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APLA BULLETIN

vol. XXX (december 1966) no. 4

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Photo p. 132: Z.M. Stankiewicz and
Robbie Vaughan & Williams

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c l a E H M *a c b*

As the year 1966 drew to a close, an advertisement made its appearance in library journals throughout North America which, in retrospect, will mark a terminal point to phase I of Canada's developing profession of librarianship. As these unfolding events recede into history, the co-incidence of Elizabeth Morton's retirement during our national centennial will gain added significance. It is difficult to believe, and even more difficult to explain away, the stark truth that it has required 100 years for Canada to achieve a National Library; it is even more difficult, in a period of rapid change, to accommodate one's mind to the fact that, as a professional group, our national association began less than a generation ago. That it began at all is due in large measure to the perseverance of its first, and only, Executive Director.

The eulogies will follow in due course and under more appropriate circumstance. At the moment our concern is with the state of library economy in Canada, both as art and as science, both as an expression of the librarian's humanistic concern with "social epistemology" (Sheia) and the ever-present, accompanying urge to reduce the problem pragmatically to a systems design.

The present state of that economy in Canada could hardly be more alarming. A close study of John Archer's Presidential address (one must get below the grasshoppers and Russian thistles) and of Mr. D. D. Sudar's "Emerging Structure in Librarianship" (*Feliciter*, XII, 2, 5-11) will evoke at least two questions. First, has the Kingston **Whig-Standard**, a voice of the public conscience, surmised so much about "our national disgrace by 1967", or has some disaffected stack-boy permitted himself to be psyched. Second, how, in the name of books, are we as professionals going to account for our stewardship, for our burial of the talents inherent in a constitution founded, in 1946, upon a leadership principle?

Current problems confronting Canadian librarians are many and they are well enough known. They include inordinate shortages of trained librarians; marginal professional memberships; a crisis in library education running from philoso-

phical theory to staff shortages and a preponderance of student applicants who are not so much bookmen as hewers and drawers and handmaidens—persons who might, with luck, find themselves immortalized in a scholar's prefatory note. We are in need of leaders in every type of library, in every type of activity, and at every point on the compass. We need people who can help in the task of upgrading our professional publications, who have the leadership qualities to cut the strangling, Gordian knot of committees, and who can, through diplomacy, wheedle, and the sheer force of logic win the response of financial support from both public and private sectors of the national economy. Many will say that our plight is not unique, being common to North America and libraries abroad. But have we as Canadians capitalized on our unique advantage of size, youth, diversification, and affluence? Have we, for example, come within a thousand Oookpiiks of a Library Services and Construction Act? Not very likely; and if we take our U. S. counterparts as illustrative models, that will require at least 14 years of very heavy lobbying. CACUL has won a place above the salt at AUCC's table not only because academics have perforce to upgrade the campus library but because librarians Blackburn, Land, and Lewis—alphanumerical order, please—had the supporting facts and the temerity to speak in billions (sic).

But do these current problems loom so large and insurmountable? It is a salutary exercise to read, cover to cover, volumes I and II (1944-1946) of the **Canadian Library Council Bulletin**. We commend this chastening experience as a sort of centennial penance to those unthinking librarians who attribute our problems to the national office of CLA. Libraries had started in Canada, to be sure, as early as 1606, 1620, 1635 and 1791; the first stirrings of a public library in Hamilton for example are dated 1834. But it required another centennial plus a decade for matters to reach the point at which a select committee of the House of Commons was being petitioned by the Sanderson Brief on behalf of a Canadian Library Council—and that was millenniums ago! The University of Manitoba was offering head cataloguers \$1,500; Edmonton's street-car library, which had caught world-wide attention in 1941, was being phased out for buses five years later and a CBC programme attempted to allay public concern about this radical introduction of bus-mobiles; national library activities concerned such matters as the Reconstruction and Re-establishment Act, the writing of a Constitution and of Activities Programmes which continue to sustain our professional organization to this day, an organization then supported largely by the Carnegie Corporation and the Rockefeller Foundation.

Viewed in this light, the explosive problems of the sixties (atoms, information, babies, paperbacks, and all!) seem less formidable. If the Association can find an Executive Director equal to the current and emerging challenges of Canadian librarianship, this feat also will have to be attributed in no small degree to the contribution of Elizabeth Homer Morton and her band of pioneers including such persons as C. R. Sanderson and Dr. Freda Waldon. Regardless of the outcome, 1967 will mark a watershed in the history of what now passes for the art and science of librarianship in Canada.

F. E. G.



“Ma crotte au coeur”

Claude Potvin

Paul Michaud eût aimé intituler “Mon p’tit frère” “Ma crotte au coeur” mais, pour des raisons qu’il nous explique malicieusement, il ne l’a pas employé. Cette expression lui est empruntée afin de donner quelques fraîches impressions ou considérations sur le terme “bibliothéconomie”, le bibliothécaire tel que vu par la société et le professionnalisme du bibliothécaire.

La Bibliothéconomie

Le terme bibliothéconomie est devenu un terrain de bataille au cours des ans. Faut-il rejeter ce terme? Pédant pour certains esprits et confus pour les autres, ce terme doit-il disparaître de la circulation ou faut-il restreindre son emploi au sein d’un groupe seulement?

Il s’agit de remémorer certaines réactions de certaines gens, alors que je leur disais que je suivais ce cours auquel était affublé ce terme, pour déceler parfaitement son ambiguïté auprès de la masse des gens.

“J’aurais aimé suivre un cours de vente!”

“Il faut être fort en mathématiques!”

“Quelle économie?”

“Quoi!”, tout en bafouillant le terme.

“Pour ‘se monter’ une bibliothèque!”

Ces commentaires sont rapportés principalement pour expliciter qu’il est essentiel d’entreprendre une publicité qui permettra à tous de faire une liaison directe entre “bibliothèque” et “bibliothéconomie”, et même entre “biblio” et “livre”.

Comment atteindre ce but?

Au niveau des lexicographes, la mesure principale serait assurément de presser le Robert, le Littré et le Bélisle ici au Canada français à reconnaître le terme. Seuls des organismes bien structurés et représentatifs de notre milieu pourraient tenter une telle démarche; au Canada, l’ACBLF, de par son caractère français, serait sûrement l’association qui devrait en être chargée.

Né a Bagotville, P.Q., M. Potvin fit ses études classiques à Chicoutimi où il obtint un baccalauréat ès arts décerné par l’Université Laval. Il travailla pendant un an dont cinq mois à Manic 5, endroit où l’on érige l’un des plus gros barrages du monde, avant d’obtenir un B.L.S. de l’Ecole des bibliothécaires de l’Université d’Ottawa. M. Potvin est, depuis juin 1966, responsable de département de Reference de l’Université de Moncton.

Cependant, il est de notre devoir individuel, par des colloques, des conférences, des articles dans des périodiques ou journaux, des contacts personnels, de donner aux gens l'occasion de se faire un concept juste, précis et clair de bibliothéconomie et de leur permettre de lier directement "bibliothéconomie" et "bibliothèque" comme ils le font pour notariat et notaire.

Si ces mesures ne donnent pas fruit, il faudra penser à un terme ou à une expression moins custriste que tous comprendront et ne faudra-t-il pas alors préférer bibliothécarat qui euphoniquement se rapproche beaucoup plus de bibliothèque et qui inclut intrinsèquement bibliothécaire.

De toutes façons, que l'on conserve bibliothéconomie ou non, le terme me semblera toujours pédant!

Le Bibliothécaire

Mais avant de se lancer dans une campagne gigantesque de vulgarisation du terme "bibliothéconomie", ne serait-il pas préférable de donner une plus juste idée du travail qui se fait à l'intérieur d'une bibliothèque et une idée moderne du bibliothécaire? Il ne faut pas se duper; les gens associent exclusivement notre travail à cote de volume. Nous décrire et décrire notre travail sont alors primordiaux et prioritaires afin que ce faux concept, relent médiéval, soit englouti dans le marais des faussetés.

Les désignations qui font appel au concept "conservateur" devraient d'abord disparaître; je pense plus particulièrement à "conservateur d'une telle bibliothèque" ou à "archiviste".

Cible parfaite des caricaturistes en manque d'inspiration, le bibliothécaire devient un être né de la poussière des volumes, un être sans passion autre que la culture, sans sentiment et sans sensations humaines, sans sexe, oserais-je dire.

Il est temps que les femmes bibliothécaires soient femmes, c'est-à-dire, qu'elles n'endossent plus ces vêtements de 19?? (pour

être poli!) qui dissimulent leur nature, qu'elles apprennent à aller chez la coiffeuse de temps en temps et qu'elles perdent leur caractère rabougri. Heureusement que les bibliothécaires canadiennes-françaises font un gros effort en ce sens depuis quelque temps!

Et les hommes, eux! il est agréable de constater que l'image millénaire des épaules voûtées, d'un regard hagard voilé par des verres style rococo et d'une sociabilité réservée à l'esprit conservé sur papier tend à disparaître.

Et si les femmes sont féminines, et si les hommes sont maculins, il y aura moins de célibataires chez les bibliothécaires et les gens n'assimileront pas "vieux garçon", "vieille fille" à bibliothécaire.

Il est dégoûtant pour les jeunes bibliothécaires de se voir classer ainsi à l'aurore de leur vie et cela peut devenir un handicap pour eux dans leurs relations, tant de préjugés existant. J'ai expérimenté à quelques reprises que la désignation bibliothécaire crée un froid et j'ai la forte impression que je ne suis pas le seul.

Les bibliothécaires cataloguent, les gens les classifient et il prend du temps et de l'argent avant de changer une cote!

Pourquoi nos prédécesseurs nous ont-ils laissé cette marque?

Il faut donc informer les gens, dialoguer avec l'usager de la bibliothèque, avoir plus que des relations culturelles avec eux, s'immiscer dans toutes les organisations et prouver que le fait de travailler près et avec des livres tant d'heures par jour ne borne pas et ne passionne pas plus qu'il ne le faut, d'autres passions étant beaucoup plus naturelles, et surtout, que le moyen qu'est le travail pour vivre ne doit pas devenir un but!

Cette image burlesque que les ans ont créée doit disparaître, et c'est d'abord à nous, jeunes bibliothécaires, qu'incombe la tâche de faire disparaître ces préjugés si défavorables. Ne nous retirons pas dans une tour d'ivoire! Dialoguons avec le public, faisons une place à ses suggestions, ne lui donnons pas l'impression

que nous parlons d'une chaire cléricale où tout ce qui est dit est trop souvent ingurgité sans mot dire!

