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BULLETIN

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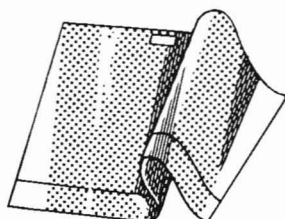
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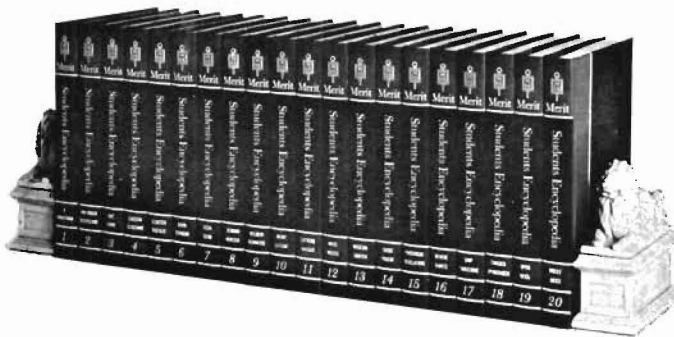
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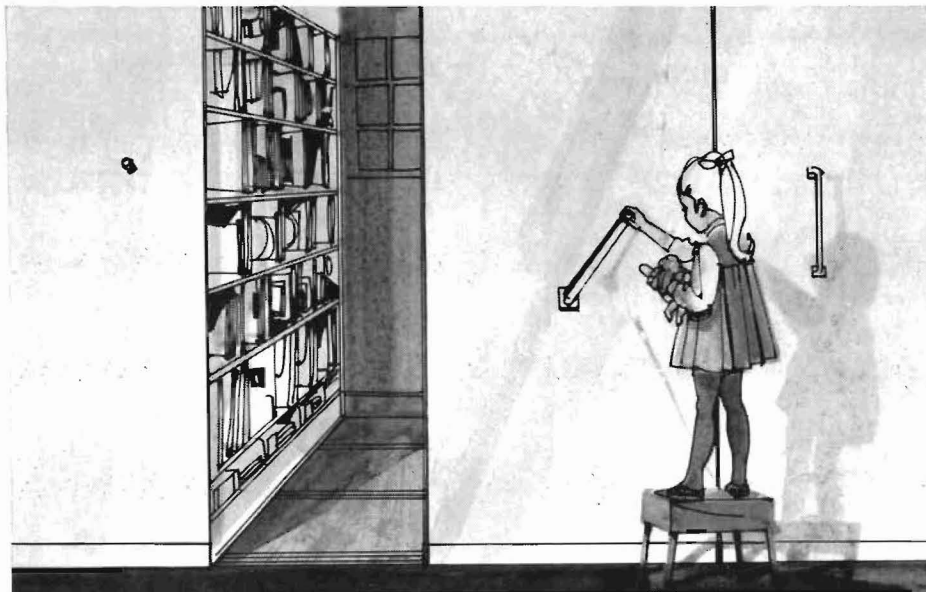
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CHILDHOOD IN POETRY – THE FORTY-YEAR HISTORY OF A COLLECTION 1929 – 1969

John Mackay Shaw

This paper was originally presented at the American History Round Table held in Atlantic City, June 23, 1969.

The title of this paper sets the age of FSU's Childhood in Poetry collection at forty years. Its age could have been set at three centuries – 1633 being the date of its earliest book, the "Divine Poems" of Francis Quarles. Or sixty years might be closer to its true age, if we say it began on the day in 1911 when the budding collector took his lunch-hour walk east on Market Street in Philadelphia and turned into Ninth street for his first glimpse of the book-loving browser who identified Leary's Book Shop to the passerby, and who is now spending a well-earned retirement in Detroit on the premises of my favorite publisher. It was at Leary's five-cent sidewalk shelves that I made my first book purchases, graduating to the ten-cent shelves when I got my first raise from \$2.50 to \$3.00 a week. I was earning \$5.00 a week before I felt affluent enough to enter the shop itself, and \$10.00 a week before I could afford the substantial investment that brought me the 1824 edition of Burns "Poems" with the presentation inscription of Lady Dalrymple Hamilton.

Yet neither 1633 nor 1911 seems quite so significant to the collection as 1929. That was the year in which I sang my first lullaby to my youngest child, and began reading the nursery rhymes to my eldest. These were the events that really triggered the collection.

The Three Loves – Books, Poetry, Children

Aside from the lovely lady who has borne

with my collecting foibles and extravagances from the beginning, there have been three great loves in my life – books, poetry, and children. These three loves unite in the collection, for its purpose has been to bring together, if possible in first edition state, those books in which have been printed the poems that have over the years been read to and by children.

Reading to the Children

In order to read to children, one must first have a book. And for this purpose I acquired reading copies of the books of the standard children's poets, notably Stevenson, Field, Riley, Milne, and de la Mare, and Laura E. Richards. All but the last of these well-thumbed copies have gone into whatever limbo the Goodwill Industries consigned them to, to be replaced in the ensuing years by first and special illustrated editions of the same works, in as mint condition as practical. As the children grew older, I came to understand reluctantly that the school curriculum to which they were exposed was not like the one I knew as a child, for poetry was not a part of it. I tried to fill this gap by reading to them, and encouraging them to read for themselves Goldsmith's "Deserted Village," Longfellow's "Evangeline," Gray's "Elegy," Tennyson's "The Brook," and other like poems, all of which had been part of my poetic upbringing.

Writing for the Children

Even before kindergarten, it occurred to my four-year-old daughter that, instead of reading poems which she knew to be the common property of all childhood, I should be reading poems of her very own. The adventures of Christopher Robin and the

terrors of Little Orphan Annie were all very well in their way, but more important to her were the doings and sayings of Cathie Shaw. The presence in the home of a clattering typewriter made it seem logical to her that poems for the children could be written just as easily as what her mother referred to as "stuff for the office." She was, of course, quite right, and the office should not have been impinging on her time. But I did not then think so and, evading the issue I told her that only she could provide the themes for such poems. This presented no challenge at all, either for her or her little brother. I thus became the amanuensis of the children, writing hundreds of poems about the things they did and said and saw, with here and there a line or two of parental propaganda. For some five years this very fruitful and enjoyable means of communication continued, ending as abruptly as it began when, as though by common consent, the children decided they were too old for such infantile behaviour. This was my first experience with what is now known as the generation gap.

Genesis of the Collection

At this point I began to wonder to what extent the real poets had enjoyed a similar relationship with their children. It took very little research to reveal that most of them had. It was clear also that those poets who had no children of their own had found it necessary to borrow the children of their more prosaic acquaintances. Indeed some of the best of the children's poets were unmarried, among them Edward Lear, Lewis Carroll and Christina Rossetti. Lear wrote his nonsense limericks for the children of the Earl of Derby, and Carroll did the Alice parodies for the daughters of one of his Oxford colleagues. As for Rossetti, she wrote for the world's children.

