

MG 20, Vol 974 # 345

# APLAD

BULLETIN

MARCH 1972  
VOL. 36

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Public Archives of Nova Scotia  
HALIFAX, N.S.

VOL. 36  
MARS 1972

BULLÉTIN

# APLA



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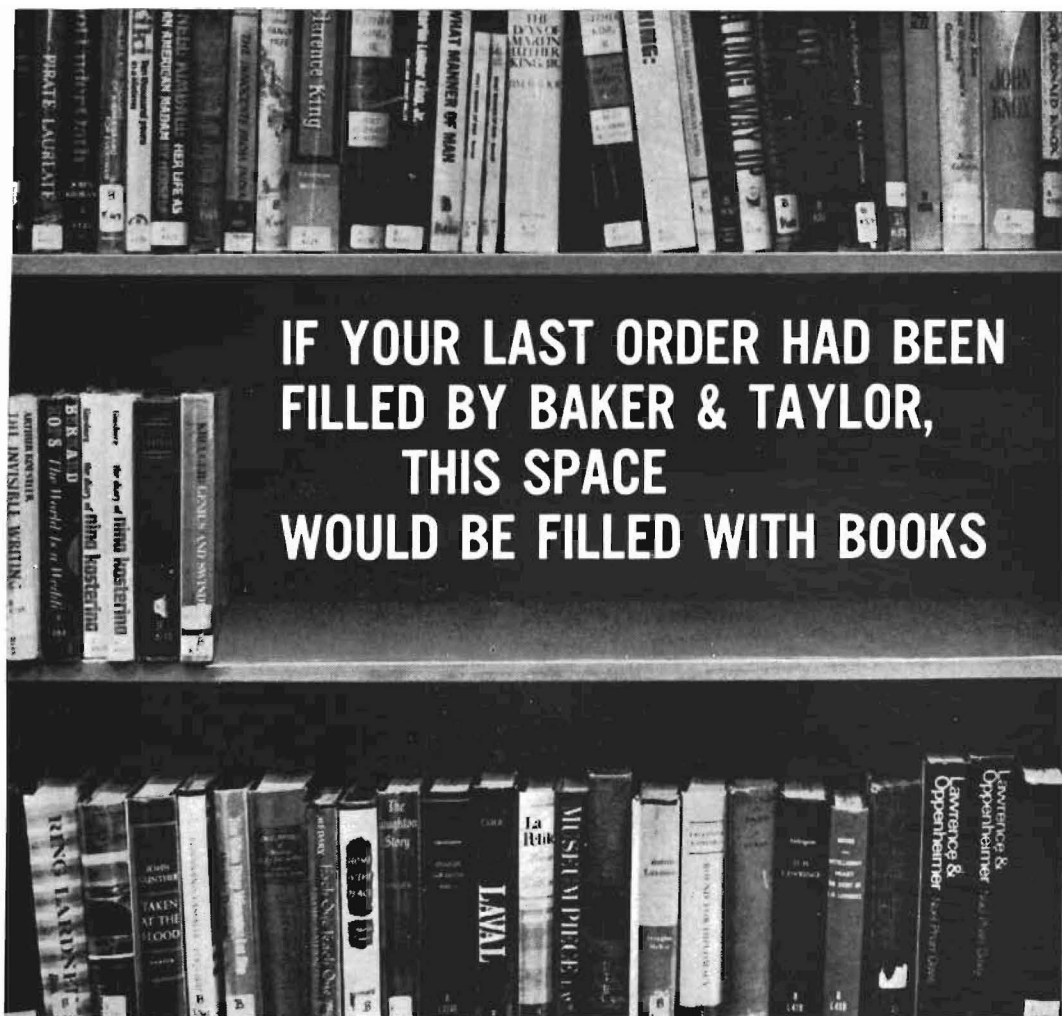
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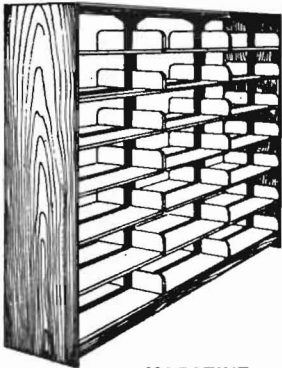
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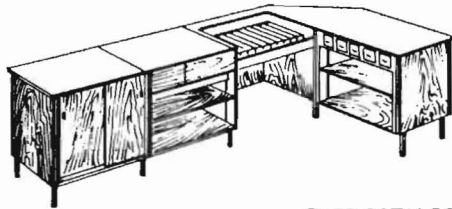
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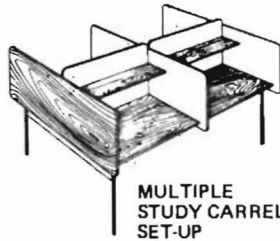
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# APLA

## BULLETIN

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

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Mr. Don Ryan, Memorial University Library, St. John's Nfld.

