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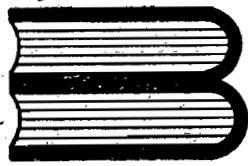
# APLA

bulletin

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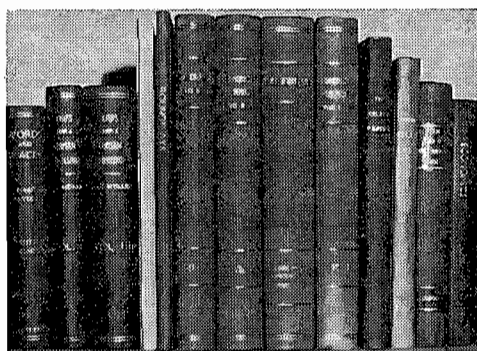


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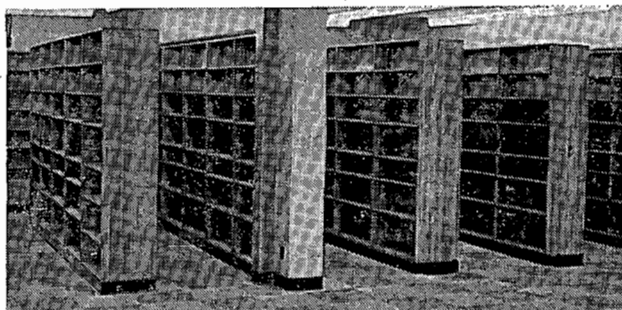
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atlantic provinces  
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# REFLECTIONS FROM THE VAN —

## THREE YEARS LATER

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David H. Crook

### EDITOR'S NOTE

*Although the original article should have been published three years ago, we are delighted to be able to pass it along to our readers even at this late date. Our reasons are threefold.*

- 1) *Although the statistical approach used in the original article is not sophisticated, many of the conclusions implied and stated are confirmed by the findings published in the recent Downs Report.*
- 2) *The process by which the article was rejected represents an interesting example of the problems involved in assuring the publication of certain types of materials, and illustrates a breakdown in communication in the academic community which is both interesting and unfortunate.*
- 3) *Finally, in asking the author to review his statement in the light of subsequent developments, an interesting acquisition scheme for the development of library holdings within the field of history has been suggested. What makes the scheme especially useful is its applicability to other disciplines.*

The correspondence and article which follow might have remained in my files forever had Carleton University's terrible children—J. A. Steele and R. D. M. Matthews—not launched their Canada-first crusade last December. However, the subsequent small teapot full of tempest, the

call to resist Yankee academic imperialism, jogged my memory and evoked recollections of the wondrous history of "American History in Canada." The story largely tells itself.

As I indicate in the article below, it resulted from the idle curiosity of an American who was also an American-trained American historian teaching in a Canadian university. By the end of the academic year, May, 1965, I had gathered a body of information—returned questionnaires and university calendars. Over the summer, I compiled the data, wrote the article and prepared it for submission for publication.

On September 27, 1965, I sent the manuscript to the *Canadian Historical Review*. Three days later the secretary of the *Review* acknowledged receipt of my "MS." which had "been passed on to the Editor." The Acting Editor wrote me on October 4. He and the Editor were "agreed that we are not able to publish it in this journal." They suggested that I send it to the *Dalhousie Review* or the *Queen's Quarterly*. They returned the article.

Thinking I had misjudged the value of the paper for a Canadian readership, I sent it to the *Journal of American History* on October 7, 1965. The editor wrote on October 11 to thank me for the submission and assure me it would receive "careful consideration." I waited until December 6 when the editor again wrote to say that my study of American history in Canada was "very interesting and one that deserves publication in the United States." However, he went on to say, the piece did not fit the publication pattern of *J. A. H.* He suggest-



ed *The Historian* as a better "outlet for it" and concluded by saying that what I had done "certainly carries our endorsement." He returned the manuscript, but I was encouraged by his endorsement. On December 16 I sent my article to the *Dalhousie Review* indicating that, given the subject matter, quick consideration was desirable.

The editor of the *Dalhousie Review* answered on January 22, 1966. He thanked me for sending the article. He said the *Review* was, of course, interested in history and that he liked to publish general articles in the field of education. But he concluded "problems in the teaching of American history in Canadian universities would not be likely to interest a great number of our readers." With all "good wishes" he returned the typescript.

Thus the correspondence file grew, the article remained unpublished and its content was quickly becoming dated. Perhaps the editor of the *Dalhousie Review* was correct. Perhaps Canadian readers were not likely to be interested. I next sent the paper to *The Historian*, journal of Phi Alpha Theta, the American National Honor Society in History. The date was January 28, 1966.

The editor answered on February 8. My article, he said, he read "with interest as it provides a more complete view of the subject" than he had "seen before." He regretted that due to a substantial backlog of articles and the fact that the situation I described was changing my article would be "badly out-dated by the time of its publication" in *The Historian*. He also said that circulation of *The Historian* "in Canada is extremely limited so that the audience the article ought to have would not be reached." He returned the manuscript and I felt a rising, though quiet, desperation. On February 14 I sent the paper to *Queen's Quarterly*.

The secretary of *Queen's Quarterly* duly acknowledged the receipt of my submission on February 17. On the 17th of March the editor returned the article, apologizing for

the delay, and thanked me for having given him "the opportunity to consider it."

So it was, the information gathered from the returned questionnaires was a year old. American journal editors thought the article was sound, they endorsed it, but thought their media not appropriate for getting that information to the people to whom it would be of greatest interest. Canadian journal editors, tersely, found it of no interest, for themselves or their readers. Why such was the case was not clear to me, but I was weary of the whole business.

Then on April 4, 1966, I received an announcement. A new journal, the *Journal of Canadian Studies/Revue d'Etudes Canadiennes* was being inaugurated. Actually the announcement was requesting subscriptions. I sent my manuscript "American History in Canada." On April 29, the editor of the *Journal of Canadian Studies* thanked me for my effort and returned the article. His editorial board did not "believe it appropriate for publication in the *Journal*." Their "feeling" was that my comments were "rather too generalized and incomplete for publication."

Those comments, as I wrote them in the summer of 1965, were . . .

## AMERICAN HISTORY IN CANADA

What is happening in the field of American history in Canada? It is established as an area of study. It is increasing in demand and popularity. It is the source of special grants for library acquisitions. It is promoting a search for American-trained, American historians. It is above departmental averages in course enrollments. It is not subsidized as a prerequisite or as a requirement. It is taught by the younger staff members. It prospers despite the burden of inadequate library facilities while expanding into graduate studies. That is what is happening in American history in

Canada, though, of course, there are qualifications to each of those generalizations. All is not sunshine and light.

This report began to take its present form when the author, moved mostly by idle curiosity, mailed a short questionnaire to twenty-nine Canadian university history departments in early November, 1964. Subsequently three additional names were added to the list culled from *The Commonwealth Universities Yearbook*. Twenty-nine department heads, plagued with junk mail, had the good nature to answer. Some did so with detailed letters, some filled in the questionnaire, and some did both. In any case the response, nearly complete as it was, mounted to the conviction that the information might be of general interest. Here then is the report.

The questionnaire focused on four areas of inquiry: What is taught as American history, how it is taught, and to what ends within degree programs; who teaches it, what are their interests and training; what materials are used and what facilities are available; what are future plans for the field. In each instance it may be argued that the datum is not significant, and let it here be said the author makes no claim to statistical sophistication. But, in each of the four areas of inquiry, composite answers indicate certain general tendencies.

What is taught as American history? In the twenty-nine departments responding seventy-one courses of a lecture-survey nature are offered. Of those offerings sixty-three are annual, six are biennial and two are annual half-term courses. But while those numbers suggest a general coverage, specific descriptions of material constituting the courses make it clear that in Canadian universities American history is defined not as the history of the American people (colonial and national) but as the history of the United States. Fewer than one-fifth (13) of the seventy-one courses survey from the discovery and foundation to the present. On the other hand, seven courses end at 1789 and thirty-one begin at that date or later. Of the pre-1789 courses three are North American colonial,

three are American colonial and one covers the American Revolution. Of the post-1789 offerings nine end at 1865, twenty-one begin at 1865 and run to the present, and one is concerned only with the twentieth century. The remaining twenty courses currently offered in American history by Canadian universities open the choke and blast through such topics as "The Americas" (1), "Special Topics" (10), "Intellectual History" (1), "The Far West" (1), "Canadian-American Relations" (2) and "United States Diplomatic History" (5).

