it is the cooperative effort of a group of thirty-three Canadian scholars under the general editorship of Professor Carl F. Klinck of the University of Western Ontario. Its title, chosen deliberately, implies a comprehensiveness beyond the confines of *belles-lettres* and, in fact, its 945 pages survey not only poetry, fiction and drama, but also political, historical, religious, scholarly, philosophical, scientific, and other non-literary writing.

On the current scene, a contribution of this nature often receives less than its due amount of publicity and this one was no exception. Its importance to students and critics of Canadian Letters is nonetheless assured. It should be understood, however, that the book is an aggregate of essays in cultural history, *not* literary criticism. The mediocre and less than mediocre is chronicled along with the distinguished or almost distinguished. Although we agree with Dr. Northrup Frye, who contributes the masterly concluding chapter, that "there is no Canadian writer of whom we can say what we can say of the world's major writers, that their readers can grow up inside their work without being aware of circumstance", we acknowledge with him too that the book gives evidence "that what is really remarkable is not how little but how much good writing has been produced in Canada".

It is when we turn to the chapters surveying scholarly and critical writing emerging from our universities that we are conscious of a 'world view' not evident in the genres of poetry and fiction depicting Canadian life or drawing upon a regional background for their inspiration. Such contributions as those of Dr. Northrup Frye in the field of literary criticism and the humanities, and Dr. Marshall McLuhan in communications ("The Mechanical Bride"; "The Gutenberg Galaxy"; "Understanding Media") speak articulately to the *world* and exert an outside influence not noticeable to any real extent in the realm of Canadian poetry, fiction and drama.

Much has been spoken and written about the difficulties of the Canadian writer arising from his environment, the lack of literary

tradition, and the indifference of the public for whom and among whom he writes. The writer in Canada has nearly always felt out of harmony with his environment; sometimes outside of the mainstream of Canadian life; sometimes even an alien in a not too friendly atmosphere. Rarely has he escaped the strictures of financial pressure to give himself up entirely to his art. The pattern, with few notable exceptions, has been one of the writer who must have some other means of livelihood, from the Civil Service-writers of the Eighteen-sixties to the university professor-writers of a century later. Deeper than these practical problems, according to Professor Douglas Le Pan, are the problems of attitude; the deprivation of a wider circle of readers and the stimulus of their appreciation and acceptance.

The publisher of the Canadian writer is not in any more favored a position. He too is influenced by prevailing attidudes and financial strictures. Librarians have on more than one occasion listened to the apologies of publishers stressing the financial hazards involved in launching even 'sure-success' Canadian publications.

It would be interesting to survey the approach which the Canadian reading public takes to the works of Canadian authors. Are they read because they are Canadian, or because they have been reviewed in Canadian papers, or because they are by favorite authors, or because they are just "good" books? The public library might be a fair testing ground for public attitudes. How many public libraries maintain separate sections for Canadian authors, novelists especially? How many give them no preferential treatment? Exactly *why* was there such readership support for certain fairly recent Canadian "Best Sellers" —*As for Me and My House; The Mountain and the Valley; The Loved and the Lost; The Watch that Ends the Night; The Sixth of June; The Chartered Libertine; The Incredible Journey*—to name some disparate titles at random?

Whether we are authors or publishers, librarians or booksellers, it might be better if we did not feel constrained to label our products as "strictly Canadian". Perhaps it is a sort of pervasive nationalistic self-consciousness that restricts the writer and limits the interest potential of his reading public. Douglas Le Pan, writing last November in *The Atlantic* Supplement on Canada, suggested that it might be time for the Canadian writer to become detached from his environment; to try to express his conflicts and tensions in the world context. "Instead of trying to refine the singularity of being Canadian . . . to dive so deeply, that what he has to say can be expressed in terms of what happens, in an anonymous setting, to an anonymous, or virtually anonymous hero". His own mature novel *The Deserter* (winner of the Governor General's Fiction Award in 1965) is unspecified in its setting, just as its hero Rusty is unspecified in nationality (though he may well be a Canadian). *The Deserter*, stark as it is at times, is the kind of sophisticated novel calculated to appeal to discriminating readers anywhere—though perhaps not a resounding success so far as Canadian fiction readers are concerned.

This is not to say that an unmistakable and intended Canadian setting should be a deterrent to discriminating readers *anywhere*. As Mr. Le Pan remarks in the article already quoted:

> There will always be a place for books that are redolent of a particular region or of a particular aspect of Canadian life and experience. But there will also be a place, and an increasing place I suspect, for writing which is more stripped and bare and absolute, for writing marked by little or nothing on the surface to distinguish it as Canadian and which will ultimately reveal its origin by imparting a spirit that is both adventurous and responsible and by being able to pass everywhere as true.

That there is a valid place for both types of Canadian writing is amply evidenced by the diverse contributions of some of our recent writers rightly recognized as distinguished. Two of the most eligible, one an emigré, the other the son of an emigré, are Brian Moore and Mordecai Richler. Perhaps Moore may be disqualified as a Canadian writer, having come to Canada from his native Belfast, and recently departed from his 'native' Montreal to live in tne United States. Three at least of his novels appeared while he worked in Canada

(*The Lonely Passion of Judith Hearne; The Feast of Lupercal and The Luck of Ginger Coffey.*) *An Answer from Limbo* was written in the United States and another is about to be published. However Mr. Moore won the Governor-General's award for fiction in 1960 and spent a year in Europe on a fellowship from the Canada Council.