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Individual Membership to the Association is \$5.00 May — April and includes subscription to the Bulletin. Institutional subscription to the APLA Bulletin is \$8.50 per calendar year. Single copies \$1.50.

The APLA Bulletin is printed by Allen Print, Halifax, Nova Scotia. The APLA Bulletin is indexed in Library Literature, Library and Information Science Abstracts, Canadian Periodical Index.

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Send typed manuscripts to the Editor, Dalhousie University, Faculty of Graduate Studies, Halifax, Nova Scotia. For advertising information contact the Advertising Editor, Ralph Pickard Bell Library, Mt. Allison University, Sackville, N. B.

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## MAR. 1972, VOL. 36 NO. 1

## FROM THE PRESIDENT'S DESK

### NOMINATIONS

The Nominating Committee presents the following as the proposed slate of Officers for the Atlantic Provinces Library Association, 1972 – 1973.

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Memorial University Library  
St. John's, Newfoundland

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Confederation Centre Library  
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Cape Breton Regional Library  
County Court House  
70 Crescent Street  
Sydney, Nova Scotia

Respectfully submitted

Ian Wilson  
Don Scott  
Beverly True  
Carin Somers, Chairman

### Conference Agenda (Tentative)

Friday – May 26

Business Meeting  
8:00 p.m. – 10:00 p.m.  
Entertainment  
10:00 p.m. – 10:30 p.m.

Saturday – May 27

What's Bugging Minis or  
Tatamagouche here we go  
9:30 a.m. – 11:00 a.m.  
Dalhousie Library School  
Continuing Education  
11:30 a.m. – 1:00 p.m.  
Lunch  
1:00 – p.m. – 2:30 p.m.  
Tour of St. John's or  
School Library Meeting  
2:30 p.m. – 5:00 p.m.

Sherry Party

7:00 p.m. – 7:30 p.m.

Banquet –

7:30 p.m. – 9:30 p.m.

Speaker: Miss Jessie Mifflin  
Acting Director,  
Nfld. Public Libraries Board

Sunday – May 28

Publisher's Representative  
speaking on Federal Assistance  
9:00 a.m. – 10:30 a.m.  
Coffee  
10:30 a.m. – 11:00 a.m.  
Business Meeting  
11:00 a.m. – 12:00 Noon  
Bar  
12:00 Noon – 12:30 p.m.  
Lunch  
12:30 p.m. –

# CHRISTOPHER ROBIN AND CUTTER

## C. DAVID BATTY

(The following article was originally presented as a lecture given on January 17, 1972 at the Dalhousie University School of Library Service.)

"Now", said Rabbit, "this is a Search, and I've Organized it —". "Done what to it?" said Pooh. "Organized it. Which means — well it's what you do to a Search, when you don't all look in the same place at once ..." "Is Piglet Organized too?" "We all are", said Rabbit, and off he went."

This very relevant quotation, though not the foundation of all that I have to say, is at least a good start. The English accept (they revere) the ordered world of Winnie the Pooh and Christopher Robin, but the Americans substitute the anarchy of Tom Sawyer and Huckleberry Finn and in consequence from childhood they *do* all look in the same place at once, or at least they try to. And why? Because they are not Organized, or rather, because they see organization of this kind as undemocratic. I once addressed the American Documentation Institute (as it was called in those ancient days when documents contained information) on the subject of classification and suggested that the neglect of classification (and it is distressingly neglected) sprang from an unconscious preference for the apparently democratic, ordinary-Joe, natural language subject heading, with its references reaching in all directions; and an equally unconscious suspicion of the preordained hierarchy and *class-structure* of the classification scheme.

And there on the other hand are the English, class-ridden to the core; their hierarchical thinking evident in their instinctive love of the establishment and formal modes of address. Little wonder then that they accept the classified catalog, with its subordinate classes, its *chains* and

*arrays* and *disciplines*. The classified catalog as preferred by many public and academic libraries in England reveals very surely the instinct of the people themselves to accept a hierarchy of order without question that this single imposed systematic order is the best possible.

Of course what few Americans realize is that the apparently free and easy 'natural language' dictionary catalog that they prefer to the starched collar Almanach de Gotha of the classified catalog is as restricted beneath the surface as the so-called classless society — not by the establishment of classes, it is true, but by the stern rule of performance and effectiveness. The organization man and his wife must conform to an image or pattern of what he is supposed to be and do: look at Toffler's suggestion of the replaceable, identical family, where to save corporation money managers will be moved to new locations, new homes and a new identical family. In the same way the dictionary catalog subtly imposes its constraints by discouraging variant forms of words, synonyms, and inversions.