In the United States undergraduates are, conventionally, introduced to the study of American history through a survey course which covers the development of political, economic, social and cultural institutions from colonial foundations to the present; the title "History of American Civilization" is generally appropriate. Superficially, the Canadian approach is much the same. But actually, aside from the thirteen inclusive survey courses mentioned above, only seven department curricula appear to provide such integrated coverage of the topic. Thus in almost one-third of the instances American history in Canada is circumscribed by a definition not generally recognized in the United States.

But further, given the fact that twenty of the seventy-one courses offered consist of special topics, one wonders what constitutes the material of thirty-one courses which focus on the national period. That curiosity is not easily satisfied, and the scope of the questionnaire on which this report is based is at fault. However, where course descriptions in university catalogues and calendars are indicative, emphasis seems to fall generally on a political narrative. Moreover, a recently published history of the United States,<sup>1</sup> written by Canadian historians, published by a Canadian house and presumably for Canadian students, is framed solely in a political context and strives for little beyond a straight political history.

The answer to the question, "What is taught as American History?" then, is a narrative (sometimes incomplete) of Ameri-

can political development since 1789. But does Canadian History begin with the British North America Act and British history commence with the Act of Union? If not, why this unusual treatment of American history?

How is American history taught in Canada? The lecture-survey is, as might be anticipated, the predominant fashion in which student and professor meet. Directed study and tutorials are noticeable in their absence, an observation which hopefully is qualified by practice. At least two respondents hinted that lecture courses included tutorial sectioning, while two others had specific tutorial courses.

Seminars offered number nineteen. But, where lecture and tutorial courses (total seventy-three) were restricted to honours or graduate students in sixteen instances, ten of the seminars were. Students working for a pass degree cannot easily study American history intensively and under close guidance. Further, as a pass major is combined with an education degree, that restriction might well impede the filtering down of recent scholarship to secondary curricula. Thus, in Canada, American history is studied mainly in the lecture-survey context, with seminars in over half the cases where they are offered being reserved for those with a "professional" commitment to the subject—a formidable if not armed frontier.

Interestingly enough, when course enrollments are compared with other departmental offerings, the lecture courses are predominantly equal to the average or above it. Of the seventy-one lecture courses comparative figures were returned for fifty-four. Those below departmental averages numbered seven, twenty-five were equal, and twenty-two were above other course enrollments. At the same time tutorials were average or below as were seminars—neither category registering enrollments above the norm for equivalent in other fields. Clearly policy revision is worthy of consideration.

This business of course enrollment

prompted further enquiry as to the extent American history figures in degree requirements. If to that enquiry response was incomplete, calendars added little clarity. However, the recognizable tendency is to place increased importance on American history as the stature of the degree program increases. Twelve respondents indicated the subject is not required in any case. Five departments specified its requirements for concentration in North American or Modern history. Beyond that, undergraduate major or minor programs require American history in one case each, while in three honors programs and six graduate programs it is a stated requirement.

The graduate requirement is illuminated by the fact that thirteen departments grant no postgraduate degrees. Another thirteen do while three are either contemplating the inclusion of graduate work in American history or are actually planning the program. Yet in spite of the fact that almost one-half of Canadian history departments do some graduate work in American history, only two award the Ph.D. degree in that field. Students wishing to pursue their studies to full professional qualification must either congregate at one of those two institutions or leave Canada. It may be that such a choice has had a debilitating effect on those departments offering only a terminal master's degree, if not the entire field of study in this country.

That generally is what is taught as American history in Canadian universities, how it is taught and to what end it is taught. But who teaches it, with what training, and from what interest?

Of the twenty-nine departments answering the questionnaire, two elected not to respond to the questions concerning staff. Thus the information presented in this portion of the report was culled from twenty-seven returns and does not directly correlate to numbers of courses offered.

In those twenty-seven departments fifty-three staff members teach American history. Professors number eight of that total as do associate professors. At the highest junior

level, assistant professor, there are twenty-two teaching some facet of American history, while at the instructor-lecturer rank fifteen are so engaged. Further, the returns to the questionnaire indicate there is at least one appointment of unspecified rank to be made.

As concerns graduate training of the eight full professors, all but one possess the usual three earned academic degrees. The eight associate professors, to the man, are so qualified. The twenty-two assistant professors have among their number four holding the Master's degree and eighteen who have completed postgraduate training. Among the instructor-lecturers there are one Doctor's, thirteen Master's, and one Bachelor's degree. The lone B.A. is also a Ph.D. candidate writing his dissertation.

If the possession of postgraduate degrees is indicative of quality, American history in Canada is in good hands for, even at the junior levels, the returns are impressive.

Furthermore, if it may be assumed that the Americans are the custodians of their own history, additional strength is derived from the fact that those teaching the subject in Canada are largely American-trained. Six of the eight full professors had graduate training in the United States. Associate professors were not so generally disposed — only four of eight having had graduate work there. At the assistant rank, seventeen of twenty-two have American graduate degrees while instructor-lecturers reverse that trend with seven of fifteen having "been South."

Speculation about the implications of those figures are without limit. For example, the fact that over half of the instructor-lecturers are Canadian-trained American historians might suggest conscious inbreeding, and a growing confidence among departments in their own programs in the field. Equally there exists the possibility that those figures indicate a heightened provincialism.

Nor does the matter of special areas of interest motivating research and publication

add clarification. Because that section of enquiry in the questionnaire was particularly imprecise perhaps to the point of ambiguity — no attempt to cite figures will be made. However, the impression is clear enough. Among the senior ranks — full and associate professors — the approach through specific interests is decidedly from the periphery. Professors tend to view American history from the vantage point of Canadian-American-Anglo relations. Similarly associate professors generally see the subject from the diplomatic or Canadian-American relations point of view. Assistant professors, the level where the percentage of American degrees is highest, favor the colonial period first, then the nineteenth century, then the diplomatic view. For the instructor-lecturer, the colonial and revolutionary periods have equally strong appeal. But more often than not specific interests are not facets of American history—with many, the field is a side line.

Strangely, while American history as taught in Canada is generally a political narrative, special interest rarely focuses on that narrative in the national period. Perhaps one other generalization is admissible from the above evidence. An earlier preoccupation with the resolution of differences between Canada and the United States — reflected in senior staff members' interest in Canadian-American relations — appears to be giving way to a search for the reasons by which those differences are accountable — reflected in junior appointments' concern with colonial and American revolutionary developments. Still all too frequently American history is not the main interest of those who teach it in Canadian universities. Beyond that the lack of sophistication in the questionnaire warrants nothing.

One final bit of information regarding who teaches American history in Canada concerns the future. To the question "Do any plans for departmental alteration or expansion include American-trained American historians?" The response was conclusive. Four departments elected to not answer the question; one said "Probably,"

one affirmed with "appointment already made," one thought "perhaps," six foresaw no such move, while sixteen of twenty-nine responded with a pointed "Yes!" Graduate schools in the United States might well harken to the plaint "We should very much like to hire an American-trained historian but are presently frustrated in making contact with any such," and study the equally anguished cry for those so trained and so interested "*parlant francais*."

Those then are the qualifications and interests which scholars in Canada bring to the field of American history. But what of the facilities and materials.

No historian worth the name need be told of the value of the library and archive to his craft. As history is, in fact, the residue of records of the past, the quality and capacity with which the craft is exercised depends upon access to that residue. Do historians teaching American history in Canada have such access in their home institutions where their students can likewise profit from it?

Information necessary to formulate an answer is not easy to come by. Moreover, as historians are so dependent on library facilities, they are particularly sensitive to weakness which adds to their burdens, just as they are invariably appalled by administrative parsimony in the face of monumental need. Further, a department with no specialist in a given field might find library holdings in that field adequate, while another department with such a specialist and an even larger collection could be dissatisfied with its relative opulence. Nor are numbers a sound indicator even where they are accurately known. Then too the field of American history is littered with publications. Governments—local, state, and federal—, universities, societies, and commercial publishing houses are and have been producing at such a rate that mechanism for even indexing the material appears on the verge of collapse. History departments are aware of these problems and are not long of breath in singing the praises of their libraries.

As in the case of staff, two department heads did not respond to questions about their libraries. One of those, it should be added, is yet involved in planning and the questions had little relevance. All the twenty-seven responding departments said their American history collections were adequate to the needs of teaching undergraduate survey courses. Twenty-four thought their resources allowed proper execution of undergraduate tutorials and directed study, while twenty-two had a similar opinion about undergraduate seminars. In other words, history departments across Canada, as they introduce their students to American history, believe their library facilities adequate to the task. At the graduate level, where intensity is greater and depth is required, that confidence fades. While thirteen departments offer postgraduate degrees in American history, twelve thought their libraries sufficient to graduate survey courses. But the figures do not directly correlate. Four of the thirteen departments conducting such programs were dissatisfied with library holdings and conversely three of the thirteen departments limited to the bachelors degree were confident of their collections' suitability for graduate survey courses.