To my astonishment, however, when I searched the Library of Congress and the New York Public Library to find what had been written about this very natural and universal experience of the poets, nothing very comprehensive came to light, nor have I found very much since that time. The

defection of the children had left a void in my life. Why not, thought I, fill that void by acquiring the books of the poets and excerpting what they had said for and about childhood?

The Search for Poem Sources

My first step was to make a list of the child poems that are so widely known that a compiler has difficulty omitting them from his anthology. Heading the lists were William Allingham's "The fairies," Robert Browning's "The pied piper of Hamelin," and Mary Howitt's "The spider and the fly." Tracing each to its source was an adventure much more exciting to me than catching a hapless trout or shooting an innocent rabbit.

The Allingham poem, with its familiar lines, "Up the airy mountain, down the rushy glen," was clearly etched in my memory as it had appeared with neat pen-and-ink drawings in my first-grade reader. The poem was first published according to one of the dealer catalogues, in "The music-master," London 1855, a book sought by collectors as the first to be illustrated by the pre-Raphaelites. Before long I had found two copies, in variant bindings. However, in Allingham's diary, published by his daughter in 1907, I read that an earlier version had appeared in his 1850 "Poems." The great Tennyson had spoken kindly of this book by the young unknown Irish poet, but at the same time he had made some technical suggestions. Allingham immediately discarded many of the poems, and revised others, among them "The fairies." The 1850 book was forgotten, and is consequently harder to come by than the 1855 "Music-master." Nevertheless a copy did come to hand some years later. All of Allingham's books are now in the collection, including his own copy of "Blackberries," 1884, with numerous pencil changes made by him in preparation for the 1890 edition. E. Gertrude Thomson's illustrated edition of "The fairies" is here, but I'm still looking for that first reader of my childhood.

Browning wrote the "Pied piper" for the

young son of William Macready, the actor, and it might never have been published except that Moxon needed a few pages to fill out the skimpy issue of "Dramatic lyrics," which he published in 1842. I have never seen a copy of this book, and have had to be satisfied, so far, with the separate editions of the "Pied piper" illustrated successively by Kate Greenaway, Jane E. Cook, Harry Quilter, T. Butler-Stoney, Hope Dunlop, Arthur Rackham, and Harold Jones.

The omnipresent fly first walked into the spider's parlor in Mary Howitt's "Sketches of natural history," published simultaneously in London and Philadelphia in 1834. Both of these came in due course to the collection. This oft-printed poem has not inspired the artists as has the "Pied piper," perhaps because insects are a little more difficult to do than rats and ermine-gowned mayors. Arthur Rackham wanted to do it, but his plans were interrupted by his death, under circumstances that came to my notice in an interesting way. When Rackham's books were offered for sale by the London dealer Hollings, I purchased a copy of "The spider and the fly" which was one of two hundred printed as a 1939 New Year greeting by George Macy of Limited Editions Club fame. The copy contained some mysterious pencil markings apparently indicating page numbers. When I wrote Macy about this, he kindly sent me a letter he had received from Rackham discussing the plates for "The wind in the willows" and expressing his intension to make "a very entertaining grotesque insect book out of your delightful Christmas gift. It has never been done." "Since you have the volume," Macy wrote to me, "I think it would be most apposite if you were to place in it the holograph letter from Rackham in which I dare say he made his only reference to the pictures." Rackham's letter is dated April 1939. He died in September.

The Sources of the Books

In search of the poets of childhood and their books, I began to haunt the second-hand book-shops and to learn the mysteries of the auction room — no place for the

amateur, but a good place for the amateur to know something about. Dealer's catalogues began to come my way, and were soon, as they still remain, my favorite reading. The poets already named were those whose books I first acquired, first editions of Robert Louis Stevenson's "The child's garden of verses," 1885; Eugene Field's "Love-songs of childhood," 1893; A. A. Milne's "When we were very young," 1924; James Whitcomb Riley's "The book of joyous children," 1902 (Jean Hersholt's perfect copy of "The ole swimmin' hole" came later); and Walter Ramal's (de la Mare) "Songs of childhood," 1902.

Despite the favorable book market of the thirties, purchases like these stretched my book budget, and the growth of the collection could be described as slow and steady rather than rapid. Nevertheless I pursued my quarry with enough zeal to attract a number of dealers. Among those I remember best and with especial fondness are Gabriel Engel, Sam Dauber and Barnet Ruder. I found these and others of their ilk to be both interested in what I was trying to do and helpful to me in the doing of it, with no more than a reasonable eye to profit, and sometimes going beyond the call of personal gain. Old Sam saw me one afternoon on the book-laden landing that separated him from the domain of his partner Pyne. I was lovingly fingering a copy of Father Tabb's beautiful book of "Child verse," published in 1899, which was priced a bit beyond my expectation. Thereupon Sam spent a good hour pouring out bibliographic lore about Father Tabb and the other Catholic poets. Of course, I could not let such an education go unpaid, and when I left the shop the copy of "Child verse" went with me, the first of many purchases in Dauber & Payne's basement. To the non-bookman it may seem strange that a Jewish dealer should instruct a Scotch Presbyterian collector on the poetry of Catholicism, but the truth is that nowhere is ecumenicalism so far advanced as in the world of books.

Children's Poetic Fare Prior to 1800

Before the mid-eighteenth century it

seems not to have occurred to anyone to write poetry for children. Their poetic fare consisted of the emblems of Wither and Quarles, various metrical versions of the Psalms, the versified fables of Aesop, and snatches of ancient ballads and musical plays that have come down to us as nursery rhymes. Bunyan had broken the ice in 1686 with his "A book for boys and girls; or Country rhymes for children." But it remained for Isaac Watts a generation later to start the avalanche that rolled steadily through the late eighteenth century, and crashed with full force into the nineteenth. Wilbur Macey Stone, who devoted many years to the collection of Watts' "Divine and moral songs," identified more than a thousand editions. "Childhood without the busy bee and the sluggard," wrote de la Mare, "would resemble a hymn book without "O God our help in ages past." By far the greatest influence on the poets of the Victorian age were the Psalms and moral verses of Watts and his imitators, for these confronted them on all sides in both home and school when they were children.

This early period in the history of poetry for children is chiefly represented in the collection, besides the Quarles book already mentioned, by George Wither's "A collection of emblems, ancient and modern," 1735; Charles Wesley's "Hymns and sacred poems," second edition 1755; Watts' "The Psalms of David," 1719; Nathaniel Cotton's "Visions in verse for younger minds," 1751; and the all-but-forgotten "Juvenilia," by John Marchant, also 1751. Several eighteenth century editions of Watts' "Divine and moral songs," are of course present also.

Childhood the Universal Theme of the Poets

As the years went by, the search inevitably brought into the collection first or early editions of Burns, Wordsworth, Coleridge, Tennyson and the Brownings in Britain, and those of Longfellow, Bryant, Whittier, Holmes and Poe in America. Indeed all the major Victorian poets are here, and many of the minor ones. To a greater or lesser degree, virtually all of them dealt with the theme of childhood, or wrote

poems that children took for their very own, though written for their parents.