The analogy is tempting and we could take it still further by considering, for example, that the classified catalog needs an index to its classes, much as the upper and middle class English mother needs *Burke's Peerage* or *Debrett*; while the dictionary catalog needs no index to its natural language subject names — though, as is likely in a materialist society based on banks and credit ratings, it does require *references*.

But this explanation in terms of social traditions is an extrinsic one, far too obvious and unsubtle to be the truth. We must look more closely at the index languages themselves to see the intrinsic meaning; and index language is present in the humble card catalog just as it is in the most Lickli-

derish of interactive computer systems. Index languages, like any other languages, have vocabulary and grammar: the terms in use or the symbols representing them are the vocabulary, and the grammar includes ways of combining them into meaningful representations of complex subjects, and the ways of linking these complex subject names. A classification scheme can be a language with a small vocabulary and thorough synthesis, a complex grammar; on the other hand the thesaurus of a post-coordinate indexing system may be all vocabulary and hardly any grammar.

Among the courses I have taught in the University of Maryland is one on classification. The students have rarely experienced any great difficulty in learning the theory of classification (unfamiliar though it was) though they treat it a little like Latin: good mental exercise, but out of date and almost wholly useless. Nor have they had any difficulty in learning about classification schemes, not even the dreaded Colon classification (product of the far eastern mysticism of the high priest Ranganathan himself). After all, there is a formula at the beginning of each class in the Colon classification, and lists of terms neatly labelled ready for insertion. Long familiar with such construction from the models on breakfast cereal packets ('Fit Tab A into Slot A — and Tab B into Slot B') they happily construct or analyse Colon numbers by the dozen. But it is plain that most of them still see those numbers as unique labels for shelf order, and the faceted classification scheme as a do-it-yourself kit for getting LC type numbers in the convenience of your own office.

The idea that the numbers (and what the numbers represented) could actually be used for subject analysis, and that the chain index exploited not only the elements of a complex class number but also the superordinate links — all this is foreign and incomprehensible. 'But there isn't a book at that general heading' they would protest. (Which always reminded me of the revered elder statesman of the library education game whom I once heard teaching

DC, translating the numbers into *LC subject headings*). My students admitted that enquiries are as often as not too general, and that in the dictionary catalog there are *see also* references to guide the reader but they insisted on a distinction between the superordinate term in a classified chain, which they said should refer to a book, but did not have a book to refer to; and the *see also* references, which was not a subject heading though they admitted that the same term might also be used as a subject heading.

At the same time I must admit that English students would often like to see the class number as the only heading (supported of course by alphabetical index entries) and they have often tried in my classes to ignore the hierarchy of the classification scheme and to use a class number as a heading no matter where it came from. (Like a librarian I knew who intended to use FERRETS as a subheading of CHEMISTRY because the only user who was interested in ferrets was a chemistry professor who would never dream of looking for anything of interest to him outside CHEMISTRY).

The English tendency to a classified catalog is restricting because it assumes the rightness of a single imposed hierarchy of subject disciplines — and today increasingly there are interdisciplinary areas that are not hierarchial. One might think therefore that an alphabetical approach might solve the problem. But any communications system demands a common language — in this case the index language, of whatever kind, and the language must be up-to-date. Enter the Library of Congress.

In the summer of 1967 I was involved for a short time with the ERIC system, at that time still in its infancy as a decentralised net work of clearing houses for educational research and covering little more than "the disadvantaged", "technical education", "reading", the bright child," and so on. Like most systems of this kind it was struggling with a logistics problem rather than an indexing problem and it did not



pay as much attention to its indexing language as it should have done; and its biggest problem was a very messy thesaurus, in which to my mind there was a great deal too much pre-coordination without adequate definition, and some very shaky preferences. For example: TEACHER EVALUATION and STUDENT EVALUATION were originally distinct and unambiguous — but soon TEACHER EVALUATION was used (on the evidence of its references) for both EVALUATION BY and EVALUATION OF TEACHERS. Again: FIELDS TRIPS referred to BUS TRIPS as a narrower term — but BUS TRIPS referred to FIELD TRIPS as a related term. In fact in the end the thesaurus looked more like a list of subject headings than a thesaurus of the normal post-coordinate type.

Observations of this kind, and also my lecturing on subject headings in Maryland led me to a new understanding. The grand-daddy of subject heading work was Charles Cutter; in his day it was inevitable and legitimate to expect a simple subject to have a simple name, and for simple subjects to keep themselves to themselves in New England propriety — not to indulge in promiscuous relationships, indiscriminately generating new and unlikely cross disciplines as they began to do in and after (and under the influence of?) the Jazz Age, and in England that louche period of frivolous excess, the Edwardian Age. So Cutter could put forward a coherent theory of subject headings that was both simple and true, in which the complex subject and the phrase heading were exceptions.