For graduate seminars only seven departments thought they were adequately equipped. That response was the same to the query of whether or not facilities permitted preparation of graduate general examinations, though thirteen departments are involved in graduate work.

Further, graduate students pursuing background reading for dissertations would find only five departments with appropriate collections and one other with sufficient holdings in the colonial period only. Facilities for dissertation research in American history were claimed by only one department though three qualified an affirmative answer, for specific topics.

If that information is not encouraging, the response to a question concerning annual library budgets for American history is even less so. Thirteen departments gave figures—the range extending from \$150 to

\$15,000 with a median of \$1,000 and an average of roughly \$2,275. But seven departments did not respond to the question and seven more did not know.

Special grants for library acquisition in American history have been received by nine departments in the past five years. The range is from \$1,500 to \$11,000 with a median of \$2,500 and a rough average of \$4,100. Clearly, where interest is manifest and demands made, funds are forthcoming. Interest and demands, not funds, have been lacking.

A final point on the matter of library facilities and resources: acquisitions are apparently even more selective than the preceding would indicate for only four departments claimed to have standing orders in the field of American history with commercial and/or university presses.

From it all, one conclusion appears clear and justified. The more serious the student of American history becomes the more inadequate he will find Canadian resources. For the professional historian that poses two problems, both frustrating. How does he bring on good students when the materials of the craft are not at hand? And how does that same historian get on with his own research and writing, confronted with the same lack of facilities? Inter-library loan is slow, painful, and generally unsatisfactory to both needs and, because of the nature of that cooperative venture, it serves the undergraduate not at all. Reproduction, by whatever means, is costly and serves as assistant to research, not as its substitute. Thus, so long as Canadian history departments find their library holdings in American history inadequate, at any level, they are committing their students and staff to travel and risk losing the best they develop. And it may well be that when five of the twenty-nine departments answering the query upon which this report is founded said their library collections in American history were good, twelve said fair, eight said poor and four gave no answer at all, they were perhaps, unknowingly, judging the quality of their work in that field.

That suspicion might be modulated somewhat if other resources were drawn upon or even available. But if libraries across Canada present a dim picture from the American historian's point of view other book outlets are bleak to blackness. Responding to an evaluation of campus bookstore facilities, five departments said the service was good, eight were only fairly impressed, eleven complained of poor and bad means. Local retail outlets do not take up the slack (good, four; fair, eight; poor, ten; none available, one; no answer, six), while used bookstores can scarcely be considered a part of Canadian university life (good, none; fair, four; poor, twelve; none available, six; no answer, seven).

Clearly, in Canada, the students and scholars interested in American history generally do not have access to the materials of their craft, and that condition exists at a time when the market for those materials is marked by activity of glut proportions.

Now if that condition prevailed only in the field of American history, one might shrug it off as a peculiarity of the national predisposition. But when the dissatisfaction carries to libraries and book outlets generally one is nagged by the suspicion that other fields of history and other disciplines, as well, are equally disabled. If that suspicion has any foundation in fact, then a crisis, perhaps unrealized, is confronting higher education in Canada.

Any concluding remarks to this report must be prefaced with a disclaimer. On one hand the experience of drafting, sending, and receiving the questionnaire has indicated that far more thought and sophistication is required to yield significant information. On the other hand a perusal of calendars when put beside the returned questionnaires and letters prompts generalizations — many of which are shot through with serious qualifications. This report then can not be regarded as more than an impression and concluding remarks are not exempt from that limitation.

In 1958 W. D. Farnham, then of the

University of Alberta, read to the annual meeting of the Canadian Historical Association a paper titled "The Study of American History in Canadian Universities." The field, he concluded, was in a "borderland" state of development. He anticipated a rapid growth of interest. He was partially correct. The trails are broken, but just how great the leap forward has been or will be is open to question.

The general tendency Farnham detected was to find "derived" interest in American history but little intrinsic interest. Canadians viewed American development as it touched their own. Little has changed in spite of the growing interest in and popularity of the field.

Both in terms of courses offered and staff to teach them, American history in Canada suffers from a limited scope and fragmented coverage. Worse yet, inadequate facilities, even in the face of commitment to graduate studies, seriously impairs conscientious effort.

Those conditions strike the author as pathetic when placed beside responses to queries about future plans for American history in Canadian universities. Eighteen departments found the field increasing in student demand and interest. Seven believed it was even, none noted a decrease though two did not answer and two, planning, did not know. Several noted feeling the pressure from American students at one end of their programs and the lure of American fellowships at the other. But still there was little evidence of a recognition or appreciation of the task involved in covering American history completely.

Whatever else the Americans have done, they have posed a splendid challenge to historians in Canada. The complexity of the history of American life requires not only objectivity, but also comprehension and understanding. American historiography suggests much that Canadian-trained American historians could do. Whether or not the history departments of Canada will meet the challenge is not yet clear. Whether or not they are even aware of it cannot be determined from the present

returns. But, from this writing desk, however suitable a perspective it might be, the prospects are not good and so, the call again goes forth.

When I wrote that article I was, though I did not know it at the time, in the vanguard of a great migration which so put Steele and Matthews on edge. Their ire suggested to me that the coming of the Americans may have altered what is taught as American history in Canada. Similarly, who teaches it, what are their interests and training no doubt now reflects those pernicious erosions which animated the Carleton crusaders. What about library collections in American history? What about Canadian University libraries generally?

\* \* \*

While I was preparing my ill-fated article, I was working at another problem. I have worked at solving it at two Canadian universities with the cooperation and assistance of the librarians and their staffs. The problem was how to survey holdings in American history, institute a comprehensive current acquisitions policy, and create a desiderata list of out-of-print material. The goal always was a rapid, short-term improvement of the American history collection within the context of over-all university and departmental priorities and projections. The responses to my questionnaires and my experiences led me to the conclusion that financial resources constitute only one, and perhaps minor, aspect of the problem. Some examples are in order.

Once a library initiates a standing order policy, the work of individual scholars, concerned with special collecting, focuses on the need to know what the library does not have, what of that is in print, what is desirable, what is essential. Conventionally one turns to shelf lists, bibliographies, and subject-author-title catalogues. At first such endeavors are usually modest enough. In my own case and in the first instance, I checked the library catalogue against the selected reading list on American studies appended to the *Library of Congress Guide*

to the Study of the United States of America. That resulted in 122 order slips and the realization that: a) the in-print/out-of-print factor would thereafter be a consideration and b) the list's titles just checked would be checked time and again in later more ambitious surveys.

The second step was to survey the library holdings against a standard bibliography. Working with the librarian, I had a card file prepared, listing author, title, and date of publication, from the *Select Bibliography for Students of History*, published by the Graduate History Club of Harvard University. That particular work was selected over the *Harvard Guide to American History*, Library of Congress *Guide to the Study of the United States of America* or the American Historical Association's *Guide to Historical Literature* because of its selectivity, its emphasis on recent publications, and its stated aim to aid both undergraduate and graduate students, not the scholar researching in his special field. The salient criteria then (1965-66) was to rapidly build a collection which would be appropriate to a first-rate honors program in history, and the *Select Bibliography* was ideally suited to that end.

The card file, numbering 2,000 titles, was then checked against the library catalogue, *Books in Print*, the *Cumulative Book Index* and finally, if necessary, the *Library of Congress Index*. The result was 400 in-print orders and a desiderata out-of-print list of 900 titles. That procedure also produced what could have become a history department catalogue. It did not approach the problem of serials, government publications, or printed documents. As a project, it was a marginal success; for that there are several reasons.

First, the library in which the survey was executed had no standing order policy. The survey was a foundation for which no further building provisions had been made. Secondly, there was no active program for searching the resulting desiderata list. Thirdly, and most importantly, because the *Select Bibliography* had no internal chronological publication limits, subsequent biblio-

graphic checking would be repetitive unless directly correlated with the card file. That, in turn, meant that the file must necessarily duplicate the library's public catalogue and its subsequent acquisitions. For those reasons and from that experience, I concluded that the *Select Bibliography* survey was at best a one-shot, short-term, minimum return undertaking.

As I reached that conclusion, I took up a new appointment at another Canadian university and began working at solving the problem again, though in slightly different circumstances. There was a greater sense of professionalism in the library and more financial resources for building a history collection. Meanwhile, the Harvard graduate students had twice revised their *Select Bibliography*. The Widener Library shelf list was published, and a computerized revision of the *Harvard Guide* was announced. A variety of possibilities for an electronic survey of holdings in American history stirred the imagination. However, both the university librarian and his collections librarian wanted evidence of feasibility and efficiency.