Preoccupied with a special type of protagonist—society's misfit—his novels belong to the world. Only one of them draws on a Canadian locale, *The Luck of Ginger Coffey*, but Ginger is more than a comic character on the Montreal stage; he is a world figure accepting shameful defeat with humble resignation in the realization that to be willing to try again is its own victory. Moore's misfits somehow come to self-realization and ultimate fulfillment through degradation. There is purgation in suffering and humiliation, though the characters are often more comic than tragic, protected from derisive laughter only through the compassion of the author.

Mordecai Richler draws his insights from his native Montreal (*Son of a Smaller Hero* and *The Apprenticeship of Duddy Kravitz*) and the emigré background of his father's Europe (*A Choice of Enemies* and *The Acrobats*). Here we find bitterness and satire, often real anger, but always a genuine involvement with mankind, society—and the nation.

Another distinguished writer, born and bred Canadian, novelist, satirist, journalist, scholar and playwright, rightly belongs to this discussion. Robertson Davies, whose urbane and sophisticated novels (*Tempest-Tost*, *Leaven of Malice* and *A Mixture of Frailities*) are set in a small Ontario city, aims his darts at philistinism, narrowness, prudery, and the self-righteousness which would control or confine the human spirit. In drama too, Mr. Davies (now Master of Massey College, University of Toronto) displays his satiric flair and explores the very themes which have been advanced as reason for the lack of distinguished drama in Canada.

Merrill Denison, the first Canadian playwright of any distinction, who was closely associated with the early years of Hart House Theatre in Toronto, put forward the view later stated more emphatically by Arthur Phelps, that Canadians have a natural distaste for the kind of spiritual self-analysis and self-discovery that serious drama demands. This requires a willingness to view our national or personal foibles in the mirror held out to us on the stage. Certainly, the paucity of drama published during the evolving period of Canada's literary history and up to the present time points to an innate weakness in our national culture.

In the past decade, a quickened cultural tempo has awakened talent in potential playwrights—the Canada Council, the Little Theatre Movement, drama and playwriting workshops on both the national and provincial levels, and the continuing stimulation of the Dominion Drama Festival. One of the most important cultural catalysts in the life of the nation is, however, the Canadian Broadcasting Corporation. Many unpublished works of Canadian playwrights have received first performance on CBC as it persistently seeks out and encourages new talent. In the development of a playwright's technique, performance on stage is essential. On the other hand, many works of considerable interest have received performance but have not found a publisher due in some measure to the erratic or haphazard process involved in having a play published.

David Gardner, director and CBC Television producer, reports in the drama round-up in *The Canadian Annual Review* for 1963 that between 1869 and the present day, there have been approximately a thousand plays published in French and English, and another one hundred related volumes dealing with the development of theatre in Canada. Professor Frank Bueckert of the drama division of the University of Alberta has set himself the formidable task of assembling these works and is aiming at 1967 as the completion date for this Canadian Theatre Resource Library in Edmonton. Two representatives of the Dominion Drama Festival are also engaged in the preparation of a catalogue of Canadian plays both in manuscript and published form. These two ventures plus several national playwriting competitions should do much to consolidate and stimulate the writing of plays in Canada.

At the conclusion of *The Literary History of Canada*, Northrup Frye observes that Canada has produced no author who is a classic in the sense of possessing a vision greater in kind than that of his best readers (at least in the perspective of the world at large). Later in the same context, he remarks: "nothing can give a writer's experience and sensitivity any form except the study of literature itself." What the writer finds in his experience and environment may be new or different, but the form of his expression can only take shape from what he has read, from the literature he has studied.

A very real proof of the present-day vitality of Canadian Letters is its new acceptance as an academic discipline in not a few universities across the nation. Several flourishing university quarterlies give evidence of critical discernment and intellectual involvement. It is in the universities that students will learn to study Canadian literature in a world context and, as creative talents are awakened and developed, to record Canadian experiences in the same context. In the meantime, some of their professors are doing just that.

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This study of research used at the University of Waterloo Library originated as a term paper for the M.L.S. Summer Session (1965) at the University of Toronto School of Library Science. Much of the supporting documention has been deleted.

Margaret Beckman

Size and Library Research Collections

"A very high percentage of the literature needs of distinguished research in many subject disciplines can probably be met with a very carefully selected collection, the size of which, while still unknown, may be considerably smaller than has commonly been supposed to have been necessary." (1) When Herman Fussler made this statement, his main concern was the alarming growth of American research libraries and the resulting problems of finding a base for policies of cooperative acquisitions, storage, and improved bibliographic access for the rapidly increasing research materials. In Canada, the problem of size of research libraries is, at the present time, an entirely different one. Fussler's comment however, and the research on which it was founded, may be quite pertinent to the Canadian scene.

After his survey of fourteen Canadian library collections in the humanities and social sciences, Edwin Williams concluded that "except in Canadian subjects and in medieval studies there are no collections in major fields that are outstanding as a whole".(2) In discussing the research collections of the libraries, size seemed to be an important factor. Toronto is described as being thirteenth in size compared to American universities and twice as large as the second largest Canadian library, McGill. In addition, Williams points out that both New York and California have research library resources substantially in excess of Canada's. It would seem that although it was certainly not the only criterion used by Williams, size was a vital consideration in measuring the effectiveness of Canadian research collections.