A côté de tant de bibliothécaires qui s'embourgeoisent matériellement et mentalement, il y a ceux qui ont inhérente en eux cette qualité du jeune: l'enthousiasme, et qui veulent revaloriser leur profession, lui donner une nouvelle image, i.e., l'image de la réalité. C'est heureux!

Mettons-nous tous à la tâche, mais évitons de tomber de Charybde en Scylla. Et ne nous contentons pas seulement de mots fades!

Le Professionnel

La profession, un mot lâché plus haut: un labyrinthe à plusieurs issues. SOMMES-NOUS REELLEMENT DES PROFESSIONNELS?

Par acception courante, un professionnel suppose un apport précieux à la société; il aura suivi un cours universitaire qui lui aura apporté une certaine base de connaissances utiles à l'exploitation de la profession et qui lui aura permis de toucher pratiquement à tous les aspects possibles de cette profession. Il fera partie d'une association qui unit les membres de cette profession et qui institue des normes bien déterminées afin, de garantir une bonne qualité du travail professionnel et afin de protéger le public d'un personnel incompetent et inadéquat. A ce compte, il est certain que tous les gradués d'écoles de bibliothécaires reconnues (pas nécessairement par le sacro-saint comité d'accréditation de l'ALA!) seront professionnels.

Cependant, il y a deux facettes à ne pas oublier: celle des responsabilités auxquelles le professionnel doit faire face et celle des techniques auxquelles il est astreint.

Quels sont les postes à l'intérieur d'une bibliothèque qui font profondément place à un sens concret des responsabilités? Je suis persuadé que seuls les postes de direction de la bibliothèque et de ses départements offrent la possibilité de s'épanouir pleinement en pre-

nant des décisions personnelles dont il faut rendre compte, pour le bon fonctionnement de l'organisme et parfois seulement pour la forme, à une autorité supérieure. Il n'y a qu'à ces postes que quelqu'un peut se considérer professionnel parce qu'il est alors pleinement responsable en son domaine.

Quel est le poste où l'on fait actuellement le plus appel à la technicalité? C'est au catalogage.

Je ne crois pas que le catalogueur puisse se dire professionnel parce qu'il joue, trop souvent hélas! le rôle d'un vérificateur de points sur les "i" et de barres sur les "t", parce que, où le B.N.B. et les catalogues de L.C. sont, il n'a qu'à bien accepter le catalogage et la classification en n'y transgressant que très rarement.

Il n'est qu'un technicien et il est largement prouvé qu'il n'est pas essentiel de suivre un cours universitaire afin d'acquérir les connaissances nécessaires au remplissage de cette technicalité qui, du moins en ce qui concerne le catalogage, se fait, après quelque expérience, à l'oeil! Oui! le catalogueur n'est qu'un technicien avec un salaire de professionnel et pour ce même salaire, deux techniciens pourraient être engagés qui doubleraient le travail, ce qui économiserait du temps et de l'argent et diminuerait des jérémiades budgétaires.

De plus en plus, les jeunes bibliothécaires fuient le catalogage parce que, comme nous ne nous sentons professionnels que dans la mesure où nous avons des responsabilités, nous n'avons pas cette sensation au catalogage à moins d'en être le chef.

D'aucuns seront tentés de nous accuser de ne pas vouloir monter l'échelle échelon par échelon; tel n'est pas le cas. Tout ce que nous demandons est de ne pas jouer le rôle d'un technicien alors que nous sommes gradués.

Je ne veux pas minimiser le travail qui se fait à la salle de catalogage, mais si ce travail peut être aussi bien accompli par des techniciens, pourquoi ne pas en engager et surtout pourquoi ne pas en former un peu plus? Qu'on

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Library Implications of the Byrne Report

James F. MacEacheron

During this pre-Centennial year, New Brunswick has been able to report new regional library development and new public library buildings in three North Shore centres. The Centennial grants have been a dominant incentive to this development, although it must be said in fairness to the people of Restigouche County that the Regional Library would likely have happened there without the grants, but perhaps without the new Centennial public library buildings that now exist and are ready to open in Campbellton, Dalhousie and Bathurst.

I wrote in a recent report on libraries, having in mind the Centennial Grants Programme, that 1965-1966 may be a year not soon repeated. How pessimistic this remark may have been, 1967 and afterwards alone will prove. There is, in fact, the interesting possibility now that New Brunswick's new municipal reform legislation may take up where the Centennial grants leave off. For those who are unaware of this new legislation, I should add that New Brunswick is presently preparing to undergo some far-reaching modifications in its traditional governmental, consequently social, structure following the major recommendations of the Byrne Report.

The Byrne Report, more formally *The Report of the Royal Commission on Finance and Municipal Taxation in New Brunswick*, was published in 1963. The Commission's study turned out to be more extensive than the title perhaps suggests. Its general approach is best indicated by a quotation on its title page attributed to Jean Monnet, architect of the European Common Market: "What counts is to make up our minds to see things in the perspective of building the future, not of preserving the past."

The first legislation based on the Report's recommendations was introduced in the Legislative Assembly in the Fall of 1965. And much of the legislation required in order to implement the new scheme will have been enacted by January 1, 1967.

The most basic recommendation of the Report appears to me to be that the Province should assume full responsibility for the "general services" defined as education, health, social welfare, justice and civil defence and that the municipalities should assume responsibility for "local services," of which thirteen or so have been spelled out in a new Municipalities

Editor's note: Mr. MacEacheron is Director of Central Library Services of the Department of Education, Province of New Brunswick. He reports that the Provincial Government has now announced its intention to support the regional libraries programme. The new Act under which this transformation is to take place has yet to win its way through the Provincial legislature. Librarians throughout Canada are perhaps sufficiently informed of the thorough-going implications of the Byrne Report and look forward, at some future date, to study sections of the Act relating specifically to library matters. Mr. MacEacheron is to be congratulated on his tireless efforts on behalf of this new look of things to come in his province.

Act. To this point, and perhaps characteristically, libraries have not been defined as either a "general service" or a "local service" in the Report, or in the new legislation. To which category library service will eventually be assigned is a question that emerged with the Report's publication; the tempo of the discussion has understandably not declined since.

The Province's present library system is necessarily affected by the new municipal structure, the most obvious effect being the abolition of the County Councils as municipal authorities. Four County Councils, for instance, participate as municipalities in three regional libraries and thereby make possible, according to the present Library Services Act, rural library service. The County Council, it is true will be replaced to some extent by the proposed Village Councils, but these cannot or do not encompass the broad population requirement of a regional library, and their existence as individual entities will, in fact, make regional library establishment all the more difficult.

The Village Council proposal and the abolition of the County Councils are an important concern for library administration. They are not, or should not, at this time, be the important concern of the New Brunswicker interested in library service, since there is the very deep-rooted question whether library service is a "general" or a "local" service. If it is eventually deemed to be a general service, it becomes a Provincial responsibility and the educational role of the library will have been recognized. Alternatively, if it is to be a local service, it becomes a municipal responsibility and recognized possibly as a recreational facility to be provided by each community.

The library position has not wanted for thought and a certain amount of discussion. As a consequence, a new Library Act has been drafted and forwarded to the authority that will one day soon have to approve, disapprove, or amend it. If the Province assumes responsibility for libraries, a new Act should serve to speed up library establishment in New Brunswick. However it will likely retain the flexibility of the present Act in order to meet, but not solve, the various problems that occur; also in an attempt to respond to new concepts and conditions that change.

Throughout the discussion of the Byrne Report, the Provincial Government has reaffirmed its decision to reduce the number of school districts from three or four hundred to thirty or so, chiefly by concentrating upon the larger type of consolidated school. In addition to these changes in the school system, the Minister of Education has recently announced his Department's intention to adopt the non-graded type of instruction. These two changes in the school system cannot but affect present library practice and they serve as examples of the kinds of changes that a new Library Act must recognize. The larger part of present bookmobile service is, for instance, directed toward the school, the pitfalls of which are well enough known. The important point to me is that the size of the larger consolidated school will render the use of the bookmobile next to impossible. This fact, plus the introduction of the non-graded system should put a new emphasis upon the school library. That is not to say that the bookmobile is about to disappear. It is to say, though, that changed conditions will produce more distinctive roles for the bookmobile and the school library.

While the Act may wish to recognize these distinctive functions, it will perhaps attempt at least to make the library a common fact in education in the best sense of that word. The word "attempt" is used intentionally: we realize that there are discernible trends in other directions, for example, the trend to detract from that common purpose as libraries and librarians divide themselves more and more into types of libraries, even types of librarians. Mention of conference programmes will serve to illustrate the point that I am trying to make.

But not all of this division comes from librarians. From my own experience in New Brunswick, and I expect the same is true elsewhere, I frequently find that an interpretation of library importance is being expressed in terms of the school need at one time and in one community, but in terms of the public need at another time and in another community. If one can feel assured that this interpretation I mention is but a step toward a more complete community library service there is, of course not too much to be concerned about. But I fear there are times and places where library

Continued on page 136

Extending Extension Frontiers



Sister Marie Michael

Thirty-four years in the saddle: time for a change!

This slogan, buried somewhere in my memory cells since the days when "thirty-four years" was a concept too vast for my youthful mind to measure, flashes vividly into my consciousness. So does the cartoon for which it serves as caption. This cartoon depicts a weary, dispirited old man, mounted on an ancient, sway-backed horse. The tired rider represents a well-known political leader of the day, his spavined mount the party that had supported him for thirty-four years.

Small wonder that this long-buried image leaped to consciousness when my picture appeared over a newspaper article which began: "The Extension Library of St. Francis Xavier University has closed its doors after 34 years of service." For most of those years—it was actually more like thirty—I had been in the Extension Library; this brief capsule of its history will serve merely as a backward glance as we prepare for yet another move forward.

The small college of St. Francis Xavier, founded well over a century ago, was known for its active interest in the welfare of the common people in its constituency. Such an attitude on the part of an institution of higher learning is not always typical, even in our day.

"St. F. X.," as it is known far and wide, early involved itself in the concerns of primary producers and industrial workers alike. Many of them had made sacrifices to support their college which, in turn, extended its campus figuratively speaking throughout the seven eastern counties of Nova Scotia. A member of the St. F. X. faculty has given poetic expression to the educational philosophy of this university:

What is my campus? Not the spired array
Of edifice and pile in granite gray;
But rather the free hillside, furrow-spread,
Where wholesome labour flings the seed of bread.

Or this my campus? Not the tranquil fane
Where knowledge echoes knowledge back again;
But rather the dim depths where miners creep
To wrest black riches from the dayless deep.

