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The BORROWER and the CATALOG:
A Symposium by Halifax Librarians

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Let's NOT Send a Questionnaire

AN EDITORIAL

"...Our emphasis will be chiefly upon ideas and procedures that seem to hold promise, experiments that, in the opinion of those best qualified to judge, deserve wider attention and further development. We may pay more attention to a promising idea that is being tried out in only one institution than to a mediocre idea that is standard in fifty. We do not believe that a statistical analysis of current practice is the highest contribution we can make..."

---George A. Gullette, director of the Humanistic-Social Research Project, American Society for Engineering Education, in a progress report to the Society, at Pennsylvania State University, June 21, 1955.

"CLA is the worst organization for sending questionnaires I ever saw." This remark was heard in conversation among a group of librarians recently. It was probably reaction to the pre-conference balloting and questioning.

We've had enough articles in library periodicals stating some problem, then relating how, in order to answer it, "we sent a questionnaire to a hundred representative institutions, and got sixty usable replies"---out of some thousand, or ten thousand, libraries in the nation or the continent. The rest of such an article is devoted to umpteen tables breaking down the answers to each question.

I have been guilty of some questionnaires myself. But I don't consider that the answers to them prove anything.

Now, it may be necessary to find out where we are before we venture a guess as to where we ought to be---in librarianship or any other field. But Columbus reached the Western world by dead reckoning and determination, not by pinpoint navigation.

Let us have fewer scholarly articles reporting on questionnaires, and more scholarly articles reporting on daring experiments. The divided catalog at California, and the subsequent experiments elsewhere, have provoked more thought and helped more readers use the catalog, than any statistical analysis of a "representative" (which I doubt) sample of catalog cards across the country. Let us try new things---after some heavy individual thinking---and report the results. Then---not before---is the time to compare. More case studies, less statistical guesswork, are needed. Statistical analysis isn't the only tool used in sociology, or any other science. It IS one of the easiest to learn. Case study is one of the more difficult from which to draw conclusions. But statistical analysis may represent only the weight of collective ignorance. The genius of the individual experiment may in the end be the more important for the profession.

If you do things differently in your library---let the profession know. Write about it. This publication, and many of wider circulation and greater reputation, are anxious to publish your thoughts.

D. A. Redmond

The *BORROWER* and the *CATALOG*:

A SYMPOSIUM

The March meeting of the Halifax Library Association heard an open forum on problems raised by the use of the catalog. Six informal talks showed the progress of the user through various types of libraries, left suggestions of methods used in teaching catalog use, and raised some problems for thought. The speakers were:

Miss Ethel Dobson, Children's Department, Halifax Memorial Library
 Miss Eileen Burns, St. Patrick's High School Library
 Mrs. Mildred MacLaren, Circulation Department, Halifax Memorial
 Sister Frances Dolores, Mount St. Vincent College Library
 Miss Barbara Murray, Reference Librarian, Dalhousie University
 D. A. Redmond, Nova Scotia Technical College Library
 and
 D. G. Lochhead, Librarian of Dalhousie University, who summed up his impressions of the forum as he had listened to it.

The articles that follow are written by the forum participants, based on their informal presentations at the meeting. Added opportunity is taken for a note by Miss Ellen Webster, head of the Reference Department, Halifax Memorial Library, about a leaflet which is a companion to the Circulation-Cataloging leaflet described by Mrs. MacLaren.

HOW TO FOLD THE COLORED PAGES: Two colored sheets in this issue are copies of the Halifax Memorial Library leaflets. To read it as the H.M.L. patron sees it, cut the page loose from the staples. Fold the top of the sheet away from you, down over the lower half. The "front cover" of the leaflet should then be facing you, right side up, and the "back cover" alongside it. Fold from side to side (a vertical crease) to make the four-page leaflet.

THE CHILDREN'S DEPARTMENT by Ethel Dobeon

We have been very fortunate in having the cooperation of the Board of Education in arranging class visits to the library. Grades V and VII from the various schools throughout the city came to us daily from November to the end of April. These visits lasted an hour or more and gave us the happy opportunity of getting to know the children and introducing them to the resources of their library.

Book Exhibit On the morning of a class visit, a display of attractive books is arranged on two rather large tables. One is used for fiction, the other for nonfiction. The children are given a talk on the various books, followed by an explanation of their arrangement on the shelves. We avoid as much as possible the use of library technical terms, unless they are carefully explained, as they are of course quite foreign to a child's vocabulary, and indeed to that of most non-librarians, whether children or adults.

Shelf Arrangement It is pointed out to the children that the fiction or story books are arranged on the shelves alphabetically by the author's last name; the nonfiction, or true stories by two rows of numbers written

on the spine or back of the book. This was more clearly explained by the use of one of the books on display. As the Chinese proverb so aptly puts it--"One showing is worth ten tellings." We do draw the attention of the boys and girls to the subject groupings of the nonfiction on the shelves, but make no effort to teach the Dewey Decimal Classification system. Occasionally we mention the classification of one or more of the divisions under which such popular subjects as airplanes, cooking, animals or fairy tales may be found, but do not expect the children to remember much of this. We have been agreeably surprised, though, to find how quickly some of the older boys and girls do find the subjects of special interest to them.

Use of Catalog In order to illustrate the use of the card catalog as an alphabetical index to the books on the shelves, we had two sets of sample catalog cards made--using ordinary cardboard size 14" x 8". These were necessarily large so that the students might see them easily.

For the fiction we had author, title and subject cards made of Jack London's White Fang. For the nonfiction, we had author, subject and title cards made for a book on birds, with the call number in the upper left corner. The collation is brief, including only the illustrator, publisher and date. These sample cards were shown to the children and the relationship of one card to the other explained. We next talked about the filing cabinet itself, where these cards could be found alphabetically arranged word by word and letter by letter, etc. Our subject headings are specific rather than general and we use many guide cards. Generally speaking, the children who are old enough to use the catalog do very well with it. Following this short talk, we have a browsing period during which the children can look at the books and examine the catalog for themselves. We have noticed that they are quick to check up on London's White Fang under author, subject (Dogs--Stories) and title, then search the shelves for the book. Of course there is always a librarian on the "floor" to give that personal help and guidance so often needed.