Robert Downs gives us an indication of what he thinks that size should be. "It has been estimated that as few as 5,000 titles are adequate to meet all the legitimate needs of undergraduates, and none of the new undergraduate libraries contemplate total collections in excess of about 100,000 volumes." For the next level-of-collecting to meet the needs of honour students and beginning graduate students, Downs feels that library holdings of a quarter of a million volumes, if carefully chosen, would leave little to be desired. For advanced research at the doctorate and post-doctorate level, he concludes that a general university library should probably possess a minimum of one million volumes.(3)

The CACUL brief to the Bladen Commission echoes both Williams and Downs, and

suggests that the most effective and economical use of our inadequate resources would be to "have graduate study done, and research libraries built in only a small minority of our institutions". But the brief continues, "the fact is that many small institutions, (including some of the newest) are accepting graudate students, and so are compounding the need for many research collections in a country which has not yet been able to afford one really strong research library". (4)

The University of Waterloo is one of the new institutions offering graduate work. It received its charter in July 1960; by July 1965 it had awarded seven Doctorates and twenty-eight Masters degrees, with a total of 120,000 volumes in the library. This is not unique; many other Canadian universities have been involved n graduate programs with library collections as smal lor even smaller. In 1961, of the libraries surveyed by Williams, only one, Toronto, had more than a million volumes; five had less than 250,000 volumes, and the smallest had only 107,-000 volumes. (5) Assuming that the degrees awarded are not inferior (Williams asserts that Canadian standards are relatively high), there are several questions which can be asked. How are Canadian university libraries supporting research with what are considered inadequate collections? Is it actually necessary to have a library of between 250,000 and one million volumes before becoming involved in research, or can a smaller collection suffice? Does Fussler's statement, although made in an entirely different context, have a bearing on the problem of research with less than an established minimum number of volumes in the library?

This paper is a limited attempt to test the validity of the assumption that an externally fixed acceptable size is necessary for a research library. Specifically, a study was designed to determine how well the University of Waterloo Library had served the needs of the thirty-five students who had received graduate degrees between 1962 and 1965.

Method and Scope of Study

The method used in this study was one originated in 1927 by P.L.K. Gross and E.M. Gross and is called reference-counting. Although primarily used for the purpose of indicating the most frequently used journals in a field, refinements to the technique made by Herman Fussler and Arthur McAnally suggested the possibility of using reference-counting as a test of the Waterloo Library. The data used were the citations contained in the thirty-five theses submitted to the University. These references were checked against the library card catalogue to discover if the cited material was held by the library. Holdings of journals, and in some instances accession numbers, were checked to make sure the titles had been acquired prior to the date of the theses. A comparison of the collected data was made between the four main disciplines, humanities, social science, pure and applied science, and between specific subjects, as they related to the number of titles held by the library and the size of the collection. The relationship between the serial citations and total citations held was also explored briefly. The findings are summarized in the following paragraphs, after which they are examined for implications to the University of Waterloo in particular and other libraries in general. No attempt was made to analyse the subject or title dispersion, time span, language distribution, or form of the citations, although this would have been of great value.

Study

The distribution of the theses by year and degree, compared to tne growth of the library is shown in table I. For the purposes of this study, mathematics was included in the pure sciences. It should be noted that 1964/65 was the first year the M.A. degree was awarded.

TABLE I

Distribution of theses by Year and Collection Size

Academic Year	Theses				Total volumes in Library
	Ph.D.	M.A.	M.Sc.	M.A.Sc.	
1962/63	2		2	4	64,355
1963/64	2			1	89,358
1964/65	3	8	8	4	121,016

Tables II - IV show the citations distributed by subject on an annual basis, with an indication of which were in the library. In addition, the number of serial citations and the percentage of these in the total citations in each subject are shown.

TABLE II

1962/63

Distribution of citations by Subject, IL (in Library) and Form

Subject	No. of Theses	Total Citations	IL	% IL	Serial	% Serial
Mathematics	1	30	24	80	9	30
Physics	1	42	39	92.8	18	43
Biology	1	66	30	45	54	82
Engineering	5	290	170	55	160	52
Total	8	428	263	68.3	241	52

TABLE III

1963/64

Distribution of citations by Subject, IL and Form

Subject	No. of Theses	Total Citations	IL	% IL	Serial	% Serial
Mathematics	1	16	13	81.2	11	69
Engineering	2	193	174	89	150	77
Total	3	209	187	85	161	73

TABLE IV

1964/65

Distribution of citations by Subject, IL and Form

Subject	No. of Theses	Total Citations	IL	% IL	Serial	% Serial
German Lit.	2	121	55	45	8	6
Psychology	5	109	91	83.5	76	69.7
Mathematics	1	51	39	76.4	33	64.7
Chemistry	1	18	18	100	8	44
Biology	3	188	96	51	152	80.8
Physics	5	173	169	97	132	76.3
Engineering	7	238	146	61.3	114	47
Total	24	898	614	73.4	523	55.7

Table V is a compilation made from Tables II - IV showing the percentage of material cited held by the library in each discipline, and indicating what fraction of the citations were to journals.

TABLE V

Discipline	No. of Theses	Total Citations	IL	%IL	Serial	%Serial
Humanities	2	121	55	45	8	6
Social Science	5	109	91	83.5	76	69.7
Pure Science	14	585	428	81	416	63
Applied Science	14	721	490	68	434	60.8
Total	35	1,528	1,076	69	934	50

Material held by the library

The first year that the University of Waterloo offered graduate work, the library held an average of 68.3 per cent of the references cited. In 1963/64 this had increased to 85 per cent, but decreased in 1964/65 to 73.4 per cent. The overall average for the three years was 69 per cent; or, expressed in other terms, 31 per cent of the required material was not in the library. Unfortunately no other study made for exactly this purpose is available for comparison, so that it cannot be categorically stated that the University of Waterloo Library did well or poorly. However, in a study made by Rolland Stevens (6) of the demands made on research libraries of historical, textual and experimental research, the average of titles not held by the libraries surveyed was 31 per cent, the same figure as discovered at Waterloo. The range was from 47 per cent not held for historical citations, to 19 per cent not held for experimental. Since the Stevens study used citations from tbeses submitted to large American university libraries it seems fair to state that on a comparative basis, the Waterloo Library served its graduate students quite adequately.

