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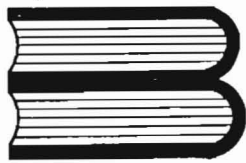
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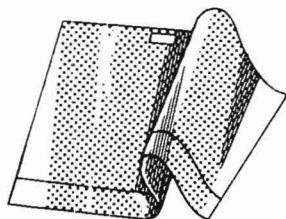
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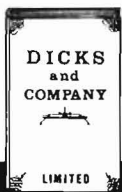
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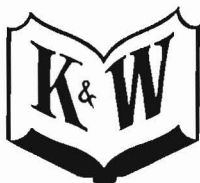


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INDEX TO ADVERTISERS

Baker & Taylor	p. 1
Brown Brothers	inside front
Canadian Lundia	p. 3
Carr McLean	p. 1
Citadel Office Equipment	p. 42
Dalhousie Library School	p. 40
Davis Agency	p. 3
Dicks & Co.	p. 2
Faxon	p. 2
K & W Enterprises	p. 2
Librarie Dussault	p. 1
Lowe-Martin	p. 4
Mahon's Stationery	p. 16
Montel	p. 41
Prince Edward Island	p. 19
Seaman Cross	inside back
Steel Equipment	outside back



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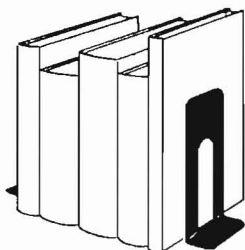


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volume 33, no. 4 dec. 1969

6. Louis Shores
Medium Schools and Medium
Teachers.
14. Alban Arsenault
Le Catalogue Systematique.
17. Diana Lembo
A Modest Appeal.
20. From the President's Desk
28. Richard Krzys
Thoughts on Library Education and
the Dalhousie Plan
31. The Rabbit Hole
Rudolph Ellsworth —
The Reference Function
33. Letters to the Editor
36. Out of the In Box.

atlantic provinces
library association

MEDIUM SCHOOLS AND MEDIUM TEACHERS

Louis Shores

(*Editor's Note: Dr. Louis Shores is one of our most prolific authors (he has published more than any librarian with a subject Ph.D.), one of our most influential practitioners and theoreticians (Basic Reference Books, Colliers Encyclopedia), and one of our most innovative educators (Dean of Florida State School of Library Science). The article that follows, though dated, has particular relevance for many of us in the Atlantic Provinces.*)

Education is in the middle of a new revolution. One of the "never before" causes is a first-time objective of not only education for all, but higher education for every one. This has resulted in a school population explosion. Teacher shortages and classroom overcrowding have threatened adequacy; to say nothing of quality. We have now the widest range of individual differences in our classes we have ever known. Teachers are confronted with a group teaching approach that frustrates the gifted, overwhelms the disadvantaged, and leaves the center of the "bell-shaped curve" largely unmotivated.

It is not surprising, therefore, that one of the most developing solutions to the problems of mass education is *Independent Study*. By its "Honors" and "Autonomous" courses such colleges as Antioch in Ohio, Presbyterian in Florida, Kendall in Ohio, Monteith in Michigan, Santa Cruz in California are replacing classroom teaching with library learning. By means of the carrell, now called "wet", other institutions like Oklahoma Christian, Stephens at Missouri, Mount San Antonio in California are centering instruction at the student's private work bench, rather than in the arm chairs of a lecture hall. Over 100 institutions are now experimenting with aspects of the "*Library-College*,"¹ a college which is a library.

Nor is the trend toward *Independent Study* neglecting secondary or elementary education. Notable examples can be found in the high school at Ridgefield, Illinois, in the elementary school at Shaker Heights, Ohio. There are unmistakable signs of this revolution as the classroom becomes steadily more dependent on the library. This dependence now takes on a new dimension, a suggestion that the previous relation of library to classroom may be reversed. Instead of the library supporting the classroom as traditionally advocated by both classroom instructors and school librarians, it may be the library that initiates the learning with the classroom assuming the supporting role. Just as in higher education we have something emerging which is now identified as the *Library-College*, we may have something developing in secondary and elementary education which I have called the *Medium School*.

The Medium School

The *Medium School*² may be defined as the school in which *independent study with individually tailored educational media is the basic learning mode*. Class or group meetings and discussions serve as complementary activities to student initiated needs for supplementary information or perspective not available in the media collection. The *Medium School* aims to match individual differences in pupils with individual differences in media, therefore realizing more adequately than ever before the individualized nature of learning.

What makes possible the *Medium School* concept, for the first time, is the quantity and the range of media now available. What prevents realization of the ultimate medium school are the habits of learning engendered by the classroom-

lockstep, group approach. What handicaps full advantage of the *Medium School* concept is the inadequate preparation of our teacher personnel to perform in this learning posture. This applies not only to the classroom instructor but to those presently designated as librarians or audio-visualists.

The *Medium School* is not without antecedent. Right after World War II the "Materials Center" movement began, probably in Florida, and possibly as a result of the idea for a new accredited, Graduate Library School at Florida State University. Fundamental to the educational objective of this new School was the aim to educate a new generation of librarians who would be aware of the whole range of instructional materials used in our schools. It was proposed that library school students study not only such ideas as come in hard covers or paper backs; in magazines or newspapers; in documents or manuscripts; in print of every form, but in picture and motion pictures as well; on discs and tapes; over radio and TV; by means of community resources; and more lately through so-called programmed print, teaching machines, computer consoles.

Hence, was born, in Florida, the "Materials Center". Once and for all the librarian term "non-book materials" became anathema. Instead, the idea of the "generic book" came about.⁴ Regardless of the format, any record or communication by man is a book. Out of this came the Florida idea of an "Instructional Materials Specialist." Florida was the first state in the Union to offer a single, school certification in Instructional Materials that brought together personnel heretofore separately designated in some state school systems as either librarians or audio-visualists. Sometimes referred to as a "shotgun marriage", this unity concept has proven sound, and has been adopted by at least a dozen states.

The Media

Fundamental to the success of the *Medium School* is the concept of media. An Educational Medium can be defined

as any means of communication between teachers and pupils. Media may be classified in at least three basic ways: a) format; b) level; c) subject. Our most common subject classification of materials is the Dewey Decimal System used by over 95% of our school libraries. The accepted level arrangements of media is by the grade groupings K-6; 7-12. Sometimes, as in the *Children's Catalog*,³ materials are arranged grade by grade.

Format classification of materials was incorporated in my book *Instructional Materials*. The term *Format* as used by librarians means the physical make up of a medium. By last count, over 100 physical forms of materials have been identified in our nation's schools. I have attempted to classify Educational Media, generally, by format in Exhibit A (*Educational Media*).

Print continues the most important class of Educational Media, not only quantitatively, but qualitatively as well. For a long time to come heavy reliance on the product of the printing press must continue. Its format still offers, through its head start, quantitatively, and the primary nature of its medium, the best individual approach to learning. In the one-to-one ratio of medium to learner, the print formats are probably as economical in time and money as any formats.

Although the textbook went through a cycle of desparagement, its position has been restored. It still provides the gateway to media learning. By its survey, organization, and bibliography it sets the stage for the media to follow.

In the parade of educational media there is no print division less effectively used by teacher and student than the reference book. Except for the dictionary, encyclopedia, and perhaps atlas groups, the thousand or so titles on the open shelves of the main reading room in college and school libraries never enter the blood stream of the learning process. This was painfully illustrated the other day when a distinguished physicist discover-

Format Classification of Educational Media

(Based on the author's classification in INSTRUCTIONAL MATERIALS)⁴

FORMAT	CLASS	TYPE
PRINT A. Media	1. Textbook	a.) Reader; b.) Speller; c.) Arithmetic; etc.
	2. Reference book	a.) Encyclopedia; b.) Dictionary; etc.
	3. Reading book	a.) Fiction; b.) Non fiction; c.) Paperback; etc.
	4. Serial	a.) Periodical; b.) Newspapers; c.) Govt. Lit.; etc.
GRAPHIC B. Media	1. Map-Globe	a.) Wallmap; b.) Celestial globe; etc.
	2. Picture	a.) Drawing; b.) Painting; c.) Photo; etc.
	3. Object (Realia)	a.) Model; b.) Specimen; etc.
	4. Exhibit	a.) Exhibit; (b.) Poster; c.) Dioramo;
PROJECTED C. Media	1. Still opaque	a.) Picture; b.) Object; etc.
	2. Still transparent	a.) Slide; b.) Filmstrip; c.) Transparency; overlay; etc.
	3. Motion	a.) 16 mm; b.) 8 mm; etc.
	4. Micro	a.) Film; b.) Fhe; c.) Card; d.) Print; etc.
TRANSMITTED D. Media	1. Disc.	a.) Monaural; b.) Biaural; c.) Polyaural; etc.
	2. Tape	a.) Reel; b.) Cassette
	3. Radio	a.) AM; b.) FM; c.) Transcript; etc.
	4. Television	a.) Color; b.) Videotape; c.) Kiniscope; etc.
RESOURCE E. Media	1. Natural	a.) Forest; b.) mine; c.) Mountain; etc.
	2. Social	a) Waterworks; b.) Airport; c.) Library; etc.
	3. Human	a.) Old Resident; b.) Explorer; c.) Musician; etc.
PROGRAMMED F. Media	1. Print	a.) Catechism book; b.) Textbook; c.) Exercise book.
	2. Machine	a.) Manual; b.) Electronic; etc.
	3. Computer assisted	a.) Remote Console; b.) Dial access; etc.

ed the 105th annual issue of the *Statesman's Yearbook* on my desk while our conversation was suspended by a telephone call. "Where has this book been all of my academic life?" Unashamedly he admitted he had never heard of the book before. As a librarian I feel no exaltation over this; only a deep sense of failure about the impotence of our teaching library use.

My own lifelong interest in the literature of reference was probably awakened by an accident. During my high school senior year I elected an introductory course in economics. That the instructor happened to be the lady teacher who had first aroused my deepest feelings of romance, only reinforced my interest in this curriculum subject. Accordingly, I decided to read the article on economics in the *Britannica*, first, and then in two other encyclopedias. Armed with this overview of the semester's commitment, I anticipated each unit as it was introduced by the teacher and the text. When it was developed as the encyclopedias had prepared me, I triumphed inwardly, and often outwardly in recitations and themes of anticipated understanding. When the presentation by teacher or text took a different route, or contradicted, I objected introspectively, frequently, and on occasion with a demonstrative recitation or essay. This encyclopedia overview device helped me to an "A" in that course, and in many subsequent college courses, where I always anticipated my subjects for the term with a pre-semester encyclopedia overview.

Among the graphics, maps and globes always were my favorites. I discovered early what an analemma is, and I was captivated later by the whole idea of calendar and time in relation to the sun. When during my Fulbright year in the United Kingdom I accomplished the travel objective of visiting Greenwich just outside London and standing on zero longitude, I had been fully prepared by my study of place media. Incidentally, are maps and globes audio-visual, or library media? You know that there is always a

whole chapter on maps and globes in such standard audio-visual texts as Wittich and Schuller. There is also a chapter in my reference textbook for librarians on maps and globes. Some school systems I know keep maps and globes in the school library, but charge their purchase to the audio-visual budget. Wouldn't it be silly to ask the child "what kind of a globe did you consult, a library globe, or an audio-visual globe?"

The same can be said for pictures. For how many years librarians have maintained picture files no one exactly knows. But we know, also, that in audio-visual instruction we have something we call "flat" pictures. The term of course has nothing to do with the subject; it refers to the lack of a third dimension. Incidentally, 3-d pictures appeared in our libraries, as well as our livingrooms, in the form of stereopticon projectors many years before the AV movement was born.