Like all simple, true, and noble principles, Cutter's theory was soon enshrined in a national monument — in this case the Library of Congress. Whether that theory had already died of shock at the turn of the century, and was then embalmed and put out on show in a kind of national tomb of cataloguing while its wisdom was preserved as dogma; or whether it was granted its natural apotheosis and later petrified in the precious stillness of a self-consciousness of responsibility, I would not dare to say. Suffice it that Cutter's simple faith still

burns in the heart of the Library of Congress: though it has guttered more than a little in the face of the hordes of new technologies, the pullulating progeny of cross-disciplines sweeping in across the steppes of the research laboratories, and the innoligies, the pullulating progeny of cross-possible and interbred genealogies of the tribes of nomadic neologisms. The old faith saw them only as exceptions to the rule, and was therefore unable to make sense of their heresies — treating them by their appearance than by their nature. In the end even the faithful despaired of a faith that seemed unable to comprehend the new world picture, still less explain it. And so they invented coordinate indexing.

It was at this point that the reaction of my Maryland classes (and classes in other American universities — though not English) suggested to me that there was something fundamental in the way that they saw (or *felt*) a subject heading. I had of course presented the development of natural language indexing in rather more prosaic terms and at greater length than I have felt possible today. But to my amazement — quite unlike the European students I was used to, for whom heading most likely *represents* a subject — for my American students the heading *was* the subject. They saw it as a thing in itself.

The confusion of names with things is a symptom of a romantic philosophy: look at the habit of personification in Keats and Shelley. And is not the confusion of symbols (particularly status symbols) with the reality of things in materialist cultures in very much the same category?

Most striking of all, especially for cataloguing and indexing, is the appearance of the Hemingway complex. Hemingway's novels are full of the simple, the true and the good, all expressed in straightforward, simple and true language. It is not that Hemingway is impatient of subtlety, but that he can romantically understand and seek to convey all the implications of an event or a situation in a simple, or simplified, description. So it was with Papa Cut-

ter, so it is still with the Library of Congress.

But time and events overtake us all, and the heroic directness of Hemingway's characters has given way to the hip, the doubting, and the just plain sick. With the realisation that the dictionary catalog could not cope with the swinging times of post-World War II the Olympian minds of Cutter and his followers gave way to the restless, questioning, the self-conscious humour of Calvin Mooers, Mort Taube, Ralph Shaw and their generation of the new men.

Like all new movements coordinate indexing fed on the scraps and shreds of the carcase of its predecessor. Where two or three subject headings had been sufficient before, now a dozen, or even two dozen were scarcely enough. But instead of the weighty headings of the Library of Congress (of which my favourite is ONE LEGGED RESTING, with its reference STANDING ON ONE LEG) these were hasty breathless terms — headings stripped and eroded until they were virtually irreducible fragments of meaning. Even the names they were given (Zator, Uniterm) remind us that the late 40s and early 50s were the heyday of respectable science fiction when Ray Bradbury and Theodore Sturgeon and *Astounding Science Fiction* were first attracting the attention of serious literary critics.

This Salinger-Mailer syndrome was evident in the assumption that even thirty of these tiny terms would hardly be sufficient to describe a document. For the older attempts to strike truly to the heart of the situation and to convey all its tenderness and majesty in a few phrases, there was substituted a piling up of terms, a kaleidoscope of glittering fragments. Remember the catalogs of items with which Salinger conveys the atmosphere of a room, and the lists of epithets with which Mailer will describe a character?

This is the age of the disconnected, the immediate man, the happening — the age indeed of surrealism finally realized — and

coordinate indexing is understandably an appropriate form.

While all this was going on, England and the continent of Europe had taken a different direction. The influence of UDC, felt in special libraries in the 1930s and the teaching of Ranganathan resulted in the formation of the Classification Research Group, whose influence through its members, was critical for the next ten years. Rather than shrink from the inadequacies of the bland and generalised structures of DC and LC they plunged inside them, to explore the interior space. Using the formulas of Ranganathan they constructed more and more (and smaller and smaller) special classifications, on the synthetic principle that became known as faceted because each of the aspects or facets of a subject could be combined with others to make up hitherto unspecified and highly complex descriptions. The theory can be sophisticated and its jargon incomprehensible. But the results were surprisingly simple and very useful — even though the tiny polished jewelled micro-classifications became so small and so esoteric it would not have been surprising to see them engraved on the head of a pin.

The effect of the CRG was also felt through the BNB which, from its inception in 1949, was organized by the DC and had a chain index — the first working example of that attempt to defeat users' illogic with logical principles. It was the BNB that finally set the seal on the classified catalog as a British library way of life. Like the Library of Congress, its influence was felt in the most immediate way — through the production of printed cards. But like all large organizations BNB (which had already adopted the previously untested chain index on a large scale) began to feel its responsibility and position and think of itself as an arbiter rather than a service. It took its weighty part in cataloguing and classification debates — and it has now (again without much warning) abandoned the chain index and adopted an even more theoretically complex form PRECIS (Preserved Context Indexing System) derived from a new kind of general faceted classi-

fication so mandarin that it has no real form and has not yet even been published. This is of course the ultimate in classification theory – the scheme that is theoretically perfect and so complex in its multi-dimensional categories, facets and relationships, that most of it is invisible in dimensions beyond our normal three.