The somber classic, "We are seven; or The little maid and the gentleman," first appeared in Wordsworth's 1898 "Lyrical ballads." While we have so far had to settle for a facsimile of this rare work, we do have the 1800 edition, even more noteworthy because it also has the preface which came to be the manifesto of the Romantic movement. Coleridge is represented here by the Bristol 1896 "Poems on various subjects, and Charles Lamb by the 1809 "Poetry for children" of which he had so much trouble finding a copy twenty years later. The Taylors of Ongar are here in great profusion, as well as their counterparts Mary Elliott and Elizabeth Turner. First editions of William Roscoe's "Butterfly's ball" and its numerous successors are here also.

One rather expects the child to be dominant in the poems of Wordsworth and de la Mare, but it comes as a surprise to some of our visitors from the English department to find a complete collection of Swinburne. Yet Swinburne wanted to be remembered as a poet of childhood, and his child poems now fill a handsome volume, "The spring-tide of life," published in 1918, nine years after his death. And it takes nine pages of our catalogue to list the poetic allusions to childhood in the plays of Shakespeare. Not being blessed with a first folio, we had to make do with "The National Shakespeare" facsimile, published in three ponderous volumes in 1890. "What," asked one of FSU's English professors, "Is Matthew Arnold doing in a collection of kid lit." The rejoinder to this sally was to open the first edition of "The strayed reveller," 1849, to page 101, on which begins "The forsaken merman," beloved reliance of those who compile anthologies of children's poetry.

Children's Periodicals

The search for favorite child poems, and the effort to restore forgotten ones of equal merit, led also to the numerous children's periodicals that had their heyday between 1870 and 1920. They were published in

weekly or monthly numbers, and enough of these were printed so that they could be bound up and sold as annuals for the Christmas trade. England had "Aunt Judy's annual," "The boy's own paper," and "Little folks." America had "The youth's companion," "Wide awake," "Our young folks," "Harper's young people," and "St. Nicholas." "Chatterbox" appeared in slightly variant form on both sides of the Atlantic. These were successful publishing ventures, and attracted some of the best writers of the time. Palmer Cox's "Brownies," Kipling's "Jungle books," and the poems of Laura E. Richards, Carolyn Wells, Oliver Herford and many others came to St. Nicholas through the editorial acumen of Mary Mapes Dodge, herself the author of "Hans Brinker and the silver skates" and no mean poet in her own right. Her "St. Nicholas League" published the first halting strains of Edna St. Vincent Millay, the Benets, Babette Deutsch, Robert Hillyer and others who were encouraged to put forth the kind of persevering effort that characterizes the work of all the fine poets. All of those named continued on to publish their own books of poetry, whose contents made them "musts" for the collection.

None of the children's periodicals are easy to acquire. To get a complete or near-complete run of any of them calls for patient watchfulness, and a sudden pounce when they come on the market, seldom more than three or four at a time. The "Youth's companion" is particularly elusive, partly because it was published in newspaper size inconvenient for rebinding and shelving, and partly because, unlike most of the others, it was not issued as an annual. Yet it had the longest run of all, continuing without a break for a hundred years beginning in 1827.

The Gift Annuals

The literary world of Britain and America, between 1825 and 1860, was spread-eagled by the gift annuals, handsomely bound volumes embellished with elaborate engravings, with contributions in prose and verse from the best writers. It was the "in-thing" in the 1840's to have one of these

on the drawing room table. The collection has some six hundred of these, for the most part yet to be catalogued.

The Modern Poets of Childhood

These periodicals and gift annuals belong to a by-gone day, but the publishers have not entirely overlooked the market for children's verse. Some of the modern practitioners of the art measure up very well with the St. Nicholas poets. At the risk of omitting some other very good ones, I would name Lois Lenski, Elizabeth Coatsworth, Phyllis McGinley, Dr. Seuss, and Aileen Fisher. Even John Ciardi steps down from his exalted pedestal on the Saturday Review long enough to dash off an occasional book of poems for the children. Difficult as it is to keep abreast of the flood of beautifully-illustrated modern-day books for children the collection makes an attempt to do so.

It is more than thirty years since Ted Geisel, better known as Dr. Seuss, issued the little masterpiece entitled "To think that I saw it on Mulberry Street." This was a charming volume, its brief text so true to boy life, and so dearly was it loved by my boy and his little friends, that I sang it praises volubly. A mutual friend invited me to sing them to the author, who was then a little-known copywriter with a New York advertising agency, famous only as the originator of the "Quick Henry, the Flit" series of exterminator ads. He had a problem. His editor wanted him to do his next book in prose, on the theory that there was no market for verse. I insisted that a thousand writers could do acceptable prose, but only Doctor Seuss could produce fantasy in the unique combination of drawing and doggerel that was "Mulberry street." I set before him examples of Hood, Thackeray, Gilbert, Lear, Carroll, and others who had the same unusual combination of talents and each a master of comic verse and picture. The editor, of course, won the battle. But not the war, for after several ventures into prose, Geisel in 1940 wrote me: "You have sung the gospel of light verse, hilarity, utter abandon. You are the only person I know who has sung such. But you

have sung effectively. I have put aside the prose notes of what was to have been my next book, and am now making quick notes and jottings on the back of menus, old envelopes, hat checks, and sarsaparilla bottle tops. It may not sell. But it's going to be fun. You are right. It has to be done." A score of books followed, all in the Seussian verse and picture style to which the world has grown accustomed and which the young world loves. Of all the authors in the collection, Doctor Seuss is the one the children ask for most. Not all the children's librarians and critics share their enthusiasm, but I am inclined to accept the verdict of the children.

Another child poet whom I met before fame caught up with her is Phyllis McGinley. She had been writing delightful and rather sophisticated light verse in the "New Yorker," and I ventured the opinion that she would be writing for children as soon as her new baby was old enough to listen. This greatly amused the sophisticated young poet of the "New Yorker." But a few years later she wrote on the fly-leaf of her first book of child verse: "For John Shaw, who said I ought to write for children, this book is inscribed. I hope it will fit not too far down in his collection." Still later she reverted to prose, and when I demurred she responded in typical McGinley fashion: "Dear John, no promises I make,/No vows, kind sir, I utter,/For verse is a fine and frosted cake,/But prose is bread and butter." If you want to test the skill of your Acquisitions Department, ask them to find for you a copy of her first book, "On the contrary," published by Doubleday in 1934. It is one of the few books in the collection that you may not have on inter-library loan.

The opportunity thus to meet and know, even perhaps to influence slightly, these people who have the touch of genius, is one of the very satisfactory by-products of book-collecting.

Completeness or Comprehensiveness

I hope I have said enough to indicate the wide scope of the collection. The sheer

magnitude of the field disturbed me at first, because in all the memoirs of the great collectors I had read that their collecting tended to narrow to one period or to one author, and indeed I was aware that the most useful special collections have been those that concentrate rather than scatter. But once embarked on my planned course, I was, like Macbeth, "stepped in so far that should I wade no more, returning were as tedious as go o'er."