When it comes to transmissions, a few of us will remember back to about 1928 when the Carnegie Corporation gave college libraries a million dollars with which to purchase phonograph records. These are *discs* in our AV terminology, and still a very important format among educational media. Early, our "Materials Centers" in Florida set up in the reading rooms something we called "Listening Posts." A record player, a jack, as many as eight sets of earphones put us into the cross-media business. A youngster could sit at the reading room table, read *Hamlet*, and listen to John Gielgud do it out loud through earphones. The procedure disturbed no one else in the reading room. We do this better now in our "wet carrels," by remote dialing.

And since 1947 we have reinforced the disc format with the tape, gaining even finer fidelity than in the hi-fi disc, or even in stereo, when available in either format. The tape can accomplish what no other format in our whole repertoire of media can even imitate. For example, one of the most touching foreign language teaching

devices I know is our Florida tape exchanges with schools in Columbia and other Latin American nations. A teacher can talk her heart out in an effort to induce pupils to imitate the precise accent. But how much more readily will our high school youngsters listen for nuances in the taped voices of Latin American teen-agers who talk about subjects of adolescent interest.

Some of my colleagues accuse me of favoring the transparency overlay, above all other media formats. Indeed my teachers know I am leaving for an off-campus extension course by the fact that I am carrying the comparatively, lightweight, overhead projector out to my car. I can teach concepts of reference like the cumulative feature of the Wilson indexes, or the unique three-column arrangement of Ames *Comprehensive Index* to U. S. Government publications, with the transparency, probably more enlighteningly than through any other medium format. I believe so much in the transparency, that the encyclopedia of which I am editor-in-chief was one of the first to introduce the transparency overlay into its pages. Sometimes as I display our overlay on the anatomy of the frog to an audio-visual group, I half expect, by the looks of some of their faces, to be sued for crossing something they consider exclusively audio-visual with a printed book.

Probably when most people think audio-visual they think 16mm motion picture. But I am afraid the anti-audio-visual librarian thinks not medium, but the mechanics of the projector through which the film must be shown. If you look at the motion picture as just another format of the generic book, then you consider film the way a medium teacher, or a medium librarian does. How does this format contribute more effectively to a learning experience than any other format in my whole repertoire of communication? I have my answer. Indeed I have several answers.

Let me illustrate with two. For years I used to take my students to a paper mill to see (and smell) how paper is made.

This subject is important to librarians. And I consider the field trip another medium for communicating resources. But this format has some limitations, too. Several times I observed elementary classes on school journeys there. The more aggressive children, not over six out of thirty, would get close up to the process; the rest would strain for a view, and after a while retire away from the scene of action and become involved in unrelated activities. I had somewhat the same problem with my college students. Then I discovered two 16mm motion pictures that came close to the process for all of my students in a way that even the most ideal conditions on a field trip rarely approached. The film was the best format for the purpose of that learning situation, in my opinion.

Then there was the botany professor, whose home was almost across the street from ours. I knew him well enough to be aware that he was unaware of the phenomenon just introduced then known as time-lapse. I wondered how he could teach about flowers, except less excitingly, without the wonder of time-lapse unfolding petals instantly before your very eyes. There was only one way to handle this without hurting him and bringing him down on the library and the librarian forever.

"Max", I said, one day in our living room, "will you help me out. I've been asked to review a new film in botany. You know how little I know about this subject. Would you review it for me?" Max agreed to help me out, as a neighbor, a friend, and above all, an authority advising a layman. What happened was what I hoped.

"It's fantastic. How long has this technique been available?" He had forgotten about what I had asked him to do for me. From that time I had an avid user of time-lapse photography, and a much better teacher for his students.

Perhaps I have illustrated what I call the power of media formats in communi-

cation and teaching. My point is that we must, as teachers and librarians, know the whole range of instructional materials, and use them without favoritism or prejudice, depending upon the learning situation at hand. And I contend none of us can do that if, as librarians, we refer to some media as "non-book materials"; or as audio-visualists, we generously concede books will not be entirely replaced by audio-visual materials. There is no Berlin Wall between us. We are all in this media business together. There is a high mission for us: to communicate educationally as education never has before. We have within our concept the means to make universal education possible for the first time in history. Now at long last we can match individual differences in students with individual differences in materials. Not since Binet and Cattell, and others, made education aware of the truth of individual differences have the schools and colleges been able to do anything about it. Now we who work with media can show the way, if librarians and audio-visualists will unite their efforts instead of condescending toward each other, that union can be effected in the library.

The Learning Resource Center

Call the library anything you want. I am sympathetic to any variation on this name that will draw us together. We in Florida introduced the term "Materials Center." This was soon modified to Materials Resources Center, to Instructional Materials Center, and then to Learning Resources Center. You will undoubtedly find many other variations on this name. Some of you may not like this, but basically all of these are a true library. Because I mean something different by the word library than does the traditional librarian. For I claim to have introduced one of the first, if not the very first, audio-visual course in the South at Peabody as early as 1935. Evidence is in print. And Florida State was the first accredited graduate school in librarianship to require all librarians in training to be audio-visually educated.

At Florida State Library School we

started the present Education Media Center which serves the University and the State. We merged all formats in our catalog and our librarian published the first manual on integrated cataloging, about 1948.

You see I am a rabid audio-visualist. I believe the movement did much for librarianship, as well as for education in general. It not only broadened the librarian's concept of the generic book; it also taught librarianship how to become less passive and more dynamic in the education role; just as another periphery, Information Science, is now showing traditional reference how to use the computer and take an initiatory part in research.

For nearly two decades I bore the cross of bringing us together. I was crucified by both librarians and audio-visualists at their respective meetings. Although we succeeded in developing a uniform certification, we could never agree on a professional designation. Audio-visualists didn't want to be called librarians; librarians didn't want to be called audio-visualists.

One time at the joint Materials Conferences we started at FSU, when this difference came up, I suggested a new name. Since both librarians and audio-visualists handle materials, why don't we call ourselves Materialists? Both groups objected because our financial returns did not reflect that name. I countered with something equally trite: since we are specialists in media, we should call ourselves Mediums. But no one wanted to be identified with spiritualism. So we became Instructional Materials Specialists. Over the years a new generation has come into being in Florida: media specialists who truly disregard the artificial boundary line between AV and library.

They are the leaders in our "Materials Center" movement. A "Materials Center" can be defined as a library or learning resource center which acquires, organizes and disseminates all media formats, subjects, and levels pertinent to its educational

objective. To accomplish this, media are selected by the community served to further communications between teacher and pupil. After acquisition, these media are cataloged and indexed in one sequence, so that a subject approach to the catalog will reveal not only books and other print available, but pictures, transparencies, slides, filmstrips, motion pictures, discs, tapes, radio and TV programs, community resources, programmed and computer assisted instructional materials.

In the dissemination of these media, the library or "Materials Center", or "Learning Resource Center" has an educational role of its own. It recognizes the validity of Winslow Hatch's measure of education as including the degree to which a student can study independently. And therefore the newer library is increasingly geared to the idea that relations between classroom and library may be reversed. The librarian or media specialist who is not frittering his effort away in an internecine war is harnessing the unified resources of the library to give meaning to the relentless independent study trend in all of our education.

He is doing this facility-wise by revising upward all of the previous library and audio-visual standards. No longer are we proud to claim that we can seat 25% of our student body at one time. Nothing less than 100% will satisfy us. Indeed Oklahoma Christian College provides for growth by including seating for 110%. Nor is the library resource center satisfied with the old reading room table.

The Ford Foundation has produced a booklet which shows sixteen variations on designs for the individual carrel. Among these designs is a plan for converting tables, economically, without the loss of reader accommodation. Indicated also are provisions for increasingly "wet" carrels. Now a "wet" carrel can be identified as one which provides dial or remote access to a variety of media formats in a library

The carrel is basic to the "Materials

Center" concept of education. If independent study is to mean anything, every student must have his own individual work bench where he can report for hard work; where he can begin to learn the facts of life, under conditions he must face when he begins to earn a living. By means of the facility the library resource center further emphasizes the unity of; media. Above all, through the carrel the library reinforces individual independent study as the fundamental learning mode.

The New Breed Faculty

Some insecurity accompanies all innovation. The trend to independent study should encourage and stimulate all faculty who love to teach—faculty in classrooms, and faculty in libraries. Because under the independent study revolution the line between librarians and classroom instructors will become as indistinct as the artificial boundary between audio-visual and other media.

In this kind of education the teacher becomes fundamentally a media counsellor, and an inspirer. He selects and prescribes media for the individual much as the doctor prescribes for the patient. The student goes to his carrel, reads, views, hears, and even smells, tastes and touches. He goes on field trips into the community. There is a new kind of laboratory, the audio-tutorial type pioneered at Purdue, that can occur at the student's work bench. The student writes, as well as reads; he speaks, performs, manipulates. And there are class meetings, and smaller group discussions. But they grow out of student need, for resolving of conflicts, for amplifications, for points of view. And there are lectures by a faculty member that covers ground or perspective different from what is available in ready-made media.

Obviously, such a new breed of faculty needs to know media as our faculty today don't, generally; as even our librarians and audio-visualists don't. They need to come up through a different teacher education from what we know. Primarily, they need a teacher education that will stop teaching

media *incidentally* - incidental to subject method, psychology, or what not. Somewhere in teacher education, media need to be taught *per se*. And they need to be taught in the proper perspective.

Today, if teacher education teaches media *per se* at all, it does so along three different avenues that frequently are independent of each other. One of these avenues is the English course in children's literature. Another avenue is the library science course on library use. The third avenue is the course or courses for teachers in audio-visual education. These separate courses are almost as injurious to the cause of independent study education as no *per se* attention at all to media. Because what happens in each case is to give the teacher a distorted emphasis on one format or other — hard cover, film, tape, computer, TV.

What is needed is an articulated program of media education in our teacher training. Articulation does not mean a program in library science with a course that gives some attention to so-called "non-book" materials. Nor does it mean an audio-visual program of courses for teachers that is allergic to print, on the

flimsy excuse that every one already reads books. The same could be said for TV; for indeed, who today does not watch TV some of the time? Neither does the audio-visual department educate teachers properly by setting up two programs, one exclusively allergic to reading material; the other integrating library science with audio-visual courses.

The road to adequate media education for teachers and librarians is now being opened up at such places as Southern Illinois University; at San Jose State; at Purdue; and elsewhere. In these programs the first course is an introduction to media, such as is comprehended by my book *Instructional Materials*. Successive courses, for media specialists, are a balanced merging of the AACTE undergraduate program for librarians, and the DAVI recommendations for audio-visualists.

The next generation of librarians and audio-visualists, and of media minded teachers and administrators have the future of education in their hands. I believe the media schools and the library colleges now in the making will be the means by which we will achieve, for the first time in the history of the world, universal education.

FOOTNOTES

1. Shores, Louis, et al, *The Library-College*, Philadelphia, Drexel, 1966. 284 p.
2. — "The Medium School", *Phi Delta Kappan*, February, 1966.
3. *Children's Catalog*, Wilson, 1941. p. 1069 ff (although now discontinued)
4. Shores, Louis, *Instructional Materials* Ronald Press., 1960. Chap. 1.