Comparison of material held by subject and discipline averaged over 3 years

A comparison by subject and discipline is most revealing. As shown in Table VI, the subjects with the highest ratio of material held were chemistry with 100 percent, and physics with 95 per cent. Psychology, mathematics, engineering, biology and German literature followed in that order. When compared by discipline, social science was highest with 83.5 per cent, followed by pure science with 81 per cent, applied science with 68 per cent and humanities with 45 per cent. Discussed in terms of the average number of titles held, Chemistry, physics and psychology fared extremely well, while biology with only 48 per cent, and German literature with 45 per cent made a questionable showing.

TABLE VI

SCALE BY SUBJECT		SCALE BY DISCIPLINE	
Subject	%Il	Discipline	%IL
Chemistry	100	Social Science	83.5
Physics	95	Pure Science	81
Psychology	83	Applied Science	68
Mathematics	78.5	Humanities	45
Engineering	68		
Biology	48		
German Literature	45		

Comparison of subjects and size of collection

Table VII-X show the correlation between subject and size of the collection, giving the percentage of citations held by the library for each year.

TABLE VII MATHEMATICS

Year	Size of Collection	%IL
1962/63	64,355	80
1963/64	89,358	81
1964/65	121,016	76.4

TABLE VIII PHYSICS

Year	Size of Collection	%IL
1962 63	64,355	92.8
1964 65	121,016	97

TABLE IX ENGINEERING

Year	Size of Collection	%IL
1962/63	64,355	55
1963/64	89,358	89
1964/65	121,016	61

TABLE X BIOLOGY

Year	Size of Collection	%IL
1962 63	64,355	45
1964 65	121,016	51

As can be seen, no positive correlation between the size of the collection and the number of titles held exists in each instance. Physics increased its titles held from 92 per cent to 97 per cent as the library holdings doubled, but mathematics, with 80 per cent of the material held in 1962/63, dropped to 76 per cent of the 1964/65 collection. Engineering showed a similar drop from a high of 89 per cent in 1963/64 to only 61 per cent in 1964/65. Biology showed a slight increase in titles held in an inadequate holdings ratio. Though admittedly the sample of theses was very small, it might still be deduced that there is a strong indication that the topic chosen be at least as important as the total holdings of the library for the IL percentage of material held. The implications of this are discussed below.

Subject and serials comparison

There are several reference-counting studies of scientific literature with particular emphasis on serials, the most important being Herman Fussler's. (7) He found that 92 per cent of chemists' references are to serials, and 91 per cent of physicists'. Arthur McAnally made the same type of analysis for United States history and found that only 9 per cent of the references cited were to journals. (8) The findings at Waterloo are interesting in comparison. Only 60 per cent of the Waterloo physics citations were to serials and 44 per cent of those in chemistry. Again, this may be due to the topic selected, or to the type of research; or the sample may have been too meagre to establish a definite pattern. The German literature citations, however, show a close correlation to McAnally's findings for history: 6 per cent as compared to 9 per cent of the citations were to journals.

The data presented for biology is of particular interest, but its implications are specifically internal. 81 per cent of the biology citations were to serials, but only 48 per

cent of the material was held by the Waterloo Library. It may be that the title and subject dispersion of biology journals is greater than that of chemistry and physics, which would mean that comparatively broader holdings in biology journals are required to support research. A study of biological literature similar to the Fussler study for chemistry and physics is needed, in order to place our knowledge of the library research needs in biology on a comparable scientific basis.

Summary of study findings

1. Although the average number of references cited in the theses which were held by the Waterloo Library, 70 per cent, compares favourably with American figures available, the wide variance between the highest holdings of 100 per cent for chemistry and 45 per cent for German literature is of great interest.

2. With the sample available no correlation could be proven between the percentage of titles held and the size of the collection.

3. Serial citations in the Waterloo research did not follow the pattern established by Fussler and others for scientific literature, but if it is valid to compare United States history with German literature there is a similarity in humanities research.

4. The findings at Waterloo corresponded closely with those of Douglas Waples, who established that research workers in science and technology found most of their material in their own library, while humanists had to invariably resort to other libraries. (9)

Implications — University of Waterloo

It would appear that the University of Waterloo Library was reasonably adequate in meeting the needs of its graduate students, but it served some students much better than others. Chemists and physicists were able to rely on the Waterloo Library for 95 to 100 per cent of their material, psychologists for 83.5 per cent, and mathematicians for 78.5 per cent, while engineering, biology and German literture graduate students found only 68 per cent to 45 per cent of their material available.

With specific reference to research in biology, the wide variance between the citations to journals of 81 per cent with only 48 per cent of the titles held indicates that measures should be taken at once to increase the journal holdings in this field. A valuable guide to which journals are most needed could be provided by the data already collected for this study.

The problem of research in German literature is much more serious, since so few of the citations (6 per cent) were to journals. McAnally's study of American history shows that for humanities research the bulk of the citations are too esoteric or fringe monographic material which cannot be identified in advance, and which is unlikely to have much use again. Although the findings of this study would appear to indicate that there is not too much correlation between the percentage of titles held and the size of the collection, careful selection of the thesis topic should be given prime consideration. If the librarian could be consulted about theses topics prior to their selection and if deliberate collecting were done by the library in the chosen area in advance, the percentage of needed titles held for humanities research could probably be brought at least some degree higher.

General implications

The most significant implication of this very limited study is its usefulness as a guide to collection building. This is particularly valid for Canadian universities, the majority of which are undertaking research programs before it is considered that they should. Rather than adding rapidly to existing holdings merely for the sake of size, careful analysis of the needs of research to be undertaken should be studied, using the findings of the many American surveys and internal studies of the kind reported here as a guide to a more realistic acquisition policy.