Using a departmental research assistant, I had the *Select Bibliography* (3rd, ed.) checked against the public catalogue, and then *Books in Print*. This edition listed 650 titles in American History and the survey produced 460 in-print orders and a desiderata list of 55 titles. Yet my own work and that of my students indicated there were still great gaps in the American history collection specifically and the history holdings generally.

I conferred with colleagues, library staff and seminar students. The library had instituted standing orders with 40 university presses in North America in 1966; thus, the problem was to find and fill the gaps in the collection to bring it up to the standard of graduate study, short of dissertation research. What was needed was a short-term project which would produce a high yield of in-print orders, a small out-of-print desiderata file and which would reduce to an absolute minimum repetition in subsequent survey.



In the academic year of 1967-68 a number of techniques were tried. Checking select subjects in several bibliographies consecutively was one. Collating review essays with bibliographic tools, was another. Generally, and at best, the in-print/out-of print ratio was 1:1. No approach was sufficiently productive to warrant a broad application.

Gradually a system emerged which here is called the Ettlenger-MacDougall History Collection Building System.<sup>2</sup> It works as follows: The history department arranged in rank of priority fields in which it wished to have as comprehensive a library collection as possible. Then members of the department designated several journals which they respected for the quality, accuracy, and inclusiveness of book reviews and notes. Arriving at that general area of agreement and instruction, the collections librarian and his staff checked the reviews year by year against the public catalogue, *Books in Print* and initialled orders as appropriate. The results were most encouraging.

In American history the journals selected were the *American Historical Review* and the *Journal of American History*. The survey was started in the 1965 numbers (the year before the standing-order policy was instituted) and to date has been carried back to 1955. That decade is peculiar to local needs and resources and the survey may be carried back no further as new projects are now underway.

The two journals yielded an average of from 300 (1955) to 400 (1965) titles per year. By excluding notation of text books, collections of readings and other teaching aids, the survey netted 2,000 significant titles, 800 of which the library did not have. Of these 800 titles, the in-print /out-of print ratio was 5:3. By virtue of the applicable reviews, the out-of-print desiderate list was reduced to 100 and 500 in-print orders were placed. By any standard the system worked well.

Three particular virtues were found in

the review survey system when it was given application in the American history collection. First for the decade 1955-65, it produced 62% in-print orders for books not held by the library and that figure would have been even higher had not the *Select Bibliography* check only just been completed. Thus, for any field under development the review survey is quite appropriate.

Secondly, because the main basis of the system is the review, not bibliographic lists, an automatic cross reference to the literature of the reviewer's specialty is provided. That means either the desiderate list is made more precise and inclusive or the time span of the survey is extended to the limit of the subject's literature, or both. The over-all effect is to make the desiderata list an active one and to direct collecting energies and attention to used book and reprint lists.

And finally, once the review survey is done, 'tis done. Any subsequent survey can proceed on the assumption that a title in American history appearing between 1955 to the moment is: a) in the library, b) out-of-print and being searched, c) not worthy of consideration.

The system, of course, is not perfect. It misses, almost completely, the problems of periodicals, reprint series, government publications, and may not detect numbers of multi-volume series and printed documents unless they appeared in the decade. It is not a technique to be used by non-professionals for judgment requires both historical experience and a critical sense — review editors and reviewers are not infallible. Finally, it raises the hoary problem of funding reprints. The reprint market is a strange world mixing gentle stewardship with vicious exploitation. Judiciousness is a necessity when confronting it by whatever route the approach is made. As we professionals, librarians and historians, have reviewed the system, we invariably conclude there must be a better way. At the moment, no one has thought of it.

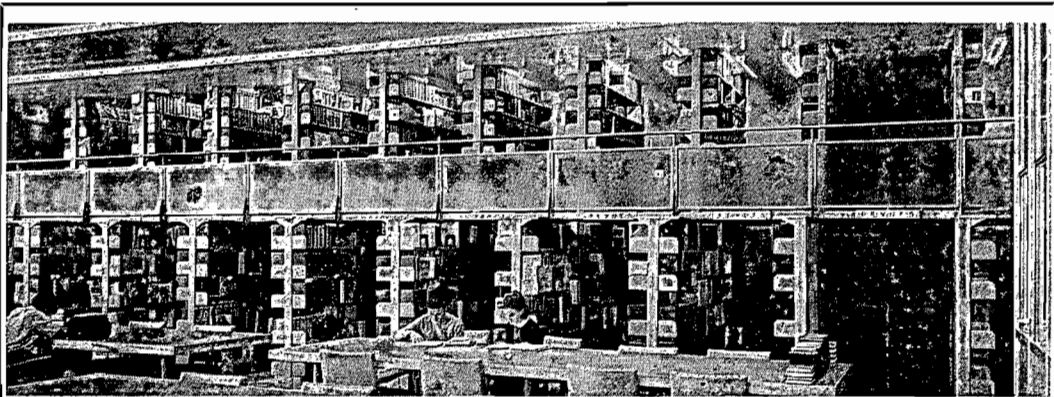
Clearly American history — history gen-

erally — is not the only field to which the Ettlinger-MacDougall History Collection Building System can be and was applied. It is worthy of consideration in any discipline in which the book review and the review essay is an important part of the

literature. Hopefully, it will not fail to interest "a great number of our readers" simply because it grew as a solution to one more of the "problems in the teaching of American History in Canadian Universities."

## FOOTNOTES

1. Kenneth W. McNaught, John T. Saywell and John C. Ricker, *Manifest Destiny: A Short History of the United States*. (Toronto, 1963).
2. After J. R. T. Ettlinger and W. S. MacDougall of the Dalhousie University Library.



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# NOTES ON THE SEPARATE SUBJECT CATALOG

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M. E. P. Henderson

Cataloguing costs, whatever the size of the library, are increasing steadily. At the same time, the fruitful use of the catalogue by non-librarians appears to be minimal. This may be due in part to a lack of tuition (and a dislike of admitting to ignorance) on the part of the user, but I suspect it to be due still more to the basic inexplicability of the catalogue to the layman, from card format to the apparently arbitrary filing rules. This is guesswork — there appears to be no reported research on the subject — but I have observed many faculty and students fail lamentably in finding and reading a card.

This being so, it would seem urgent to consider modes of simplification. The large library is not likely to start anew overnight, but might try out pilot simplification projects in branch libraries. The smaller library with a catalogue that is little more than a finding list at best, may feel freer to experiment more boldly.

For the conservatives (and that includes most of us in the library field) there is even at hand an almost painless method of simplification — the segregated subject catalogue. This move, according to several American time-motion studies, not only pays for itself but saves money over the long haul, in the greater speed and accuracy of filing achieved.

The all-embracing dictionary catalog is not sacred. It may be divided in two: author/title, and subject or, author, and title/subject. It may also be divided in three: author, title, and subject. The author and title/subject division may be the cheapest to maintain. The three-way split is probably the easiest for the non-librarian to use (and non-professional help to file in) since the problem of determin-

ing which of two similar entries is author and which subject, or which title and which subject, does not arise.

This is a modest step, and by no means unheard of. A second step in simplification may be the use of subject guide cards for each subject used, instead of the painstaking typing of subject headings on each subject card, which more or less vitiates the gains achieved by the use of the unit card. Used in conjunction with the subject card, the unit card remains strictly a unit card, with the addition of some indication to the filer against the appropriate subject heading in the tracing. This achieves a less cluttered card, and provides a valuable by-product — the readily transferable card, as subject headings are constantly (if not as promptly as one could wish) updated. Only those of us who can remember the unfiled, erasing, retyping, revising, refiled and filing revision that went on as the Library of Congress broadened the heading 'International relations', or tried to reach a consensus on the entry for Rabindranath Tagore will really appreciate the simplicity of popping in a simple cross-reference and moving the body of subject cards en masse to their new location.

It is further questionable if cross-referencing is necessary in the catalogue. There is little question in my mind about the "see also" — it is *far* more trouble than it is worth. The public comprehends little or nothing of cross-referencing, and it is an expensive business. For all such aids that are really used or understood, several copies of Sears or the L. C. Subject Heading list (the number being related to the size of the collection, at perhaps one per every 50 catalogue trays) readily available, will do the job as well.

But having started to question and to experiment, I do not think we should stop after these few changes.

Given the very limited use of the catalogue by the public, we should perhaps be questioning its very existence in this form, in any but the largest( resource) libraries. Would not the \$3.00 – \$5.00 cataloguing price per book be better spent on readers' services? If there were no catalogues for the user to pretend to consult, he would *have* to ask for assistance and would stand a far better chance of finding what material was available, and of getting a specific non-available item on inter-library loan. So perhaps a good bibliographic collection, skilful searcher-advisors, and a simple author-or title-entry finding-list in lieu of a catalogue, would actually work out better.