LE CATALOGUE SYSTÉMATIQUE

Alban Arsenault

La bibliothèque de l'Université de Moncton adopta en 1964 le système de classification de la Library of Congress. Il fallut donc commencer à zéro le catalogage et la classification de nos collections de volumes, nouveaux et anciens, ceux-ci étant déjà classifiés selon le système Dewey. Il était donc facile pour nous d'adopter le catalogue systématique (classified catalog), lequel, croyons-nous, offre plus d'avantages que le catalogue dictionnaire, très répandu au Canada et aux États-Unis.

Après une description du catalogue systématique, j'indiquerai quelques avantages qui nous ont amenés à l'adopter, et certains de ses désavantages.

1) Description

Le catalogue systématique est l'ensemble des fiches sujets groupées selon les indices d'un système de classification. Ce qui le distingue surtout du catalogue dictionnaire, c'est qu'au lieu d'avoir les vedettes-matière en haut des fiches nous trouvons les indices correspondant à ces vedettes. Un autre trait particulier du catalogue systématique c'est la séparation nécessaire du catalogue auteurs-titres d'avec le catalogue par sujets. Cette séparation constitue, à mon avis, le principal avantage du catalogue systématique. Il est vrai qu'on peut avoir un catalogue par sujets avec les vedettes-matières séparé du catalogue auteurs-titres, mais j'expliquerai plus loin que le catalogue systématique est encore supérieur pour une recherche plus exhaustive et rapide. Cependant, pour consulter ce catalogue, le lecteur doit recourir à un index alphabétique des sujets ou matières (subject index). Cet index présente les sujets selon l'ordre alphabétique avec, en dessous, l'indice correspondant, qui indique au lecteur le lieu du sujet désiré.

Une fois l'indice du sujet trouvé, le lecteur consulte le catalogue systématique et trouve la série de fiche portant cet indice. Ces fiches sont groupées selon l'ordre alphabétique des auteurs.

A côté de l'index de sujets, il y a sa contre-partie, l'index numérique (numerical file) qui constitue un fichier de travail important pour les classificateurs. On pourrait décrire l'index numérique en disant que c'est l'index des sujets "à l'envers", puisque c'est l'indice qui apparaît d'abord, puis le sujet correspondant en dessous. Cet index numérique est classé selon l'ordre des indices et permet au classificateur de savoir combien de sujets porte un seul indice. Il a l'avantage d'indiquer aux classificateurs quelles vedettes il faut enlever dans l'index des sujets dans le cas où l'on cesse d'utiliser un indice qui comporterait plusieurs vedettes. De plus, il permet d'éviter l'attribution d'un trop grand nombre de sujets à un seul indice. Ceux qui utilisent la classification du L.C. savent que certains indices, comme QC173, comportent parfois plusieurs sujets, sans doute connexes, mais non absolument identiques. La politique adoptée par notre bibliothèque est de n'attribuer, en autant que possible, qu'une seule vedette par indice, afin de rendre la recherche moins pénible pour les usagers de la bibliothèque. Par exemple, un lecteur cherche des ouvrages sur les molécules. La classification L.C. attribue aux molécules l'indice QC173, mais à cet indice on trouve également jets atomiques, constitution de la matière, physique nucléaire et théorie atomique. Donc, le lecteur devra examiner dans le catalogue systématique toutes les fiches ayant l'indice QC173 et ne retenir que celles qui traitent spécifiquement des molécules. Pour éviter cette surcharge de sujets pour un seul indice, il nous faut donc recourir à l'index numéri-

que qui seul peut nous renseigner à ce sujet.

Il y a une grande ressemblance entre le catalogue systématique et le catalogue topographique (shelf-list) en ce sens que les deux présentent la collection de la bibliothèque selon l'ordre des indices d'un système de classification. Cependant, dans le premier, on classe les fiches selon l'unique sujet des volumes ou leur sujet le plus général, alors que dans le second, les fiches sont classées sous chacun des sujets d'un ouvrage, sujets principaux et sujets secondaires.

2) Les avantages

Comme je l'ai mentionné plus haut, le principal avantage du catalogue systématique est la séparation du catalogue par sujets d'avec le catalogue auteurs-titres. La consultation d'un catalogue dictionnaire devient surtout difficile quand les fiches sont nombreuses parce qu'elle oblige le lecteur à manipuler un grand nombre de fiches vedettes-matières avant de savoir ce que la bibliothèque possède sur un sujet. Lorsque le lecteur consulte l'index des sujets qui le conduira au catalogue systématique, il peut, en très peu de temps, obtenir le même résultat, puisqu'un sujet n'apparaît qu'une seule fois ainsi que ses subdivisions. Par exemple, au mot électrique, il trouvera une seule fiche à ce mot, puis une seule également pour ses subdivisions, comme *Électronique -- Annuaires. Électronique -- Appareils et fournitures. Électronique -- Dictionnaires*, et ainsi de suite.

Certaines bibliothèques ont leur catalogue par sujets à côté du catalogue auteurs-titres. Cette séparation allège les fichiers et par conséquent on facilite la consultation. Mais dans le catalogue par sujets ou vedettes-matières les sujets sont dispersés selon le caprice de l'ordre alphabétique alors que dans le catalogue systématique, les sujets se trouvent groupés grâce à l'ordre logique d'un système de classification. Par exemple les sujets se rapportant à l'économie se trouvent disséminés de A à Z dans le

catalogue vedettes-matières. Je pense aux mots économique, valeur, prix, risque, consommation, etc. Dans le catalogue systématique avec la classification L.C. par exemple, le lecteur n'a qu'à consulter les fiches de HB1 à HB3900 pour trouver tous les sujets en relation avec l'économie.

Le chercheur trouvera dans le catalogue systématique une foule d'informations utiles grâce aux fiches-guides insérées dans ce catalogue. Notre bibliothèque n'a pas encore utilisé ces fiches-guides intégrées au systématique et c'est là, je l'avoue, une des faiblesses de notre catalogue. Ces fiches-guides indiquent les subdivisions d'un sujet et permettent au lecteur de voir les différentes façons dont un sujet est traité et, en suivant le développement de la classification, elles peuvent lui fournir des renseignements utiles auxquels il ne pensait pas lorsqu'il a commencé ses recherches.¹ Supposons que le lecteur cherche des ouvrages théoriques sur les calculateurs électroniques. L'index des sujets lui indique les deux indices inclusifs, dans le cas QA75-QA76.9. Alors une fiche-guide au début des QA75 dans le systématique reprend en détail tous les sujets compris entre ces deux indices en suivant le développement du système de classification. Par exemple, à QA76.8-114, il trouvera la vedette IBM (calculateur), sujet utile auquel il n'aurait peut-être pas pensé pendant qu'il faisait ses recherches sur les calculateurs électroniques.

Enfin le catalogue systématique est le plus apte à faire la transition entre les moyens d'information traditionnels et les ordinateurs électroniques. Il est plus facile d'alimenter les ordinateurs avec les indices de classification qu'avec les vedettes-matières.²

3) Les désavantages

Pour être juste, il faut présenter les deux côtés de la médaille, car le catalogue systématique comporte ses mauvais côtés.

Le travail des classificateurs est ralenti parce qu'il faut assigner un indice non seulement aux vedettes principales des ouvrages mais aussi à toutes leurs vedettes secondaires. Cependant, à mesure que l'index des sujets grossit, il est évident que les nouveaux sujets se présentent moins souvent et le temps consacré à la recherche des indices pour ces nouveaux sujets devient pratiquement négligeable.

Il faut également consacrer du temps à l'établissement d'un index numérique, et à l'insertion de nombreuses fiches — guides dans le catalogue systématique.

Le catalogue dictionnaire permet aux lecteurs de trouver directement les ouvrages sur un sujet précis. Tel n'est pas le cas pour un catalogue systématique, qui exige une démarche intermédiaire, c-à-d la consultation de l'index des sujets. Mais ce désavantage est largement compensé par la rapidité de la consultation et les informations qu'on ne trouve que dans un catalogue systématique.

Il ne faut pas oublier que l'efficacité de tout catalogue, systématique ou dictionnaire, dépend dans une large mesure des classificateurs, qui doivent employer tous les moyens pour simplifier la consultation des fichiers. De plus, toute bibliothèque devrait organiser des cours d'initiation à ses clients, et ceci est particulièrement nécessaire pour un usage efficace du catalogue systématique, presque inconnu dans le continent nord américain.

FOOTNOTES

1. HERRICK, Mary Darrah. The classified catalog at Boston University, 1953-1964, *Library Resources & Technical Services*, v. 8 (Summer 1964), pp. 298-299.
2. CARDIN, Clarisse. Le catalogue systématique. *Bulletin de l'ACBLF*, v. 12 (juin 1966), p. 59.



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*This little morsel of morsels here —
Just what it is is not quite clear:
It might be pudding, it might be meat,
Cold, or hot, or salt, or sweet;*

Walter De La Mare

From a student's viewpoint, the discipline of children's literature can be a tantalizing one; something like an exotic feast with its many strange ingredients. Each new taste can bring an insight and appreciation that may help the initiate children's librarian or teacher to answer the fundamental questions as posed by a doyen of the subject, May Hill Arbuthnot. "What kind of books do children like?" and "How can we get our children to read more and better books?"

The teacher of children's literature, however, views the subject more dispassionately. Assuredly, he or she has the constant and fervent hope that each student will take away from the course a set of principles about books for children that will enable him to answer each child's request with the book which at that moment will both enrich the young reader and bring him round for more. But, there are some fundamental problems in the nature of the course, and as a mid-West U.S. reporter said about the weather, Everyone talks about it, but nobody does anything about it."

The view from the lectern indicates a paradoxical situation. No matter how many shortcomings, e.g. an overcrowded course of study or an insufficiency of available children's books, most students are so delighted by the very pleasure of sampling from the wealth of children's literature and recapturing a childlike sense of innocence — "... among the dreams of the days that were, I find my lost youth again." — that the obvious creaks and

groans are silenced. This euphoria may well be an important part of the course. Nevertheless, the competent teacher knows that there must be more.

After a four year study, the National Council of Teachers of English (U.S.) in 1968 published some findings about and recommendations for the teaching of children's literature. (Elliott D. Landau, (Ed) *Teaching Children's Literature in Colleges and Universities*). A glance at the state of the art is revealing. Based on over 500 responses to a well-constructed questionnaire, it was shown that the course is given in many academic structures, though mainly universities and four year liberal arts colleges. The view from this composite lectern suggests that the course is designed primarily for elementary school teachers, although it is taught in ten different departments. Library Science departments place lowest and last among them, which may be the one redeeming feature of the sad and peculiar condition of the course. From personal experience in library schools, I have found the teaching of children's literature to be a fair cut above the general state that is reported in this study.

My colleagues in this field — instructors, Assistant and Associate Professors of whom 74% lack a doctorate — reported that they teach the course at both the undergraduate and graduate level. They also said they did not assume research in the subject to be one of their major responsibilities.

The content of the course appears to be fairly uniform, ranging from topics such as the criteria of good literature to cataloguing. Forty topics were identified (speaking of an overloaded curriculum). However, as everyone knows, a course is shaped by a teacher's emphasis. The five topics which received the most emphasis in the

basic course were: Criteria of good literature; Children's reading interests and tastes; Poetry; Illustration of children's books; and Picture books. Those that received the least were: Research in children's literature; Taboo topics in children's literature; How a book is made; Censorship; and Cataloguing. Advanced courses seem to stress the same topics. This is not surprising when one finds that the advanced courses could be taken without prior course work in the subject. Those of you contemplating taking children's literature may be distressed to discover that even though a variety of materials and techniques was used by the teachers, reports, exams, and related book assignments were still the most popular methods used.