Editor's note: This article had its genesis in a press release which, two years ago, greatly exaggerated the demise of an extension library which must surely be unique in North America. Sister Michael's paper throws interesting sidelights on such subjects as the influence of Carnegie bequests in the development of Canadian libraries; on the precise manner in which an extension library does its extending; and on the pervasive, international influence that one man may muster after being set free from the administrative millrace of an institution of higher learning. But more than this, the paper illustrates that what the press sometimes interprets as a "closing of doors after thirty-four years" turns out, in reality, to be an opening upon new frontiers.

This is my campus. Not the playing field,
Nor cloistered close, nor fountain court revealed;
Nay rather where green chasms rip and rave,
Our fishers ply their nets athwart the wave.

R. V. B.

The initiators of the adult-education program sponsored by the University—priests, some of them members of the university faculty, and laymen of the diocese of Antigonish—came to the conclusion after several years of study and meetings that the answers to the problems of the primary producers of the area, beset by acute conditions of economic insecurity, must be found by the people themselves. But first they must be conditioned to do this by a program of adult education. In 1928 the Extension Department was formally organized with Dr. M. M. Coady as its first director.

Following the principle that man learns best where his interests lie, the first studies centered mainly around the economic problems of the Maritime Provinces. As George Boyle put it in his book, *Democracy's Second Chance*: "Begin with them at the point of their chief anxiety." For the great majority of the people in this Maritime area in the 'twenties' and 'thirties,' the point of chief anxiety hinged on matters economic.

The program now known throughout the world as the Antigonish Movement had its roots in the concept of the dignity and worth of the human person growing out of a Christian philosophy of man, his origin, nature, and destiny. Dr. Coady often referred to it as a revolution: a revolution of ideas. Dr. James Tompkins, renowned apostle of libraries as the chief instrument of adult education, used to say: "Ideas have hands and feet. They will work for you."

Here are a few of the ideas that were let loose and put to work: A job that is too much for one can be done by a group. . . The people can do ten times what they think they can. . . Their study must issue in some form of economic group action. . . If people have no wants they have no reason to change. . . To motivate them they have to be helped to feel their needs.

The aim of the program was—and continues to be—a change in the social order; to create a society in which all the people will be

able to develop their capabilities to the fullest possible extent in all areas of human activity: physical, economic, intellectual, cultural and spiritual. The motivating genius behind the movement once observed:

Even the mere acquiring of material benefits and services is not sufficient for our program for the people. Man does not live by bread alone. On the social side, he must provide himself with the health services of medicine, nursing and hospitalization. He must create adequate and varied means of recreation and relaxation. Culturally he must be equipped with books, libraries, and all the facilities and services of modern educational institutions. Spiritually he must not be deprived of the grace and intimate values that are the consolation of religion. (1)

There are those who would perhaps take a more restricted view of the concept of adult education, limiting it to the purely academic or cultural. The philosophy of the St. F. X. Extension program was well expressed by Dr. Tompkins in an article entitled "The Future of the Antigonish Movement": "We are not so much concerned with setting the yard limits of adult education as we are with throwing the switches which will give the average man unobstructed passage to wider fields of knowledge, self-help, and security, and let him find his own way."

A statement at the International Conference on Adult Education held in Denmark in June 1949, might have come from Dr Coady himself: "It is the task of adult education to provide individuals with the knowledge essential for the performance of their economic, social, and political functions, and especially to enable them, through participation in the life of their communities, to live a fuller and more harmonious life." (2) Statements of this kind typify the motivating dream behind the St. F. X. accomplishment.

It has often been said that the Antigonish Movement is noted for the messianic outlook of its workers. Twenty-five years ago Dr. Coady called for an institution that would be "international in scope and application." This was the cherished dream of a man who thought in global terms a good many years before McLuhan enunciated the global village. He knew he had a good thing, and he wanted

to share it with the whole world. "People will come here from all parts of the world," he would say, "and our people will go out to other countries. They'll learn from us, and we'll learn from them. It will be good for all of us."

And so it has been. People of all races, colours and creeds have for years been coming in increasing numbers to the little town of Antigonish, a name which at first they find difficult to pronounce correctly. Dr. Coady—who died in 1959—is not there to welcome them, but his vision of an international institution has concrete existence in the building that bears his name: The Coady International Institute.

The men and women who come here are awarded a diploma in social leadership upon successful completion of an eight-month course covering such subjects as the philosophy and principles of the Antigonish Movement, accounting, social-science survey, communications, community development, group discussion techniques, and so on. Those who come for the seven-week summer session receive a certificate.

This international group constitutes a United Nations in miniature. The expression "Coady family" is no empty one. It is here that a student from one of the emerging nations may share experiences with a Canadian Indian, who has his own problem of "emergence." An African from Basutoland and his Latin-American friend learn each other's songs, and in doing so each acquires a knowledge of the other's nationality. Moslem, Buddhist and Christian put their heads together to plan a program exemplifying Asian culture. Protestant minister and Catholic priest occupy adjoining rooms and become fast friends. The families with whom many of the Coady students live often attend their various evening programs at the Institute and the colourful robes of the various countries become as familiar to them as the equally picturesque kilt in this centre of Highland culture. Never again, to these host families or to any of us who work with the students, will their faraway countries mean just a splash of colour on the map of the world.

Still another definition of what "extension" means in this context comes from Dr.

Roby Kidd who quotes the late Prime Minister Nehru, the man who proposed the idea of International Co-operation Year in the General Assembly of the United Nations in November 1961:

We live in this world of conflicts and yet the world goes on undoubtedly because of the co-operation of nations and individuals. . . Perhaps it would be a truer picture if the co-operative elements in the world today were put forward and we were made to think that the world depends on co-operation and not on conflict.
(3)

Dr. Kidd adds, "But co-operation is a human act that starts with one man facing another man."

The present enrolment of the Coady International Institute is 80 students, representing 35 countries. The program instituted 38 years ago for the seven eastern counties of Nova Scotia has grown and spread to an extent undreamed by its initiators. Why? There can be only one answer: it works!

Except for a period of four years, it was my privilege to have been associated with the Extension Department of St. Francis Xavier University since the Autumn of 1933. The little corner in the "Old Building" which housed the Extension Department was not unknown to me, even before I joined the three-member staff. As an undergraduate student at the University I had sometimes wandered into the office, attracted by what I had been hearing of this intriguing new development. There I talked with the blonde girl who acted as secretary to Dr. Coady, the Director; also to his Assistant, a Scotsman of magnificent physique named Angus Bernard MacDonald known throughout eastern Nova Scotia as "A. B." Incidentally, the blonde secretary is now, and has been for the past twenty years, editor of *The Maritime Co-Operator*, an excellent publication.

My first assignment was to organize study clubs for women, something for which there was little in my academic background to prepare me. Generally I played it by ear and the encouragement and guidance of the director and his assistant were a great source of support.

With our small staff it was impossible not to be aware of the many tasks to be done

and the few hands available to do them. I soon learned to type, urged on by dire necessity; and before long I was often pressed into service to do typing, mimeographing, or whatever happened to be the most urgent need of the moment.

One such assignment was to assist the secretary pack boxes of books; these were sent out in the fall to various community leaders who would be responsible for their circulation. Each box held about twenty books and I can still recall some of the titles: *Your Money's Worth, Making the Most of Agriculture, Rural Life at the Crossroads*, etc. My first order, to be included in this collection, was for a book entitled *The Awakening Community*. I was thrilled when A. B., after examining it, asked me to order 30 additional copies. Was I really becoming a librarian?

Later, books of special interest to women were added, one of these being *The Homemaker and Her Job*, by an efficiency expert named Lillian Gilbreth. Years later, when *Cheaper by the Dozen* appeared, I felt that I was reading about the family of an old friend.

Gradually I came to have more and more to do with books. It was not until 1938 that the Extension Department in Antigonish acquired any sizable collection. Meanwhile, through the generosity of the Carnegie Corporation, the Department's Glace Bay office was able to purchase books which were placed in small libraries throughout the colliery districts of Cape Breton on a rotating basis. These books were chosen and looked after by Mrs. John Delaney, a member of the Glace Bay staff; but I ordered most of them through the Antigonish office. Sometimes a labour group would contribute perhaps a hundred dollars to buy books for their branch library. When Dr. Tompkins came to Reserve Mines in 1936, he found persons who were ready to heed his persuasive voice, urging the establishment of an adequate library system.

It must be remembered that until the late 'forties when the first regional library was established, library service was practically non-existent in Nova Scotia. In an address to the American Association for Adult Education in Cleveland, Ohio, Dr. Coady put it this way:

People lived in my province of Nova Scotia for three hundred and forty-six years, since Port Royal was founded in 1604. Our Scottish, Irish, English, French ancestors had a tradition of learning. Many representatives of our people climbed high in the arts and sciences. But in all these three hundred years we never had libraries that would satisfy the people's craving for books. We had, of course, those dusty little old museums in parish churches, and colleges, and in some places a musty dead institution called a city or a town library. (4)

In 1938 a sizable grant from the Carnegie Corporation made it possible to add considerably to the holdings in the Extension Department at Antigonish, and to extend the scope of the library. Hitherto it had been run on a Spinach-before-Spinoza basis. Now Spinoza made a belated appearance... and Brahms... and Shakespeare. One could now find books on poetry, biography, religion, travel, music, etc. We were experiencing the kind of evolution described by Edward Lindeman in a book which has become something of a classic in this area of human endeavour:

Adult education, wherever it endures long enough to pass through the "bread and butter" stage, inevitably evolves towards cultural ends... Classes may begin with the study of economic problems, but before the learning process has gone far the vague consciousness that man does not live by bread alone becomes manifest. (5)

Boxes of books were still sent out, but an individual mailing service was also beginning. We took advantage of a generous Canadian postal regulations which made the mailing of books both cheap and convenient for the borrower. Moreover, we charged nothing for the service, not even for the outgoing postage. Our first tiny room could not possibly hold the ever increasing collection; and so we moved the books to a much larger room which had once served as the university chapel. I considered this to be a good omen.

In 1944 the Glace Bay branch closed out its library and sent the books to Antigonish. Now we confronted the formidable task of incorporating those books into our own collection. Fortunately, I had the assistance of a very competent woman from Toronto whose

husband was at a nearby army base. She was not only competent; she was husky, and her strong arms carried many a parcel of books to the post-office.

All this time I was functioning as an untrained librarian. True, I did for a time have the supervision of a trained librarian who, until his duties became too onerous, came once a week to look things over in Antigonish.

The library training which I received at the Catholic University of America in Washington, D. C., in 1946-47, provided me with much needed know-how and it broadened my horizons. It also added considerably to my responsibilities because I could now see many new avenues of service.