After four years of library service to the children of Halifax, we have found these formal, as well as informal, talks on books, their arrangement on the shelves and talks on the use of the catalog most worth while, judging by the results. The older children especially are delighted to use the filing cabinet to look up material, whether it be for a school assignment, or just some good story they have heard about.

THE HIGH SCHOOL LIBRARY by Eileen Burns

Saint Patrick's High School boasts one of the finest senior high school libraries in Canada. The Halifax School Board has provided the very best of facilities in this building which was opened in the fall of 1955. In order to build up a comparable reputation for library service, a Library Club has been organized to assist the Librarian. This club is a most enthusiastic one and its fifty-odd members run the gamut of duties from keeping the shelves dusted to serving at the circulation desk; from pasting backs on maps to finding information for some harassed teacher.

In self-defense, the Librarian has taken time to give these club members elementary lessons in library science, which have paid excellent dividends in the great assistance these students give. They have cooperated in every phase of library work and it is interesting to see how well they have done so. Most students like working at the circulation desk--there is a certain glamor there--but, on the other hand, there are several junior students who seem to enjoy the most ordinary chores. They have been most faithful in going to the workroom after school hours and pasting in bookplates or doing minor repair jobs. Others get the book cards

ready by typing the necessary information. A couple of boys are doing a fine job of filing the catalog cards and thereby saving the Librarian from that drudgery.

As far as time permits, students, other than club members, are encouraged to use the card catalog by giving them individual attention when they are trying to locate information. For this purpose, too, an illustrated folder prepared by the H. W. Wilson Co., entitled "For the Life of Me by a Library Book" has been most useful. A very simple set of rules especially prepared for the classes is also of value in explaining the use of the catalog, as well as giving the location of various books, pictures, films, etc.

But a single librarian trying to give adequate library service in a large school while at the same time responsible for all the routine that makes a library function finds the hours all too few to do her task even reasonably well. The answer is to be found in a more active participation on the part of the school staff. How that is to be accomplished is the greatest problem which confronts a teacher librarian.

THE PUBLIC LIBRARY CATALOG by Mrs. Mildred MacLaren

In the rush before the Halifax Memorial Library opened a little over four years ago we drew up a brochure to assist the public in using the catalog. Experience has taught us that it was too detailed for them to follow. Many did not even know what a catalog was. Many were too timid to go near it, feeling that it was the exclusive property of the staff. Those who did attempt to use it soon found themselves in a muddle. For instance, they would ask for a novel by its date of publication, thinking that all the books in the library were arranged by some sort of a number system; or, vice versa, they believed that everything was arranged alphabetically by author. They did not realize that while all the cards were in the catalog alphabetically, the fiction and nonfiction had different arrangements on the shelves. A call number meant absolutely nothing to them. If they did manage to copy down a complete call number correctly, they were not aware that it also appeared on the spine of the book. Frequently, too, they mistook a subject heading for the title.

With these examples, and others, to guide us we are now trying a less detailed and more simply written pamphlet. Perhaps this second effort will require even further simplification as what is clear to us is, many times, not so to the public. We have made the sentences short, and broken the paragraphs with picture illustrations to clarify our points.

We begin by stating what the catalog is, where it is located, how it is arranged, and that there is more than one card for a particular book; that is, an author, a title, and sometimes a card to cover its subject. We have a drawing of the catalog cabinets so that the public will know what they look like.

From this general description of the catalog we go on to indicate what information a catalog card itself will give about a book: its author, title, subject, call number, who published it, and the date published. We have a sample to show where all these particulars are on a card.

As already mentioned, a borrower may happily locate material in the catalog but never know where to find the books on the shelves. So we next explain how the fiction and nonfiction are arranged on the shelves, and where they are loca-

ted in the library. To illustrate it more simply, we hope, we have drawings of what the books look like on the shelves--the fiction with the first two letters of the author's name on the back of the book, and the nonfiction with the call number.

From this point we go into a little more detail by using an illustration to show how a borrower can look up a subject in the catalog and then locate a particular book under that subject on the shelves.

On the last page of the pamphlet we have a plan showing how all the books are arranged in the adult circulation room.

These pamphlets are given to each borrower when he registers. We also keep a supply on top of the catalog cabinet along with an enlarged catalog card to indicate what it looks like.

Of course, the best way to introduce a borrower to the catalog is through personal contact. Whenever possible, the librarian on duty assists an often bewildered patron to look up material and then locate what he wants on the shelves. As public library patrons are usually timid about asking for help, we particularly emphasize this point when he registers.

While the general public knows little about the library catalog, it is also true that new members coming on staff, particularly clerical workers, are equally at sea. As part of the staff training program, we are, therefore, making a more detailed pamphlet for their use since they are required to know more than the public in performing their daily routines.

We might mention that some of our borrowers are quite enthusiastic about using the catalog and know how to find the material they want. These are the children who have been members of the children's section and eventually register in the adult department. We feel that their training in the children's department in the past four years has been well worth the effort. The high school and university students, too, who have had training in their particular libraries, know how to find their way around. This is a great help to the staff as they can then concentrate on those timorous adults who are overcome with confusion at the sight of the large card cabinets and the many rows of books on the shelves.

THE REFERENCE DEPARTMENT by Ellen Webster

Ever since the Halifax Memorial Library opened its doors to the public in November 1951, the use of the Reference Department has kept increasing steadily. In spite of this encouraging increase, for some time we have felt that more publicity should be given to the reference service. New borrowers are told about the various services of the library when they register, and many people with questions are referred to the reference librarian by the circulation staff. For two winters a column was written for Commercial News, the monthly magazine of the Halifax Board of Trade. Through this column businessmen of the city were able to get some idea of what services the Reference Department could offer them.