The recommendations centered around three areas: (1) increasing and improving the collections of books, (2) providing the teacher with opportunities to examine new materials, and (3) making an effort to encourage research in the field.

In thinking about teaching a course in Children's Literature at Dalhousie University in the School of Library Service, as I shall be in the summer of 1970, all of this dreadful information becomes even more relevant, especially to one who cherishes the subject and expects an experience in it to be well-rounded and satisfying for all concerned. The thinking tells me also that the course I teach is in no way related to this diluted composite picture. Yet, I also have the vaguely discomfoting knowledge that the nature of the beastie that is "Kiddy Lit" can be harnessed only through the emphasis the teacher puts on it. Therein lies the problem because I do not wish to impose my stateside bias on your Canadian situation. Many times, in the past, I have successfully applied proper emphases. I have also asked my students to help me; with equally good, if not better results.

I propose to do this now, only to a larger audience less insular than the classroom one. Since it is impossible to cover forty

topics in an eight week summer session, or for that matter in a regular semester, I have drawn up a selective list of topics that represents most of the major elements in a course in Children's Literature. On examining them, no doubt all will agree, surely all practising children's librarians and elementary school teachers will, that familiarity with each one is important for a prospective children's librarian or teacher. However, with the restrictions of a course in mind, as well as the needs of your youngsters, — their way of life and their reading habits, — please rank order the topics in importance and mail the replies to me. Together we may be able to bring the "bequest of wings that was but a book" to children through another generation of children's librarians.

Children's reading interests and tastes
Sources of information about children's books

Criteria of good literature
Book selection for children
Illustration of Children's books
Children's book awards and prizes
History of children's literature
Picture Books
Fiction for the Intermediate Age Child
Fiction for the Older Child
Reading for the Young Adult

Information books

Folklore, Fairy tales, Legends and Myths
Fantasy
Poetry
Biography
Book Problems of Special Readers
Realism in Fiction, Taboos, etc.
Books written in other countries
Children's magazines, newspapers, and comics
Introducing literature to Children (Story telling, AV materials, etc.)
Research in children's literature
Other

Although this appeal may seem a bit unusual in an article in a professional journal, it is a sincere attempt to discover your needs in the field of children's literature.

It may also be one small step, albeit limited, toward the research on students of children's literature that the N.C.T.E. study requires to make it a more valid picture. I am looking forward to hearing from you and meeting you.

*Cod guard me from those thoughts
men think
In the mind alone;
He that sings a lasting song
Thinks in a marrow-bone*
— Yeats

REFERENCE

1. Address responses to:
Mrs. Diana L. Lembo
c/o School of Library Service
Dalhousie University
Halifax, Nova Scotia

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FROM THE PRESIDENT'S DESK

ATLANTIC PROVINCES LIBRARY ASSOCIATION MINUTES OF THE 29th ANNUAL CONFERENCE DIGBY PINES HOTEL, SEPTEMBER 6 - 8, 1968

The Conference began 7:30 p.m. Friday, September 6, and ended at 1 p.m. Sunday, September 8, 1968. Ninety-one delegates registered and Miss Letts, the President, chaired the meetings. The theme of the Conference was *LIBRARY COOPERATION*.

ANNUAL MEETING - FRIDAY, 8 p.m.

Minutes of 28th Conference

MOTON (Taylor/Travis) that minutes be adopted as they appeared in the APLA Bulletin.

Treasurer's Report

Miss Home had prepared a financial statement with copies available to all. She commented on the healthy growth in membership. Father Hallam gave the September 6, 1968 figures as: 211 personal members and 170 Institutional members.

MOTION (Home/Keene) that the treasurer's report be adopted. *CARRIED*.

Resolutions Committee

Eleanor Magee, Chairman
Mary Fraser
Margaret Williams
Ruth McDormand

Sister Francis Delores sent her greetings to the Conference. Miss Letts suggested that APLA write and extend best wishes to Sister Francis for her studies at the University of Illinois.

Nominating Committee

Dorothy Cooke distributed the following proposed slate of officers and read it to

the meeting:

Past President —
Miss Alberta Letts,
Nova Scotia Provincial Library,
Halifax, Nova Scotia.

President —
Mrs. Eileen Travis,
Saint John Regional Library,
Saint John, New Brunswick.

Vice President for Nova Scotia, and
President Elect —
Mrs. Carin Somers,
Halifax County Regional Library,
Halifax, Nova Scotia.

Vice President for New Brunswick —
Miss Elva Cameron,
University of New Brunswick Library,
Fredericton, New Brunswick.

Vice President for Prince Edward Island —
Bill Ledwell,
Prince Edward Island Libraries,
Charlottetown, Prince Edward Island.

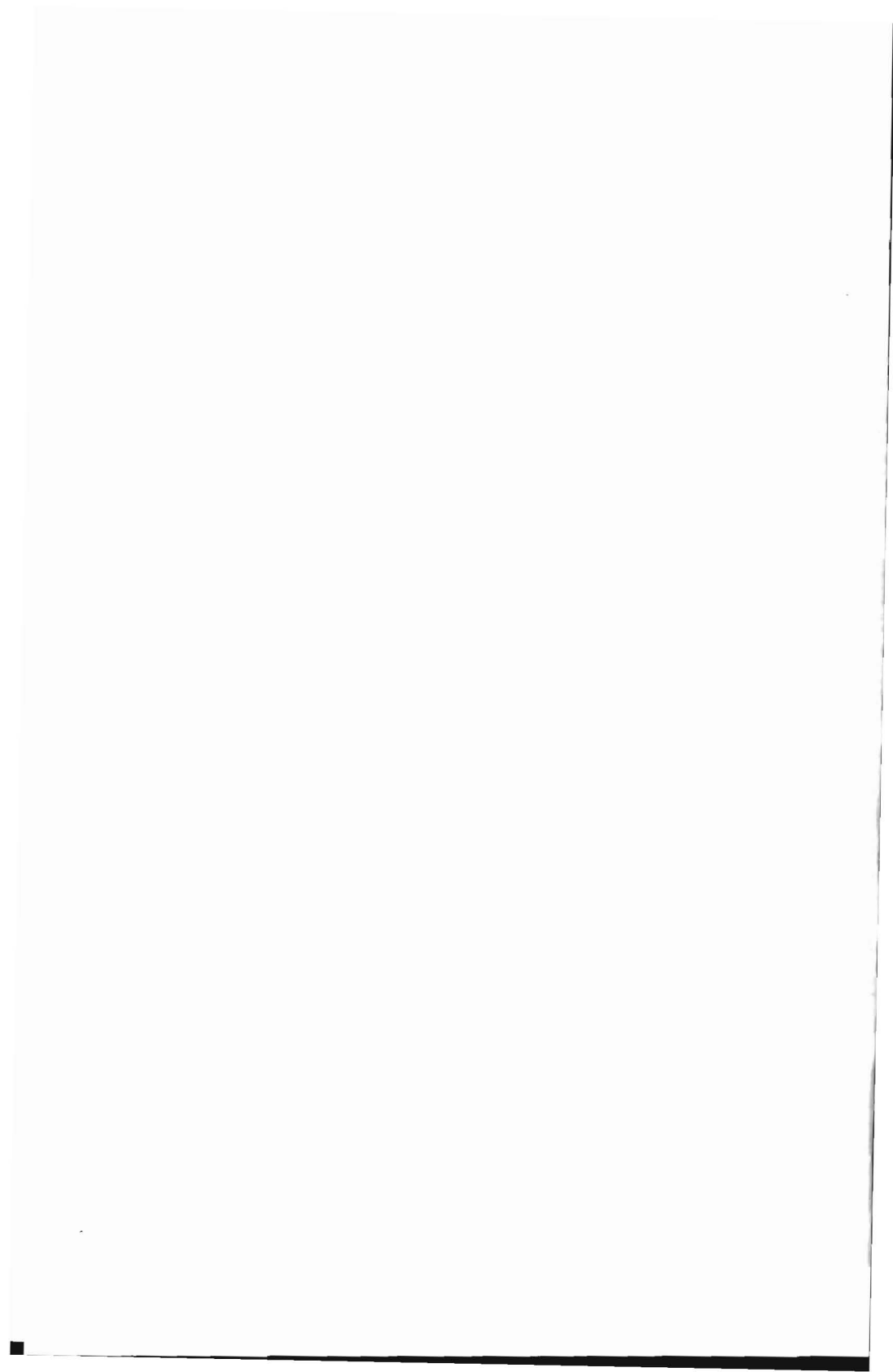
Vice President for Newfoundland —
Miss Mona Cram,
Newfoundland Public Library Service,
St. John's, Newfoundland.

Secretary —
Miss Gertrude Barrett,
Saint John Regional Library,
Saint John, New Brunswick.

Treasurer —
Miss Jane Trumble,
Dalhousie University Library,
Halifax, Nova Scotia.

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Submitted by Nominating Committee:

Miss Barbara Hann,
Mr. Edward Benson,
Mrs. Dorothy Cooke, Chairman.

MOTION (Cooke/Benson) that the proposed officers be accepted. *CARRIED.*

Father Hallam queried if it was unusual that only one person for each position be nominated. Miss Letts commented that, in view of the increasing membership, perhaps more nominations could be considered in the future. Miss Hann regretted the problem of not knowing the membership and also suggested that membership forms could be mailed out along with a recruitment pamphlet.

Mr. Ryan suggested a membership committee be formed. Father Hallam and Miss Home agreed that we had reached a stage where a committee should handle the mailing plates and promote membership.

MOTION (Hallam/Keene) that a membership committee be set up to maintain the membership lists and promote recruitment in the four provinces. *CARRIED.*

Miss Kelley asked if the APLA Bulletin could include a blank membership form. Miss Somers noted that all library fields should be represented as well as the regional representation. Mrs. Cooke offered that the memberships committee work together with the regional representatives. Miss Letts proposed that the incoming executive APPOINT a membership committee.

Archives Committee

Miss Kelley read report, in the absence of Sister Francis.

MOTION (Kelley/Henderson) that the report be accepted as an interim report. *CARRIED.*

Education Committee

Miss Letts read a letter from Mary

Cameron, the chairman...

APLA Bulletin

Mr. Vagionas gave a verbal report. He commented that we should endeavour to increase number of subscribers and therefore the advertisers. He noted that steps to improve the quality of the Bulletin are continuing and experiments on the style used are still in progress. He said there was difficulty in generating comments from our own area.

Checklist

Father Hallam noted his resignation. Also he doubts the feasibility and value of the Checklist in its present scheme and advises that APLA look into this matter. He feels that it is over-inclusive on one hand but at the same time it could include more material which is original to the area. Further discussion was left for consideration at the Sunday general meeting.

Vice President's reports

Four written reports were submitted and circulated.

New Brunswick — Mrs. Travis added reports from the University of Moncton and from Mt. Allison.

Newfoundland — Miss Hann noted the omission of a subheading for the Memorial University Library.

9.40 p.m. Meeting adjourned.

SATURDAY

9:00 a.m. KEYNOTE ADDRESS was given by Mr. Clifford Currie, Executive Director, CA. He was introduced by Eleanor Magee and Jim MacEachern thanked him.

PANEL on Library Cooperation

Chairman — Father Hallam
University libraries — Miss E. Henderson
Public libraries — Miss H. Cummings
School libraries — Miss Shirley Coulter

All panel members spoke to the meeting and the chairman asked the panel representatives of the three fields for cross-fire before discussion was open to the group. Generous participation and response came from the floor, both in discord and harmony with the points discussed. The development and independence of school libraries proved to be an enthusiastic topic.