In the meantime, however, BNB had turned its attention to DC and used all this theory to change that. Look at any of the issues in the 60s and you will see little letters attached to DC numbers. These were the BNB's own additions to improve DC and bewilder the patron (a common cataloguing practice). Only with the coming of big brother computer and the need to stay hand in hand with their friends in the Library of Congress has BNB abandoned its former practice and accepted the conventional DC number – though typically they decided to use the 18th edition a year before its publication, thus leaving librarians with numbers they could sometimes not understand because they had no classification scheme to check with.

To the Western Europeans, classification is an almost inevitable method of expression: it seems so natural to order subjects or ideas into groups, each with a group name that therefore allows the further collection of groups-as-units into higher classes still. To the Americans, classification has meant only one thing: Shelf-order – 'marking and parking' as Robert Fairthorne has called it. Suggest to an American that classification is really a tool for subject analysis and he will slit your throat with Occam's razor. The idea of a single but complex linear statement of all parts and aspects of a subject is not only foreign but seems even to be repulsive to them. It is not that there is any inability to understand *how* complex numbers are put together, or even how facet theory can be used to make a classification scheme: it is rather an inability to understand why they should be.

In most American library schools, there are courses on cataloguing and other, quite separate, courses on information retrieval and indexing. Cataloguing is taught by pre-

cept and example and a fine attention to the letter of the law; in many cases, it is an exposition of the layout and use of the LC card. Information retrieval on the other hand, is taught by exploring theoretical disciplines like logic, set theory, calculus, linguistics, information and communication theory. One looks back while the other looks forward.

The same dichotomy can be seen in reference courses. On the one hand are those who teach reference *books* (learn Winchell and be saved) and on the other those who teach the reference *process* (only they may call it problem solving, information retrieval or even dealing with just plain folks).

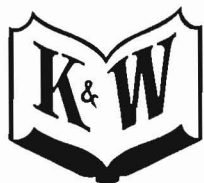
Librarianship is a new kind of discipline. Unlike the traditional disciplines (chemistry, medicine, history) it is not a substantive discipline; it is structural. Its substance is structure. It is new, just as cybernetics, communication theory, and information theory, are new. It does no good to distinguish between librarianship and information science. We are all in the same business. Librarians are the only surviving polymaths; the library is the knowledge of society and the librarian is the interpreter. His expertise is divided (like Caesar's Gaul) into three parts: information resources, information handling techniques, and the management of the information system. Of these the most critical is the information handling techniques, for without these the information resource will remain unexploited and unused by the client.

The librarian is in a situation of dual responsibility: he must talk the same language as his information, or he will never begin to exploit it. But he must also talk the same language as his users or he will never communicate with them. But since he cannot be sure that his users use the same language as the information he controls, he must generalise to be the interpreter between the two. The generalised language he uses is his index language. The librarian and his catalog (the information scientist and his information system) must be available indirectly as well as directly to the client.

This places a critical emphasis on the index language. Be sloppy about this and the whole system is sloppy. Always examine your index language. It will communicate no more than you allow it to, by your construction or acceptance of its vocabulary and syntax. This does not mean that it should be complex and sophisticated; in some systems a simple language is all that is needed. The important thing is to be flexible. And remember: a working system is better than *ad hoc* effort. A

Chinese proverb (very relevant to index languages) Give a man a loaf and you feed him for one day. Teach him how to bake a loaf and you feed him for the rest of his life.

Cataloguers are librarians, indexers are information scientists. They had enough of this stupid controversy on the other side of the Atlantic to realize the kind of gulf that prevents us from finding out that we are doing the same thing.



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## LETTERS TO THE EDITOR

March 22, 1972

Dear Editor,

For the past two and half years I have been Librarian of Pine Hill Divinity Hall Library, in Halifax. I have had a number of memorial experiences at "The Hill". I was the first full-time Librarian appointed at the College and set out to establish the 30,000 volume collection into a working Library. As this was my first librarian's appointment after Library School, I had to ask a lot of questions and listen to a lot of advice. The librarians in the Halifax area, university and public, have been very generous with their time and advice. I personally would like to thank all those who helped me in my decisions.

Earlier this year I received a note from the Nova Scotia Council of Library Resources, stating that this committee would like suggestions from N. S. Librarians. My first reaction was one of surprise. The only previous reference I had heard about this Committee was with regard to a formal presentation to the Graham Commission. I had not seriously considered why this committee was formed or under what authority it was constituted.