We realize that to many people the reference room is still a mysterious place. Some think that only dictionaries and encyclopedias are kept there, and that the room is only for the use of those who wish to study. Others, realizing that reference materials may not be borrowed, hesitate to take their questions to the reference librarian. They want the answers in books they can take home with them.

In order to make more people aware of this service, and to correct some wrong impressions, we have recently prepared a leaflet describing this important phase of library work. At the same time we have tried to emphasize the fact that reference is a service, not just a collection of books and other publications.

This reference leaflet is given to each new borrower at the time he registers, along with his library card and the library's rules and regulations. These we hope he will take home and read at his leisure. On his return trips to the library he will be more conscious of the Reference Department, and will be more likely to investigate it.

Any effect that the distribution of this leaflet may have had upon reference use is not evident as yet, as it has been in use only a few weeks. But it seems obvious that the more people who learn of this essential part of library service, the more extensive will be the use made of its resources.

THE COLLEGE LIBRARY by Sister Frances Dolores

Ella V. Aldrich in her booklet on Using Books and Libraries has the following pertinent introduction to her chapter on "College and University Libraries":

An old story of library regulations at Brown University tells us that students came to the library four at a time when sent for by the librarian and were not allowed to go beyond the librarian's table on penalty of threepence for each offense!

The college or university library of today is not the sheltered, awe-inspiring place it was even twenty years ago. It is the hub of a wheel whose spokes reach into every department of the institution. No college or university can develop or produce effective work without a strong library as its center. An educational institution is rated largely by its library.

Educational methods have changed and broadened so that both faculty and students are dependent upon the library. A knowledge of the use of the library is essential, not only to get the most out of the whole college experience, but to save time.¹

At Mount Saint Vincent College, we have an orientation week for new students at the beginning of the college year. This brings the first opportunity of making them acquainted with the library and its services. We endeavor at this time to feature some pertinent bulletin board display with posters or cartoons highlighting library procedure. Would that we could afford such a clever graphic circular as the U.I.C. Undergraduate Library Handbook!² We do, however, provide each student with a mimeographed folder outlining library services.

This is just preliminary. In the Mount Saint Vincent College calendar is listed a course titled "Teaching the Use of Books and Libraries". It is described as "A general course designed to make all first year students familiar with

¹Using Books and Libraries. New York, Prentice-Hall, 1951. p.1.

²University of Illinois Library. Chicago Undergraduate Division. Information Circular no. 126. 1952.

the classification of the library; to enable them to read a book technically; to use the dictionary catalog and to interpret catalog cards; to acquaint them with the basic reference tools which they will need to use during their college years." This has been a feature for a number of years and is not just an elective. All first-year students whose timetables permit it, and all first-year Arts students, are required to follow these non-credit lectures. Actually, they are more than lectures since library demonstration periods are arranged in conjunction with them and students are also given ample opportunity for working out, with the assistance and supervision of library personnel, assignments based on library tools.

Of course, our college is small enough to make feasible this type of introduction to the use of the library and we have the added advantage of open shelves in all sections of our main reading room. Students can thus see for themselves the correlation between the cards in the catalog and the books on the shelves which they designate. Even so, we find it more effective to give the students class lectures before directing them to the card catalog and the other reference tools. For this purpose, we have available supplies of duplicate Library of Congress and Wilson catalog cards as well as mimeographed booklets of sample cards from our own catalog. Passing these around during a lecture period, we can explain what each item of information on the cards is meant to convey and also call attention to the different types of entries. From this the student get an idea of the composition of a dictionary catalog before actually consulting it in the library.

In our "old" College (that is, before the dividing point of time caused by "our fire") we had worked out and multigraphed complete booklets containing all the technical information about a book, the main divisions and subdivisions of the Dewey Decimal Classification (which we use), sample cards from our catalog, introductions to all the general reference tools such as dictionaries, encyclopedias, indexes, etc., and numbered assignments for practice work in each of the several reference sources. It was a sort of M.S.V.C. "Library Key". So far, we have not got round to replacing these, but we do make available copies of the various Wilson indexes which have been superseded by cumulations and are no longer needed for library use. We find that before the first year is finished, students are able to conduct their own research of periodical material for term papers with little or no assistance from the librarians.

My last observation may not be altogether pertinent to the subject of our discussion. It concerns the use made of the subject entries in the dictionary catalog. We are all familiar with the controversy of the subject catalog versus the bibliography in college and university libraries, and the accepted conclusion that the latter is the tool of the scholar, the former intended for the undergraduate student. However, the rapid growth in the size of dictionary catalog is causing some administrators to question whether students use subject entries as a starting point for term paper bibliographies, or whether the catalog is used mainly as a search index or finding tool for authors and titles. We have never tried to measure this particular phase of use in our catalog and certainly we are strong adherents to the custom of making ample pertinent subject entries. We do notice, however, that students tend to gravitate to the printed indexes (bibliographies) as soon as term paper subjects are assigned, and that they like to browse in the open shelf sections of their assigned topics.

THE UNIVERSITY REFERENCE DEPARTMENT by Barbara Murray

These are observations on how a reference librarian interprets, by means of the catalog, the resources of the library in which she works to the students who attend Dalhousie University.

When the students arrive in the fall a gramophone record, it seems, is heard at the circulation desk. It goes something like this:

Freshman: "I would like Smith's Textbook of Botany" or "Wright's Geographical Basis of European History."

Ref. Lib.: "Will you go to the catalog and tell me where that book is in the stacks?"

Freshman: "The catalog? Where's that?"

The student has now fallen into a lovely trap and given the reference librarian the opportunity she wants. She goes with the student to the catalog, explains that it is like a dictionary with a card for every book in the library, found there under the name of its author, its subject and its title. The catalog number is indicated and analogy is drawn to the telephone book and the necessity for copying the correct number to get the correct book. The first two months of the college year are important and contacts made then build up until the student emerges with a diploma that could include the statement, "Can use a library".

A very fine "Brief Guide to the Dalhousie University Library", issued to every student, emphasizes that for further information the student should ask a librarian.