What part did the library play in the adult education program of the St. F. X. Extension Department? Even in retrospect that is a difficult question to answer. Mr. C. D. Kent observes that "Librarians, whether they like it or not—for better or for worse—are deeply involved in adult education, much of which is informal."⁶ Much of ours was definitely informal!

The reading room of the Extension Department was a place which many of the university students (particularly social science majors) liked to frequent, partly because they could at least be listeners if not participants in conversations with the interesting people who were often to be found there. It must be admitted that the cloistered silence usually associated with libraries was frequently violated. The students were particularly intrigued by foreign visitors. One day as four rather exotic-looking individuals passed through in dignified single file, one student, with typical irreverence, announced in a stage whisper to his peers: "The boat is in, boys!"

It was particularly good for the student users of the library to come into contact with the people from the Atlantic Provinces who came each year to attend a month-long leadership course under the auspices of the Extension Department. These men — and it was especially true of the men—made up in experience, leadership, and zeal for knowledge,

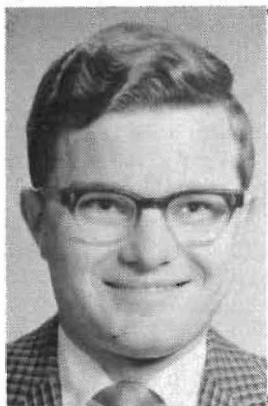
what they lacked in academic attainments. Many a student had second thoughts about the opportunities that were his when he saw for himself how eagerly these adult students—miners, steelworkers, farmers and fishermen—grasped at the opportunity that was being offered them.

It is interesting to note in passing that some of these short-course students became prominent leaders in later years. One of them, for example, is now Deputy Minister of Fisheries for Nova Scotia. Another is National Secretary of the Canadian Labour Congress. Still another, after having served for years as Supervisor of Fisheries for Saskatchewan, acted for two years as Fisheries Consultant to the Government of Ceylon. He is now with FAO, his special assignment being to Tanzania.

The university and short-course students were by no means the only users of the Extension library; there were many "mail-order" borrowers too. One might wonder how the library maintained contact with such a scattered clientele. "Was it only study-club members who were provided with books?" was a question we were often asked. On the contrary, we mailed books to anyone who requested them.

One of our most successful methods of reaching people was through a weekly radio program called *This is Your Library*. No attempt was made to give critical book reviews. Rather, the aim was to describe a book, or perhaps several books, and occasionally to have a panel discussion or interview about a particular book. It was an attempt to permit a small sampling of the library and at the conclusion of each program the listeners were given a list of some half-dozen additional books. Often a request came, not for any book mentioned, but in the hope of obtaining information on some subject of particular interest to the borrower. Another request might begin: "About six months ago you mentioned a book called. . . I'd like to borrow it." Or, "I remodelled my kitchen, using the book *New Kitchens from Old* (mentioned on a previous program), and I don't think there's a finer kitchen in the whole county!" Then there were the readers who wanted "modern" fiction, by which they meant something written within the past three years or so — something

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Reclassification To LC:

An Annotated Bibliography

Philip John Schwarz

To persons who are camp titles such as "The Times They Are a-Changing" and "It's Blowing in the Wind" have their special esoteric meanings in the folk hit parade. To librarians who listen at all, the meaning is perhaps somewhat different as witnessed by the fact that more than 700 people attended the Institute on the Use of the Library of Congress Classification held in New York this past summer. One hundred and fifty applicants were turned away, even after larger quarters were found.

Librarians are slowly but surely beginning to realize that the only way out of their current cataloging morass is through the adoption of LC; it is to these librarians that this bibliography is addressed. The bibliography is not intended to be complete; rather, it has been compiled with the goal of including only those items that will be of substantial interest and value to librarians contemplating, or just commencing, the change to LC. In all fairness it should be pointed out that I subscribe to the "Dewey is Dead" school of thought; readers of other persuasions may redress this bias as they see fit.

Lest the reader think the anti-Dewey-ites in general and the author in particular are living in blissful ignorance, I should hasten to point out that the University of Puget Sound

is just ending its second year of reclassification from Dewey to LC. We enter our third year with a number of firm convictions regarding reclassification, a few of which follow.

When we began, it was generally felt that the conversion could not be allowed to drag on for an indefinite period of time. At the end of five years we expected to have 100,000 volumes in the LC collection. To date one professional and one clerk have processed over 38,000 volumes, new and reclassified.

At the outset we felt that LC offered a considerable economic advantage over Dewey. Cost studies have since substantiated this belief. The cost of classifying a book into Dewey was 42.5 cents. By comparison, it would cost only 6-9 cents to classify the same book into LC. These figures were compiled using an hourly rate of \$3.50. The costs would be correspondingly less if one were to use a semi-professional or a clerk as a cataloger. I might add that, in my opinion, it is a relatively simple matter to train a clerk to catalog books by the LC system of classification.

Mr. Schwarz is presently engaged as Public Services Librarian at the University of Puget Sound, Tacoma, Washington. He is an alumnus of the Denver School of Librarianship; his previous publications have been on the subject of private presses.

The spin off have in themselves to a large extent justified the decision to reclassify. One can easily conjure up an image of our catalog built over a seventy-five year period when the library was ill-housed and understaffed. In another three years, we will have a completely new catalog. Another fringe benefit is that, with the aid of the faculty, we will have weeded the collection quite appreciably.

As Public Services Librarian, I have not found that this conversion has proved overly burdensome, either to staff or patrons. The latter, of course, experience the usual confusion during the first few weeks of lectures. A student might be found looking for a book classified ND 401 G6 wandering in the 400 section of Dewey. However, within several weeks of lectures, the students seem fairly well adapted to the divided collection. In fact, we have not encountered any resistance to the conversion on the part of students or faculty. At the least, they are apathetic and in some cases enthusiastic about the change.

Fortunately, many of our conclusions were not unexpected. A review of the literature prior to and during the reclassification program had given us confidence and had assured us that we could avoid major problems by careful study of relevant precedent. We offer herewith a selected and annotated bibliography of some fifty-two studies which, in our retrospective glance, appear to have been most helpful.

Material pertaining to reclassification may, for convenience, be broken down into three categories. The numbers 1, 2, or 3 will precede separate bibliographical entries as indications of content or the author's emphasis. These are:

(1) Advantages and Disadvantages of LC.

Fortunately, for those considering reclassification, there is an abundance of material in this category, there being a number of good

articles each presenting a slightly different rationale for conversion. However, there is one weakness common to most of these studies: there is a dearth of detailed cost studies.

(2) Reclassification Procedure.

Reclassification procedure and the 'advantages and disadvantages' of LC are very closely related. For example, the decision to accept *in toto* the information on the LC card embodies one of the major advantages of LC and, at the same time, is really a matter of procedure. Although Maurice Tauber and a number of others have given us short articles on procedure, the profession sorely lacks a manual which outlines in detail a recommended procedure from the time of the book's removal from the shelf until it is replaced.

(3) Material Explaining the Use of the LC Schedules.

This is the category which offers, even after many hours of search, what amounts to an information vacuum—and people **will** search, even when they know that LC itself has proved reluctant, indeed adamant, on this score. Although I have indicated that a number of papers deal with this subject, in the main this is done in a most superficial manner. The only authors who attempt to explain the use of the schedules in any detail are Catherine Grout and, to a lesser extent, Leo LaMontagne. Surely the time has come to make a concerted effort to fill this information gap. The New York Institute of the past summer proved this, if only implicitly.

* * * *

(2) BENTZ, Dale M, and Thera P. Caverder. "Reclassification and Recataloging," *Library Trends*, 2:249-63, October, 1953.

A Review of the Literature "with particular reference to the organization and functioning" of reclassification projects.

Editor's note: Our publication of this paper is in direct response to a continuing regional interest in the subject of reclassification; it should also be read as a response to those who cut the Gordian knot by asserting that "reclassifying is unnecessary", or by others who rationalize the status quo by arguing that "so little has been published on the subject." The name 'Tauber' is itself a contradiction of such nonsense. Readers in the A.P.L.A. region will be interested to learn that The Angus L. MacDonald Library of St. Francis Xavier University has decided to take the plunge.

- (1) **BLISS, Henry E.** *The Organization of Knowledge in Libraries.* New York: H. W. Wilson Company, 1933 335 pp. "Library of Congress" Pp. 242-278.

"The Library of Congress classification is very commendable in much of its detail, historical, scientific, and technological, and good use can be made of this detail; but the system is too cumbersome and complicated; it has too many faults, and it is on the whole inadaptible. The advantages and economics that may be gained by adopting it are overborne by the disadvantages, inadequacies, and wastes of the system. As an organization of knowledge it is unscientific and inadaptive; as a library classification it is uneconomical; as a standard it is disqualified."

- (1) **CASELLAS, Elizabeth.** "Relative Effectiveness of the Harvard Business, Library of Congress, and the Dewey Decimal Classifications for a Marketing Collection," *Library Resources and Technical Services*, 9:417-437, Fall, 1965.

"... The Library of Congress classification remains the best choice for a Marketing Collection."

- (2) **COLLINS, Walter S.** "A Change of Horses: Some Aspects of Reclassification," *Library Journal*, 86:757-59, February 15, 1961.

"... an account of the experience encountered in a reclassification (to LC) of the Scientific and Technical holdings of the library of Southern Research Institute. The task, while enormous, (8,000 volumes) was accomplished in a little over a year as a supplement to routine library duties."

- (1) **CUSTER, Benjamin A.** "Statement on Types of Classification Available to New Academic Libraries," (a correction) *Library Resources and Technical Services*, 9:212, Spring, 1965.

Corrects several erroneous statements made in the "statement on types of classification available to New Academic Libraries." *Library Resources and Technical Services*, 9:104-11, Winter, 1965. About 80% of the cards ordered from the Library of Congress have DC numbers.

- (1) **DOWNEY, Howard R.** "Dewey or LC?" *Library Journal*, 89:2292-93, June 1, 1964.

"... which book classification scheme—Dewey or Library of Congress—is most effective in a college library serving an enrollment of between 5,000 and 6,000 students?" Report on a questionnaire sent to twenty-seven libraries with book collections ranging from a high of 1,389,943 to a low of 27,000 with an average of 250,000 volumes.

- (1) **DOWNS, Robert B.** "The Administrator Looks at Classification," *The*

Role of Classification in the Modern American Library. Champaign, Ill.: Illini Union Bookstore, 1959. Pp. 1-7.