The success of the library at Waterloo to provide adequately for research for some faculties, and to provide less adequately for others, clearly lends support to the Bladen report recommendation that the library should

be consulted about new graduate programs, and given a period of at least two years in which to collect the basic material. As suggested previously however, the basis for collecting should be firmly established in research-use studies wherever possible.

There are serious implications for Canadian university libraries in the field of research in the humanities. Since this study has shown that only 45 per cent of the material cited in German literature was held by the library (and McAnally's study showed that this is not atypical), the Waterloo Library relied heavily on other institutions to provide this material. If humanities research is not to be limited to a few Canadian institutions, then it would seem that there should be a re-examination of existing inter-library loan policies, and a more realistic basis for photo-copy, Xerox-copy, and inter-library loan payment established. Otherwise an unfair burden will be placed on a few institutions.

Conclusion

Although this study as been too limited to elicit extensive observations, it may be cautiously reported that the University of Waterloo Library, with a collection increasing in three years from 65,000 to 120,000 volumes, adequately met the needs of its graduate students, serving the majority of them, especially in the sciences, extremely well. It would seem therefore, that there is merit in Fussler's contention that size is not the only important factor in a research collection, but that careful selection based on data supplied by library research-use studies might be of considerable importance.

Speaking to the Chicago G.L.S. Conference in 1964 Gordon Williams commented: "Libraries add many records to their collections in advance of any explicitly known need, and often in anticipation of a need that may arise quickly, that may arise many years from now, or may not arise at all in that particular library." (10) Rather than following the American pattern of open-ended collection building, with emphasis on size as an important objective, Canadian libraries have the opportunity to establish a different basis for building research collections, and at the same time, to more adequately meet the demands put upon them by their graduate students and faculty members.

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A Unique "Reserve Rider" System

Veronica R. Dykes

Shortly after the commencement of the Autumn Semester, it became obvious that the "reserve rider" system in use in the Dalhousie University Main Library required modification. Its shortcomings were made obvious as reserve book circulation increased and as a vastly increased student body clamoured for immediate attention each afternoon. Had things carried on in this manner, the reserve service would quite rapidly have deteriorated to the point of sheer frustration on both sides of the charge-out desk.

The previous system required the student to complete a book requisition slip quoting the call number, author, and title, as well as appending his own name. The reserve desk attendant then attached the slip to the book card with a paper clip and the book was then placed on the rider shelf. At 3:30 p.m. (the time designated for the rider pick-up) a chaotic scene invariably ensued as attendants searched for Joe Smith's rider when, at times, there were ten other books by the same author, also with riders upon them. As might be imagined, the results were anything but efficient!

A great deal of thought was given to this problem and it was decided to simplify the system by utilising numbered tags. To this end, 400 key tags were purchased and these were numbered consecutively in pairs from 1 through 200. A clip was attached to one tag which, with the corresponding numbered tag, was hung on a keyboard. Under this system, when a student requires a "rider" to be placed upon a book, he is handed one key tag from the board and the other tag with the clip is attached to the book card. Joe Smith hands in tag 26, and in return receives book number 26. The 3:30 p.m. crowds are as large—often larger—but they are now despatched with much greater facility.

When the system was first introduced in October, 1964, a few students lost their tags which rather complicated matters. A rule was introduced which stipulated that unless the student produced his tag, he could not collect the reserve book. It is now a rare occasion for someone to lose a tag. Both students and members of our library staff find the system to be simple, quietly efficient and fool-proof. Certainly, it can be incorporated into a reserve book system with a minimum of effort and at very little expense. Nor does it in any way complicate other reserve routines.

Mrs. Dykes is Senior Reserve Desk Clerical, Dalhousie University Main Library.

Future of School Libraries in Newfoundland

Clifford Andrews

Excerpts from a Report to delegates of the 26th Conference of APLA. Mr. Andrews is Principal of Macpherson Junior High School in St. John's, Newfoundland; in the course of academic work for an advanced degree from the Ontario College of Education, he had occasion to make a study of Newfoundland school libraries. Mr. Andrews is the elected representative of the Newfoundland Teachers' Association on library matters and, as one might expect, has provided his school with one of the finest libraries in the Protestant sector of Newfoundland's educational system. This report should be read as a supplement to that of Faith Mercer's [XXIX (1965) p. 109].

Mr. Chairman, in addressing myself to your delegates on the subject of school libraries, I should perhaps confess to two basic premises —perhaps some will take them to be prejudices —namely, that the quality of our school libraries will determine the effectiveness of future public library programmes (not the other way about) and, secondly, that what I shall say of school libraries in the Province of Newfoundland is very likely true of school libraries in other Atlantic Provinces.

It is perhaps an understatement to say that, in general, the situation is so deplorable that any change can only be for the better. If I sound unduly critical, it is not that I wish to be unkind; rather, I happen simply to believe that the function of a school library and awareness of its vital significance in the learning process have not yet permeated the thinking of the majority of educators in this province. I should like to see this Conference make realistic recommendations on the development of new and revolutionary policies for school libraries. Clearly, the process of *evolution* is far too slow. We are in need of dramatic changes in the thinking of those associated with departments of education, school boards, teacher education institutions, and classroom teaching.

It has been my experience that students *will* read, they *will* study, when they are provided with books which captivate their interest, their enthusiasm, and their zeal. I happen also to view with some alarm those persons who assume that a public library can take the place of a school library. Books should be at hand when the student needs them. They should represent an extension of the school curriculum itself and they should be available at that moment when a learning situation is presented. Several hours of waiting to get a book from the public library—a chance title, a chance queue, or a chance at getting the book at all!—this only serves to quell, to dampen the student's desire to pursue his point of interest. The public library is clearly an adjunct to the school library; it should never be considered in the nature of a substitute. What is more, a school library is a unique library because it is built around the children that make up a particular school, with the materials selected on the basis of experiences which are shared uniquely by specific teachers and students. Only alert and qualified teachers, who are library oriented, are capable of selecting the contents of such a library.