As the induction period ends, students are asking the reference librarian where information on a given subject may be found; how to use dictionaries, indexes, encyclopedias and atlases, and the rare one is curious about the classification system used and is fascinated by the Cutter number. This is the student who is marked for possible student help, and--who knows--he may some day become a librarian!

By this time, too, the student and the reference librarian are both falling into traps. The faculty has a way of giving brief references, like the chairman's name for the Royal Commission report that is entered in the catalog by its full Order-in-Council name preceded by the country of its origin. Compilations of plays do not have analytics and yet the professor says there are several copies of the one-act play he has put on required reading. Library school rules, recalled, sometimes break down. The title American authors, for example, is found under the L.C. heading AUTHORS, AMERICAN or U.S.--BIOGRAPHY--DICTIONARIES in spite of the fact that Hutchins et al. in Guide to the use of libraries (N.Y., Wilson, 1938, p.41) state that "The adjective form of a country's name is used only for literature and language subjects." So a volume of the Library of Congress subject headings is always at hand. And students have produced requests for books in departmental libraries, telling the searching librarian many minutes and steps later that perhaps they should have written down that it is in the biology library. Finally it is when a student--he's rare--hands you the catalog card that he has extracted as his request for a book that this reference librarian decides that the use of a library must become a part of the compulsory English I and English II courses.

THE TECHNICAL COLLEGE by D. A. Redmond

The Nova Scotia Technical College Library has problems of both a college and a special library. As a college librarian, I've found our students (coming to us for the fourth and fifth years of Engineering) have not used their former college libraries extensively. They've considered themselves "rough, tough" engineers with no use for English courses. But up-to-date engineers stay in touch with current technical journals and books, and in their first term at Tech all students get a required course in Technical Literature.

At the first class, they are given a sheet of problems, and a sheet reproducing typical catalog cards (see the sheets included in this issue), and told to muddle around in the card catalog and see what they find. As an additional help they have our handbook, What's In The Library?, and they come back to the next class, some with answers, some without. We discuss the problems they have found—argue them out, for this is a course conducted chiefly by argument—and they go back to look at the catalog again. This sink-or-swim approach seems to work, for in later months students approach the catalog unhesitatingly and then go off unerringly to the shelves.

Seven or eight problems are common to this college library and all others:

- Students copy call numbers incompletely.
- They don't recognize an author, particularly a corporate or government authorship, despite special emphasis on it.
- They confuse titles and subjects.
- They omit information in bibliographic citations, making identification or tracing difficult. Faculty and published references give them bad examples in this practice.
- They search for a personal name as author, even when a corporate author is obvious.
- They fail to follow cross-references, or to use common sense and ingenuity in looking for a related idea, if the first guess is fruitless.
- They search in broad books instead of specific sources (e.g. articles).

Subject headings get special emphasis at Tech because these students are solving problems, rather than being interested in who wrote it. Black capital letters for subject headings help (as used by L.C.'s own catalogs). Corporate authors, e.g. technical societies and governments, need constant explanation, as does bibliographic form.

The Tech library is like a special library as far as faculty services go. The faculty member seldom uses the catalog; he asks the librarian for a book, and it's part of the librarian's job to find the wanted information. So the card catalog is for the librarian's consumption as well as the students. The faculty member usually knows the books, and wants to go right to them, or to use the librarian if he can't. And by close knowledge of college work, and the special field of technical publication, the librarian also picks most of the purchased books, and must catalog them to meet the probable needs of the library's users.

SUMMARY by D. G. Lochhead

The interesting and succinct presentations by the participants in this discussion of methods used in Halifax libraries to introduce the catalog to borrowers, or vice versa, have left me with little summary to perform. Certainly it has been encouraging to hear of the different and imaginative approaches to the task of introducing readers to that important and really quite harmless animal--the card catalog. There is no doubt in my mind that when Halifax children, who have been members of the Children's Department move up to the adult division of the Halifax Memorial Library they will use that library and other collections in the city with confidence and intelligence and, as a result, our work will be made that much easier. Certainly the training they are receiving now will show worthwhile results in the years ahead.

What follows are some of what were to me the highlights. Also thrown in for what they are worth are some random remarks on points for possible future discussion.

Before beginning I would like to commend, to those of you who have not read it, a recent novel by an English writer. It is called That Uncertain Feeling, by Kingsley Amis. Mr. Amis' hero is, of all things, a librarian, who solves his cataloging and other somewhat more pressing problems, by leaving the profession altogether and joining the sales department of a coal company! If for nothing else the novel is worth looking at because the author treats his character, the librarian, as a human being, as a person who has actually some interest in life and living, and whose prime raison-d'être is not to discourage borrowers from reading nor to maintain absolute silence in the reading-room. Amis' librarian does not resemble the stock types so prevalent in the minds of cartoonists and, for that matter, the public.

The large-size author and title cards used by Miss Dobson and her associates at the Halifax Memorial Library to acquaint children with the intricacies of the catalog entry might well be considered for use in high schools and at the universities. It seems to me that these very effective cards would be excellent supplements to the information given out on library tours and in prepared handbooks. It would appear that we can take nothing for granted, and whether we are working with adults or children it does not pay to omit details, no matter how insignificant, when attempting to explain the purpose of something like the card catalog.

Mrs. MacLaren spoke of the delight children experience when they are allowed to move up from the Children's Department to the adult division of the Halifax Memorial Library, and of the curiosity and confidence these youthful readers demonstrate. Surely there is no better sign of the effectiveness of a librarian's work and rôle in the encouragement of reading in a community. If we keep our formal instruction to the essentials and concentrate on fostering curiosity and enthusiasm in our readers we are doing our job.

Miss Eileen Burns, in outlining the methods used to introduce high school students to the catalog, in this case at the fine new library of St. Patrick's High School, used a key phrase--"self-defence". In so doing she pointed out the necessity of incorporating a formal policy of library indoctrination as a means of eliminating much needless questioning by borrowers. Certainly this applies to all types of libraries and especially in the high schools and universities. Much of what we do every day adds up to what Miss Burns has called "self-defence".