It may suffice, if a half-way house is wanted between the library finding-list and an extensive bibliographic search, to have a subject number reference to the shelves. Here again Sears or L. C. Headings might be used – with the appropriate Dewey or L. C. numbers attached to the headings when they are not already supplied. This

number would lead the reader to the shelves, for a first rough check on holdings. Or it would lead the readers' service librarian to the Shelf List (which might be kept in the public domain, though this is not to likely).

If stacks were closed, of course, classification could be omitted, and accession order substituted, which would eliminate much collection-shifting, and simplify the computation of space needs. This would render browsing completely random, of course, and probably necessitate the marking of all basic bibliographies (especially the Subject Guide to Books in Print) to indicate holdings, to serve the same purpose as consultation of the subject catalogue at present.

It can be seen from these suggestions alone that there is much scope for careful experimentation in the "withering away of the catalogue". Indeed, rising costs demand that we test many of our professional shibboleths – perhaps held more out of filial piety than intellectual conviction – in the light of our rapidly changing times.

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# MUSEUMS IN NOVA SCOTIA

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J. L. Martin

The first museums in Nova Scotia were born in a climate of tremendous cultural change. During the early part of the nineteenth century, although settlers were still moving into the hinterland of the province, many of our people had already lived here for several generations. Memories of their earlier homelands had faded, and the greatest problems of a new and strange environment had been overcome.

A new breed of Nova Scotians emerged at this time, men who were deeply concerned with the cultural development of the people. By 1826 the fifteen newspapers and eight magazines published in the province were being used to stimulate an interest in education, politics, science, philosophy and other fascinating subjects. Through the efforts of such men as Joseph Howe, Thomas Haliburton, Thomas McCulloch, Titus Smith and John Young, Nova Scotians were discovering their country and themselves.

In this exciting atmosphere the first natural history museum in Canada was established in Pictou in 1816. This museum was set up in the school under the supervision of Thomas McCulloch, a leading educator of the time and a close friend of John James Audubon.

Interest in adult education resulted in the formation of a number of Mechanics' Institutes, sometimes called poor men's universities, in the province. About 1830, the Institute in Halifax established a library and a museum of science. This collection, supplemented by some of the materials displayed in the international exhibitions of London and Paris, was taken over by the government in 1868 and became the Provincial Museum.

The popularity of science museums continued into the early part of the twentieth century and by 1912, Acadia and Dalhousie Universities, the Nova Scotia Agricultural College and Colchester County Academy had set aside rooms to house collections. In 1900, the Judge Mather DesBrisay collection of scientific and historical materials was presented to the Town of Bridgewater, and thus became the first municipal museum in the province.

The importance of science museums in the eyes of educators of the time is well illustrated by the words of Dr. A. H. MacKay, Superintendent of Education:

"A museum . . . would do more for science than any college or other agency. Every visitor from the country would return to his home, his curiosity awakened, and often with scientific problems or difficulties solved, with a new inspiration for further advances. Such an institution would have organic connection with every high school and college in the province . . . diffusing scientific information, and stimulating scientific activity."

It is probably correct to say that this was the heyday of the science museums. The sciences were young, scientists were few, books were comparatively scarce and expensive, and the museum collection provided the only readily available means for the identification of the hosts of strange rocks, minerals, plants and animals found in the province. Museum files were in many cases the only source of information on many species, particularly those indigenous to Nova Scotia and rarely found elsewhere.

However, rapid changes were taking

place and during the thirties and early forties, the interest in science museums decreased. By the end of the second World War, all except the Provincial Museum had been destroyed or had become inactive. This decline was related to a number of factors, but probably the most important were the rapid development of the sciences and the increasing availability of good scientific literature to the general public. This resulted in the study of natural history losing its place as a major field of scientific study, and finding itself in a relatively minor position in relation to the newly-developing "laboratory sciences."

This period in the life of Nova Scotia museums was too short to accomplish the desired aims, and the sad result was that when our colleges focused their attention on the more specialized sciences, the natural history of our province was still not well known. A thorough knowledge of our environment, even to its smallest parts, is essential to wise utilization of our resources, and even today in this supposedly advanced age there is much basic information on our fauna and flora which we do not have.

Attention was first directed to the collection and preservation of historical objects near the turn of the century. Harry Piers, Curator of the Provincial Museum, was the leader in this field and with little or no encouragement, he spent his lifetime collecting artifacts, documents and pictures related to our historical heritage. When the Nova Scotia Archives was created in 1929, it was Piers' collection which formed the foundation of that institution's most valuable holdings.

The private collection of Judge Mather DesBrisay contained considerable historical material. Following his death, the collection was offered for sale and a valuable group of paintings went to Boston. Some Micmac Indian artifacts were purchased by the Provincial Museum, and the rest of the collection was purchased by Mr. E. D. Davison and presented to the Town of Bridgewater in 1900.

A developing interest in historical resources was indicated by the establishment of Fort Anne at Annapolis Royal as a national historic park in 1917, followed by Louisbourg in 1928, the creation of the Acadian Memorial Park at Grand Pre and the Nova Scotia Archives in 1929. However, during the depression and the second world war which followed, museums received little attention in Nova Scotia.

In 1947, a revival of interest occurred and between 1947 and 1964 about one museum was established in every two years. There were a number of reasons for this development, but probably the main one was increasing alarm about the accelerated drain of things of historical value from the province. This was indicated by the fact that most of these museums were established by local groups of deeply interested people with little or no help from government.

Interest in museums was accelerated tremendously with the approach of the Centennial Year, and between 1965 and 1968 twenty-one new museums were opened. The *Directory of Museums* published by the Canadian Museums Association in 1968 listed fifty-three museums in Nova Scotia. Seven were operated by the federal government, ten by the province, and thirty-six by municipalities, societies or individuals. Investment in buildings, land and collections was approaching twenty million dollars, and the annual operating costs were over one million dollars.

Responsibility for the development of historic sites and museums has evolved as follows:

The federal government, through the Historic Sites Division of the Department of Indian Affairs and Northern Development, accepts responsibility for sites which are considered to be of national significance. Their efforts to date include Fort Anne, Port Royal Habitation, Grand Pre, Louisbourg and the Halifax Citadel.

The provincial government through the

Nova Scotia Museum, (known as the Provincial Museum prior to 1954) an institution administered by the Department of Education, assumes responsibility for the museum of science and history in Halifax, as well as buildings and sites that are considered to be of outstanding provincial significance. These include Uniacke House, Haliburton House, Perkins House, Lawrence House, the Balmoral Grist Mill and the Barrington Woolen Mill.

However, the provincial government also recognizes the problems of local groups and communities with limited resources, and therefore provides both funds and other forms of assistance to these groups throughout the province. Nova Scotia's museum assistance policy is the most advanced in Canada today and is being copied by other provinces.

The provision of assistance to local museums does not give the province control, but it does enable provincial authorities to influence the direction of development. It is their ultimate aim through consultation, staff training, loans of collections and provincial grants to gradually improve the quality of all local museums, and to concentrate the development of each around a theme usually directly related to their community or region.

This will not be accomplished overnight since there are many problems to be overcome. The original development took place without planning or co-ordination. As a result, we have museums established in very poor locations, others in good locations but with weak organizations and little local support. Some, particularly those born in the headlong haste of Centennial Year, find themselves without their basic need: a good collection. Others have excellent collections but pitifully inadequate quarters.

At present, we have four local museums attempting to keep their doors open on a year-round basis. We have yet to learn how large a community must be before it can support such an undertaking. If a local museum cannot attract visitors with-

out free admission or a very small admission charge, while at the same time it costs the governing body one or two or more dollars for every visitor just to cover operational expenses, we would be wise to question its validity.

Local museums, if operated properly with the full support of the community can perform a very valuable function. They can stimulate an interest in our historical heritage and can do much to preserve the best parts of this heritage for present and future generations to enjoy. They can also be an added attraction to visitors from other parts of the province and beyond.

On the other hand, they can just as readily be sad mistakes. They can serve to gather historical treasures in one place so that they can all be burned at once, or all deteriorate together through lack of proper care and maintenance. Too many local museums of the same type can fragment the museum picture so badly that no one institution can provide a worthwhile experience to the visitor. There is, after all, a limit to the amount of valuable historical material in Nova Scotia.

The role of museums is not clear in the minds of many people, even some of those who are directly involved in their creation and operation. Everyone knows that a museum is a storehouse for a collection of specimens, objects or artifacts. Beyond this point, the thoughts of some people come to an abrupt halt.