In our primary, elementary and high schools in Newfoundland, we have become so involved in teaching the so-called required courses that we have hardly given a serious thought to the utilization of this library medium which must, of necessity, become the heart of every school. We do, indeed, have a few good

school libraries; but in general the library is still considered to be a fringe benefit, a sort of study room rather than a place where intellectual curiosity may be satisfied. All too frequently I am told that the library is not being used because the students do not have time to use it—they are too busy "studying"!

It is time for a radical change in our concepts and philosophy relative to school libraries. The library and the librarian must be recognized as the key factors in the total learning process. Full-time staff of library professionals are as necessary as qualified classroom teachers. The library should become the pivot about which the work of the classroom teacher must develop with the teacher setting pace for independent learning and study. The task of those associated with the library is to encourage the student in his search for knowledge, to advise him on books to be read and, in general, stimulate and provide through reference materials, the satisfactions that come from effective learning.

A good library can be developed in any school where there is adequate enthusiasm for it on the part of the staff. The teacher-librarian concept must be developed as quickly as possible. Most of our schools have the capacity to establish good libraries without the services of full-time, or professional librarians. This is not meant to discredit professional librarians: the simple truth is that they are not available to us because of shortages which are apparently seriously affecting the profession itself. But if teachers are given encouragement and leadership during this interim, many are prepared to give up free time in order to develop library-oriented classroom periods. In my experience, such arrangements are feasible and it is simply amazing what such a library can do for the students or, more significantly, what the students will do with such a library.

The results of a recent survey made by the Education Faculty of the Memorial University of Newfoundland indicate a disturbing state of affairs in respect to school library facilities in this province. It is obvious that we are operating at what might be termed a ten percent level.

In Newfoundland, we have also to overcome another prejudice, namely, a belief that while a library is an essential part of a high school, it is of little or no significance in the primary and elementary school. By some curious circumstance, we have come to expect students to acquire the habit of using books rather suddenly just at that point when they reach high school. The survey to which I refer notes that eighty-five percent of the regional high schools have a library and seventy-five percent of the central high schools have one also; but less than forty percent of the elementary schools have anything which even approaches the designation of a library. These figures are based on samplings only and, in the words of one of the researchers . . . "if all schools in the province had been surveyed, the statistical results would most likely be worse than reported". During the past ten years we have seen beautiful school buildings mushrooming all about us; as evidenced, these have so much for the body but, alas, so little for the mind.

Referring once more to the survey, we note that only twenty percent of the schools reporting have a policy to encourage outside reading. If this be true, and I have no reason to doubt it, we are faced with a deplorable state of affairs. The cult of examinations has truly taken a strangle-hold upon learning.

Mr. Chairman, if we teach our students to read, then we should accept the corollary obligation of providing them with adequate reading materials. To do otherwise is like teaching a child to play the piano and then expecting him to perform on a glokenspiel!

Wherein then lies the connection between what I have said and my own hope for a brighter future? In summary, I take great courage from the self-evident fact that more and more educators (and administrators!) are beginning to give serious thought to this problem; are beginning to call for school libraries and for books; are beginning, very slowly in this Province, to challenge the idea that "everything necessary" will be found between the covers of the authorized text-book.

Book Reviews

Agnes C. O'Dea,

Head, Rare Books and
Newfoundlandiana Division,
Memorial University of Newfoundland.

Rowe, Frederick W., *The development of Education in Newfoundland.* Toronto, Ryerson Press, 1964.

Doctor Rowe's first study on this subject, *A History of Education in Newfoundland* (Ryerson, 1952) was based partly on a doctoral dissertation in 1950 and it was the first major study of its kind. In this new volume, most chapters have been rewritten and much new material has been added bringing the history up-to-date with an account of the phenomenal expansion of educational facilities in the last decade. As Cabinet Minister since 1952, Dr. Rowe has helped shape recent developments in Newfoundland, he has also been teacher, educational administrator and Minister of Education. At Memorial University, this new book is now an indispensable reference tool for education students and it serves education faculties throughout Canada in the same way. It will also serve as a starting point for more intensive research into the many facets of Newfoundland's history.

Many factors of Newfoundland's history fused in time, have merged into an educational system which is unique in Canada. Educators are intrigued by our system. How did it come into being? How does it work? Is it here to stay? Dr. Rowe has many, if not all the answers. It is only by delving into the early story of the fisheries, the exploitation of the South County merchants, the struggle for survival which sent the early settlers to the isolated parts of a jagged coastline, the early attempts of clergymen and church societies to instruct an illiterate people, and the group differences between the established and emerging classes, that one can understand how an educational system of this kind evolved with Anglicans and Roman Catholics as strong advocates of the denominational system and the United Church traditionally for non-denominational education. Dr. Rowe presents the viewpoints of various religious bodies sympathetically, diplomatically, and with fairness and apparent objectivity. Dr. Blackall's tenet of 1939 that "Religion must season the whole education process" still rules the day in Newfoundland and that is what this book is about.

It also includes detailed analyses of the birth and development of the Memorial University of Newfoundland, of the great strides in vocational, technical, and special educational services which mark a revolution in the last decade unparalleled in any period of Newfoundland's history.

In the concluding chapters Dr. Rowe describes educational facilities for special groups and auxiliary educational and cultural activities. Many of the highlights in these chapters will provide the spark for further research into the myriad aspects of the life and culture of this province and especially of isolated communities within it.