The emphasis placed on instruction in the use of the catalog at the Halifax area colleges and universities varies according to the number of students, size of staff and subjects covered. Both Sister Frances Dolores and Mr. Redmond gave lucid statements of the thorough instruction students receive at Mount Saint Vincent and the Nova Scotia Technical College respectively. Mr. Redmond's prepared library handbook What's In The Library? and battle-tested question sheets continue to set a high standard in the Halifax area. The handbook, for instance, contains detailed instructions on the format, contents and purpose of the catalog card. Students at Mount Saint Vincent, St. Mary's and Dalhousie are members of their respective libraries for at least four years and receive a less condensed introduction to the catalog and other library aids. Miss Barbara Murray in speaking of her experience as a reference librarian mentioned specific examples of the wrong use of the catalog and emphasized the need and importance of even more formal instruction at the university level.

In addition to what was said about catalogs, their use, and methods of introducing them to borrowers, I was interested in a few things that were not said.

It is interesting to realize, I think, that all libraries mentioned in the discussion continue to make use of the dictionary card catalog. No objection was raised as to its effectiveness as a practical working library tool. No mention or reference was made, for example, to the possibility of divided catalogs, or to a return to the book catalog or to the possibility of a greater dependence on printed bibliographies as ways of assisting and instructing both borrower and librarian.

I also think it worth mentioning that no special plea was made for simplified cataloging or for more detailed cataloging as ways to provide the borrower with the information he requires.

Notable too was a lack of criticism of the various sets of subject headings now in use and of their adequacy from the standpoint of the user of the catalog as well as the librarian.

Such problems may not be directly applicable to the topic we have discussed but they do suggest themselves. If, for instance, we could develop the ideal catalog, complete with foolproof entry, subject heading, etc., we might reasonably expect to be relieved of instruction in the use of the catalog altogether. It would not be necessary to bother the borrower at all. Happy Day!

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Miss Isabel Abernethy
Glace Bay Library
Glace Bay, N. S., Canada

THAT TITLE again...

Office of Librarian
Dalhousie University
February 10, 1956

Dear Mr. Editor:

A word, if I may, to the "intrepid Scot sailor". The intrepid Mr. Mowat... deserves some sort of across-the-bar (sand, of course) retort.

Wassailing as he does from Fort William to Scarborough, Mr. Mowat has clearly not had time to appreciate the difficulty some of us Ontario-born mainlanders have experienced in selecting a new name for the M L A BULLETIN. It has been tough.

It was a snap to come up with titles like THE DOLPHIN STRIKER. A significant and worthy attempt, sire, but it will just not do. Names like THE DULSE SCRATCHER, BARNACLE BLISTER, TAMMIE NORIE, SCATARI SEABELL, OFFSHORE OFFERINGS, FOURCHU RAMMER, GREAT BLACK-BACKED OYSTER CATCHER, THE CLAM-DIGGERS CATALOGUING CHRONICLE and others bothered me from the start. But let me say that it was a triumph for our rockbound puritanical and pedestrian souls to finally settle on THE MARITIME LIBRARY REVIEW. As winner of the contest I have no hesitation in congratulating both myself and all the judges for their wise decision.

Sure, let's throw the contest open (I am secure in my five-year membership prize) and try again. I venture to predict that we will pull up the same line with the same tag on the sea-wet hook.

It is nice to know you are one of us, Mr. Mowat, venerable Sir, but please, try to be happy with THE MARITIME LIBRARY REVIEW. And an auk's egg to you, Sir.

Yours faithfully,

D. G. Lochhead.

There was a little girl elephant with the show, and curiously enough she had the same name as the bear: Louise. The two Louises didn't like each other very well. The bear thought the little elephant was stuck up, which she was, and the elephant thought the little bear was rought and horrid, which he wasn't-- or at least not more than bears usually are. So most of the time they played on opposite sides of the camp. And this led to a very funny misunderstanding. For when anybody wanted either one of them, he would shout: "Louise! Louise!" Then both the animals would come running and would get there at exactly the same time.

"I should say," said the lion, "that the names could be changed."

"I don't want my name changed," wailed the elephant. "I want my own name. But I don't want anybody elthe to have it."

---From The Story of Freginald, by Walter R. Brooks.
(N.Y., Alfred A. Knopf, 1941, \$3.50)

(Continued on Page 54)

ASTRONOMY

IN THE BONAR LAW-BENNETT LIBRARY

by A. ROBERT ROGERS

Astronomy is no longer taught at the University of New Brunswick, but a small observatory and a collection of 65 books in the Bonar Law-Bennett Library remind us of the place it once held. Of these titles, 23 are not presently known to exist elsewhere in Canada.

Erected in 1851 at the instigation of William Brydone Jack, then Professor of Mathematics and later to serve for twenty-four years (1861-1885) as President of the University, the Observatory is a conspicuous and enduring reminder of the intellectual vigor of mid-nineteenth century New Brunswick.

Interest in the books was stimulated by the erection of a plaque on May 10, 1955, to mark the Brydone Jack Observatory as a historic site. Presented by Dr. A. G. Bailey, New Brunswick representative on the Historic Sites and Monuments Board of Canada, the plaque was unveiled by Dr. C. McN. Steeves of the University Senate.

At the suggestion of Professor J. E. Kennedy of the U.N.B. Physics Department a list of 65 titles was sent to the National Library, and checked against the National Union Catalogue. After pointing out that the Catalogue is not yet complete and that further copies undoubtedly exist in special and private libraries, Dr. W. Kaye Lamb concluded his reply by saying, "On the whole, however, it is evident that you have a collection of a kind that is relatively rare in Canada."

Of the 65 titles listed, 23 are not at present known to exist elsewhere in the country. Identical copies of 29 items were located in other libraries and different editions of an additional 13 titles were found. From the 42 titles thus located, we learned that at least 101 copies exist elsewhere in Canada. McGill and the University of Toronto lead the list with 30 and 24 copies respectively. Next in line are the Toronto Public Library with 10 and Dalhousie University with seven. The others are very widely scattered.