2:00 p.m. The Conference divided into two groups for discussion.

1. University and special libraries
(Father Brewer, Chairman):

About 35 members participated. Points discussed were:

- a) Use of new interlibrary code and telecommunications code.
- b) Cooperation in acquisition of specialized material.
- c) Regular depository for provincial government documents.
- d) N. S. Council on Library Resources as an example of cooperation.

Father Hallam and Margaret Williams compiled a report and presented it at the combined meeting at 4 p.m.

2. School and public libraries (Mrs. C. Somers, Chairman):

About 40 members made up the group. Mrs. Somers presented a report of the discussions at the combined meeting.

7:00 p.m. The guest dinner speaker was Dr. H. M. Nason of the Nova Scotia Department of Education. The speaker was introduced by Dorothy Cooke and thanked by Eileen Travis.

GENERAL SESSION SUNDAY 9:30 a.m.

Dalhousie Library School

Mr. Vagianos gave a verbal report. He felt high standards should be sought for the program, the quality of faculty, the physical plant, and book collection and

students. Questions were invited from the floor. Workshops are being considered for English and French speaking librarians.

APLA representatives on CLA council

Miss Letts reported on the meetings she attended. She commented that the APLA representative should be from the executive and should have an interest in the past, present, and future work of the Canadian Library Association. An experienced person is necessary.

MOTION (Coulter/McDormand) that the new executive handle the appointment of a new representative for a three-year assignment. *CARRIED.*

Eleanor Magee noted that action should be taken before the fall CLA Council meeting in November.

MOTION (Hallam/Magee) that APLA cover expenses of two sessions attended by the representative. *CARRIED.*

Other business

Mr. Melanson said that APLA should consider representation at ACBLF. He feels a liaison should be established.

MOTION (Melanson/Somers) that a resolution be considered, at the appropriate time, to request the APLA executive to investigate the possibility of sending a representative to ACBLF. *CARRIED.*

Mr. Melanson asked if the CLA had an advisory committee to consider their representation in ACBLF.

Resolutions Committee report

Miss Magee presented the resolutions and she will DEPOSIT a copy with the executive. Mr. Melanson and Mr. Potvin assisted in presenting the resolutions in French.

The resolution regarding government documents led to further discussion and it was amended.

The workshop resolution also met discussion. It was felt that one workshop could serve all four provinces. Pam Mills extended an invitation for the workshop to be held in the Amherst library.

All seven resolutions were adopted.

Speaker

Mr. Robert Fairfield used slides to illustrate the changing concepts in public buildings. He was introduced by Mr. Vagianos and thanked by Barbara Hann.

Checklist

MOTION (Hall/Kelley) that the checklist matter be transferred to the executive. *CARRIED.*

MOTION (Potvin/Magee) that official thanks be sent to Father Hallam for his work on the checklist. *CARRIED.*

(As retiring president Miss Letts will write the letter).

New Executive

Miss Letts thanked her present executive and called on Mrs. Travis, the incoming president, to take over the meeting. Mrs. Travis acknowledged the efforts of the outgoing executive.

1969 Conference:

An invitation has been issued from the St. John branch of the University of New Brunswick. Mrs. Travis said there would be an effort to have simultaneous French translations for all business.

MOTION (Hall/Magee) that conference be held in St. John on Sept. 5 - 7 or Sept. 6 - 8, 1969. *CARRIED.*

Miss McDormand extended thanks to the outgoing executive.

1:00 p.m. Mrs. Travis declared the conference adjourned.

REPORT OF RESOLUTIONS COMMITTEE:

CHAIRMAN: Miss Eleanor Magee

MEMBERS: Miss Mary Fraser, Miss Ruth McDormand, Miss Margaret Williams, Mr. Claude Potvin

MEETING HELD: Sunday, September 7, 1968, 10 a.m - 12:30 p.m.

MEMBERS: Mlle Mary Fraser, Mlle Ruth McDormand, Mlle Margaret Williams, M. Claude Potvin

DATE: Dimanche, le 7 septembre 1968, 10:00 AM a 12:30 PM

RAPPORT DE COMITE DES RESOLUTIONS

PRESIDENT: Mlle Magee

RESOLUTIONS:

The following resolutions were presented for discussion and vote by Miss E. Magee. The text of the resolution is the final form in each case.

1. The following resolution was proposed by Mr. L. Melanson and seconded by Mrs. C. Somers.

WHEREAS the Atlantic Provinces Library Association is an association of both English and French-speaking members, and

WHEREAS the Atlantic Provinces Library Association is to consider the possibility of having a representative on the Council of the Canadian Library Association,

THEREFORE BE IT RESOLVED that the Atlantic Provinces Library Association request its executive to investigate the possibility of having also a representative on the Conseil de l'Association Canadienne des bibliothécaires de langue française. Moved by Eleanor Magee. Seconded by Ruth McDormand. *RESOLUTION PASSED.*

Les résolutions suivantes furent présentées pour discussion et votées par Mlle E. Magee. Pour chaque résolution ce document constitue la présentation définitive.

1. La résolution suivante fut présentée par M. L. Melanson et secondée par MMe C. Somers.

ATTENDU QUE l'Atlantic Provinces Library Association est une association composée de membres de langue anglaise et française, et

ATTENDU QUE l'Atlantic Provinces Library Association doit considérer la possibilité de se faire représenter au conseil de l'Association Canadienne des Bibliothèques.

IL EST PROPOSE que l'Atlantic Provinces Library Association demande à son comité exécutif de s'informer des possibilités de se faire représenter également sur le conseil de l'Association Canadienne des bibliothécaires de langue française. Présentée par Eleanor Ma-

gee. Secondée par Ruth McDormand. *RESOLUTION ADAPTEE.*

2. The following resolution came from the University and Special Libraries group at its meeting on Sept. 7, and was amended after discussion in general meeting on Sept. 8.

WHEREAS it is desirable that provincial government documents be made more readily accessible, and

WHEREAS this increased accessibility would place undue strain on the legislative libraries,

THEREFORE BE IT RESOLVED that the APLA recommend to the Provincial Secretary of each of the four provinces, that at least one depository be established in a major library or libraries in his province, in addition to that of the Legislative Library of that Province, the selection of the library or libraries to be made in consultation with APLA. Moved by E. Magee. Seconded by M. Williams. *RESOLUTION PASSED.*

2. La résolution suivante fut proposée par les membres du comité des Bibliothèques universitaires et spécialisées à l'occasion de sa réunion du sept septembre et amendée à la suite d'une discussion à l'assemblée plénière du huit septembre.

*ATTENDU QU'*il serait souhaitable que toutes les publications des gouvernements provinciaux soient rendus accessibles dans une plus large mesure, et

ATTENDU QUE cette plus grande accessibilité exigera plus d'efforts de la part des bibliothèques législatives,

IL EST PROPOSE que l'APLA

recommande aux Secrétaires Provinciaux de chacune des quatre provinces d'établir au moins un centre dépositaire dans une ou plusieurs bibliothèques importantes de sa province en plus de celle de la Bibliothèque Législative de la dite province et que le choix de cette bibliothèque ou de ces bibliothèques soit fait après consultation avec l'APLA. Présentée par E. Magee. Secondée par M. Williams. *RESOLUTION ADAPTEE.*

3. The following resolution came from the School and Public Libraries group, at its meeting on September 7th.

WHEREAS the use of school library facilities is an integral part of the newer methods in education, and

WHEREAS it is urgent that these resources be made available to all pupils and teachers, and

WHEREAS the availability can only be ensured through the services of competent personnel,

THEREFORE BE IT RESOLVED that the Atlantic Provinces Library Association recommend to the Provincial Departments of Education of New Brunswick, Newfoundland, Nova Scotia and Prince Edward Island, that immediate consideration be given to early implementation of the following programme:

- (A) a professional librarian as supervisor of school libraries at the provincial level,
- (B) professional librarians as supervisors of school libraries at the regional level, and
- (C) acceptance of the principle of teacher librarians who

are freed from a full-time teaching load to devote part of their time to school library service in the individual schools where a professional school librarian is not feasible. Moved by Eleanor Magee. Seconded by Mary Fraser. *RESOLU-PASSED.*

3. La résolution suivante fut proposée par le groupe des Bibliothèques Scolaires et Publiques à l'occasion de sa réunion du 7 septembre.

ATTENDU QUE l'usage des facilités des bibliothèques scolaires représente une partie intégrale des méthodes récentes de l'éducation moderne, et

*ATTENDU QU'*il est urgent que l'on rende accessible ces ressources à tous les étudiants et professeurs, et

ATTENDU QUE cette accessibilité ne peut être garantie que par le service d'un personnel compétent,

IL EST PROPOSE que l'Atlantic Provinces Library Association recommande aux Ministères Provinciaux d'Éducation du Nouveau Brunswick, de Terre Neuve, de la Nouvelle Écosse et de l'Île du Prince-Édouard de donner suite immédiatement au projet suivant:

- (A) un bibliothécaire professionnel comme directeur Provincial des bibliothèques scolaires,
- (B) des bibliothécaires professionnels comme directeurs régionaux des bibliothèques scolaires, et
- (C) l'acceptation du principe

que des bibliothécaires — enseignants ayant une charge académique diminuée pourraient consacrer une plus grande partie de leur temps au service de la bibliothèque de l'école là où il est impossible d'obtenir les services d'un bibliothécaire professionnel. Présentée par Eleanor Magee. Secondée par Mary Fraser. *RESOLUTION ADAPTEE.*

4. The following resolution was proposed by Rev. G. Hallam.

WHEREAS it is one of the functions of an Association such as the Atlantic Provinces Library Association to foster the professional development of its members, and

WHEREAS the present Conference of APLA has demonstrated the need and desire for a greater co-operation based on better communication among its members, and

WHEREAS professional development, co-operation and communication would be fostered by a workshop or study meeting to be held each winter,

THEREFORE BE IT RESOLVED that the incoming executive be asked to study immediately the feasibility of such a winter meeting in this year and in following years. Moved by Eleanor Magee. Seconded by Ruth McDormand. *RESOLUTION PASSED.*

4. La résolution suivante fut proposée par Rev. Père G. Hallam.

*ATTENDU QU'*un des rôles d'une association telle que l'Atlantic Provinces Library Association consiste à encourager le développement professionnel de ses membres, et

ATTENDU QUE le présent congrès de l'APLA a démontré la

nécessité et le désir d'une co-opération basée sur une meilleure communication entre ses membres, et

ATTENDU QUE le développement professionnel, la coopération et la communication pourraient être favorisée par des séminaires ou session d'études annuel pendant l'hiver,

IL EST DONC PROPOSE que l'on recommande au nouvel exécutif d'étudier immédiatement la possibilité de tenir une telle réunion dès cette année et les années à venir. Présentée par Eleanor Magee. Secondée par Ruth McDormand. *RESOLUTION ADAPTEE.*

5. La proposition suivante est proposée par M. Raymond Robichaud et secondée par H. B. Mitra.

*ATTENDU QU'*il existe dans la plupart des bibliothèques des provinces de l'Atlantique des doubles ou multi exemplaires de livres ou de revues,

ATTENDU QUE ces copies embarrassent souvent les bibliothèques en question et pourraient mieux servir à d'autres qui en sont dépourvues,

ATTENDU QUE certaines bibliothèques seulement préparent et publient des listes de ces copies,

*ATTENDU QU'*il n' existe pas ou à peu près pas de coordination et de planification dans la publication de ces listes et dans les modes d'échange de ces copies,

IL EST PROPOSE que l'APLA dite l' "Atlantic Provinces Library Association" réunie en assemblée plénière ce matin s'engage à créer un comité afin d'étudier de la façon qui conviendra le mieux, la possibilité de mettre sur pied un système favorisant la publication de ces listes et l'échange de ces ressources. Présentée par Claude

Potvin. Secondée par Eleanor Magee. *RESOLUTION ADAPTEE.*

5. The following resolution was proposed by Mr. Raymond Robichaud and seconded by Mr. H. B. Mitra.

WHEREAS the majority of Atlantic provinces libraries hold duplicate or multiple copies of books or periodicals.