For the scholar, Dr. Rowe's book will suffer somewhat from lack of precise footnotes. However, he provides an extensive bibliography and he has woven his authorities, dates, and quotations into this history in such a disarming, adroit, and unpedantic fashion that the layman as well as the scholar will be moved to dip into those journals and reports which are the very stuff of history. It is a fascinating story which reflects keen scholarship; in addition, it is history of the most readable kind.

Nicholson, Col. G.W.L., *The Fighting Newfoundlander; a history of the Royal Newfoundland Regiment.* Maps drawn by Sergeant E. H. Ellwood, R.C.E. Published by the Government of Newfoundland, 1964; available from Queen's Printer, Ottawa.

Young Canadians and especially young Newfoundlanders have heard stories from their fathers of Gallipoli, Beaumont Hamel and the immortal battlefields of the First World War. They have heard also "how Newfoundland saved Canada" in the seige of Quebec in 1795 and of the Newfoundland Regiment's part in the war of 1812. Many separate accounts of these engagements have been written but only now has the full and continuous story been told in this impressive history of the Royal Newfoundland Regiment.

Commissioned and published by the Newfoundland Government in 1964 in observance of the 50th Anniversary of the Royal New-

foundland Regiment since its re-formation in 1914, this volume has been written by Colonel Gerald W. Nicholson, author of numerous military histories and formerly the official Canadian War Historian. It is a well-balanced and scholarly work, the product of intensive research into printed sources, newspaper files, and unpublished documents in British and Canadian archives, as well as sources in private collections.

The first three chapters chronicle the early Newfoundland expeditionary forces. Known as the Royal Highland Emigrants, they fought in defence of Quebec against the besieging American forces in 1775. In the war of 1812 the Newfoundland Regiment was recruited to fight on land and aboard British warships on the Great Lakes. The entire history spans the period from 1775 to the Regiment's amalgamation with the 166th (Newfoundland) Field Artillery Regiment of Second World War fame.

In the main, however, the book comprises the story of the Royal Newfoundland Regiment during World War I. Because the Regiment had been disbanded in 1870, Newfoundland had only a volunteer corps; it was from the officers and ex-members of the Boys Brigades that public spirited citizens, two months after hostilities broke out, recruited, equipped and dispatched five hundred men. This initial contingent became known as the famous "Blue Puttees". Of them, Colonel Nicholson says "No other body of troops was so singularly and closely identified with the community from whence it came." Of five thousand men who went overseas with the regiment to Gallipoli, some twelve hundred did not return; no other Canadian regiment has the battle honour "Gallipoli" on its Colours. The Regiment then removed to France where, on the first day of the Battle of the Somme on July 1, 1916 at Beaumont Hamel, the unit was almost totally wiped out. For their part in the battles at Ypres and Cambrai, the King was pleased to bestow the title 'Royal' on the Newfoundland Regiment, the only regiment to receive this distinction while fighting in the First World War.

Colonel Nicholson's account is without heroics; it is scholarly, humourous, and poignantly human. He has sympathetically absorbed personal anecdotes from the veterans themselves and he writes of episodes and major engagements "with an intimacy that might be expected only of an eye witness".

This is a handsome, well organized work which is more than an historical record; it is a moving and readable story but, in addition, it is a fitting and impressive tribute to a gallantry that will probably not soon be surpassed in the annals of Canadian military history.

DALHOUSIE UNIVERSITY

HALIFAX, N.S.

Because of rapid expansion of library service, new Medical and Law libraries being built, and new Central library being planned, professional librarians are required in the following categories. All positions include group and health insurance, pension plan, and one month annual vacation. Applicants must have degree from an accredited library school and should indicate language abilities and academic subject specialization.

MAIN LIBRARY:

Head, Technical Services—Senior Position, experience required. Responsibility for Order, Serials, Binding, and Processing with supervision of large clerical staff. Professional ability to co-ordinate and direct subject divisional cataloguers using L.C. Classification. Interest in computer programme desirable. Initial salary—$7,300

Assistant Librarians in Humanities, Science, and Social Science—new positions offering subordinate supervisory experience in all aspects of library work in each subject area, including cataloguing, bibliographic services, and reference work. Initial salary—$5,600, with additional for experience.

LAW LIBRARY:

Law Assistant—technical services duties in recently recatalogued law library. Responsibility for cataloguing, acquisitions, serials with supervision of a small clerical staff. Legal background an asset but not required. Initial salary—$6,000-$6,500.

Public Services Librarian—Circulation services in expanding law library. Includes reference and some supervisory work. Initial salary—$5,600, with additional for experience.

MEDICAL LIBRARY:

Public Services Librarian—Supervision of circulation services; participation in reference - information service; and work with government documents. To assist with plans for implementing the use of mechanized methods (training will be given). Initial salary—$5,600.

Technical Services Librarian—Medical Library experience is not necessary. No age limit, but flexibility essential. Duties require participation in cataloguing service; to supervise order, serial, and cataloguing procedures; and to assist with plans for implementing the use of mechanized methods (training will be given). Increasing medical activity will offer a variety of job opportunities to the venturesome. Initial salary—$7,300-$7,700.

Applications should be addressed to: Acting Chief Librarian, University Library, Dalhousie University, Halifax, N. S.

Seascopes

One of the founding members of the APLA (formerly Maritime Library Association) Miss **Estelle M. A. Vaughan,** died on April 9 in Torryburn, N. B. Miss Vaughan was Chief Librarian of the Saint John Free Public Library from 1914 to 1948.