A list of the books not located elsewhere is given below. If anyone knows where some of these are to be found, we shall be glad to hear about it.

 Adams, George, 1750-1795.

Astronomical and geographical essays; containing a full and comprehensive view on a new plan, of the general principles of astronomy; the use of the celestial and terrestrial globes, exemplified in a greater variety of problems, than are to be found in any other work; the description and use of the most improved planetarium, tellurian, and lunarium; and also an introduction to practical astronomy; 6th ed., corr. and enl., by William Jones. London, Printed for ... W. & S. Jones
 by, W. Glendinning, 1812.
 518p. illus.

Airy, Sir George Biddell, 1801-1892.

Lecture on the pendulum-experiments at Harton Pit delivered in the Central Hall, South Shields, Oct. 24, 1854. Together with a letter containing the results of the experiments. London, Longmans, 1855.
 26p. illus.

Baily, Francis, 1774-1844.

Astronomical tables and formulae; together with a variety of problems explanatory of their use and application; to which are prefixed the elements of the solar system ... London, 1827.

267p.

Bishop, George, 1785-1861

Astronomical observations taken at the observatory, South Villa, Inner Circle, Regent's Park, London, during the years 1839-1851... London, Taylor, Walton and Maberly, 1852.

251p. front.

British Association for the Advancement of Science.

The catalogue of stars of the British Association for the Advancement of Science... reduced to January 1, 1850... with a preface... by the late Francis Baily ... London, Richard and John E. Taylor, 1845.

92, 444p.

Coffin, James Henry, 1806-1873

Solar and lunar eclipses, familiarly illustrated and explained with the method of calculating them according to the theory of astronomy as taught in New England colleges... New York, Collins, Brother & co., 1845.

83p. tables.

Gt. Brit. Commissioners of Longitude.

Tables for correcting the apparent distance of the moon and a star from the effects of refraction and parallax. Cambridge, 1772.

xii p. tables.

Gt. Brit. Admiralty.

Report of the Teneriffe astronomical experiment of 1856, addresses to the Lords Commissioners of the Admiralty, by C. Piazzzi Smyth... London, Printed by Richard Taylor and William Francis, 1856.

139p. illus.

La Caille, Nicolas Louis de, 1713-1836

A catalogue of 9766 stars in the southern hemisphere for the beginning of the year 1750, from the observations of the Abbé de la Caille made at the Cape of Good Hope in the years 1751 and 1752... with a preface by Sir J.F.W. Herschel. London, Richard and John E. Taylor, 1847.

299p.

Lax, William, 1751-1836

Tables to be used with the nautical almanac for finding the latitude and longitude at sea with easy and accurate methods of performing and computations required. London, T. Bensley [1834]

302, 23, 3p.

Mitchell, O M

The orbs of Heaven; or, the planetary and stellar worlds; a popular exposition of the great discoveries and theories of modern astronomy... New ed.

London, George Routledge and sons [n.d.]

304p. illus.

Nichol, J. P

The stellar universe, views of the arrangements, motions and evolutions.

London, John Johnstone, 1848.

257p. illus.

Norton, William A

A treatise on astronomy, spherical and physical with astronomical problems, and solar, lunar and other astronomical tables... 4th ed. New York, John Wiley, 1867.

443, 115p. illus.

Richardson, William

Catalogue of 7385 stars, chiefly in the southern hemisphere; prepared from observations made in the years 1822, 1823, 1824, 1825, and 1826, at the observatory at Paramatta, New South Wales... [London, H.M. Stationery Off., n.d., 311p.

Printed by order of the Lords Commissioners of the Admiralty.

Robinson, H N

A treatise on astronomy, descriptive, physical and practical... Albany, Erastus H. Pease, 1850.

302, 54p. tables.

Simms, William H

The achromatic telescope and its various mountings, especially the equatorial; to which are added some hints on private observatories... London, Troughton and Simms, 1852.

74, 16p.

Simms, William H

The sextant and its applications... London, Troughton & Simms, 1858. 136p. tables.

Stone, Edward James, 1831-1897

The Cape catalogue of 1159 stars, deduced from observations at the Royal observatory, Cape of Good Hope, 1856 to 1861. reduced to the epoch 1860 ... Cape Town, Saul Solomon, 1873.

69p.

Published by order of the Board of Admiralty.

UNIVERSITY OF NEW BRUNSWICK LIBRARY NEWS reported by A. Robert Rogers

We have begun to display small selections of books on a portion of the Circulation counter. Students and members of the faculty have shown considerable interest. The display typically includes ten to fifteen titles and they are changed weekly. Among the topics we have covered were: the Arctic; travel in Canada; education; Sir Charles G. D. Roberts. The display on the Arctic was enlivened by a number of Eskimo carvings borrowed from a student. The display Roberts was arranged to celebrate the appearance of Dr. Pacey's new book, Selected Poems of Sir Charles G. D. Roberts. For Education Week we had a sprinkling of new books and the display of pamphlets sent by the Canadian Association for Adult Education. We plan to feature New Brunswick writers for Book Week in Canada, April 14-21.

Circulation has been higher than last year and probably reflects the increase in enrolment. Far from having an adverse effect on the Library's circulation, the new Memorial Student Centre appears to have brought an increasing number of students to the Library, especially during the noon hour. Students who formerly went some distance from the campus for meals can now get them in the Student Centre and many of them come over to the Library to study during the period between lunch and the beginning of afternoon lectures and labs.

(Continued on Page 52)

N. B. Central Services

Add Children's Librarian

by JAMES F. MacEACHERON

Miss Roberta Wilson has recently joined the staff of Central Library Services in Fredericton. Many Maritime librarians will know, or know of, Miss Wilson. She explains that coming to Fredericton is part of the normal course of events, having started to work her way eastward from the Fraser Valley Union Library in her native British Columbia. Brandon was her first stop, to organize and develop the children's section of a new public library there. For the past eight years she organized and operated the Wentworth County Library Cooperative in Ontario. Graduates of the University of Toronto Library School will remember her as the lecturer on County and Regional Libraries.