WHEREAS these extra copies often constitute a problem for these libraries and could be used to more advantage by others who haven't them.

WHEREAS only certain libraries prepare and publish duplicate exchange lists,

WHEREAS there is no or very little coordination and planning regarding the publication of these lists and the methods of exchanging these duplicate copies.

THEREFORE BE IT RESOLVED that the APLA, spoken "Atlantic Provinces Library Association," in full conference assembled this morning undertake to create a committee to study, in the most convenient manner, the possibility of establishing a system for facilitating the publication of these lists and the exchange of these resources. Moved by Claude Potvin. Seconded by Eleanor Magee. *RESOLUTION PASSED.*

6. This resolution was proposed by Mr. A. MacDonald.

WHEREAS the APLA membership contains members whose mother tongue is either English or French,

THEREFORE BE IT RESOLVED that resolutions presented to the association and going forth from the association be phrased in both French and English.

6. Cette résolution fut proposée par M. A. MacDonald.

ATTENDU QUE l'APLA est une association composée de membres dont la langue maternelle est le français ou l'anglais.

IL EST DONC PROPOSE que les résolutions présentées à l'association et émanant de l'association soient en Anglais et en Français. Présentée par E. Magee. Secondée par C. Potvin. *RESOLUTION ADAPTEE.*

7. Courtesy Resolution.

BE IT RESOLVED that the members of the Atlantic Provinces Library Association extend to the management and staff of The Pines Hotel sincere thanks for the efficiency of their arrangements and for their cheerful co-operation and unflinching good humour during the 29th Annual Conference of the Association, which contributed so much to its success. Moved by Eleanor Magee. Seconded by Mary Fraser. *RESOLUTION PASSED.*

7. Vote de remerciement

IL EST PROPOSE que les membres de l'Atlantic Provinces Library Association vite des remerciements sincères à l'administration et au personnel de "The Pines Hotel" pour l'efficacité de leurs services, pour leur coopération si gentille et pour leur bonne humeur inaltérable pendant le 29ième congrès annuel de l'Association lequel a contribué de façon si considérable à son succès. Présentée par Eleanor Magee. Secondée par Mary Fraser. *RESOLUTION ADAPTEE.*

1970 CONFERENCE ANNOUNCEMENT

The Executive decided, at its October 18 meeting, that the 1970 Conference will be held in Sydney, Nova Scotia on the weekend of May 22 - 24, 1970.

THOUGHTS ON LIBRARY EDUCATION AND THE DALHOUSIE PLAN

Richard Krzys

When a library school is established, questions arise concerning its need, program and purposes. Since the opening of Dalhousie University's School of Library Service on September 8 of this year, librarians, educators, and interested laymen have made such queries. Although many of them are answerable from information contained in the School's calendar, other questions can be explained only in a philosophical statement about the DSLS's program of library education.

The need for educating librarians for the Atlantic Provinces has been sufficiently discussed in the initial pronouncements concerning the School and articles within *APLA Bulletin*, so that further elaboration at this time seems pointless. Anyone seeking information concerning its program needs only to consult the School's calendar for a detailed explanation of degree requirements, curriculum regulations, and course descriptions. One item which requires elaboration, however, is the purpose of the School, since it is here that some confusion has arisen among observers. The tenor of their queries might be stated by paraphrasing the persistent question which opened a radio serial of a bygone era, "Can this young library school find happiness in provincial Canada?"

Although the Dalhousie School of Library Service was established to satisfy the scarcity of librarians in the Atlantic Provinces, the School is not intended as a provincial institution in the pejorative sense of the word. In addition to satisfying the needs of these provinces, the School hopes eventually to supply librarians for all of Canada, but it understands its educational objectives on a much broader scale: Dalhousie University's School of Library Service wishes to graduate lib-

rarians who have an understanding of their professional responsibilities on an international level, that is, to promote free inquiry among the people of the World.

How do we attempt to accomplish this lofty ambition? The term "new breed" which we hear frequently today has relevance to this goal. In order to educate librarians who have an understanding of the international implications of their professional activities we need to graduate a new breed of librarian, and I believe the Dalhousie Plan of Library Education contains this potential. The plan revolves around a core curriculum, area of concentration, electives, voluntary election of a thesis, a pass/fail grading system, and a work-study program. After reviewing a descriptive statement about the School's program, one commentator observed: "... it really doesn't seem to be all that different from what the other Canadian library Schools say they are doing; for example, the work study programme might be equated to the practice work idea. The words might be different, but the same old idea comes across to me."

Although none of the features of the School's program is unique, their careful combination with a work-study program represents an innovation which we call the "Dalhousie Plan of Library Education." This plan is designed to create the atmosphere necessary to develop librarians who are conscious of the international implications of librarianship.

The inclusion in the curriculum of courses in systems analysis, machines and libraries, and comparative librarianship indicates the orientation of Dalhousie's School of Library Service. By combining theoretical knowledge and practical ex-

perience in the program of each student, we hope to educate students in accepted principles and practices of librarianship, while promoting critical inquiry of professional techniques and concepts which are still undergoing development and refinement. In the words of the calendar of the School the course in systems analysis "is designed to study the operation of information systems and their objectives in terms of systems components, personnel and equipment requirements and cost/budget effectiveness". *Machines and Libraries* will explore "the characteristics of machines and equipment in relation to the development of methods for the processing of information. Only problems applicable to library situations will be discussed, including data processing and information retrieval techniques."

Comparative librarianship is the specific course offering which we hope will contribute the necessary requirement of international library consciousness to our graduates. "It is a study of librarianship in various regions of the world, with a comparison of professional associations, literature and resources, types of libraries and services. Critical consideration will be given to activities by various international agencies in their attempt to improve library conditions throughout the world. Regional and subject emphasis will vary with the specialization of the instructor. The purpose of the course is to promote an understanding of the varied nature of librarianship and its problems."

I believe that a study of comparative librarianship is indispensable to a library school curriculum, if we expect future librarians to understand the purposes of librarianship and make the necessary distinctions between the technique and principles of our professional activity. An attempt to draw such distinctions was made by Pierce Butler in his *An Introduction to Library Science*, a work which clearly placed librarianship among the social sciences¹. Butler intended his essay as "a tract for the times,"² but his synthesis of library science was so vital that, in my opinion, no significant increase in our un-

derstanding of its nature took place until Jesse Shera convincingly argued that "librarianship is the most inter-disciplinary of all the disciplines, and therefore it must seek help from every area of knowledge—physics, mathematics, chemistry, medicine—that can contribute to a solution of the information problem."³

In 1962, when Shera presented his "Pro-paedeutic of the New Librarianship," information science was thought by some librarians to be the future of librarianship; now, information science has assumed its rightful place as one of librarianship's facets. Our future professional activity depends on advancing acknowledge in the vital area of comparative librarianship.

One librarian and library educator, attaches so much importance to this study that he banks on "comparative librarianship ultimately, to save the world from the brink of disaster . . ."⁴. Whether comparative librarianship will justify this trust is still to be proved, but surely its potential to create international library consciousness among librarians supports its inclusion in the Dalhousie Plan of Library Education.

Being a library school teacher who was formerly a librarian and teacher in the United States, I am aware that teaching library science outside of one's own country holds certain problems and rewards. In order for a teacher to instruct effectively in another country he must do more than fold up his tent, hang up his shingle in the host country, and begin to teach like the devil. He must first appraise the country's library scene, introduce national content into his courses, and be receptive to comments about his teaching. We U. S. library school teachers who have not done so have received certain criticism from our students and colleagues in other countries, and rightly so. We have sometimes been accused of being too technique conscious, of emphasizing technical processes over reader services; we have been accused of being too eager to export our brand of librarianship without first understanding the information needs of people from other countries. Unfortunately, librarians have

occasionally seen national library programs, planned by foreign "experts" who have done little more than transplant their nation's techniques to another country. If such charges may be proved of U. S. librarians, small wonder that we are sometimes referred to as "librarians in grey flannel suits." But the fault does not always lie within the "Ugly Americans." At times the misunderstanding is equally great on the part of the library school students of the host country, when they learn only the technical aspects imparted by their foreign professors and fail to grasp the more important principles underlying the techniques. Upon completion of their studies, these graduates practice librarianship which amounts to nothing more than a bag of imported tricks having little or no relevance to national needs; however, if honest communication takes place between the foreign teacher and his students and colleagues, deeper understanding of librarianship and its problems can be shared by fellow professionals in both countries because, as Louis Shores so eloquently observed, ". . . comparative librarianship is a two-way process. We may pride ourselves on carrying the library torch abroad; but, inevitably, we bring back some light with us. We see more clearly, if nothing else, why our library dreams at home are not more fully realized."⁵

Only when a library school is planned on the basis of an accurate appraisal of realities, such as the literacy rate of a country's people, their reading habits, and personal aspirations is there a possibility for that institution to be a vital force in satisfying a country's information needs.

This principal, which motivated the planning of Dalhousie University's School of Library Service is now being taught to its students in order to develop graduates who can accurately appraise Canada's information needs and respond by planning library services which are appropriate to the public being served. Fortunately, a constant dialogue between the School's faculty members, foreign and national, and its students is being maintained to assure the relevance of the School's curriculum to Canada's needs. As one Canadian faculty member asked when a discussion of a reference course apparently placed too much emphasis on U.S. content, "This is a Canadian library school, isn't it?" We reacted to the question by introducing relevant Canadian reference sources into the course.

Will the Dalhousie School of Library Service, while attempting to graduate librarians with international library consciousness, be able to meet the information needs of the Atlantic Provinces concurrently? Some librarians might react to this discussion of the educational objectives of the DSLS by stating "That isn't the point. Will the School's graduates be able to select a book, catalog it, and answer a reference question correctly?"⁶ My answer to both questions is an emphatic "yes". I believe that the School will graduate librarians who are well equipped to meet the needs of the Atlantic Provinces because they will have compared selection, cataloguing, and reference practices of various countries of the world, judged their effectiveness, and formulated techniques applicable to the Canadian scene.

FOOTNOTES

1. Pierce Butler, *An Introduction to Library Science* (Chicago: University of Chicago Press, c 1933), p. XI.
2. *Ibid.*, p. XIV.
3. Jesse H. Shera, "The Propaedeutic of the New Librarianship," Address Presented at the Conference on Information Retrieval Today at the University of Minnesota, September 19, 1962.
4. Louis Shores expressed this opinion of the value of comparative librarianship in his foreword to *A History of Education for Librarianship in Colombia*. This work, written by Richard Krzys and Gaston Litton, is soon to be published by Scarecrow Press.
5. *Ibid.*

THE RABBIT HOLE

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

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

The Reference Function: Is Tomorrow Today?