Congratulations are in order to Miss **Ruth M. McDormand** who becomes Regional Librarian of the Albert-Westmorland-Kent Library following nine years of service as Supervisor of Branch Libraries, Cape Breton Regional; to Mr. **Donald Redmond,** formerly of Nova Scotia Technical College, who assumes duties as Director of Libraries, Queen's University, Kingston, Ont., effective February 1, 1966; to Fr. **G. Hallam, S.J.,** and Mr. **Harry Ganong** who recently opened handsome new library buildings on the campus at Saint Mary's University and Acadia University respectively; also to Mr. **Yves Roberge** who has left Albert-Westmorland-Kent to assume duties as Bibliothécaire en chef, Université de Moncton.

This Association records with pleasure news of a personal gift in the amount of $30,000 by prominent businessman Mr. **Walter Gray** towards the construction of a new centennial library in Campbellton, N. B. This is good news also to the entire Restigouche Regional complex.

The **Dartmouth Regional Library** reports a successful series of weekly film programs for children; an adult program is to be started in December. Full projection facilities are to be included in the new library building which is being planned in conjunction with the Dartmouth Museum as a Centennial project. Bookmobile service is increasing rapidly —a circulation of 50,000 was recorded between May and September this year. Mrs. **Catherine Clare** was welcomed on staff in October as Reference and Children's Librarian.

DALHOUSIE UNIVERSITY LIBRARY: At the urging of the Students' Council, the Main Library has extended its weekly service to 90½ hours effective December 4, 1965. Monday - Friday: 8:20 a.m. - 11:00 p.m.; Saturday: 10:00 a.m. - 6:00 p.m.; Sunday: 2:00 p.m. - 11:00 p.m.

Mrs. Leslie Dolin joined the staff of the Main Library in October as Assistant Social Science Librarian. Mrs. Dolin received her library degree from the Pratt Institute in 1965. She previously worked in New York at the Radio Liberty Committee Library.

Dr. T. L. Contreras joined the Medical-Dental Library staff in September as Dental Librarian on the Faculty of Dentistry. Dr. Contreras has her Doctor of Dental Medicine from the University of the East in Manila, and her Library Science degree from St. Mary's College Quezon City, Philippine Islands. She previously worked in the Philippine National Library 1951-55 and the Library of the Veterans' Memorial Hospital in Quezon City, 1955-65.

Miss Doreen Fraser, Medical Librarian, attended the Medical Library Association's Workshop of "IBM Punch Cards and Their Use" in November and the 2nd symposium on Information Retrieval for the Medical Sciences sponsored by the Library School of the University of Minnesota in Minneapolis in October.

The new Arts Reference Room of the **Halifax Memorial Library** was opened on November 12th, the fourteenth anniversary of the opening of the main Library. **Miss Cameron** happily reports that the building of the North End Branch is ahead of schedule.

The **Halifax County Regional Library** celebrated Young Canada Book Week with an Indian Program featuring a special Indian story hour, the Kitpou Indian Trailer display, and a visit from **Kay Hill**, the author of popular children's books. "A resounding success" reports Miss **Diane MacQuarrie**, Chief Librarian.

Canadian National Railways announces the establishment of a reference library in its Moncton headquarters. Miss **Simmone Melanson** of Lakeburn, N. B., has been appointed Librarian, with Miss **Lorraine Crawford** of Moncton as Assistant. This bilingual library, to hold five thousand volumes, consists mainly of technical books and periodicals covering transportation and related fields, and is designed to meet the reference needs of CN departments throughout the region.

Classified

Memorial University of Newfoundland requires professional librarians, experienced or otherwise, for (a) Cataloguing Division; (b) Reference Division. University amenities, faculty status, recruitment salary: $5,300—allowance for experience and specialty background. Write, giving curriculum vitae, to University Librarian, M.U.N., St. John's, Newfoundland.

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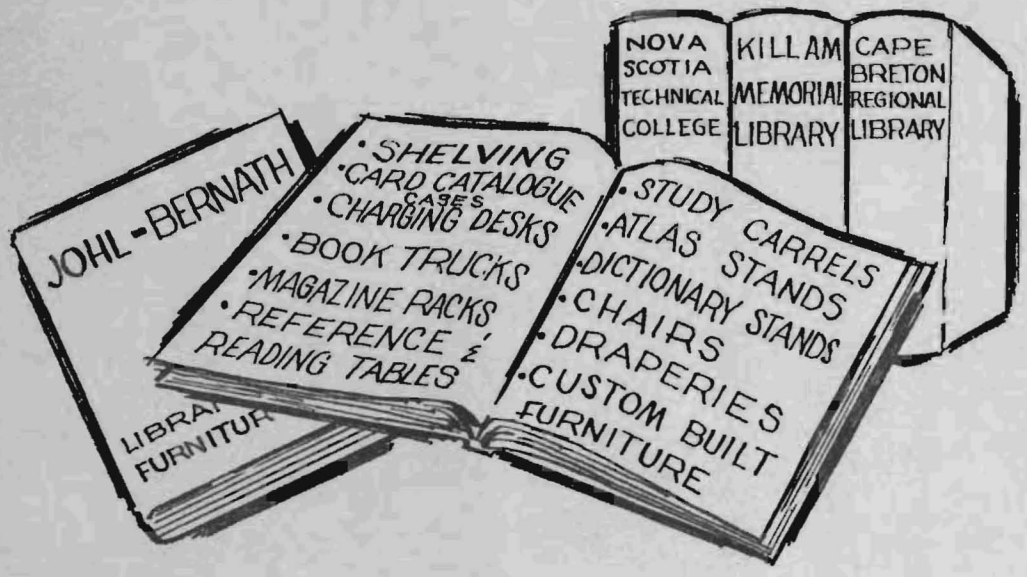

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