"A strong case can be made out. I am convinced, for the proposition that many librarians are obsessed with classification for the sake of classification. With rare exceptions, investigation has revealed library users are totally indifferent to classification, so long as it does not actually interfere with their finding the books they want... I would maintain that librarians, principally in colleges and universities, have been guilty of wasting millions of dollars in elaborate and unnecessary reclassification programs. . . ." However this monograph contains other papers, many of them arguing otherwise, often most compellingly.

- (1) **DOYLE, Irene M.** "Library of Congress Classification for the Academic Library." *The Role of Classification in the Modern American Library.* Champaign, Ill.: Illini Union Bookstore, 1959. Pp. 76-92.

An account of the decision to change from Cutter to LC at the University of Wisconsin. Evaluates the problems the University would face if the library changed to the LC scheme. Reviews the decision, after five years, from the point of view of the cataloger, reference librarian and faculty member.

- (1) **EATON, Thelma.** "Classification in College and University Libraries," *College and Research Libraries*, 16:168-76, April, 1955.

A survey of the classification schemes used in 744 institutions of higher learning. Concludes that: (1) Eighty-six percent of the librarians surveyed use DC but one-fifth would prefer LC, (2) cooperative classification will mean a change from DC to LC, (3) the tendency is to think of the classification scheme as a shelving device.

- (1) **EVANS, Edward.** "Dewey: Necessity or Luxury?" *Library Journal*, 91:4038-4046, September 15, 1966.

"A study of the practical economics involved in continuing with Dewey vs. converting to LC. It is less expensive and less troublesome to convert to LC than to continue with Dewey."

- (1) **FELLOWS, Dorcas.** "Library of Congress Classification vs. Decimal Classification," *Library Journal*, 50:291-95, April 1, 1925.

A critical commentary on the LC classification scheme. Some criticisms are: (1) LC numbers are not available for many books, (2) LC was made for the large library rather than the small library, (3) One cannot shorten the number as in the case of DC, and (4) LC is more fatiguing to use than DC.

- (2) **FRASER, Lorna D.** "Cataloging and Reclassification in the University of Toronto Library, 1959-60," *Library Resources and Technical Services*, 5:370-80, Fall, 1961.

A good description of the planning, procedure and problems encountered when a library attempts to reclassify some 300,000 (out of one and one-half million) most used volumes to LC. After two years approximately 80,000 new and reclassified volumes were in the LC scheme.

- (1) **GATTINGER, Eugene F.** "Reclassification—Are You Converted Yet," *APLA Bulletin*, 29:16-19, February, 1965.

"I take the view that custodians of academic libraries not now classified by LC should commence conversion to that system as soon as practicable. . . ." Author outlines the advantages which might accrue from conversion to LC. The first of a trilogy which concludes with limited cost, time, and some 'motion' study implications (*Williams, M., APLA Bulletin*, 29: 99-104, October 1965.)

- (2) **GJELSNESS, Rudolph H.** "Reclassification: Its Problems and Technique," *Library Journal*, 53:597-600, July, 1928.

Outlines the preliminary decisions that must be made before reclassification begins. Reclassification offers not only a chance to change call numbers but also a chance to standardize, eliminate or add records. In fact the expense and inconvenience of such an undertaking might be justified by these by-products!

- (1, 2) **GORE, Daniel.** "A Neglected Topic: The Cost of Classification," *Library Journal*, 89:2287-91, June 1, 1964.

"(1) So little use is made of classification systems by readers that cost of maintenance ought to be the decisive criterion in determining which of the various systems available will be used; (2) All shelf classification schemes are inherently defective in application; the quest for absolute perfection therefore becomes a costly exercise in futility and should be avoided; (3) The Dewey System is in no way superior to the LC System as an outline of knowledge, and it costs about thirty-five times as much to maintain in an American library; (4) The LC classification system is the choice in most American libraries (certainly in all college and university libraries), and it should be used in the most unreflective manner possible in assigning call numbers to individual titles."

- (1,2) **GORE, Daniel.** "In Praise of Error," *Library Journal*, 90:582-85, February 1, 1965.

"At present, then, nothing is known about the costs of descriptive cataloging, and for three-quarters of a century, when our libraries were expanding very rapidly, no one seems to have cared to know about them. I would estimate that the customary verification of biographical data, and the fruitless searching, routine scru-

tiny of all descriptive details may add as much as thirty cents to the cost of each title cataloged. In a college library of 200,000 volumes, the cost of this fantastic whim of catalogers would amount to \$60,000."

- (1,2) **GORE, Daniel.** "Subject Cataloging: Some Considerations of Costs," *Library Journal*, 89:3699-703, October 1, 1964.

"(1) The professional cataloger in the local library should have little or no routine involvement in the subject-cataloging process (except perhaps in the revision of filing and the choice of "see" references): This should reduce the cost of professional labor in the subject-cataloging process by at least ninety per cent."

- (1,2) **GORE, Daniel.** "The Mismanagement of College Libraries," *A.A. U.P. Bulletin*, 52:46-51, March, 1966.

Although written for the non-librarian, it should be read by every librarian. Gore's main thesis: "The function of a library is to provide books for readers, not employment for librarians." He supports his thesis by pointing out that librarians: (1) spend a goodly share of their time on clerical duties, (2) refuse to accept cataloging done by the Library of Congress and (3) fail to teach library users how to use the library.

- (3) **GROUT, Catherine W.** "An Explanation of the Tables Used in the Schedules of the Library of Congress Classification." Unpublished Master's Thesis, Columbia University, New York, 1940. 108 pp.

This manual is "an introduction to the use of the tables of the Library of Congress classification and a solution to some of the problems which face the classifier." Although it does not cover all of the schedules, it is the most complete explanation of the tables available.

- (1) **HANSON, J.C.M.** "Library of Congress Classification for College Libraries," *Library Journal*, 46: 151-54, February 15, 1921.

"I know of no other classification system which I could recommend as preferable to the LC for a college or university library." Hanson outlines the chief advantages and disadvantages as he saw them after working with the collection for almost twenty years.

- (1) **HOAGE, Annette.** "Librarians Rate LC Classification," *Special Libraries*, 53:484-85, October, 1962.

"The results of this study (survey of 117 libraries) indicate that the characteristics of the LC classification that facilitate its use outnumber those that hinder its application in libraries in the United States. It was considered suitable for their libraries by ninety-one percent of the respondents; the reasons most often cited were: (1) the subject approach is acceptable to users, (2) it reduces administrative effort and production costs, and

(3) it is up-to-date. It is used for all types of materials in sixty percent of the libraries without significant modification.

- (1) **HOAGE, Annette.** "Patron Use of the LC Classification." *Library Resources and Technical Services*, 6:247-9, Summer, 1962.

"Most of the patrons used the classification as a location device. They usually found what they wanted, and only 9.5% sought help for the search they described." Rather brief but one of the few studies on the subject.

- (1) **HOAGE, Annette L.** "The Library of Congress Classification in the United States." Unpublished D.L.S. Dissertation. Columbia University, New York, 1961.

Available on microfilm from Ann Arbor. One of the few major works on the subject, the material for her two articles being derived from the dissertation.

- (2) **JACOBS, Elizabeth P. and Robinson Spender.** "What Price Reclassification," *Catalogers and Classifiers Yearbook 1932*. Chicago: American Library Association, 1933. pp. 64-78.

A detailed outline of the reclassification procedure at the University of Rochester. Also includes an analysis of time and cost studies.

- (1,2) **KILPATRICK, Norman L. and Anna M. O'Donnell.** "Reclassification at the State University of Iowa." *Journal of Cataloging and Classification*, 8: 12-17, March, 1952.

A detailed outline of the reclassification procedure (Dewey to LC) followed at Iowa. Approximately 66,000 volumes (24,364 titles) reclassified at less than 45 cents per volume. The change was made to cut cataloging costs, speed up processing and to "expand the usefulness of the bibliographic tools published by the Library of Congress."

- (1) "L.C. Classification at the University of Oregon Library," *PNLA Quarterly*, 29:249-50, July, 1965.

"While there are many reasons why the adoption of the LC classification was considered advisable, the most obvious present advantage is the economic one." Provides the projected cataloging costs (1964-1975) for both Dewey and LC.

- (3) **LA MONTAGNE, Leo E.** *American Library Classification with Special Reference to the Library of Congress*. Hamden, Connecticut: Shoe String Press, Inc. 1961. 433 pp.

Mainly a history of the development of American Li-

brary Classification schemes. However, several chapters deal with the LC scheme and in particular, the use of the tables in the LC scheme. Second only to Grout as an aid in using the LC schedules.

- (1) **McGAW, Howard F.** "Academic Libraries Using the LC Classification System," *College and University Libraries*, 27:31-36, January, 1966.

A compilation of "College libraries using the LC Classification System arranged by state, by type of institution, and by number of volumes in thousands..."

- (12) **McGAW, Howard F.** "Reclassification: A Bibliography." *Library Resources and Technical Services* 9:483-488, Fall, 1965.

Lists some thirty-nine articles dealing with the advantages and disadvantages of Dewey and LC. The author is committed to the LC scheme.

- (1,3) **MANN, Margaret.** *Introduction to Cataloging and the Classification of Books*. Second edition. Chicago: American Library Association, 1943. 277 pp. (Library of Congress Pp. 70-85).

Material is arranged in three sections: the first, describes the evolution of the LC system; the second describes the tables and how they are used with particular attention to the D and P schedules; the third summarizes the advantages and disadvantages of the scheme.

- (1,3) **MILLS, J. A.** *Modern Outline of Library Classification*. London: Chapman and Hall, 1960, 196 pp. "Library of Congress" pp. 89-102.

A critical examination of the LC classification scheme. Concludes: (1) "As a classification for the Library of Congress itself, it is evidently very efficient. (2) The detailed order is generally helpful. . . (3) The detail provided in many classes allows very close classification if desired. (4) The notation, despite the theoretical clumsiness of the arithmetical sequence, maintains the order of classes provided very well and with reasonable brevity."

- (2) **MORRISON, Perry D.** "Use of Library of Congress Classification Decisions in Academic Libraries—An Empirical Study," *Library Resources and Technical Services*, 9:235-42, Spring, 1965.

"The purpose of this study was to estimate the amount of use made by academic libraries of classification information furnished on Library of Congress cards and the extent to which it is modified to fit local needs." Concludes that the "... colleges surveyed, tend to accept a large proportion of the classification information supplied by the Library of Congress with a resultant increase in the efficiency of the classification process. Nor is there evidence of service loss by doing this."

- (1,2) **O'BRYANT, Mathilda Brugh.** "Some Random Thoughts on the Cost of Classification," *Library Resources and Technical Services*, 9:367-70, Summer, 1965.