Here are a few observations. First, I gather from conversations with other librarians, and the way the reports are presented, this committee is a friendly agreement among library administrators, (generally chief librarians) and in fact, is responsible to no other body outside itself. There is no harm in having a gentleman's agreement among librarians, but when it comes to making any policy decisions it is difficult to make authoritative comments. Second, that there is the feeling among a number of the junior librarians that there is no way that their librarians can have any representation or forum for their views. This same attitude is evident

in the feelings of the Tatamagouche Group, who felt that their opinions had not been heard.

Taking into account the above comments, I have a couple of suggestions. There is already a proliferation of library associations, national, provincial, local and special. My personal preference would be to have this committee part of APLA rather than HLA, because the former is more representative of the province and is a recognized provincial association linked to Canadian Library Association. I would recommend that the general membership of the parent body should nominate representatives to this council, some library administrators and some junior librarians. When there is any definite decision to be made to other organizations such as the governments, this group would represent the opinion of the large body.

My final point is, that we as librarians must work closer together in order to present a professional image to the public and our clients. There is the continual discrepancy between librarians and library assistants. Many institutions have hired little more than competent library assistants with typing experience, and feel that they have a fully qualified professional librarian. If this new committee can get some strength and authority it could issue statements on qualifications to be fulfilled by the institution before hiring a professional librarian, much as the N. S. Teachers Federation. In closing I would like to thank the association of APLA and its executive. Although this has been a transitional year with a number of changes, I have known, more intimately a number of librarians in the Atlantic Provinces. It was indirectly through APLA that I was appointed as a librarian on the Cultural Affairs Committee of MAPC.

W. Patridge

*Council on Library Resources Fellowship Program*

The Council on Library Resources is offering a limited number of fellowships and internships to mid-career librarians of the United States and Canada who have demonstrated a strong potential for leadership in the profession. The purpose of the grants is to enable successful candidates to improve their competence in the substantive, administrative, and technical aspects of their profession. The awards are intended to cover costs during a period of continuous leave, extending from 3 to 9 months. They cover such items as travel, per diem living expenses while in travel status, supplies and equipment incident to a Fellow's program. It is expected that salary during the leave of absence will be paid by the parent institution. The fellowships are not intended to support work toward an advanced degree in librarianship, although course work which complements a candidate's program and is outside the normal professional curriculum may be considered.

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Completed application must be received no later than November 1, 1972. The awards will be announced about April 1, 1973. Successful candidates must complete their fellowships prior to October 1, 1974.

*National Library*

On April 1, 1972 the National Library of Canada began operation of a Selective Dissemination of Information service in the fields of the social sciences and the humanities. This will enlarge the scope of the Canadian Selective Dissemination of Information (CAN/SDI) service which has

been offered to Canada's scientists and technologists by the National Science Library since April of 1969.

As the first step in this joint National Library - National Science Library project the National Research Council computer facilities used by the National Science Library to provide the present CAN/SDI service will be used to carry out informational searches across the whole subject range of the Library of Congress MARC II tapes. These selective searches of the MARC tapes will use the SELDOM techniques developed at the Library of the University of Saskatchewan, Saskatoon, under contract with the National Science Library.

Later in the joint programme the National Library has undertaken to augment the already very large data bank which the National Science Library's collection of specialized tape services represents by adding to the CAN/SDI resources various other tape services which are directed towards the social sciences and humanities rather than science and technology. The BNB (British National Bibliography) and the ERIC (The Educational Resources Information Centre) tapes will be added as soon as possible. The successful test conversion by NSL for CAN/SDI use of the Psychological Abstracts tapes will make it possible to add that service to the data base.

Since the actual searching will be done by National Science Library computer, the National Library service will be based, during the early stages of the project at least, on the CAN/SDI cost schedule recently put into effect by NSL; a basic charge of \$40.00 graded upwards according to the kinds and number of specialized services the subscriber wishes to have searched. Likewise the National Library will use the 60-searching-term basic profile which NSL provides with the CAN/SDI

subscription. Subscribers may be individuals or groups. A profile may be that of a university department, for example, or a library which wishes to be told about current publications in its fields of interest (including MARC records from the Cataloguing-in-Publication programme).

As the National Library's programme for the conversion of Canadiana (the national bibliography) to machine-readable form progresses the records of new Canadian publications will be added to the data base to provide information about them through CAN/SDI.

In order to ensure the easiest possible contact with the programme by those wishing to subscribe, the administrative aspects of CAN/SDI will remain with the National Science Library. However, the subscriber who is interested in National Library subject fields, should contact the CAN/SDI Service, Reference Branch, National Library, 395 Wellington Street, Ottawa, Canada K1A 0N4. The informational pamphlet "CAN/SDI, a National System for the Selective Dissemination of Information", available on request will be revised as the National Library and other specialized centres enrich the CAN/SDI data bank by placing tape services for their areas of specialization with the National Science Library. The newsletters of both National Library and National Science Library will be used to pass on information regarding the expansion of CAN/SDI resources and new developments in the service.