Whether in the field of science or history, these collections should be made with the intention of learning something about the natural or human history of Nova Scotia. The collections form the basis for study and research. When the curator has learned as much as possible about the collections, he considers the best methods of using the specimens or objects and the facts he has accumulated to transmit knowledge to the visitors in an interesting and stimulating manner.

The day of merely displaying the whole

collection tagged with names, dates and donors is long gone. The material must be carefully and pleasingly arranged to tell a story, to create interest or to stimulate thought and imagination. To accomplish this, every facet of the art of display must be fully utilized.

The curator must not stop with exhibits. He must accumulate, store and dispense knowledge. The museum should come to be regarded as an information centre on the natural or social history of the area it seeks

to represent, and the curator must strive constantly to be worthy of this regard.

Nova Scotia has probably reached the saturation point with historical museums. Some of those presently in operation will undoubtedly disappear in the years ahead, and others may be organized to take their places, but the total number is unlikely to increase to any extent. It is hoped that future development in the museum field in Nova Scotia will be measured largely in terms of improved quality and performance.

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## POSITIONS VACANT

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\* \* \* \*

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HALIFAX, NOVA SCOTIA, CANADA



# THE RABBIT HOLE

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“. . . 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 to be 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."

## REVIEW, CHANGE, AND IMPLEMENTATION

### Library Education at Dalhousie

To even the most casual observer the present chaotic variety of Canadian library science degree programmes must appear disturbing. Unfortunately, it is not always understood that this situation is largely due to the adoption of formulae imposed by academic hierarchies unfamiliar with the library profession, or by external authorities unfamiliar with the Canadian situation. The result has been:

1. acceptance of A.L.A. interpretation of the MLS as a fifth year degree
2. acceptance of university insistence upon two academic years of study for a Master's degree in fields lacking corresponding undergraduate preparation.

In both cases the essential issues of Canadian professional library education have been ignored.

Some months ago Dalhousie University announced its School of Library Service, which was to award a Master of Library Service degree based on an eleven month trimester schedule. The programme encompassed a flexible curriculum that combined professional courses, supervised work experience, individual research and continued academic specialization. The balancing of these elements in a cohesive programme was posed as the central objective and challenge of the School. Since that first an-

nouncement debate about the quality, type and organization of professional library education in Canadian universities has forced a re-appraisal of our arguments, resulting in a new programme. The change has not compromised the School's original challenge to traditional rationalizations of existing degree programmes within Canada; and the original goals remain the same!

Until this year, failure to properly relate library science to the broader academic spectrum has been responsible for acceptance of the one year BLS, or two year MLS alternative. This alternative has resulted from the application of formulae that fail to recognize Canadian university practice which ranges from 3rd year Pass to 5th year Honours degree. Moreover, in their quantitative evaluation of achievement such formulae have contradicted the essence of post-graduate professional education. Although independent in the principles and techniques that constitute its professional character, library science is rooted in the academic disciplines it serves, and from which it draws its substance. The "undergraduate preparation" thus provided should be inter-disciplinary and cannot be circumscribed by any single course affiliation, as for academic post-graduate evaluation. Furthermore, the quality of this preparation must be determined within the undergraduate programme — it cannot be compensated for by subsequent prolongation of professional exercises.

With these arguments the Dalhousie School of Library Service justified its adoption as entrance requirement to its one year MLS programme, possession of a "Bachelor's degree of recognized standing in any field." The School has thus advocated consistent and unconditional acceptance of the Bachelor's degree as sufficient proof of intellectual preparedness — not as a service award.

The School has further argued that the professional programme built on this foundation should be evaluated solely in terms of the requirements peculiar to the profession. Objectives, the manner of their pursuit, and the degree to which they are realized are the relevant criteria of measurement for degree recognition. They should constitute the grounds on which professional library education seeks acceptance of its individuality within the academic hierarchy. The timetable applied to such a programme must be judged according to its suitability for the best pursuit of these objectives.

The change to a basic four term timetable was adopted by Dalhousie as the logical conclusion to these arguments — an opportunity to extend the programme in depth. The change was determined by considerations fundamental to the School's "new approach":

1. the necessity for a consistent national approach to professional library education
2. the substance and mechanics of the teaching programmes in professional library education
3. the continuing educational needs of a profession contending with the challenges of increasing complexity and recurring obsolescence.

Debate of these issues has found a review board in the recently organized Canadian Association of Library Schools. Moreover, a first degree of uniformity was

achieved in April, 1968, with CALS resolution that Canadian library schools adopt, within five years, the four term MLS programme as the basic preparation for professional service. Implementation of this resolution would mean eventual abandonment of the post-graduate BLS. It would also mean general acceptance by Canadian schools of a uniform degree structure to resolve the chaos of equivalency rating posed by the present variety of degree programmes. But the resolution's success depends on the conformity of all schools.

The resolution can also be welcomed as a potential first step by the Canadian library profession toward establishment of its own accrediting association. Students, educators, and employers in the library field should all benefit in consequence. Students must be aware that mobility and advancement depend on degree acceptance by the profession; educators, that through the performance of its students and their advance through the profession a school can best demonstrate the validity of its theories. The profession must build its strength on a constant interchange which in turn demands mobility of manpower and maximum adaptability, of programmes and personnel. Development of this kind must follow from a uniformly understood and accepted base.

The longer four term timetable, originally proposed by CALS, was adopted by Dalhousie, primarily as the means of more effectively accommodating the variety of approaches implicit in the School's programme. The programme's essential balance of professional theory, practical experience, and academic specialization must vary somewhat, according to each student's approach to his professional preparation and eventual practice. Latitude for similarly varied scheduling of the basic timetable was therefore necessary.

The School's *one year schedule* (two 15 week terms plus two concentrated 8 week terms) has been primarily designed for exceptional candidates who require less room for academic pursuits and can handle

the pressure of a curriculum designed for concentration upon the programme's professional elements during an intensive study period. Accordingly, acceptance into this programme depends upon the adequacy of each candidate's previous academic preparation and practical experience to produce a well balanced framework.

The preferred *two year schedule* (four 15 week terms corresponding with the academic year) is recommended for students requiring the more evenly balanced programme, or for those wishing to develop an academic speciality.

The *part-time schedule* necessitates completion of the degree within five years. Required full time attendance during at least two 15 week terms insures a core of in-depth study to mitigate the pitfalls of piece-meal preparation.

The four term MLS has been advocated elsewhere as a more adequate provision for specialist training. This is not the case at the Dalhousie University School of Library Service. Its first degree programme has been designed as basic preparation for professional service; its 'overall perspective' denotes a generalist approach. The School is concerned that this not imply superficiality. The more common 'type of library' approach, followed in many other schools, has been replaced with the broader, comparative 'type of function' approach. The objective is to develop students' appreciation of the profession's fundamental theory and techniques within a broad context, equipping them to evaluate and apply the changing particulars that will confront them in a working situation. The curriculum thus demands of each student:

1. four Core Courses, encompassing fundamental theory and technique
2. one of the three Areas of Concentration (Public Services, Technical Services, Collections Development, each composed of five related courses and intended to channel students' particular approaches

3. a minimum of three electives, allowing students more specialized concentration, providing for independent research and development of academic specialities
4. 100 hours of supervised library work experience (for which students are paid).

The four term timetable provides a more effective base from which to schedule the individual's course progression. The progression from Core Courses to Areas of Concentration is clear cut, while the latter benefit from a more gradual cumulative process. Work experience can be more easily integrated within the programme. The more prolonged schedule will also benefit research activities, while a closer approximation to the university calendar insures added flexibility for inter-disciplinary electives.

A significant feature of the School's programme, which must profit from the four term cycle, is its borrowing of personnel from outside the School, the profession, and the area. The objective is to stimulate through the introduction of varying viewpoints, and through exposure to outstanding talents. The four term cycle will aid the School in its effort to contract outside talents and to develop the programme of workshops and lecture series which will satisfy the School's formal curriculum requirements as well as its external responsibility to local professionals. The School's overall programme draws strength for each of these elements from the other, integrating many features of both to underline the continuation principle of professional education.

We have come a long way in the past months, restructuring the School's programme for a more effective balancing of its several elements. Consequently, we are confident that it will more fully realize the objectives originally enunciated in our "new approach".

Susan Whiteside

## Letters to the Editor

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*Earlier this year the Editor wrote to all chief librarians in the Atlantic Provinces requesting their support in his efforts to stimulate reader response and contribution to the Bulletin. His letter follows, accompanied by one of the first replies it elicited.*

Dear

As editor of the APLA Bulletin, I am once again trying to solicit *articles, editorials, or letters* for this year's issues. The response within the Atlantic Provinces to my former, less direct, pleas for help remains negligible. Nevertheless..