A somewhat critical commentary on Daniel Gore's article "The Cost of Classification: A Neglected Topic," *Library Journal* 89:2287-91, June 1, 1964. LC should be adopted, but the librarian must be aware of the problems as well as the benefits that will result.

- (2) **REICHMANN, Felix.** "Cornell's Reclassification Program," *College and Research Libraries*, 23:369-74+, September, 1962.

Detailed discussion of a plan to reclassify 800,000 volumes over a twenty year period. At the time the article was written, two thirds of the project had been completed. Provides an account of the financial, staff and technical problems involved in a major reclassification program.

- (1) "Report of the Ad Hoc Committee to Study the Advisability and Feasibility of Adopting Additional Cooperative Cataloging and of Reclassification," Eugene: University of Oregon Library, August, 1964. 10 pp. (Mimeographed).

An examination of the Library of Congress classification scheme from several viewpoints: (1) Service to the patrons, (2) Cost and (3) other advantages and disadvantages. Includes tables projecting the Dewey vs. LC costs over a ten year period.

- (1) **SAMORE, Theodore,** "Form Division in LC and DC Classification Schemes," *Library Resources and Technical Services*, 6:243-46, Summer, 1962.

"It is possible to analyze the use of form divisions in the two schemes under the following four categories: (1) the order or position of the form divisions within each class, (2) the notation used in representing form divisions, including the rationale behind the employment of form divisions (3) the relationship of the form divisions to other categories used in the schedule, e.g. geographical and chronological divisions. (4) The comparative value of the form divisions as used in LC and DC... DC is unable to match LC's use of form division, because the scheme is limited by notational and mnemonic considerations."

- (1,3) **SAYERS, W. C. Berwick.** *A Manual of Classification for Librarians and Bibliographers.* Third edition-revised. London: Grafton and Company, 1955, 346 pp. "Library of Congress," pp. 151-174)

"Without withdrawing any one of the requirements laid down in our canons, we have to admit the very practical answer of the compilers, an answer not urged in words,

but in the little less than glorious fact that this classification (LC) is no unimportant factor in the wonderfully rapid service of the Library of Congress... Any criticism of the scheme from the academic standpoint is corrected by its accomplishment."

- (1,2) **SHOEMAKER, Richard H. and Selda Arginteanu.** "Reclassifying the John Cotton Dana Library of the Newark Colleges of Rutgers University," *Journal of Cataloging and Classification*, 5:19-23, Winter, 1949.

Discusses some of the advantages and disadvantages of undertaking a program of reclassification. Emphasizes the value of the "spin off" in a reclassification project. e.g.: weeding the collection and standardizing the card catalog. Describes in detail the reclassification routines employed.

- (1) "Statement on Types of Classification Available to New Academic Libraries," *Library Resources and Technical Services*, 9:104-11, Winter, 1965. (LC vs. DC pp. 106-110).

Attempts to answer the following questions regarding LC vs. DC (1) "What characteristics influence the choice of a classification? (2) Is the choice of LC or DC a function of the size of the collection? (3) What local or existing factors must be considered in making a choice of a classification? (4) Is a divisional library vs. a central library a reason for preferring one classification or the other? (5) Which classification, LC or DC, is more satisfactory for centralized cataloging? (6) What are the relative costs of using LC and DC? (7) Which classification would be easier to use for a mechanized system?"

- (1) **Tauber, Maurice F.,** "Book Classification in University Libraries," *University of Tennessee Library Lectures*, Dale M. Bentz, editor. Knoxville, Tennessee: University of Tennessee, 1952. pp. 1-15.

An examination of faculty reactions to the Library of Congress classification system. "In short, classification schemes will not be satisfactory to the faculty member until he has been invited to participate in their creation, and until he has shown a genuine desire to contribute his knowledge to the growing problem of organizing library materials."

- (1,3) **TAUBER, Maurice F., and Edith Wise.** *Classification Systems.* v.1. pt. 3 of *The State of the Library Art.* Edited by Ralph R. Shaw. Graduate School of Library Service: Rutgers University, 1961. ("Library of Congress," Pp. 140-188.)

Chapter on LC deals with the following aspects: (1) historical development, (2) subdivision of the main classes, (3) the use of mnemonics, (4) notation, (5) the index, and (6) the extent of its use. Chapter concludes with an evaluation by thirteen librarians of LC's "potentialities as well as its limitations."

- (1,2) **TAUBER, Maurice F. "Reclassification and Recataloging in College and University Libraries." Unpublished Doctoral Dissertation, University of Chicago, Chicago, 1941.**

Not available for examination, however, it is considered a basic work on the subject. Much of his writing has been based on this study.

- (1) **TAUBER, Maurice F. "Reclassification and Recataloging in College and University Libraries: Reasons and Evaluations," Library Quarterly, 12:327-45, October, 1942.**

Discussion of results obtained in a study of sixty libraries that changed to LC. The article is broken down into two major parts: (1) "Reasons for reclassification": (A) "Reasons related to classification in use" (B) "Reasons related to users" (C) "Reasons related to library administration" (2) "Faculty attitudes concerning classification."

- (1,2) **TAUBER, Maurice F. "Reclassification and Recataloging of Materials in College and University Libraries," The Acquisition and Cataloging of Books, William M. Randall, editor. Chicago: University of Chicago Press, 1940. pp. 187-219. (References p. 387.)**

"In developing the topic, Tauber considers the following points: (1) a few definitions and the scope of the general problem, (2) the assumptions concerning reclassification and the methods of testing them, (3) the specific reasons for reclassification advanced by librarians, (4) problems of administration, and (5) evaluation of the processes."

- (2) **TAUBER, Maurice F. "Reclassification of Special Collections in College and University Libraries Using the Library of Congress Classification," Special Libraries, 35:111-15 + April, 1944.**

"The purpose of this paper is to indicate the various methods which have been used to integrate... three types of collections in sixty college and university libraries in the United States and Canada. (1) Classes of materials for which no Library of Congress schedules are available...; (2) Classes of materials which some librarians claim are handled inadequately by the existing Library of Congress schedules; (3) Local collections..."

- (2) **TAUBER, Maurice F. "Reorganizing a Library Book Collection—Part I," College and Research Libraries, 6: 127-32, March, 1945; Part II... C.R.L., 6, 341-5, September, 1945.**

Part I:
Should the library maintain a separate reclassification unit? Where should the work of reclassification be carried on? What supplies and equipment will be needed?

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Are the old materials as well as the new acquisitions to be reclassified? These are some of the problems discussed in this article.

Part II:

Early decision must be reached concerning "(1) the order or procedure of reclassification, (2) aspects of recataloging and current cataloging practices, (3) the disposal of new acquisitions, and (4) the routinizing of activities on an efficient basis."

- (2) **TAUBER, Maurice F.** "Special Problems in Reclassification and Recataloging," *College and Research Libraries*, 4:49-56, December, 1942.

Report of a survey of sixty college and university libraries using LC or in the process of converting to LC. Deals with the problems of: "(1) classification of special types of material, (2) open-shelf collections, (3) arrears in cataloged and classified material, (4) experimentation in filing, (5) discarding and storage and (6) union catalogs."

- (1,2) **TAUBER, Maurice F.** *Technical Services in Libraries*, New York: Columbia University Press, 1953, 487 pp. "Reclassification and Recataloging," pp. 261-83 (Notes Pp. 447-48).

The discussion is divided into two sections. The first, evaluates the "reasons for undertaking reclassification" and is subdivided into three parts: reasons relating to library users, library administration, and classification systems. The second section outlines the steps to be followed in planning a reclassification program: "(1) efficiency in planning, involves such matters as outlining a policy for the technical processes, providing sufficient and efficient supervision. . . appropriations of funds for

the work; (2) efficient techniques and mechanical routines; and (3) efficient coordination of the old work with the new. . ."

- (1) **TAYLOR, Desmond.** "Is Dewey Dead," *Library Journal*, 91:4035-4037, September 15, 1966.

A discussion of the growing rebellion against the Dewey classification scheme. "Concludes that 'Dewey is Dead!'"

- (1) **TAYLOR, Desmond.** "Reclassification: A Case for LC in the Academic Library," *PNLA Quarterly*, 29:243-49, July, 1965.

"There were two important factors that resulted in the initial consideration of a total classification change: (1) the number of professional staff was limited. . . and (2), the Dewey scheme was burdensome to maintain. . ." A discussion of the costs, advantages and rationale for reclassification. Concludes that it costs between six to nine cents to classify a book into LC as opposed to 42.5 cents to classify the same book into Dewey.

- (2) **ZACHERT, Martha J.** "Techniques for Reorganizing the Catalog of a special Library," *Journal of Cataloging and Classification*, 11:29-37, January, 1955.

A discussion of the reclassification (to LC) of the H. Custer Naylor Library of the Southern College of Pharmacy. At the time of reclassification, the library assets were about 4,000 books and bound periodicals and a "catalog prepared by volunteers equipped with Dewey and wild imaginations." Special attention is given to the: "(1) organization of the work, (2) working quarters, supplies and equipment, (3) handling of the book collection, (4) attention to users, and special problems."

Position Vacant

Dalhousie Medical-Dental Library has position immediately available for a Librarian who shall participate in Public Information Service and the acquisitions programme, and provide general supervision of Circulation Desk Services.

A first year Degree from an accredited Library School required. Science background useful but not essential. Initial salary: \$7,000-\$7,500, depending upon experience. Write: Miss M. Doreen E. Fraser, Medical Librarian, Dalhousie University, Halifax, N. S. State experience.

Positions open

The Library of the University of Waterloo requires:

Cataloguer for materials in science, mathematics and engineering, preferably with one or two years experience and working knowledge of Library of Congress classification. Special consideration will of course be given to science background and language qualifications.

Reference Librarian, Arts Library. Background in German and Slavic languages and literature, and experience in a university library preferred.

For both positions the minimum requirement is a bachelor's degree and a degree from an accredited library school. Salaries will depend on qualifications and experience. Minimum salary for 1966 library school graduates without experience was \$6000, and it is fully anticipated that this will be increased for the 1967-68 academic year. New library building, excellent working conditions, opportunities for study and promotion, outstanding fringe benefits.

Please apply to: Mrs. Doris E. Lewis, University Librarian,
University of Waterloo,
Waterloo, Ontario, Canada.

From the President's Desk

The APLA Executive meeting was held in the Kipling Room at Dalhousie University on November 7th with Miss Letts, Miss Home, Miss Taylor, Mrs. Cooke, Mr. Gattinger and Father Hallam present. In addition to routine business, discussions were held on the Education Committee report, the *Atlantic Provinces Checklist*, the *APLA Bulletin*, and plans for the 1967 Conference at Dalhousie.