I gradually became reconciled to the fact that completeness in so vast a field could not be hoped for, but that a reasonable degree of comprehensiveness should be possible. As each book came to my shelves, I made a careful record of it, identifying the references to childhood. By the mid-fifties, the shelves in my New York apartment were toppling under the weight of some six thousand volumes, and I had four thousand pages of typewritten notes describing them.

Meantime I was beginning to see in the collection a resource that might give me a full-time activity for the retirement years that loomed just ahead. At this point my fellow-Grolierite, Fred Melcher, visited the collection and, after browsing for an hour, asked what I intended doing with it. I replied that I thought the patron saint of the children's authors and librarians was in better position than I to advise on that question. Whereupon he urged me not to break it up, for whereas many of the books or their equivalent would be found in any well-stocked college library, nowhere had they been gathered into one compact group, and welded together by notes that stressed the significance of their contents to the world of childhood. This testimony was verified by one of the professors of English at New York University who saw in the collection "a hundred doctoral dissertations."

The Gift to FSU

These and similar comments strengthened my resolve to give the collection to a college library. But which one? I had no Alma Mater of my own, my formal education having ended at age fourteen. I

might of course have sold the books. It wasn't that I thought of myself as a public benefactor, or that I couldn't use the money. I was afraid that to sell the collection would be to lose control of it, and this I could not face.

I began to visit the libraries as occasion permitted. Perhaps I should not say this before so distinguished a group of librarians, but what I saw was not re-assuring. Many collections that had been put together by collectors like myself were locked away in inaccessible corners, uncatalogued, unclassified, and little used, if indeed they were used at all, except for an occasional grandiloquent anniversary exhibit and a cursory catalogue. This was not the role I envisioned for my books, and so I resolved that where the books went I also would go. I drew up a set of simple provisos, specifying that the library that got the books would have to provide me with adequate space so that while I lived the books could be kept together, that the library would assist me in the preparation of an adequate catalogue, would aid me to the extent that funds might be available in building up the collection, and to make the books constantly accessible for the use of faculty, students and the general public. After my death, they could do what they pleased with the collection, but I would hope by actual practice to demonstrate the wisdom of maintaining it as an entity.

Not a few of the libraries I visited agreed to these provisos, but Florida State seemed to be the one best suited to my purposes, and in 1960 I made a gift of the collection to its Strozier Library. The library staff, the administration and the faculty — and indeed the students also — have been both kind and co-operative and I have not had cause to regret the decision.

The books are housed in their own space within the Humanities Department. The walls of the room are the stacks, the collection occupying the inside shelves and the outside being the regular open shelves. The door is directly connected to the stacks, and is kept open so long as someone is in

attendance. Within this sanctum I hold forth as Curator, a voluntary assignment yet having all the privileges, without the responsibilities, of a faculty member. Not a day goes by that students do not browse freely in the collection, and the books are in constant use by undergraduates and graduates at all levels struggling with term papers, masters' theses, and doctoral dissertations. Faculty members have published papers based on what they found in the collection. Occasionally a professor in the English Department, the Home and Family Life Department, the School of Education or the School of Library Science wants to take a day off and invites me to talk to his class. I have never been known to refuse such an invitation, and I believe I am beginning to know what they mean by the sanctity of the classroom.

In this pleasant atmosphere, I spent my first eight years at FSU preparing the kind of comprehensive record that I failed to find thirty years ago. It is now published in five volumes, 3,500 pages, the fifth volume being a key-word title index of some hundred thousand poems. I am now busily engaged in preparing a supplement which will extend to two volumes more, and include descriptions of the volumes that have been added in the past three years.

These additions have come from appropriations from the library's own budget — small but ample — from gifts from generous alumni, faculty and friends, and from a small fund the donor has provided, and which has been and will continue to be amplified by the earnings of various publications originating in the collection and by royalties from the catalogue.

A collection of this nature can and should be the source of many publications, adding to the sum of human knowledge in its field. We have already published such works as "The Lewis Carroll parodies and their originals," "What the poets have to say about childhood," and the "St. Nicholas poetry index 1873-1943." Anthologists, by the use of the key-word title index, are enabled to find in the books long-forgotten

poems on a host of subjects, one good example being Ella Bramblett's "Shoots of green," published by Crowell in 1968.

It is my hope that the presence of a special collection of this nature and magnitude in the midst of a society of scholars may make some contribution, however small, to restoring poetry to its proper place among the arts, and the arts themselves to their proper place in the social scheme. It was my belief before going to FSU that the materialism and the warlike posture of our times had relegated all the arts, more especially poetry, to a position secondary to the sciences. Daily association with the academic process over the past ten years has served to shape this belief into a conviction. It is to the sciences that the more promising young students are directed, including the potential poets, and it is to the study of material rather than philosophical matters that research resources are chiefly directed.

I have a game that I like to play when I am invited to talk to a class in the Library School or the English Department. I ask the students to write down the names of the most influential poets and their own favorite poems. Almost no living poets are named, and few twentieth century poets. The median birth date of the influential poet is usually about 1810, and the publication date of the composite favorite poem is usually about 1850. This suggests the depths to which this great creative art has been permitted to sink in our generation. I am convinced that we are living in an age in which education is more devoted to increasing the sum of human knowledge than to reflecting on the cumulative wisdom of the race and passing it on to the generation that is to shape the future of our world.

The pursuit of knowledge is a commendable activity for mankind, but if wisdom does not keep pace, we may be headed for disaster. It is the poets who can best maintain this balance between knowledge and wisdom.

Retirement from active business life has meant for me, not idleness leading to early debility and despair, but the transposition of an exciting and absorbing hobby into a full-time, and I think a useful occupation. The years of retirement have been the happiest of my life. My pension and savings provide me with with all the needs of the simple life I like, with reasonable provision for the future and enough left over to buy a book occasionally. To those, and they are many, who express surprise that a man should work hard for no monetary return. I point out that so long as a man's life is devoted to increasing his income he is a slave to money, and the greater the income, the tighter bind the shackles. That kind of slavery is not my cup of tea. So long as a man is on a payroll, somebody is his boss, and I worked for fifty years to get rid of bosses. My advice to students who are starting out in life is the advice Burns gave in his "Epistle to his young friend:" "To catch Dame Fortune's golden smile/ Assiduous wait upon her,/And gather gear by every wile/That's justified by honor./ Not for to hide it in a hedge,/Nor for a train attendant,/But for the glorious privilege/Of being independent." To this I merely add that the gathering of gear should cease at the point where independence is achieved. This, plus an active and useful life lived to the end is, I am convinced, the true secret of happiness, and I wish I had the talent of a Burns or a Goldsmith to say it in the kind of clear and forceful language of which only poetry is capable.

LIBRARIES ON THE MOVE

Eileen Burns

This paper was originally given as part of a panel on school libraries presented by the Halifax Library Association in March, 1970.

Some forty years and more ago, I was appointed by Supervisor G. K. Butler to the staff of Saint Patrick's Boys' High School as the teacher of Latin. That dead language and I were partners for exactly one year and at the end of that time I begged to be transferred to the teaching of English. English was a compulsory subject. Students could not give English up no matter how much homework I forced them to do.