Since I am now desperate for material, I have decided to try another tack. Would you help? Perhaps, if you as a chief librarian show interest and forward some kind of commentary, others on your staff or in your area may be stimulated to follow your example.

I am aware that you may be overworked and understaffed; that you may feel you have nothing to say, or, if you do, feel unable to write it well enough for publication; that, in fact, you do not believe the "Bulletin" worthy of the time and effort my request requires; yet, I hope not.

Sincerely,

Louis Vagianos,  
Editor, APLA Bulletin.

Dear Mr. Vagianos:

In reply to your plea of February 5, I suggest that you publish this letter in the next issue of the APLA Bulletin.

So you can't get anyone to write any articles for the Bulletin and you are

appealing to me, in the hope that if I, as "chief librarian show interest and forward some kind of a commentary, others on your staff or in your area may be stimulated to follow your example". What a hope! And what an optimist you are! Don't you realize that the direct approach is your only chance? Nobody does anything on a general appeal. If they did one would not need canvassers for the worthy causes of United Appeal, Heart Fund, etc. Advertising, if it is good can be a softening up process, but it needs the direct follow-up.

Perhaps my letter, if you publish it, may do some softening up. But I will bet you a Scotch and soda you won't get an offer. People just don't volunteer. You, as editor have the thankless task of commissioning individuals to do articles. By the way, don't attempt to draft me. I served my term. Draft some new people to contribute to the Bulletin, and give your readers a rest from those of us who have contributed off and on for many years.

In the meantime I shall enclose a copy of our Annual Report which has just been released. You might have one of your editorial staff (I hope I am not being funny) do a news story on it for the Bulletin.

Happy drafting,

Yours sincerely,

Mary E. Cameron,  
Chief Librarian.

P.S. That bet I made is one I should be delighted to lose for your sake and the Bulletin's.

*There has been other response — still hesitant, but encouraging.*

# OUT of the IN box

a sampling of notes from the library world.

## *Nova Scotia Museum — Publications*

The Nova Scotia Museum in Halifax has been closely allied with the publication of scientific papers almost from the time of its establishment in 1868. It expects to expand its vigorous publication program when it moves into a new building.

Most ambitious of the Museum's publications in recent years was R. W. Tuft's *Birds of Nova Scotia*, published in 1962. Many of the recent publications are brief treatments of local subject matter directed toward teachers or interested adults, as well as papers of a purely scientific nature. All of these reflect the Museum's various fields of interest in biology, geology, history (including marine history) and archeology.

Major publications are listed in *Canada* and they appear in the *Atlantic Provinces Checklist* and the *Checklist of Publications of the Province of Nova Scotia*. These publications should be of interest to patrons of Atlantic Provinces libraries, which may not be familiar with the type of material available. A complete listing may be obtained from the Nova Scotia Museum.

## *Schools — Libraries*

The Halifax County Municipal School Board recently announced the appointment of Mrs. Phyllis Muggah as Supervisor of School Libraries for the County of Halifax, effective January 1969. Mrs. Muggah has worked in the Cape Breton Regional Library, St. Mary's University Library, and for the Department of National Defence as a school librarian for the Canadian Armed Forces in West Germany. Her headquarters are now in the Halifax County Regional Library, Municipal Building, Dutch Village Road, Halifax.

*Educational Media* by Gerald M. Torkelson. A new pamphlet, No. 14 of the 'What research says to the teacher' series. Available from the Association of Classroom Teachers, National Education Association, Washington, D.C.

## *Libraries in the Academic Scene*

*Canadian University* has devoted its January 1969 issue to college and university libraries.

*College and University Business*, January 1969, in an article on "Fifteen outstanding examples of college building design" includes considerable discussion of library buildings.

## *Meetings*

The Education Committee of the Special Libraries Association is holding four concurrent pre-conference seminars in Montreal, June 1. Themes: Personnel administration; Planning the library facility; Problem publications; Basic principles of management. Fee \$2.00; membership in SLA is not a pre-requisite.

The Special Library Association, Geography and Map Division, and the Association of Canadian Map Libraries are holding a joint meeting on June 6th, Laval University. Topic: Automation in map libraries.

## *Mount Allison University — Special Collection*

A truly outstanding collection of Canadiana, certainly one of the finest still in private hands, is to come to Mount Allison University. The announcement that Mr. and Mrs. Edgar Davidson of Montreal are

giving their superb collection of books, paintings and furniture to the University comes on the heels of the announcement of the establishment of the generously endowed Edgar and Dorothy Davidson Professorship of Canadian Studies.

Mr. and Mrs. Davidson are giving the collection to Mount Allison to enrich its library and art holdings, and to be the basis for research studies by the new Professor of Canadian Studies, Dr. George F. G. Stanley, and his colleagues. They expressed the hope "that Mount Allison University will eventually be able to establish a graduate school of Canadian Studies, and contribute even more than it does now to the understanding and solution of local, provincial and federal problems."

#### *Library Co-operation in New Brunswick*

*Shortly before press time our In-Box received the following item from Mr. James F. MacEachern, Director of the New Brunswick Library Service. It is a significant and encouraging indication of library activity in the Atlantic region.*

Librarians in New Brunswick have talked and thought about co-operation, and on December 11th at last attempted to do something about it.

To a considerable extent, they were motivated by the discussion on library co-operation at the last APLA Conference. The Conference served to open a discussion on this Provincial basis, and revealed to us that we were willing to proceed with a dialogue as it concerned New Brunswick libraries.

We have been aware of the need for greater library co-operation, but the question was, and perhaps continues to be: are we ready to implement this broader concept of library service? Several changes, if not improvements, have occurred indicating that we were more ready than we were even two years ago. The number of staff in several libraries has increased. There is a continuing demand for library

service, hence a greater awareness of interdependency. The new Provincial Archives and the development of special libraries have helped to clarify or distinguish terms of reference. It was a review of these changing conditions that led to questionnaires, and responses indicated we were, in fact, ready and anxious to discuss the proposition as it is, might be, and should be in the Province.

The approach to our discussion was a gentle one. We emphasized words such as "the possibility", "the wider concept", and other equally non-committal expressions in our pre-meeting communications. It would, perhaps, have proven a tactical error had we allowed enthusiasm to conceal the impossible (if temporary) or the impractical. Better at this stage to keep the discussion open, the enthusiasm alive, and ambitions related to the possible!

Co-operation is too often used to imply a sense of togetherness, or to serve as a conversation piece. It is, of course, intended to be much more in this particular context. Co-operation is largely a matter of self-concern and self-analysis. A library that cannot meet its commitments in a joint undertaking isn't going to be a very valuable member of that undertaking. Or can a library expect to enter a co-operative project and deny its own clientele in any appreciable way? Co-operation, if it is to work properly, must be a kind of selfless selfishness practiced by one who remains fairly constantly in a positive frame of mind.

A chairman of a library programme knows that he must contend with the particular interests of the public librarian, the school librarian, the university librarian, and the special librarian. In a programme on library co-operation, the task is confounded because he realizes that he must also arrange the discussion in order to retain the sense of cohesion that brought the participants together. In other words, no particular interest can be allowed to dominate. Our particular discussion technique was the small group, and at one time we

were able to have the maximum conglomerate of interests when we posed:

"the possibility of greater co-operation among all libraries in the Province".

During a second session, we began a dilution of the mixture to discuss:

"the possibility of greater co-operation among libraries in a region".

And for the third session, like-minded people come together to discuss:

"the possibility of greater co-operation among types of libraries in the Province".

As a convener and the acting chairman, I felt that my role should be limited to these two duties. As a consequence, an Assessment Committee of five or six of the participants questioned (occasionally act as devil's advocate) the recommendations of the various groups in order to clarify or relate the group reports for the meeting as a whole.

Library co-operation in New Brunswick, under this particular approach, now depends upon the report that the Assessment Committee writes. Each of us remains eager to see the review of this first effort.

I fully expect that the report will be a generally favourable one, but I would want to caution my colleagues that the first meeting will prove to have been the easiest one -- there remains the working out of any effective plan in all of its details. If the Committee's report is favourable, we must, individually, be able to draw the distinction between capability and ambition. Each library will have to make a genuine decision about its ability to participate at any given time. It will be this individual definition by each library that will contribute most to any meaningful and developing programme for co-operation.

One final observation about the December 11th meeting: discussion on greater co-operation "among all types of libraries" proved to be most productive. It was this apparent fact that made most of us realize that the wider concept of library service is, in fact, a possibility.