A subcommittee of the Education Committee has been set up under the Chairmanship of Sister James Bernard of St Patrick's High School Library to undertake the preparation of a brochure on scholarships and bursaries. This is a result of the Dartmouth Library Board resolution at the 1966 Conference and it is hoped that all librarians will give assistance as required to this project. On the matter of a Library School the Executive will send formal letters to Dr. Henry Hicks of Dalhousie University and Premier Robert Stanfield of Nova Scotia urging the establishment of such a school in this area.

The 1965 edition of the *Atlantic Provinces Checklist* is now available and work is

progressing satisfactorily under the new reporting system on the 1966 edition.

The matter of distribution by A.P.E.C. and their general cooperation is still a matter of concern and Father Hallam and the President Mrs. Cooke were requested to hold further discussions with A.P.E.C.

The excellent new issue of the *APLA Bulletin* was commended by the Executive but scarcity of material submitted is a matter of grave concern. In spite of all the efforts by the Editors, the excellence of the *Bulletin* can only continue if the librarians in this area can provide them with articles to publish, and we must all co-operate in this task. The members of the Executive undertook to stress this matter in the various regions and urge all APLA members to do their share.

The 1967 Conference will be held May 27-29 at Dalhousie University, Halifax, so make plans now to attend. Details will appear in the February *Bulletin*.

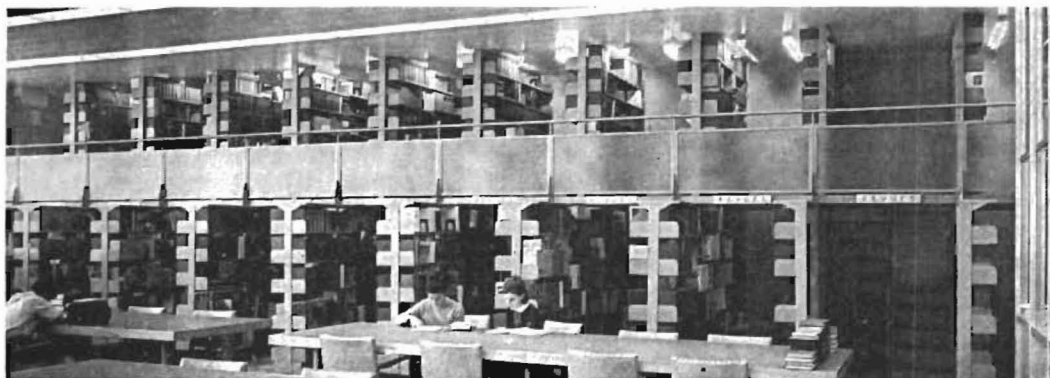
—Dorothy L. Cooke

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s e a s c o p e s

Nova Scotia

Regional Library changes: **Miss Isabel Athernathy** will become Chief Librarian of the Annapolis Valley Regional Library on February 1, 1967. **Miss Dorothy MacKay** is retiring. The Trenton Branch of the Regional Library has moved into new quarters in the new Civic Building in Trenton. The Branch was begun in 1951. Three Nova Scotia centers, Dartmouth, Amherst and Truro, will have new libraries as Centennial projects.

The **Halifax City Regional Library** (formerly the Halifax Memorial Library) officially opened the Halifax North Memorial Library on Gottingen Street in October. Built to commemorate victims of the Halifax Explosion in 1917, the beautifully designed and appointed building besides the usual facilities, has an all-purpose room for displays, meetings and story hours. **Miss Mary Cameron**, Chief Librarian, is especially pleased with the early enthusiastic use of the new Library by the children of the area.

During the summer the **Dartmouth Regional Library** received a substantial gift for the Children's Department from the Kiwanis Club. Chief Librarian **David Hawkins** reports a marked increase in children's use of the system's Bookmobile service in recent months. **Miss Kathleen Currie**, Chief of the Halifax County Regional Library, regretfully announced the closing of the Memorial Library branch at the Mulgrave Park School due to the lack of student help.

Dalhousie University Library has undergone numerous changes in the past months, reports the new Chief Librarian, **Louis G. Vagianos**. New appointments: **Miss Ann Bruce**, formerly with Canadian Industries Ltd. in Quebec, has become the Systems Analyst; **Mr. John Ettlinger**, from Brown University, Providence R. I., joined the staff in November as Assistant to the Librarian. **Mr. John Miller**, formerly Assistant Librarian at the University of Massachusetts, was appointed Chief of Technical Services. **Mrs. Patricia Marshall** has become Order Librarian, while two new cataloguers were appointed: **Mrs. Ellen Haq** from the Hamilton Public Library and **Mrs. Mary Kraemer** formerly at Brigham Young University, Utah. Two new library school graduates **Miss Jane Trimble** and **Miss Susan Whiteside** have joined the staff.

Miss Mary Falconer and **Mrs. Dorothy Cooke** are now responsible for Reference Services. **Alan Mac-**

Donald is now Assistant to the Librarian; **Mrs. Leslie Dolin** is Government Documents Librarian and **Miss Rebecca Nash** has become Serials Librarian. Since June 30, 1966 the staff has increased dramatically: from 9 to 20 Librarians; from 10 to 24 Library Assistants; Clericals: from 35 to 41. Total staff: June 30: 54; December 1: 85.

With major changes in physical arrangements, the seating capacity for students has been doubled, and even more space is being planned.

Cape Breton

Xavier College Library urgently needs more accommodations. Books not needed for courses of the current year are stored to make room for new books. In fact, with the ever increasing number of new books for present courses the Librarian is becoming a modern Lady of Shallott with her packing boxes out every evening. However, the promise of a new library in 1968 keeps us cheerful.

In July of this year the library did acquire some new facilities. A theological seminar room was set up in the former faculty room and the student cafeteria in the basement was converted into a homey periodical room.

Of special interest to library visitors is the artifacts display graciously loaned to the library by Rev. Dr. Jan Huntjens. These include many precious souvenirs collected in the Jordan.

Cape-Bretoniana, Xavier's archival section, is receiving an increasing number of requests for historical information particularly from Scotland and the United States.

Librarians come to new fields: **Miss Aileen Barker** formerly of the Nova Scotia Provincial Library Staff is now with the Cape Breton Regional Library. She became Librarian of the Victoria County Library Service on October 1st. **Jamil Quereshi** of Karachi, East Pakistan, joined the staff of the Cape Breton Regional Library on September 1st as librarian of the Cape Breton County Bookmobile. **Miss Donna MacDonald** formerly with the Victoria County Library Service became librarian of the Glace Bay Library on July 1st. **Sister Rita MacInnis, C.N.D.** joined the staff of Xavier College Library last September.



Centennial Library, Campbellton, N. B.

Prince Edward Island

Mrs. T. M. (Peg.) Lothian, Supervisor of School Libraries for the city of Charlottetown, will occupy a new library when the Colonel Grey Senior High School opens in September. Miss Donalda Putnam, formerly Supervisor of Regional Libraries for the province of Saskatchewan, has been appointed University Librarian at Prince of Wales College, Charlottetown. Another appointee to the library staff of Prince of Wales is Miss Elizabeth Henderson, formerly librarian of the Regina Campus, University of Saskatchewan. The Village of St. Peters is planning a new library building to replace their Centennial '64 building which was demolished by fire in the Spring of this year. Don Scott, Assistant Librarian at Confederation Centre Library, married the former Jeanette Poole at a lovely July wedding on the Island.

Mr. Robert Richards, graduate of the University of Toronto Library School, 1966, became Regional Librarian in July, and has since been involved in preparing for the opening of the various libraries. Mr. Richards is also a graduate of the University of New Brunswick and a Beaverbrook Scholar.

A bookmobile is scheduled to be delivered in December and will perhaps be operating in January, 1967. The staff of the region now includes six.

The address of the new library is Restigouche Regional Library, Aberdeen Street, Campbellton, N. B.

Dr. Gertrude Gunn reports the following changes at the Bonar Law-Bennett Library, University of New Brunswick: Miss Elva Cameron has become Assistant to the Circulation Librarian; Mrs. Barbara (MacKinnon) Dacey, formerly with the Halifax County and Halifax Memorial Libraries has become Assistant Reference Librarian; Miss Margaret Clogg is attending Simmons College Graduate School of Library Science.

New Brunswick

The Campbellton Centennial Library, a branch of the Restigouche Regional Library, was opened to the public with a key-passing ceremony on Saturday, November 19th. The Dalhousie Centennial Library is scheduled to open on December 28th. The official openings for both libraries will be held during the Centennial year.

Work on the new Harriet Irving Library on the U.N.B. campus is on schedule. The general contractor will be finished by the end of 1966; interior work is expected to be finished in time for the move into the new quarters by May 1967.

With the generous help of the Kiwanis Club, other service organizations and individual citizens of Fredericton, Mrs. Katherine LeButt, Chief Librarian, opened a new, children's library in the basement of the Public Library building on September 30th.



The resignation of **Miss M. Hope Jarvis** from the staff of the York Regional Library, Fredericton, New Brunswick, will be learnt with much regret by her fellow librarians in the Atlantic Provinces. Miss Jarvis has served the Fredericton Public Library as its head Librarian since its beginnings in 1954. She leaves with the best wishes of Board Members and Staff on her marriage in September to Mr. Charles E. Nash of Ottawa, Ontario.

With the exception of a ten year stint in Ontario first at the Windsor Public Library and then at the Galt Public Library as chief librarian Miss Jarvis has been employed in New Brunswick. She served the Saint John Public Library as assistant librarian and since 1954 has been employed as the Chief Librarian of the Fredericton Public Library. Miss Jarvis is a graduate of the Library School, University of Toronto and holds not only a B. L. S. degree but a Librarian's Certificate.

In 1954 the challenge to become Fredericton's first public librarian and to establish its first public library proved irresistible. It was indeed a herculean task that confronted her. She had the microscopic budget of \$10,000 of which half was to be used for salaries, the rest for books. In addition the first librarian had to overcome initial misgivings on the part of some of Fredericton's citizens. Indeed one citizen

in letters to the Saint John and Fredericton daily papers expressed the opinion that a public library "would be nothing but a white elephant and a hangout for a few stragglers."

However in spite of such forebodings Miss Jarvis in her first annual report courageously stated that the "Fredericton Public Library is but an infant, a premature one in fact, and while its start is modest it is full of promise." And so it has proven, becoming the nucleus of the York Regional Library in 1959, serving the County of York, the City of Fredericton and the Town of Oromocto through branch and book-mobile.