Now one thing worried me in those far away days and that was that there were no books available for extra reading — the modern lingo "enrichment" had not at that time reared its ambiguous head. There were few books in classrooms other than those provided by the teachers themselves and there certainly was no central library as we understand the term today. Nova Scotia was the province of the single text book — the number of students passing the Provincial Examinations was the norm for appraising the worth of the high school teacher. Examinations were based on the textbook, so why waste time on giving extra information or opposing points of view? The situation was far from ideal.

Finally one day, kind Providence disguised as Lady Chance performed a most useful bit of skulduggery. At the end of the hall, situated between the Grades XI and XII classrooms was an alcove on both sides of which were gun racks for the rifles used by the cadets. One day a rifle was missing — a court martial was held. The result was that an edict went forth that all rifles and racks were to be transferred by

guard to the Armouries. There they were to remain. Now was my hour. Mr. M. L. Boswell, the Chairman of the School Board, was most interested in the school getting a room for the library. He designed a glass partition with a door to make a room of the alcove. Thus was I launched as librarian full time with a full time teaching load in English and History, Grades XI and XII level. The idea of periods "off" which are practically mandatory today in the high schools was a completely unknown concept. I had shelves built on either side of my new room with doors and every door had a lock and a key which worked. I brought from home all the books I could either steal or take. My friends were most generous. Senator Gordon B. Isnor heard that the school needed books and he appealed to the Progressive Club to stock this original north end library. Every member alerted to the need went home to wives who had a field day clearing out attics and basements. Our shelves were full — excitement ran high. Mr. S. R. Balcom was another fine patron. He sent money to buy suitable books as memorials to departed friends. I found myself getting increasingly interested in the obituary columns of the Mail and of the Star — my interest has never flagged in that particular column.

With Mr. Burns Adams' assistance, I ran a canteen at recess and with the money we bought books. The hockey team — provincial champions that year under the coaching of Mr. Gerald Hayes, bought a set of the Books of Knowledge — they were elegant books so were promptly put under lock and key. They must not get soiled. Those were the days when all teachers worked together for a common cause in a friendly little school. The students did the best they could to help and were rewarded by books on sport, books on how to behave — even books of jokes were added. The

daily press and popular magazines were also magnets which attracted readers. Book selection, based on a most limited budget, had to be dynamic.

Then one day to our excellent library came Miss Estelle Anderson from the neighboring high school. She did not approve of the Burns system of cataloguing — in fact the Burns library was obviously not the finest library she had ever seen. She suggested that what I needed was a course in Library Science. I paid little or no attention to the suggestion. I certainly would not waste my precious and irrevocable time on such unnecessary nonsense. But once again kind Providence intervened in a miserable sort of way. A gas stove blew up at the army canteen where I was frying eggs, bacon and sausages almost blowing off my leg. That summer I was in a cast. I could not think of anything to do with my time except to try a course in a thing called Cataloguing I.

Thus ended my carefree library days. Nothing was evermore the same. I began by ruining the appearance of the library. All doors were taken off — all keys were thrown away. I must have burnt as many books as Hitler ever did. I can still remember with the greatest affection the leather bound sets of Scott and Dickens with print so fine that not even with a magnifying glass could one decipher the words. My thinking had radically changed. By the time I had a degree in Library Science very little remained of the original north end library to recall the blood, sweat and tears which had gone into its formation.

Then a new high school was projected. Dr. Marshall called me in to view the plans from the very beginning and always made sure that when the architects had second thoughts I knew what was being changed in the library environs. One day he phoned in obvious dismay. The School Board, in order to save money, was eliminating one wing of the building which meant that instead of the library being the size of three classrooms it would be just the size of one — the stack room, the

work room and the office must go. But there was one faint gleam of hope. Would I be willing to go to the School Board meeting that night and tell the Commissioners why the original plans for the library should not be altered? Indeed I would.

Mrs. Martha Flemming, Librarian at the Queen Elizabeth High School, was there when I arrived. Oh wretched day! I was defeated before I was even heard. Of that I was certain. Mrs. Flemming had such a delightful library, so easily accessible to staff and to students, just at the front door of the school. Why should I want one four times as large as hers, why indeed! I was asked to state my case. I recall telling the Board how jealous I was of Mrs. Flemming and her gem of a library and then I stressed how inadequate that gem must be to supply services to the large student body at Queen Elizabeth High School. This shocked the Board completely but not the Superintendent of the day — he knew this fact well. Did I speak the truth? Was I exaggerating? Nobody but Mrs. Flemming could assure the Board of that. Quickly she was asked for her opinion on the subject. Praise be! Mrs. Flemming agreed with me 100% — she was truly magnificent in backing up my arguments for a library sufficiently large to be able to give service to a large student body. Thanks to Mrs. Flemming of Queen Elizabeth High School and of happy memory, Saint Patrick's High School has a fairly large library. It has a very fine circulation desk made to my specifications and at quite a cost — it has chairs and tables of my choosing. But here my success story must end. No capital was available to buy books that the librarian must find . . . no money to provide stenographic help or assistants trained or otherwise. Yet I was exceedingly proud of the new library at St. Patrick's High School. I worked very hard to make it the power center of the school — the show place it certainly was. That I was completely unable to give real library service must be obvious. Moreover, I was never considered a Department head nor did my degree in Library Science count as did other extra degrees in giving me extra salary. In other words, up until four years ago, neither the

Halifax Board of School Commissioners nor the Provincial Department of Education recognized the status of School Librarian.

Time marched on. I left my ivory towers and found myself a Member of the Halifax School Board. I was also a member of the Halifax City Regional Library Board, a natural and a wise combination as the Municipality of the County of Halifax will attest. At a meeting of the Library Board, a discussion arose concerning school libraries and I was asked to bring this same discussion to the next meeting of the School Board. At that subsequent meeting a resolution was sent by the School Board to the Minister of Education asking that a study be instigated by the Provincial Department to appraise library services in the City schools. And here is precisely where the leadership and initiative of Miss Alberta Letts came in. Almost overnight she had persuaded the Minister of Education to invite one of the most eminently qualified librarians in Canada to do this study — Miss K. Bowlby.

The Bowlby Report opened the eyes of educators of a great need in our educational system. It gave several suggestions — the first, that a Director of Library Services should be appointed for the Public Schools. Much easier to suggest than to find a suitable person for the task. I shall not embarrass anyone by relating the saga of how Miss Helen Cummings, teacher and librarian and, above all, an able administrator was persuaded to come to Halifax. Suffice it to say that she did come and has already initiated a most exciting library program. School libraries are on the march in the city of Halifax! As I feel the excitement engendered by this library program, I cannot but think I have not lived in vain since so many of my seemingly futile hopes have become realities — so many of my dreams have come true. Progressive School Boards and Departments of Education have had visions, too, of giving real library service to the children and are willing to find the money to pay the heavy price which is involved to make sure that children who have mastered the mechanics of reading will also develop the habit of reading in good school libraries.