Having reached tidewater, more or less, she immediately commenced to do the preliminary organizational work for a York County Regional Library. Hope having proved greater than accomplishment this year in the case of York County, she will assume the rôle of Provincial Children's Librarian, and she will be available to work with teachers, parents and organizations throughout the province. Her work should not only help the general cause of children's literature, but should also help create a demand for library service.

A valuable incidental to the work of the Provincial Children's Librarian should be the publicity--the amount and type of which seems to depend upon the fortune and background of the person filling the rôle. Her fortune, for instance, appears fairly high. She recently won two airline tickets to Bermuda, and as a result there have been news reports, photographs and offers of companionship to the winter resort. As many know, she has had a great deal of experience in library work and appears in the film "Library on Wheels". She not only explains her rôle in the film very well to audiences, but she is also able to tell how films are a medium of capturing and recording the fashions of the day.

On March 31 Miss Wilson was married to Professor Theodore Weiner of the Physics Department, University of New Brunswick, in a ceremony at St. Paul's United Church, Fredericton. As Mrs. Weiner, she intends to continue with the Central Library Services.

U. N. B. LIBRARY NEWS (Continued from Page 51)

Miss Constance Oakley, head of the Cataloguing Division, has taken her vacation in March this year and gone on a cruise of the Caribbean. She will, no doubt, have some delightful colored motion pictures to show on her return. Mrs. Marjorie Mowat and Mrs. E. A. Boby are both planning trips to Europe late in the summer. Miss Judith Waterson, Beaverbrook Librarian, recently visited the Public Archives in Ottawa and plans to visit Harvard. Mr. Rogers plans to attend the Maritime and Canadian Library Association conferences, en route spending a short time visiting McGill, the University of Toronto, and McMaster.

A recent survey by the Canadian Library Association reveals that U. N. B. spends a higher percentage of its book budget in Canada than do most other Canadian university libraries. Among figures for twenty libraries, in the second issue of *Feliciter*, was U.N.B. spending in Canada 55 percent, U.S.A. 35, Britain 8, and other countries 2 percent.

NEWFOUNDLAND NEWS

53

GOSLING MEMORIAL LIBRARY reported by Marjorie Mews

The advent of TV in St. John's in August 1955 caused a considerable decrease in the fiction circulation, which lasted all winter. Recently, however, the figures have begun climbing again as the novelty is beginning to wear off. A borrower was heard to remark as she brought her books to be checked at the circulation desk, "I had to come to get something to read--I'm getting tired of television." Non-fiction reading has not declined, and reference work is increasing continually, with a variety of requests from "Who was the supporting actos in the film Viva Zaponta?" to methods of execution!

The celebration of Young Canada's Book Week in November was one of the most successful we have ever had. We were glad that more city organizations observed it this year and we hope to make it a still wider community event. We ventured to ask the four major service clubs--Rotary, Kinsmen, Lions and Kiwanis--for contributions toward a record player for the Boys' and Girls' Library. To our delight we were presented with a beautiful radio-gramophone by the Lions Club, and sums of money for the purchase of recordings from the three other clubs.

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REGIONAL LIBRARIES reported by Jessie Mifflen

No, we have not been hibernating this winter of the snows, but after writing a six to eight page Newsletter every month for our local librarians I seem to have little time or, I might add, inclination for chronicling for export. ...The Scriptural tone of this report is due to the recent gift of a deluxe edition of a Bible from one of the visiting publishers. May it be counted to him for righteousness!

Three new Branch Libraries have been opened during the year, bringing the total in the Regional scheme up to forty, 26 of these being Regional Centers and the remaining fourteen Branch Libraries, while blue stars are breaking out like a rash of foreign measles all over our map indicating that negotiations are being carried on in the places so marked. Not all places, of course, will survive the negotiation stage, and indeed in one place I visited recently, where I had sown some seed last year, I found that they had hardened their hearts and would have none of me, so when I departed out of that town I shook off the dust of my feet for a testimony against them and the place thereof will know me no more forever.

Circulation has kept up fairly well on the whole, though TV has lured away some of the readers in the centers near the city. We hope, however, that its effect will be but temporary.

I have visited most of the libraries during the year, and so have been in journeyings often, in perils on the sea, in perils of robbers (having had forty dollars stolen on a recent trip), and I have been sawn asunder (though not in the line of duty!)

On my Northern Newfoundland and Labrador trip last fall, while attempting to get from St. Anthony around the peak of the Northern Peninsula, the small boat in which I was making the trip struck a submerged object (undoubtedly a dolphin, Angus!) and we were obliged to send forth distress signals, which eventually brought a fishing boat to our rescue, which towed us to the little village of Great Breat, and there we tarried certain days--well, a little over 24 hours anyway.

Then during the winter, while on the Southwest Coast, I got caught out at a Board Meeting in one of the worst blizzards ever known there, and it was with great difficulty that I floundered through the snowdrifts to my abode, wondering the while how things were in Honolulu library-wise, and whether there was a shortage of librarians there!

After the calendar said it was spring, I set out to visit a couple of the libraries in the interior and was eight hours on the fifty-mile trip from the train to one of them, while for one part of the journey we proceeded at the rate of a mile an hour, as it took us exactly four and three-quarter hours to go five miles.

Since my visit to the North took twenty-six days and to the West and Southwest Coasts twenty-five days, during which time I visited three and five libraries respectively, it will readily be seen that it is impossible for me to visit them more than once a year, and indeed I do not always get around to all of them during the year. It is impossible, too, to keep up with the work at Headquarters and I am hoping to get an assistant in the near future, and when and if that happy time comes I shall have so much leisure that I shall be able to compose a screed for every issue of the MLA BULLETIN!

T H A T T I T L E A G A I N (Continued from Page 48)

Six-year-old Christopher discovered the Freddy books a few weeks ago and has demanded a shuttle service to and from the Children's Department ever since. Walter Brooks' tales of Freddy, the versatile pig, the other animals on the Bean Farm, and their adventures, mostly with human villains, are chuckle-filled even for grownups, and absorbing for the young.