In addition to establishing the library Miss Jarvis made an outstanding contribution in her book buying. Constantly juggling the limited book budget she somehow managed to include not only the necessary and obvious choices but those books that are a rare delight to the book lover. Visitors and residents alike constantly express their surprise and pleasure in discovering such a collection in a small city library.

As Convener of Libraries Committee, Canadian Federation of University Women she was instrumental in establishing the Grant for Reading Stimulation begun in 1945. The value and far-reaching results of these grants to small struggling libraries is measureless. It must have given Miss Jarvis an added fillip when it was given to the Fredericton Public Library in 1954.

In August Miss Jarvis was given a farewell reception by the York Regional Library Board in recognition of her devoted work in Fredericton. Mr. and Mrs. Nash have taken up residence in Ottawa.
Katherine Le Butt.

Newfoundland

At the height of the Summer solstice, our seascope once again discovered, well North of the 60th latitude, that rare bird of passage *Miffelenii hyperborea migratorius*. This specimen (which should in no wise be confused with *Camporchynchus labradorius*), had been asked by your editors to note any similarities between libraries in Northern Eurasia and Canada. She reports cryptically that she saw no paddle wheelers on the main streets of Swedish or Russian cities, that Betty Colyer can be justifiably proud both of her library and her Yukon scenery, and that Newfoundland may well repeat "this theme of a C.L.A. side-trip" with an excursion into Labrador. (Editor's note: The C.L.A. Newfoundland Conference for 1969 has been axed!)

Readers of this journal (XXIX (1965) 38ff.) will recall the enthusiasm with which the late R. M. Donovan greeted news of the C.F.U.W.'s success in convincing St. John's City Council of the need for at least two additional children's libraries. Amidst general rejoicing these have both been officially opened during the Summer months and, as the adjoining picture illustrates, the one serving the North-eastern section of the City shares attractive and most amenable facilities with the new St. David's Presbyterian Church. It's all hard cash and rental, no sentiment or poor-laws charity. The arrangement does, however, represent a nice touch in this post-Gutenberg era reminding us as it does of an earlier day when education took its rise in the church and when the only library of any account, even in quite sophisticated communities, was to be found in the rector's study. We hasten to add that it is only coincidental that an archetypal pattern of this kind should make its reappearance in that very Canadian province whose

educational system continues to be viably denominational.

Miss Miffelen also records that a new centennial library is soon to be opened in Gander; that Corner Brook's new library is to comprise two floors of a high-rise governmental building in that city; and that of many other centennial libraries now in planning stages, some fifteen will be opened in communities which heretofore offered no formal library service. On the subject of the new centennial library in St. John's, we think it politic to quote the good lady direct:

This elaborate \$5,000,000 Arts and Culture Centre just off the University campus continues to grow apace as every day it rises higher; by next June we should be comfortably settled into that section designated "Library". In May I visited Montreal to talk with the architects about furniture, and it seems that we will have a splendid building with handsome furniture. It will be a pleasure for the general public to sit in the spacious room comfortably ensconced in an easy chair with a book. It looks though as if they might have to bring their own book: to date, at least, no money is forthcoming to purchase the 100,000 books it will hold. Well, anyway it will be an attractive building! So will the other centennial libraries - without books - be attractive... but all that is subject for another story.

The Memorial University of Newfoundland reports that a fine new Education Library will be opening officially on or about September 26th: Miss E. Brown and Mr. Calvin Evans have been selected as the first recipients of the M.U.N. Library Bursaries to attend the University of Toronto Library School.



New Boys' and Girls' Library in St. David's Presbyterian Church, St. John's, Nfld.

like *Forever Amber*, or *Dutchess Holspur*.

The program was discontinued after five years, not because of such requests, but for the usual reason: lack of funds. Moreover, we had always known that only a regional library system could provide adequate service. Our function was, like that of John the Baptist, to arouse the people and point the way to better things in store for them.

We closed the Extension library in the fall of 1964 and I transferred to the library of the Coady International Institute. It is a small collection, built around the special needs of the social leadership students who use it: Area studies, Sociology, Community Development, Economics, Co-operatives, etc. This is supplemented by the resources of the new Angus L. MacDonald University Library which they are encouraged to use.

This latter service is used mostly by the students who are university graduates, some of whom hold a Master's degree, and who take an additional course at the University, if they wish. Others have never gone beyond high school and for some of them the elementary school is their alma mater.

One such student seemed determined to make up in one year for the educational opportunities he had missed. When not in the classroom he spent most of his waking hours in the library to such an extent that it became an occasion for much good-natured teasing; there was talk of naming the place Callender's Corner. The library is open until midnight, and the night hours are unsupervised. Perhaps we lose the occasional book or pamphlet, but we still feel that, given our circumstances, it is better this way. On the whole, our trust is amply justified.

A few students have language problems. There was the case of Takeo, a powerfully built man from the Caroline Islands, with strong Polynesian features. Takeo, who was fluent in Trukese and Japanese, at first found English woefully hard. By the time, however, that I managed to get some Japanese material

through a former student, he was able to handle English reasonably well.

The Latin Americans are our biggest problem, at least language-wise, a circumstance which sometimes has its lighter moments. On one occasion, a man announced his presence with a hearty "Good morning, Sister, my dear girl friend!" Ay! mil perdone! But they soon learn. Fortunately, more and more of the books they need are being translated into Spanish. To mention only two: Batten's books on community development, and *Masters of Their Own Destiny* by Dr. Coady.

The small library offers an opportunity for the librarian to work closely with the students. This may include anything from helping the occasional Latin American translate into English his paper on Community Development to being "patron" of the African Society. In between there are such routine tasks as choosing, ordering and processing books (with the help of a part-time assistant) to supplement the regular program of studies.

I have just used that tricky word "routine." Let no one think that I mean to convey an impression of monotony. The thrill of finding some publication which meets the patron's need be it book, pamphlet or magazine article, is equal to the experience of Keats' "Watcher of the skies"—and it comes oftener, I think, in a small library.

Most of the students have an allowance for books in addition to their assigned texts, and they appear eager to take advantage of the opportunity of acquiring some for future use. Paperback editions are a special blessing and incentive. The Institute maintains a small bookstore for the convenience of students who may order books that they have seen and used in the library.

In an organization of this kind, with a small staff and only 80 students, it is possible to maintain a very close relationship with the teaching staff. Librarians have always managed to feel that they are an integral part of this unique educational program.

What about our plans for the future? For one thing, we shall need to expand somewhat, if only to keep pace with the growth of the Institute. It is my hope that before long we shall have here a comprehensive collection of material on co-operatives, some of it in several languages. This will be for the use not only of our students but for anyone who wants to use the library. Such a programme will

Frontiers-continued

take time, money, and more space than is available at present.

Thirty-four years in the saddle: time for a change?

If change means extending frontiers, it is apparently always time for a change. Dr. Coady used often to say, "When you stop pioneering, you die!"—and I have not noted any "closing of doors."

References

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Potvin — continué de la
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MacEacheron — continued
from page 114

ne me dise pas que le recrutement est difficile! C'est toujours l'argument classique!

Je suis certain d'être mentalement excommunié par plusieurs catalogueurs et inconsideré de beaucoup d'autres; joindre le risque à l'utile et l'agréable est fascinant!

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service is still too frequently conceived as an "either—or" proposition. In my opinion it should be the duty of a Library Act to foster at least the notion that Library service cannot be properly turned on and off, that it must be conceived as a continuous service if society is to receive the proper benefits from it.

This, I trust, will serve to indicate the kind of approach that a new Library Act in New Brunswick may take. But basic to the kind of Act remains the decision whether or not libraries are to be a "general service". A decision favouring this concept will serve to confirm the view that libraries are a part of the educational structure of the Province. A confirmation of this kind will serve to set the atmosphere in which New Brunswick libraries are to exist. For the moment at least, I am willing to concede that the spirit of an Act is as important as its letter.

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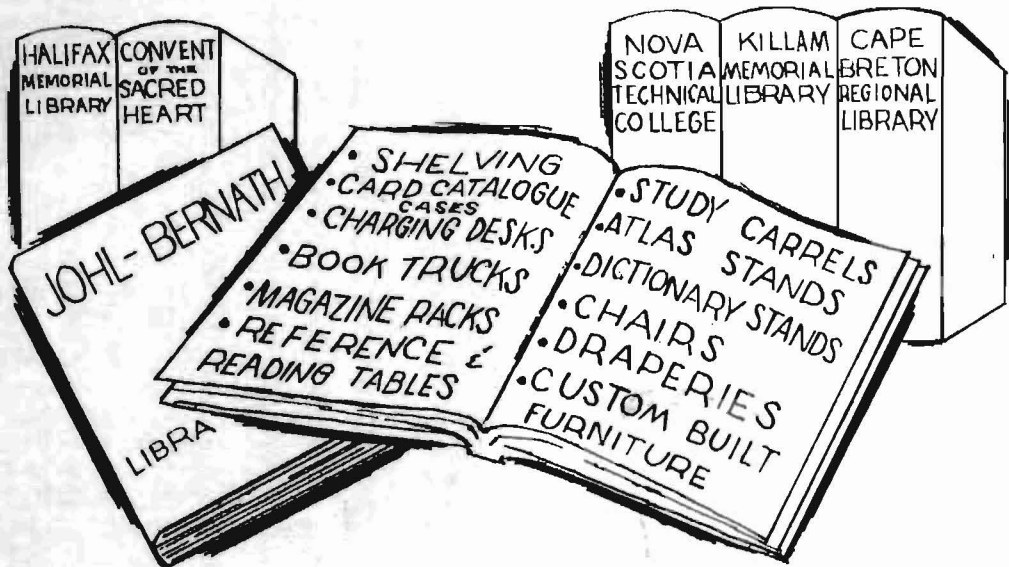
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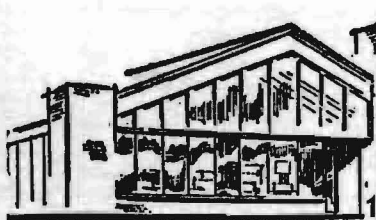
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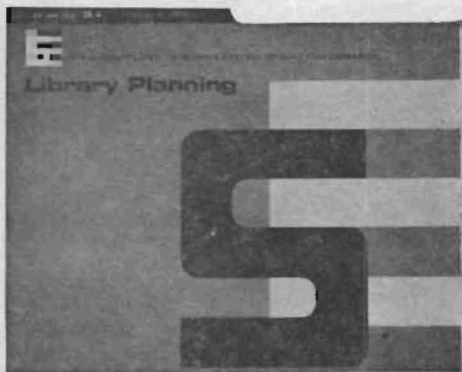


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