CONTRIBUTORS

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Miss Shelagh Keene is Assistant Professor and Assistant to the Director, Dalhousie University School of Library Service, Halifax, Nova Scotia. *Mr. Randy Mark* is the Librarian, Engineering Library, University of Toronto, Toronto, Ontario. *Mr. John M. Shaw* is Curator, Childhood in Poetry Collection, Florida State University, Tallahassee, Florida. *Dr. Paul Winckler* is Professor, Palmer Graduate Library School, Long Island University, New York.

THE NEED FOR THE STUDY OF LIBRARY HISTORY

Paul A. Winckler

The study of history offers the opportunity to investigate the past, and by this process knowledge, insight, and possibly a deeper understanding of the present may emerge. A study of library history, and of library education, can give direction and guidance to members of the library profession by offering them the chance to view more completely and with fuller understanding the events of the past as reflected in the thinking of today.

When this concept is applied to a study of library history, the past becomes a "living thing" which according to Dr. Tse-Chien Tai can cast "light on the development of librarianship today and the careful analysis of the present may illumine the path to the future."¹ In its practical application the study of library history may be of value to the library school student, as well as to experienced and inexperienced librarians, by enabling them to view library service, in its philosophical and historical context, in order "to understand the purposes of librarianship and make the necessary distinctions between the technique and principles of our professional activity."²

This point is further emphasized by Dr. H. J. Vleeschauwer in that the present-day study of library service is part of centuries of evolution and development. He feels that "tracing this evolution forms part of the explanation of the library as a distinct phenomena."³ Dr. Vleeschauwer asks the question: "Do you know what the present is, what makes up every 'present' moment?"⁴ answering that it "is merely the past, to which is added an infinitesimal something new!"⁵ He then comments on the value of

library history in that: "The most satisfactory explanation of things lies in tracing their inception and evolution. No one knows better than a man himself what he has done, thought, and felt, precisely, because he is able to observe in himself the origin and the course of these actions, thoughts, and feelings."⁶ Dr. Vleeschauwer appeals for a return to the study of library history which has "suffered more than a half century of neglect under the pressure of technical advancement,"⁷ and which should be restored to "its former honourable place."⁸

United States library education has frequently been "accused of being too technique conscious"⁹ which is often a correct and justifiable accusation. The need is to return to more investigations into other aspects of library science including library history and in so doing to come to a better balance in a study of all aspects which constitute the librarian's world. This would include philosophy, history, concepts, theory, criticism, techniques, methods, and their practical applications. These are all part of librarianship and to neglect one or the other is to place an improper emphasis on what should be examined in proper perspective. With this in mind an "Institute" was planned for the new School of Library Service at Dalhousie University to be held in the Summer, 1970, which would attempt to make its contribution toward achieving a proper balance and also assist in restoring the study of library history to its former honorable place.

Library education in the United States has had its own historical development and growth which has had an impact on Canadian librarianship and library education.

According to Mr. H. C. Campbell, Chief Librarian of the Toronto Public Libraries:

It was natural that organized efforts to develop a national policy for Canadian libraries in the twentieth century should have started with an impetus from the United States. That country had shown an interest in the provision of libraries for its citizens and Canada could not escape the influence immediately across its boundary. Although library activities in Canada in the first part of the nineteenth century had been influenced by the British Isles, at the start of the twentieth century this influence was dropping rapidly, to be replaced by American methods and ideas.¹⁰

Whatever advantages or disadvantages this development had, it is an historical fact that United States library service had a tremendous influence on Canada. This is seen in many developments and trends which took place through most of the twentieth century. During this time there was also a growing need that Canada should develop its own concepts of library service, and it was proposed that "whatever was developed in Canada should be something new, based on the needs of the nation, not something copied from the United States or elsewhere."¹¹ One of the purposes of the "Institute" will be to study the historical roots of this problem and probe, by discussion, some of the reasons, while at the same time examining this as it relates to the emerging needs of Canadian librarianship.

The history of library education in the United States, with its strong influence on Canada, can be divided into four major stages: (1) apprenticeship and in-service training classes which prevailed before 1887; (2) the period of formally established and organized library school training which dominated library education from 1887 to 1923; (3) college and university-affiliated library schools covering the period from 1923, with the Williamson Report to the end of World War II, and (4)

the continuation of the university-affiliated library school, but characterized by experimental change in curriculum and degree structure.

In the pre-Dewey period, library work grew directly out of practice, and the early librarians learned by doing. When there were sufficient numbers to warrant it, classes were established within public libraries to provide instruction which was directly related to work performed on-the-job. This work was geared to the particular needs and requirements of each library. After 1887 training agencies for librarians spread throughout the United States but with a more formal method and structure of education. Modern library education actually starts, in 1887, with the establishment by Melvil Dewey of the School of Library Economy at Columbia University. The curriculum emphasized technical training and although the structure was different the content and methods were similar to the preceding period. According to Dr. Sarah K. Vann this was a "time of cautious but positive progress in the direction of professionalism,"¹² which was reflected in the establishment of summer schools, round tables, institutes, schools still conducted in libraries, state library agencies, and some schools located in institutions of higher learning. This chaotic growth met the immediate demand for librarians brought about by the extensive building program of the Carnegie libraries. It was a period of ferment in library education with recommendations for change offered by Aksel Josephson, Katherine L. Sharp, William H. Brett, Salome Cutler Fairchild, Mary Eileen Ahern, Mary Wright Plummer, and Azariah Smith Root who in reports, committee work, and through publication expressed their often conflicting views of library education. Out of this confused and often divisive state there emerged the concepts and ideas which became part of the recommendations of Dr. Charles C. Williamson in his 1923 survey entitled *Training for Library Service*. The probing of the previous four decades culminated in Williamson's survey and subsequent recommendations. Vann observes: "As in the beginning it had been Melvil Dewey who

introduced the concept of formal training, it was, at the end, Charles C. Williamson who identified the association responsibility as being the formulation of standards and the accrediting of training agencies which had developed."¹³

Williamson's Report was "perhaps more than any other single report, responsible for making librarianship a graduate profession"¹⁴ and the "effects of the report were far reaching."¹⁵ My own doctoral research revealed this was the case although the Report certainly overshadowed the other contributions which Williamson made to librarianship. My dissertation, which was the biography of Charles C. Williamson, revealed through the study of thousands of documentary source materials, an insight into his work and into this vital period of library education. Williamson was able to view critically the problems of library education and to make recommendations out of which would evolve a "new concept" of library training as part of higher education and as a result library schools became affiliated with colleges and universities. The involvement of the American Library Association as the agency responsible for establishing standards and accrediting library schools, both in the United States and Canada, is also a result of the Williamson Report.

The present phase of library education developed directly out of the Williamson era but with changes in degree structure and curriculum. Until about 1950 library schools granted the B.L.S. degree which was considered the professional degree for librarianship, however, after that time the degree offered by the library schools was the master's. In addition several library schools today also grant the doctorate.