The Massachusetts Library Association has produced 45 volumes of its publication. The Maritime L. A. will only come of age next year (current, Volume 20). Now we must salute the elder publication as the BAY STATE LIBRARIAN commences its Volume 46 under its new title--it was formerly the MLA Bulletin. An honorable and distinctive new title for an able and energetic journal, and a surprise for Maritime librarians when the issue arrived. Thanks, Bay Staters.

Case closed.

D. A. Redmond.

FREDERICTON PUBLIC LIBRARY reported by Bob Rogers

The Fredericton Public Library had an extremely busy year in 1955. With fewer than 5000 books on the shelves, circulation totalled 24,293. Miss Jarvis reports that registration and circulation have continued to increase in the first three months of 1956. A store room is being planned so that the Library will not have to do all its processing under the public gaze. The Library Board approached the City Council a few weeks ago to ask for a substantial increase in the Library grant. This request was also supported by a letter from the Fredericton Council of Churches. We have reason to believe that other organizations are also making representations to the City Council. The results will not be known until budget day but everyone is hopeful at the moment.

MLA BUSINESS

55

NOTICE OF MOTION

Notice is hereby given that a motion will be introduced at the 1956 annual meeting of the Maritime Library Association (moved by D. A. Redmond and seconded by Rev. W. A. Stewart) that the following amendments be made to the Constitution of the Maritime Library Association:

Article II--now reading as follows: "The object of the Maritime Library Association shall be to promote library service throughout the Maritime Provinces, to cooperate with other associations on matters of mutual interest."

To be amended to read as follows: "The object of the Maritime Library Association shall be to promote library service throughout the Provinces of New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland, and to cooperate with other associations on matters of mutual interest."

Article IV, Section I--Officers--now reading as follows: "The officers of the Association shall be a president, a president-elect who shall be one of the three vice-presidents, one from each Province, and a secretary-treasurer. All of whom shall be elected at each annual meeting of the Association."

To be amended to read as follows: "The Officers of the Association shall be

- (a) a President
- (b) a vice-president from each of the four Provinces of New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland, one of whom shall be designated as president-elect
- (c) a secretary-treasurer.

"All of the above shall be elected at each annual meeting of the Association. The editor of the Association's periodical shall be ex officio a member of the Executive."

MLA EXECUTIVE MEETING, St. Mary's University, Halifax, Feb. 26, 1956

(Condensed from the official minutes)

A special meeting of the Maritime Library Association Executive was held at St. Mary's University, Halifax, Sunday, Feb. 26, 1956, to consider whether the MLA should present a brief to the Royal Commission to Inquire into the Subject of Radio and Television Broadcasting in Canada. Present were H. W. Ganong, President, Rev. W. A. Stewart, J. F. MacEacheron, Miss Ruby Wallace, and Miss Isabel Abernethy. Miss Wallace outlined some of the points covered in the brief to be submitted by CLA, which include the need for programs which only a publicly owned system can supply, such as book reviews and children's book programs. These programs are a stimulus to reading. Another point mentioned was the need for local stations for programs of local interest and free time broadcasts.

Mr. Ganong read the terms of reference under which Royal Commissions such as the Commission on Broadcasting, are appointed. Mr. MacEacheron questioned how effective a brief is and whether it is worth the effort put into it. Miss Wallace

felt that a brief may have a future value which cannot be foreseen at the time of preparation. Mr. Ganong felt that briefs presented by various groups are the only means a Royal Commission has, of finding out what the public wants. On motion it was resolved that the MLA present a brief to the Commission, subject to further discussion. On motion, Miss Alberta Letts was appointed chairman of a committee to present a brief, and she was directed to appoint two people from the Halifax area as members of her committee, and in addition the following members were appointed from the representative areas: New Brunswick, Mr. Robert Rogers; Prince Edward Island, Miss Dorothy Cullen; Newfoundland, Miss Jessie Mifflen. The committee was instructed to present a written report to the Executive previous to the presentation of the brief to the Commission.

On motion, Mr. Ganong, the President, was instructed to apply to the Commission for permission to present a brief. Miss Letts as chairman of the committee was given responsibility for presenting the brief to the Commission at her discretion. Terms of reference for the committee were set forth as follows:

Points covered should be: 1) the responsibility of radio and television to stimulate greater interest in books, 2) respective values of both the CBC and the private stations.

The brief should not enter into the controversy over supervision of private stations by the CBC or extension of the authority of the CBC.

The approach should be friendly, constructive and positive.

On motion the committee was instructed to consider these points especially from a Maritime point of view.

The question of a submission from the Maritime Library Association to the Royal Commission on Canada's Economic Prospects (the Gordon Commission) was then discussed. The MLA could not now present a brief as the deadline for applications had passed. The Association could either send a letter of endorsement of the CLA brief or send a letter to the Commission independently. A motion was passed that MLA send a letter to the Commission, and it was decided that Mr. Ganong, as President, should send such a letter, covering the following points:

- The value of libraries in the economic life of the community as well as in its cultural life.
- The value of universities in the life of the community; the increasing enrolment at the universities and hence the need for expansion of university facilities, including libraries.
- The part played by the university libraries in bringing wanted material to the general public and the cost involved.
- The need for more regional library systems as the most effective way of providing books for the whole population of a province.

NOMINEES FOR OFFICES, 1956-1957

President: James F. MacEacheron, Central Library Services, Fredericton
 Vice-President for Newfoundland, and President-Elect: Jessie B. Mifflen,
 Supervisor of Regional Libraries, St. John's
 Vice-President: Rev. Allan MacDonald, St. Dunstan's College, Charlottetown, P.E.I.
 Vice-President: Mary Cameron, Halifax Memorial Library, Halifax, N.S.
 Vice-President: A. Robert Rogers, University of New Brunswick, Fredericton, N.B.
 Secretary-Treasurer: Isabel Abernethy, Glace Bay Library, Glace Bay, N. S.