The rise of the public library during the nineteenth and early years of the present century coincided with (1) the start and spread of universal primary education and (2) the progressive acceleration in the advance of science and technology. With in the present generation the service patterns of the public library have largely been determined by two trends, the one supplementing the other at first, but more recently both complementing each other.

First, during the 1930's, people turned to the libraries for non-recreational and cultural materials to improve their educational qualifications and skills, in the hope of achieving economic security: "learn more to earn more." Second, during World War II, business, government, and industry discovered that information was a strategic weapon and that the ready availability of recorded knowledge was of crucial importance to the national economy. "Knowledge is power" may be a frayed cliché but it is also a deep truth, as mirrored in the research and development activities all over the world today.

The library's role in the modern community is an important one. As a major free public institution it provides the resources for information and instruction, research and recreation that together make up those means for increasing personal development in an age when education is fast becoming accepted as being a lifelong process which, in an age of increasing leisure, ranges from vocational skills to avocational frills and beyond.

The library organizes these resources for use, and provides a staff competent to select materials intelligently, organize them effectively, and guide patrons in making the most effective use of these resources.

Thus, today in Canada as reflected in the most recent figures available, from 1967, if you should enter one of the 230 university, college, or college of applied arts and technology libraries, one of the 682 public libraries (including 332 branch libraries in cities and the provinces maintained by 53 public library systems), or for that matter the 623 special libraries including law, medical, and religious affiliations, or the 153 special libraries that are part of university and public library systems within the country, you can be reasonably sure that you will find:

1. A carefully chosen collection of books and other materials, selected to meet the needs of the users; whether these needs be informational, educational, research, or recreational.
2. These books and other materials arranged in an orderly fashion, probably by subject.
3. An index to the entire collection, usually in the form of a card catalogue, with standard size cards, uniform information, and so arranged that a particular book may be found if the author, the title, or the subject is known. Further, the in-

formation in this index is so complete that it enables the user to choose among the various materials listed the special item or items which best meet his needs.

4. Trained personnel able and willing to assist in locating materials and to provide guidance in their use.

Within the past decade the demand for rapid access to precise and accurate information has been heightened by the technological revolution of automation. The great increase in research activity has forced upon business, industry, and government a new awareness and appreciation of the value of information in almost every area of human activity.

Scientists have joined humanists in performing the various tasks that make up librarianship, and the technical jargon of librarians now includes such terms, borrowed from electronics, communications, systems engineering, and information theory, as noise, malfunction, and programming. The last has contributed such acronyms for program evaluation techniques as PERT (Program Evaluation Research Task) and SCOPE (Setting Content Objective Program Evaluation). Further, reference work has become information retrieval or information transfer; subject headings, descriptors; collections of library materials, the store or the resources materials; the library, an information centre or a multimedia resource centre; and the librarian himself (or herself), an information specialist.

The small, the large, and the highly specialized libraries are all being affected by the changing information requirements of society and the institutional pattern of library services is being reshaped. Public

librarians are improving their skills working effectively with other educational and special agencies in the immediate area. More recently, the public library has significantly broadened and strengthened its role in the thinking, planning, and decision making functions of the community it serves.

In light of all this it may be well to reflect briefly on the reference function of the library which, essentially, consists of two related groups of activities. First, that of providing, "sympathetic and informed personal aid" in interpreting the library's resources for study and research. Second, that of furnishing instruction in the basic techniques of library use and bibliographic research to the library's clientele. These two clusters of activities may vary widely from the large to the small collection of bibliothecal materials (more and more referred to as resources), and from the research to the special to the public library. However, the aim of the reference function since it became firmly established in the public library movement of an earlier generation has continued to reflect the same counsel of perfection. Namely, to provide staff versatile and competent enough to meet scholars on their own ground, but also staff who reflect such zeal and spirit as "shall deem it a personal reproach to send the humblest inquirer away unserved and unsatisfied."

Long ago one observer of the library scene noted: "The librarian who reads is lost." To this somebody else replied: "Yes, and the librarian who doesn't read isn't worth finding." In the multimedia, resource centre, library world of today this traditional aspect of librarianship is probably best rendered as: "Read, look, listen — then react, right now!"

Rudolph Ellsworth

LETTERS TO THE EDITOR

Dear Miss Kelley,

Your article in the June 1969 *APLA Bulletin* contained so much good common-sense, not to say wisdom, that I could not resist telling you how much I enjoyed it.

Cordially yours,

Jack Dalton
Dean
School of Library Service
Columbia University

Montreal, September 15, 1969

Dear Mr. Vagianos,

It is the first time that after a conference I feel I should write to some Editor to express my impressions about the conference. Probably because I believe this will interpret many other people's feelings. My choice of that editor goes to you because *APLA* is the official organ of the Atlantic provinces which includes Newfoundland, and what I have to say here is more about Newfoundland than the *CLA* conference in itself.

It was for me a first visit to St. John's and I had not met before any Newfoundlander. Every step was a discovery: The land, the country, the people! I would like to be as lyric as Mr. Smallwood to describe how beautiful the land appeared to me. And furthermore I felt, with many of my compatriots, a kind of harmony between Newfoundlanders and us, from Quebec.

I am inclined to believe it was mutual after I heard a Newfoundlander saying that people of his country and people of Quebec are alike in certain aspects on account of that very long solitude they have lived through . . . I would not say that this philosophy is absolute because people of other parts of Canada have certainly enjoyed meeting Newfoundlanders, but nevertheless it gave me food for thought. This brief letter in *APLA* is a

word of thanks and friendship to all people of Newfoundland.

Celine R. Cartier
Head librarian
Central Library
Montreal Catholic School Commission
Quebec

(Editor's Note: Since the newly opened Dalhousie University School of Library Service is particularly the god-child of the Atlantic Provinces, we feel the following two letters should be passed on to the whole membership.)

Dear Louis:

In the rush of beginning another session with approximately 300 students, I have not had an opportunity to extend greetings to you and your colleagues on the occasion of the opening of the new School of Library Service. On behalf of myself and our entire staff, please accept our congratulations and best wishes for a successful year and for a bright future in library education in Canada.

Yours sincerely,

R. B. Land,
Professor and Director,
School of Library Science,
University of Toronto.

Congratulations to Dalhousie University on the activation of a new graduate school for the professional education of librarians.

From the prospectus and the first *Bulletin* I have the impression of creative planning by the faculty. I see evidence of innovative thinking in the curriculum, in the guidelines for student admission, in the recognition of our profession's destiny in a troubled world. I have no doubt that

Dalhousie, before too long, will obtain its goal of ALA accreditation.

With best wishes to the faculty, the administration and the students for all of the joy and satisfaction I have known in four decades devoted to education for librarianship I salute you at the beginning of this most important first academic year.

Louis Shores
Dean EMERITUS
School of Library Science
Florida State University
Tallahassee, USA

Editor's Note: The following item, entitled by its author "Pale Grey Elephants—Their Upkeep and Maintenance", is being printed as an 'open letter', inspired by an earlier Bulletin article.

How forward-looking was the article by M. E. P. Henderson in the March APLA Bulletin, and how I rejoice to see it. For far too long librarians have been bewitched by the necessity of providing records for everything they have and do. It is not long since the Accessions Register was discarded; may we now look forward to a searching analytical gaze at that long standing money gulper — the catalogue.

Do we need a catalogue at all? If so in what form? Do the public use it, and if so how much? What help is it to them? How full does the entry have to be? In endeavouring to give some views on these questions I am looking at the catalogue in a public library with open access, and as a public librarian.

The dictionary catalogue has long reigned supreme in North America. The classified catalogue is more common (though not universal) in Europe. From experience with both I would say that the classified catalogue is cheaper to make, and is more helpful to the reader, as basically it conforms more to the order of books on the shelves.

For example, take books on mathematics, which in a classified catalogue would

appear after a "510 Mathematics" subject guide card. This would be followed by 511, Arithmetic, 512 Algebra, 513 Synthetic Geometry, 514 Trigonometry and so on.

In a dictionary catalogue the entries would be scattered over various drawers according to the alphabet, Arithmetic to Trigonometry, Algebra to Geometry. "See also" entries appear a necessity.

With a classified catalogue a good subject index is a necessity — or a copy of Dewey available to the public.

Do we need card catalogues? Is there some other form?

The University of Malaya has a vis-strip catalogue. The catalogue entries are typed on a strip of thick paper 12" x ½". These are then placed in the flanges of a flat sheet of metal 12" x 18", which is covered by transparent plastic. The metal sheets are then hung vertically from a rotating central post.

As a Medical Librarian I once had to catalogue the medical library from scratch. This was the method used.

The catalogue was divided into two, an author entry, and a subject entry. The first was typed on white vis-strips, the subject on red. Two separate centre posts were used, providing in effect an author catalogue and a subject catalogue. Entry words were the last name of the author, and the name of the illness/disease/treatment/injury/of the book, filed alphabetically. As a result more people could consult the catalogue at the same time, all the books held by the same author could be seen at a glance, and all books on (say) "Malaria" be seen all together. Using cards only one entry can be seen at a time.

Bibliographical description was kept to a minimum and included only the publisher, edition and date. There were no complaints from staff or students.

Classification and cataloguing get ever more sophisticated and abstruse. Are we not defeating our own purpose? The library is for the benefit of the reader, the general public, not the librarian. The more

sophisticated the catalogue and the classification become the less use is made of them by a puzzled public.

Could things be simplified? Could we give good service with a readers' adviser, an author and title catalogue, and books arranged in as near perfect order as possible? Allied with a good subject index and quite a lot of bibliographies would this offer the best solution on an expense/use/efficiency ratio?

How full does the entry need to be? For a public library I would suggest as brief as possible. The bibliographic description could be limited to edition, date and publisher. It need not include mention of illustrations, pagination, indexes or even series. Do we need a title entry when the subject of the book is evident from it?

Princess Der Ling, "Imperial Incense" certainly needs a title entry. Does Dalzell-Townsend's "Bricklaying"?

What does the public use the catalogue for? I would suggest that almost always they need an answer to two questions. "Have you got a book by - - - ?" and "Where are the books on . . . ?" The first requires a catalogue, or stock-list, the second a competent assistant.

How far do catalogues reproduce the work already done in bibliographies? To a very great extent I think, and if more use of them in a planned way was made cataloguing could be reduced to a shelf-list (or stock-list, or finding-list), plus a list of recent accessions received too early to be reproduced in a catalogue. Attracting attention to like subjects could be done by a list of subject-headings — already compiled and available. This would reduce time and money very considerably.

O.K. Miss Henderson — Ladies first.

There is no cut and dried — let alone "perfect" answer to all these ideas. If thirty librarians are gathered together there will be at least thirty-three opinions, and I could go on quoting my own for at least another three pages. I will conclude with a quotation from a famous car designer when shown a new prototype from the factory.

"Simplify, and add more lightness".

COLIN CLARKE
Director
Public Library Services
St. John's, Nfld.

CONTRIBUTORS

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OUT of the IN box

a sampling of notes from the library world.

APLA Reports

Copies of the Provincial Vice-Presidents' reports and Treasurer's report, distributed at the Saint John Conference, may be obtained by contacting Miss Bertha Higgins, Nova Scotia Provincial Library, Halifax, Nova Scotia.

Publications.

Scholarly Publishing — a quarterly for authors and publishers, published by the University of Toronto Press, made its first appearance October 15. International in scope, its primary purposes are "to encourage the further development of scholarly publishing throughout the world, and to improve the quality and efficiency of that publishing". This journal replaces the weekly Press Notes. Subscription is \$10.00.