Throughout these periods, changing and evolving concepts of library service were reflected in library training, developing into ideas and programs which form the pattern of present-day library education. People like Melvil Dewey and Charles C.

Williamson made major contributions but others including, Louis Round Wilson, Joseph Wheeler, Ralph Munn, Ernest Reece, Carl Milam, Leon Carnovsky, Jesse Shera, Lester Asheim, Carl White, and J. Periam Danton have also examined, studied, and probed into the problems and dilemmas of library education each making their own contribution.

Emerging concepts of library education are the result of the past which has merged into the present adding that "infinitesimal something new" forming what can be called the "history of library education." From a study of this history there can develop an understanding of the profession of librarianship which can "give perspective and depth to theoretical library science."¹⁶

An "Institute on the History of Library Education" will be held at the School of Library Service at Dalhousie University, Halifax, Nova Scotia, August 4-14, 1970. This "Institute" will provide the opportunity for students and librarians to also examine, study, and probe into the problems and dilemmas of library education and to see some of the events and individuals who were and are a part of this heritage. Through lectures, readings, and discussion, as well as the examination of documents, this two-week "Institute" will attempt to fulfill part of the continuing and ever-growing need for the study of library history.

In order to provide a program which will be of value and interest to the participants, any ideas, suggestions, and recommendations pertaining to the "Institute" would be appreciated. Write to:

Dr. Paul A. Winckler
Palmer Graduate Library School
Long Island University
C. W. Post Center
Greenvale, New York 11548
U.S.A.

FOOTNOTES:

1. Tse-Chien Tai, *Professional Education for Librarianship*. (New York: H. W. Wilson, 1925.) p. vi.
2. Richard Krzys, "Thoughts on Library Education and the Dalhousie Plan." *APLA Bulletin*, XXXIII (December, 1969), p. 29.
3. H. J. de Vleeschauwer, "General Introduction to Library Science." *Moussion*, LII (1962), p. 182.
4. *Loc. cit.*
5. *Loc. cit.*
6. *Ibid.*, p. 183.
7. *Loc. cit.*
8. *Loc. cit.*
9. Krzys, *op. cit.*, p. 29.
10. H. C. Campbell, *Canadian Libraries*. (Hamden, Connecticut: Archon Books, 1969.) p. 11.
11. *Ibid.*, pp. 19 - 20.
12. Sarah K. Vann, *Training for Librarianship Before 1923*. (Chicago: American Library Association, 1961.) p. 191.
13. *Ibid.*, pp. 192 - 193.
14. Gerald Bramley, *A History of Library Education*. (Hamden, Connecticut: Archon Books, 1969.) p. 83.
15. *Loc. Cit.*
16. H. J. de Vleeschauwer, *op. cit.*, p. 183.

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TECHNICAL REPORTS IN CANADIAN UNIVERSITY LIBRARIES

Randy Mark

How are technical reports handled by Canadian University libraries? This question formed the gist of an 8-page questionnaire sent in late April 1968 to the Chief Librarians of 46 Canadian Universities, and returned by 20 of them. (Three more reported that their collections were too small to comment upon in a meaningful fashion.) It is the purpose of this article to present a summary of the conclusions drawn from an analysis of the returned questionnaires, a tabulation of the most useful answers, and some personal comments of the investigator. A list of those universities from which replies were received will be found in the appendix.

A technical report was defined as follows: a report of research issued by an organization, usually as an 8½ x 11 inch paper document or as a microfiche or other microform, frequently identified by a report number. Several options to this definition were included in the questionnaire, and 10 libraries said that they considered a publication a technical report if "it has no report number, but looks similar to reports that have one." Seven libraries also indicated that they included in this category "miscellaneous technical material too important for a vertical file."

SUMMARY OF CONCLUSIONS

An analysis of the responses to the questionnaire leads one to two main conclusions. The first is that, for university libraries, technical reports do not form a distinct category of material. They are not handled according to rules based upon their unique qualities, but rather by rules developed for other types of material, such as monographs, serials, pamphlets or government documents. The second main

conclusion is that, with few exceptions, Canadian university libraries are quite passive in acquiring technical reports and almost completely inactive in promoting their use.

TABULATION OF ANSWERS

The following 4 sections give tabulations of the answers from the 20 libraries which returned a significantly answered questionnaire.

Acquisition

Not quite half, or 8 out of 20 libraries actively acquire technical reports, although 16 out of 20 said they retained those received as gifts.

Those who actively acquire technical reports were then asked if they used certain indexes as order tools. All replied that they use *U.S. Government Research and Development Reports*, 6 of the 8 use *Scientific and Technical Aerospace Reports*, and 5 use *Nuclear Science Abstracts* in this way. Only 3 of the libraries in this group use the *Fast Announcements* of the Clearinghouse for Federal Scientific and Technical Information.

The libraries were asked about the size of their report collections. Although admittedly rather inexact, the following figures do give an idea of the general pattern of report holdings. The University of Toronto, which is not included in the following table was not able to supply a breakdown, but estimated its holdings at approximately 45,000 items, increasing at the rate of 1,500 per month. The University of British Columbia, which is included (along with 18 others) in the following table reports a collection of 800,000 items on microform.

	A	B	C	D
(a) Physics	7	6	3	1
(b) Chemistry	8	2	2	1
(c) Biology and Medicine	5	4	3	1
(d) Nuclear science	8	5	2	1
(e) Aeronautics and space technology	8	3	4	1
(f) Atmospheric sciences	9	1	1	0
(g) Earth sciences and Oceanography	7	2	3	0
(h) Engineering	9	3	3	1
(i) Agriculture	6	0	1	0
(j) Social science	6	2	2	2

In the above table, A stands for less than 500 items, B for 500 to 2500, C for over 2500, and D for not known.

Another question in this section discovered the location of the major report series in Canadian university libraries. Here is a list of the libraries which serve as depositories for the reports of 3 important organizations:

U.S. Atomic Energy Commission

McMaster University
University of British Columbia

National Aeronautics and Space Administration

McGill University
McMaster University
University of British Columbia
University of Saskatchewan
University of Toronto
University of Waterloo

National Science Library

McGill University
Mount Allison University
University of British Columbia
University of Ottawa

In addition to the above, Dalhousie University receives reports from the Atomic Energy Commission of Canada, McGill University receives AGARD, SNAME, and ENGLAND-ARC reports, Mount Allison

University receives Defense Research Board publications, the University of Toronto receives Rand Corporation publications, the University of Waterloo receives AECL publications, and the University of British Columbia a whole raft of reports, as quoted below:

"We are a depository for the U.S. Atomic Energy Commission reports in microform (both microcard and microfiche) and receive the publications of the atomic energy authorities of many other countries: Australia, Denmark, France, Great Britain, Japan, Norway, Spain and Sweden. We are also a depository for publications of the Canadian Federal Government (1927-); the B.C. Government (1943-); the U.S. Federal Government (1957-); the U.N. (1949-); I.C.A.O. (1949-); F.A.O. (1948-); UNESCO (1949-); GATT (1949-); O.E.C.D. (1955-); and government publications of many foreign countries are selectively acquired."