*Nova Scotia in books, 1752-1967.*

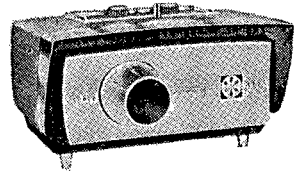
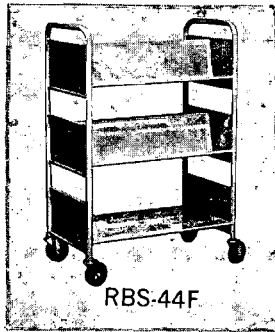
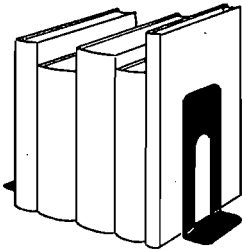
A guide to the Centennial display of Nova Scotia books prepared by the Halifax Library Association. 40 p. illus.

Free copies are available on request from the Nova Scotia Provincial Library, Trade Mart, Scotia Square, Halifax, Nova Scotia, Canada.

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## Contributors

Dr. D. H. Crook is Assistant Professor of History at Dalhousie University, Halifax; Mr. J. L. Martin is Director of the Nova Scotia Museum, Halifax; Miss M. E. P. Henderson is Assistant Librarian, Prince of Wales College, Charlottetown, P.E.I.; Miss S. Whiteside is Assistant to the Director, Dalhousie University School of Library Service, Halifax.



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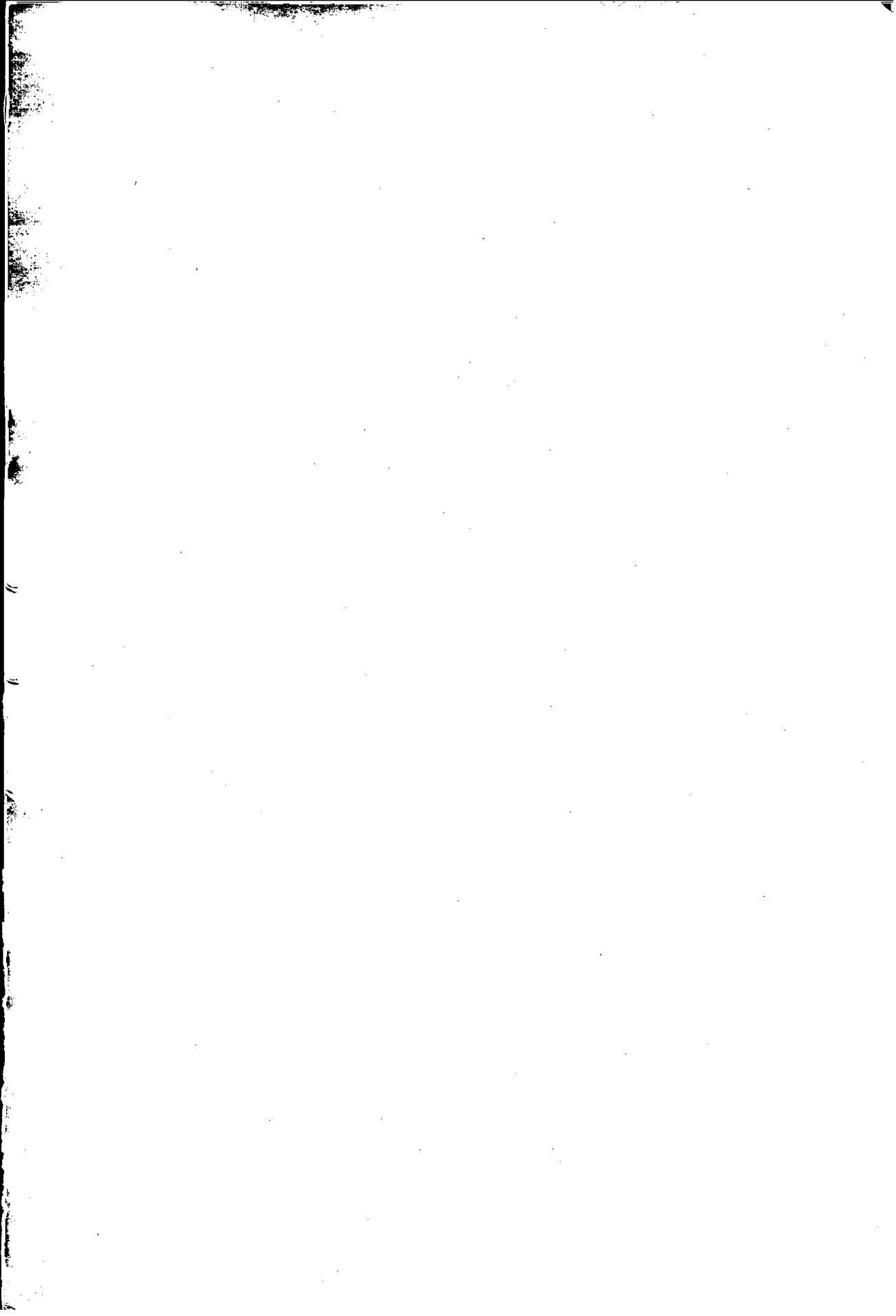
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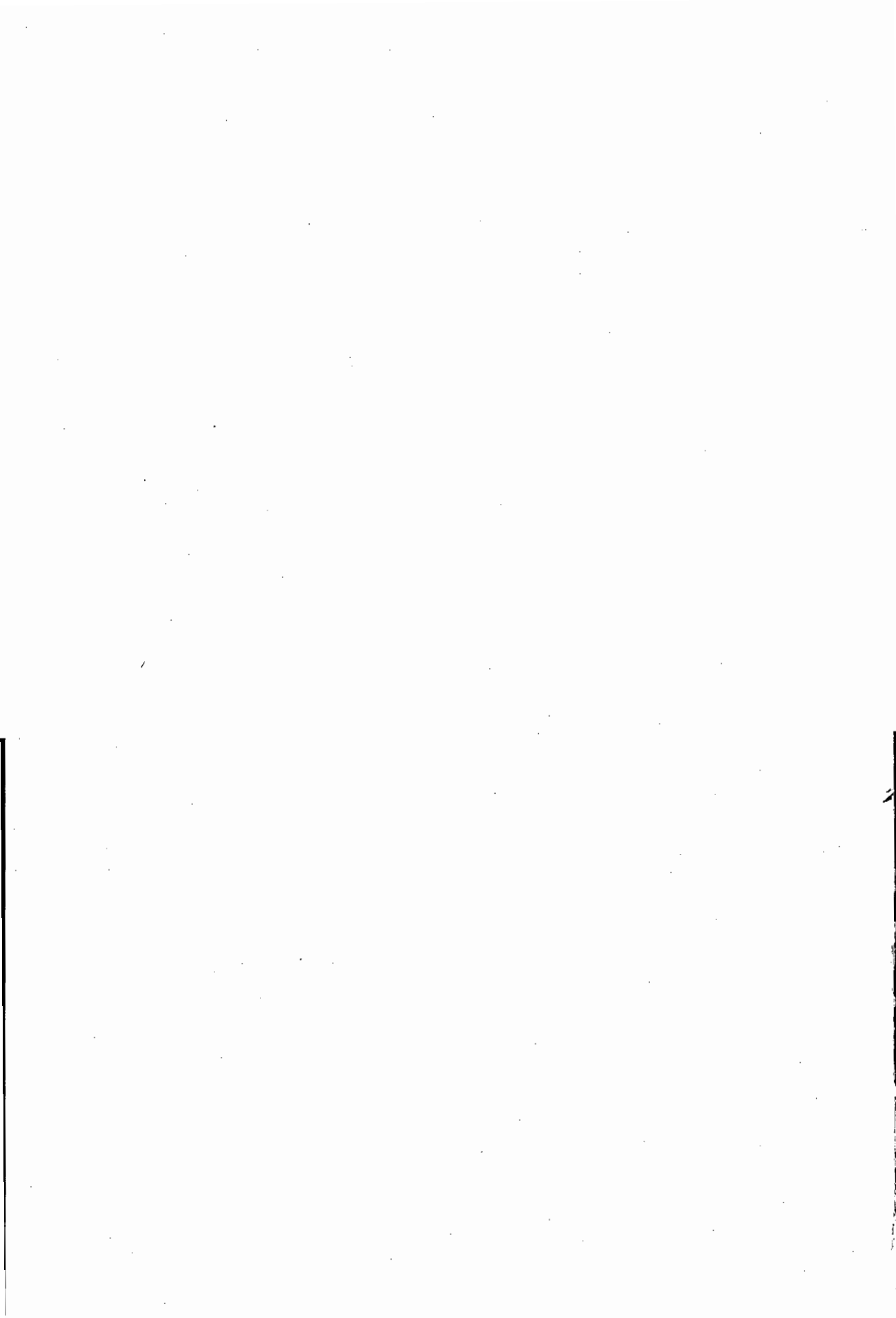
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