#### *Dalhousie University Library*

Dalhousie University Library announces the first in its series of occasional papers: *A Bibliography for Examination of Forms of Training for Scientific and Technical Work*. The result of intensive index scanning for a study which was prepared for the National Research Council of Canada's Advisory Board on Scientific and Technological Information, the bibliography consists of over 1,000 entries selected from over 4,000 citations in library and information science. The titles are arranged in two sections based on the compiler's opinion of

utility; 69 pages with introduction; \$3.00 prepaid from Communication Services, Dalhousie University Library, Halifax, Nova Scotia, Canada.

The study itself will be available for publication shortly if sufficient interest is generated.

#### *News Notes from New Brunswick*

Two new libraries have opened to New Brunswick's public. On January 22nd, the *Haut Saint-Jean Library Region* held its official opening at headquarters in Edmundston. Madame H. de Liniers, on leave of absence from New Brunswick Library Services, is Regional Librarian. This brings to five the number of regional libraries in the province. At the southern end of New Brunswick, the *St. Croix Public Library* officially opened its doors on Dec. 15th as a branch of the Saint John Regional Library. Both openings represent a great amount of planning and hard work by all those involved — the Boards, the staff members, New Brunswick Library Services;

The *Harriet Irving Library* (U.N.B.) has announced the appointment of three librarians. Mrs. Judith Aldus (B. A. Toronto, 1960, B. L. S. Toronto, 1961) will be assistant Librarian in the Collections Department. Mr. Everett R. Dunfield (B.Sc. U. N. B. 1968, M. L. S. Dalhousie 1971) has assumed responsibilities as Engineering Librarian. Mrs. M. Lynne Swanick, (B. A. Sir George Williams 1967; M. L. S. McGill 1971) has joined the Reference Department. In addition Miss Joscelyne LeBel (B. A. College Maillet 1966; B. L. S. Ottawa 1967) filled a temporary vacancy in the Reference Department.

The library has received several noteworthy additions to its special collections from Mrs. John Carman Wilcox, a Collection of Bliss Carman's books and memorabilia. And to the archives, the papers of the Presidents of U. N. B., 1900-1964. A gift of 241 volumes from Mrs. A. M. Vaughan is especially strong in the fields of art and poetry.

The *Ralph Pickard Bell Library* (Mt. A.) has received the private papers of W. T. R. Flemington, O.B.E., E.D., D.D., F.R.S.A., who, during his distinguished career was New Brunswick's first ombudsman and a past-president of Mount Allison. It should be noted that access to these papers is restricted.

From *Caraquet*, Sr. Berthe Doucet reports that the new library in the Vocational School has received a collection of 200 volumes from the French government — a worthwhile asset for a growing collection. Also, the library will soon become a depository for the collection of the *Societe Historique of Caraquet* — a valuable holding, writes Sr. Doucet.

A commendation goes to Mrs. Paul Le Butt, her staff and Board for their perseverance and continuation of library service in the face of a fire last December which forced re-situating of the *Fredericton Public Library* and the regional headquarters.

The *University of Moncton* library announces the addition of 6 library technicians to the staff since July 1971. The library has also welcomed Mr. Claude Guilbout, formerly with the Parliamentary Library, as librarian in charge of government publications.

The *Library, Research Station, Canada Agriculture, Fredericton* announces the appointment of Miss Norma Taniguche, a graduate of the University of Alberta Library School and formerly working as a cataloguer in the Harriet Irving Library.

#### *Nova Scotia Council on Library Resources*

The N. S. C. L. R. disbanded itself January 19, 1972, expressing the hope that a larger, more inclusive, province-wide organization might evolve. The formal resolution was passed as follows:

“WHEREAS the Nova Scotia Council on Library Resources was originally organized on an informal basis to permit free exchange of ideas among chief librarians in executive positions.

WHEREAS the Nova Scotia Council on Library Resources subsequently appointed officers (albeit there is no constitution) and became more active publicly, preparing and publishing a survey of library resources in the province, and preparing and submitting a Brief to the Royal Commission on Education, Public Services and Provincial-Municipal Relations.

AND WHEREAS the Nova Scotia Council on Library Resources has been criticized for its “closed membership” and its failure to represent all the librarians and/or libraries of the Province.

THEREFORE BE IT RESOLVED that the Nova Scotia Council on Library Resources in its present form be disbanded.”

#### *News from Newfoundland*

*Newfoundland Public Library Service* has experienced several staff changes:

*Mr. Pierce Penney* has been appointed to the newly created position of Chief Provincial Librarian to take effect June 1972. Mr. Penney was formerly with the Memorial University Library and is currently employed as head of acquisitions, Guelph University Library.