Encyclopedia Britannica Inc. has announced its plan to develop a series of comprehensive publications, *Resource and Research Libraries* in the new medium of ultramicrofiche (UMF). Ultramicrofiche can contain up to 3,000 pages of images in the same space taken by 60 - 100 pages on ordinary microfiche. The first in the UMF series, to appear Fall 1970, will be *Resource and Research Library of American Civilization*, topically organized and catalogued, including 20,000 carefully selected titles on all aspects of American life and literature up to outbreak of World War I. Price is \$15,000.

THE SCHOOL LIBRARY — FROM THE STUDENTS' VIEWPOINT

The librarian of a high school is the staff member whose work is often done in the dark. Frequently, the questions come

to mind: Are the students really getting enough from their use of the library? Is the daily effort on the librarian's part producing the expected results? Are the students satisfied? One day, this particular librarian decided to find out answers. The following report summarizes the replies to a questionnaire submitted to the students of Grade Nine through Grade Eleven.

I. What is a school library?

A school library is a place of quiet refuge from the noisy bustle of classroom and study hall. It is a room where one can study, read a current periodical, do research for an essay, or just browse among the many different types of books. It is an easily accessible and convenient haven wherein to explore the world through books. If reading is the magic highway to adventure, the library provides the key to unlock the doors of that fascinating land.

When one enters our library, she is first struck by the rows and rows of shelves well stocked with books. A tidy room, furnished with tables and chairs, provides a comfortable setting for a reading period. When the time comes to leave the library, the student is eager to meet the friends she has made in the world of books.

Since the school library is more likely to provide the material necessary for research papers and reports than the public library, it is used more for serious reading than for pleasure reading. One finds oneself in a familiar environment in the school library and thus need not make a special effort to go there.

The school library has a dual personality. On the one hand it is an educational establishment, and in search of learning,

the student enters for informaton. It can be an awesome experience to come face to face with rows of bound volumes in which the world's knowledge is stored. On the other hand, the school library is a happy hunting ground of travel and adventure. Here the reader acquaints herself with the fancies and fantasies of great authors and artists, their dreams, their secrets, their failures and successes. These two aspects blend harmoniously together to make the library an enjoyable spot in which to spend a few daily waking hours.

II. List five books that have appealed to you during the course of this year.

The following titles headed the list:

Black Like Me
Gone with the Wind
The Junkie Priest
Desiree
In Cold Blood
Airport
Dibs, in Search of Self
To Kill a Mockingbird
Nicholas and Alexandra
The Last Love
A Separate Peace
Animal Farm
Wuthering Heights
The Beatles
Up the Down Staircase
David Copperfield
The Citadel
Lord of the Flies
How Green was my Valley

III. What do you like about our library?

1. Variety of the book collection – cross section of many kinds of books.
2. Paperback collection
3. Many reference books
4. Variety of periodicals
5. The room is bright, neat and tidy.
6. The library is well organized

and convenient; the books are accessible and easy to find.

7. The library is always open to the students; service is courteous.
8. The library is an ideal place for reading and studying.

IV. What do you not like about our library?

1. There is not enough time to read.
2. There are no newspapers.
3. Periodicals are available only in the library, students are not permitted to take them away to read elsewhere.
4. The book collection does not contain a sufficient number of best sellers.

V. What would you like to see in our library?

1. A larger paperback collection
2. More best sellers, historical novels, mysteries, adventure stories, teen-age stories.
3. Library reading periods
4. Greater opportunity for student help
5. More displays
6. Career books – information about job opportunities
7. Lessons in the use of the library

The answers to questions 4 and 5 give the librarian the opportunity of evaluating the library service and of seeking means to improve the situation.

1. Best Sellers. It is true that the principal task of the school librarian is to acquire books to support the school curriculum. However, if the presence of the best

sellers will attract more students to the library, these volumes are well worth the cost of purchase.

2. Library reading periods. The crowded high school curriculum often prevents the students from having regular library reading periods. These young people must crowd in library work at the noon hour or after school hours. The librarian would do well to make an effort to secure some time for library periods.

3. Student help. The librarian has a regular group of student assistants. It is a revelation to discover that others wish to offer their services in ways probably different from routine duties. A good idea would be to solicit help at frequent intervals during the course of the school year.

4. Lessons in the use of the library. At the beginning of the school term the librarian arranges tours by classes and offers personal assistance on request. Nevertheless, there seems to be a need for more formal instruction.

CONCLUSION. The librarian is gratified by the students' reception of the questionnaire. She feels that their criticisms are valid and intends to take the necessary steps to realize their recommendations. After four years at her task, the librarian is confident that the library is

making a significant contribution to the over all effort of the school and that it is performing a useful service in the academic education of the students.

SISTER M. ELLIOTT
Convent of the Sacred Heart
Halifax, N. S.

INSTITUTE ON THE HISTORY OF LIBRARY EDUCATION

Place: School of Library Service
Dalhousie University, Halifax,
Nova Scotia.

Time: August 4 - 14, 1970

Conducted by: Paul A. Winckler, Phd.
Visiting Professor of
Library Service.

Enrollment in the Institute is limited to 30 students.

For further details please write:

Miss Shelagh Keene,
Administrative Assisstant,
School of Library Service,
Dalhousie University,
Halifax, Nova Scotia.

This column was instituted to serve the Association's need for a means of exchange of news items concerning library events and developments in the Atlantic Provinces. The original scope of coverage has been expanded, but our first interest is in your activities. Without your contributions this column will cease to exist and the Bulletin will suffer a significant diminishing of its role.



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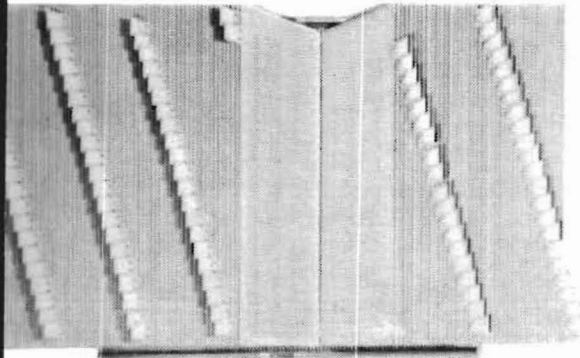
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The Booklist and Subscription Books Bulletin, July 15, 1969.

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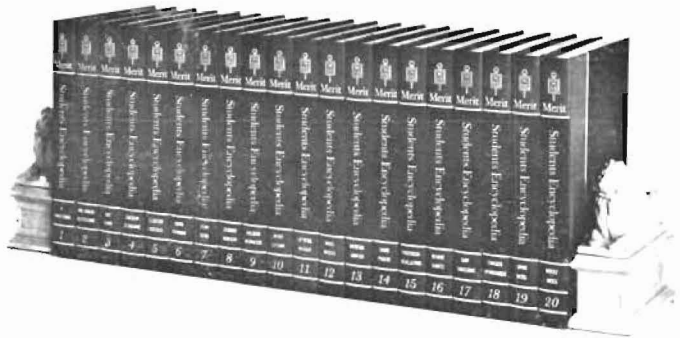
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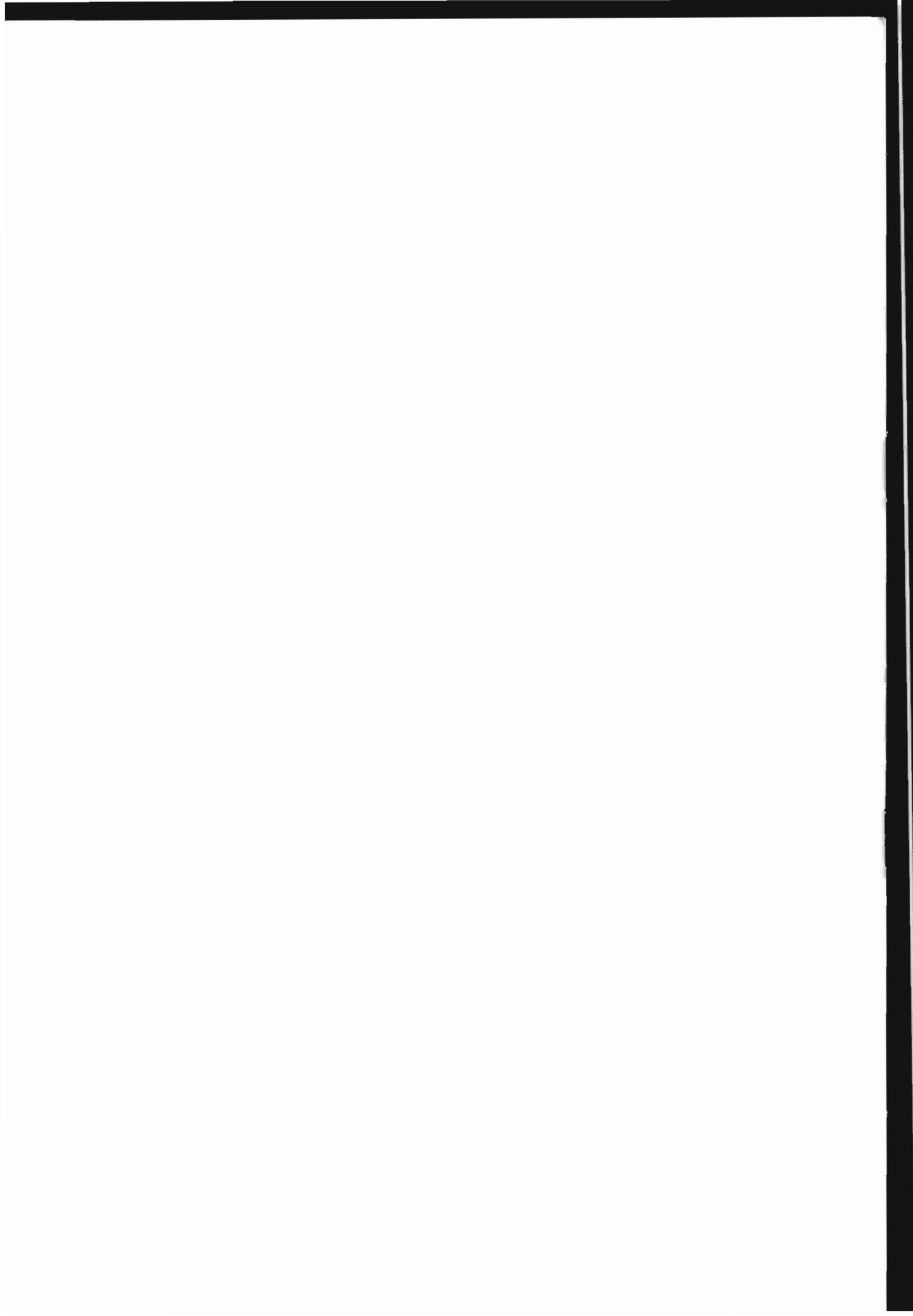
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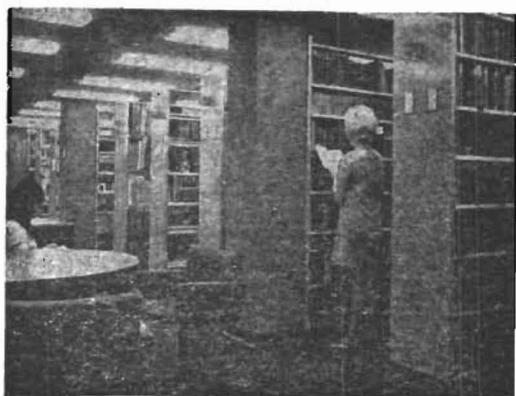
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