*Mr. John R. O'Dea* has been appointed Business Administrator to handle the business aspect of running a provincial library service. Mr. O'Dea has served as a Board member of the Library.

These two appointees replace *Mr. Colin Clarke* who resigned in November 1971 from the position of Director of Newfoundland Library Services.

*Mr. Joel Levis*, presently employed at the Memorial University Library, has been appointed Central Regional Librarian, with headquarters in Grand Falls. He will have 12 branch libraries and 1 bookmobile under his supervision — Mr. Levis' appointment brings to 3 the number of regional librarians for this province. It is planned to have 6



regional headquarters for the Public Library Service.

Four new libraries are in the process of becoming realities. Two are new quarters for outgrown establishments, one is being developed as part of a Cultural Centre, and the fourth is a combined school and public library; in the last case the library will have an outside entrance as well as school access and will keep after school hours to serve the community.

Since October 1971 an *Information Canada Bookstore and Library Service* has been functioning from the Arts and Culture Centre of St. John's, under the direction of the librarian Mrs. Margo Green.

*Labrador West* is fortunate in receiving generous funding from mining companies of the area for its libraries, both public and school. A public library is in the plans for the shopping complex and social area to be built for the new mining town of Mt. Wright located 25 miles from Labrador City. One of the school systems in Labrador city has made enough progress to feel eligible to enter the current Encyclopedia Britannica Award program.

*The A. C. Hunter Library* — In honor of a man who in his lifetime devoted much of his time and talents to the development of library services in Newfoundland, the library at the Arts and Culture Centre in St. John's is now called the A. C. Hunter Library.

#### *The Libraries of Memorial University of Newfoundland*

The library services at the University have been racing in an effort to keep up with the demand of an expanding student body. The number of students has increased from 5,747 to 7,244 in the span of one year. The library has outgrown even its temporary annexes. It finds it difficult to operate efficiently under the present circumstances of limited space which hampers its efforts to meet the needs of the borrowers. In spite of cramped quarters the turnover in staff

has been small. The most recent appointment has been that of Dr. William Converse as Humanities Librarian. Dr. Converse is a recent graduate of the School of Library and Information Science, University of Western Ontario.

#### *The Newfoundland Library Association*

The Workshop held last October in Cornerbrook on the topic "Utilization of the school library by the teacher" was given backing by NLA. The consultative services of 4 professional librarians were arranged. Representatives were present from many schools in the area, proving that there is a great need for year-round school library professionals in that area.

#### *Internacia Esperanto-Asocio de Bibliotekistoj (KEAB)*

The Bulletin has been asked to bring the following appeal to the attention of APLA members:

Esperanto, the international language, is an excellent means of communication between persons of all nations, and because of this, it is ideally suited to international associations organized around subject and interest areas. Among the many international groups that use Esperanto are associations of architects, teachers, jurists, geographers, scientists, and many others. We feel that an international association of librarians, information scientists, bibliographers, and non-professional library workers would be very helpful in promoting the international aspects of our profession, and therefore we propose:

(1) That we should establish an international association of librarians and library workers.

(2) That a suitable name be selected by the group. Some that have been suggested include: "Internacia Esperanto-Asocio de Bibliotakistoj (IEAB)", "Asocio de Bibliotekistoj Esperantaj (ABE)", and "Esperanta Bibliotekista Unio (EBU)".

(3) That formal committees be establi-

ed to evaluate the aims of the association, to consider the matter of dues, and to write a constitution and by-laws, and that these committees be made up of persons representing a wide variety of countries and professional interests, if possible.

(4) That the following points be considered as possible aims for the association:

(A) The encouragement of international cooperation between libraries, national and international library associations, and individual librarians from all parts of the world.

(B) The promoting of Esperanto for use in library affairs.

(C) The building of Esperanto collections, both instructional and literary, in all major world libraries.

(D) The promoting of Esperanto-language sections in the various national library associations.

(E) The publishing of a newsletter, to include items of interest to the profession.

(F) The encouragement of various bibliographic and literary projects by

individuals and groups, such as technical vocabularies (especially one for library science), subject and general Esperanto bibliographies, and translations of important technical literature (in the library field) of many lands in o Esperanto.

This is a second draft of this proposal, the first draft having stirred much interest and comment from various librarians in all parts of the world. We urge all interested persons to contact the following address for more information:

S-re Paul J. Lareau  
1032 Orchard Street  
Toledo, OH 43609  
U.S.A./USONO

*Dalhousie University School of Library Service.*

Dalhousie University's School of Library Service has received a prize of \$50.00 from the Atlantic Provinces Library Association as a token of the Association's support and interest. It is to be awarded to the "most promising student" in the Masters of Library Service programme. The name of the recipient will be announced at the Atlantic Provinces Library Association meeting in St. John's Newfoundland in May.

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## CONTRIBUTORS:

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