As for weeding, only 6 libraries replied that they now weed, or intend to weed, their technical reports. Of these, 2 gave age as the deciding factor, and one gave date of acquisition. The University of British Columbia discards only duplicates. McMaster University discards a report if it is superseded, and the University of Waterloo discards one if it is "obviously of no further use."

Cataloguing and Shelving

In only 2 libraries is a professional librarian assigned directly to the handling of technical reports. In 4 other libraries the staff of the government documents section deals with them, and some of this staff is professional. In 2 libraries the reports are handled by library assistants.

Three out of the 20 libraries intend to change their policy in this area in the near future. One of them plans a simple cataloguing treatment with minimum added entries, and another plans to treat reports from organizations as series, and the remainder as monographs. The third does not yet know their policy.

At present the cataloguing practice for technical reports stands as follows:

	Some	All
As monographs	13	1
As serials	10	0
As pamphlets	4	0
As government documents	6	1
As technical reports (in own system)	5	0

Only 1 library keeps a file of technical reports by accession number, along with a related report number to accession number index. 7 libraries keep a file by report number. The rest keep files by author and title in accordance with rules for other types of material. 13 libraries assign subject headings to those reports which they classify, and 1 assigns index terms.

How are the reports shelved? In 6 libraries, those not classed are arranged by report number, and in 1 by accession number. Thirteen libraries shelve at least some reports by classification. Queen's University treats uncatalogued reports as pamphlets. McGill University shelves its reports by institution or corporate body, then by report number.

Reference and Retrieval

The major question in this area deals with the availability of indexes and abstracts which cover technical reports. Here are the number of subscribers to the most important of such aids (note the small number of subscribers to *British Research and Development Reports*):

(a) U.S. Government Research and Development Reports	
(i) Abstracts	14
(ii) Index	13
(b) Nuclear Science Abstracts	16
(c) Technical Abstract Bulletin	4
(d) Scientific and Technical Aerospace Report	11
(e) Aerospace Medicine and Biology	8

(f) International Aerospace Abstracts	7
(g) British Research and Development Reports	2
(h) Translations Register Index	12
(i) Engineering Index	15
(j) Chemical Abstracts	18

Nine libraries say that they use the above sources for identifying technical reports in their collection, instead of maintaining their own author and title files.

If one of the 20 libraries does not possess a requested report, 13 of them order it from the Clearinghouse for Federal Scientific and Technical Information, and 13 also order it elsewhere if it is not available from the Clearinghouse. Only 7 libraries make use of the availability, in many cases, of a microfiche copy from the National Science Library, which is offered free of charge. All 20 libraries, however, use the National Science Library as a source for interlibrary loan, although the percentage of their requests which they send to it varies from 2 to 100 percent. Other sources of loans listed show a strong regional bias.

Circulation and Use

The methods by which technical reports are circulated mirror the diverse cataloguing treatment to which they are subjected. They are circulated as monographs by 9 of the libraries, as serials by 6, and as government documents by 6.

Microforms being popular in this area, it is not surprising that nearly all the libraries report at least 1 microform reader. The most popular models seem to be the Filmac 400, the Microcard models, the Readex Universal and the Recordak film readers. All the machines were noted as having been purchased within 2½ years of the survey.

What do the different libraries think about the use of their collections? Only 3 libraries said they thought their reports

were "adequately known and used," 10 replied that they thought they were "poorly known and little used," and 1 library did not know, which must also apply to the 6 who failed to answer this question. The University of Toronto commented "well used when known; but not widely enough known."

In spite of these opinions, not one single library reported having advertised the existence and possible uses of their technical reports in a faculty newsletter or such, and only 1 said they had done so in a special notice or bulletin to that effect.

Opinions about which groups in the university used the reports were as follows: 10 thought that the faculty were the heaviest users, 7 held that the graduate students were, and only 1 thought that the undergraduate students were.

COMMENTS

A paradox emerges from the above tabulation. Although there seems to be a *de-facto* acknowledgement of the importance of technical reports, the libraries which answered the questionnaire (with the exception of the University of British Columbia) do not pursue a well-defined or aggressive policy of acquiring or using them. Only 8 libraries indicated actively acquiring technical reports, and only 1 library made an attempt to inform the staff and students of their existence.

Yet their importance is certainly attested to by the time and effort spent cataloguing

them, classifying them, and assigning them subject headings, whether in the manner of monographs, serials or government documents. Furthermore, 16 of the 20 respondents keep reports received as gifts, and their weeding policies conform more to those for materials of permanent value than for vertical file publications.

Perhaps the answer to this paradox lies partly in the untraditional format and means of acquiring this type of material, as well as its comparatively recent appearance on the library scene. We can see certain parallels between the confusions in this area and those of another knotty problem, government documents.

In my opinion, a large library (at any rate) should seriously consider the advantages of the system used by the University of Toronto. This system treats technical reports as a separate category of material. Reports are shelved by accession number, which saves much trouble in shifting and expanding them, as well as making for more economical storage. This arrangement together with a report number to accession number file allows one to take advantage of the above mentioned published indexes to identify reports, both by author and by various types of subject approach. For a university library, the cost of treating reports as books or serials, with all the accompanying labor, would certainly be more expensive than the cost of using such readily available aids to reference and retrieval.

RESPONDING LIBRARIES

Dalhousie University
McGill University
McMaster University
Memorial University of Newfoundland
Mount Allison University
Queen's University
St. Francis Xavier University
St. Mary's University
Simon Fraser University

Sir George Williams University
l'Universite de Moncton
l'Universite de Sherbrooke
University of British Columbia
University of Ottawa
University of Saskatchewan
University of Toronto
University of Victoria
University of Waterloo
University of Western Ontario
University of Windsor

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."

Elites and Other People – a Plea Against Secret Societies

One could, no doubt, produce a long list, but I will illustrate my argument with two examples: What is the Nova Scotia Council on Library Resources? Why does CACUL plan a *by invitation only* workshop at this year's CLA meeting in Hamilton?

The library profession appears to be building a body of elite which isolates themselves from the "other people". The arguments put forward by the elite to support these cabalistic tendencies are familiar – what we are discussing is too difficult for you to understand, requires special training or experience, or is of a confidential nature. In all cases the end result is the same. Select people get select, supposedly public information, which perpetuates the vicious circle, namely that the same select people maintain preferred status through preferred treatment. For a profession that prides itself publically on encouraging and maintaining the free flow of information, this private posture is absurdly hypocritical. What is the need for secrecy? What can possibly be gained?

Perhaps the answer is all too obvious. The elite are really insecure and the flags of superiority they insist on brandishing (Council on; By invitation only) are only there to protect them. Perhaps they realize that among the "other people" there might be an interested and knowledgeable librarian who may be informed and willing to stand up and ask a series of thoughtful

questions which might not correspond to their views and wishes – questions related to why? what will it cost? and how will it effect the rest of us? Even if our participation with the elite does nothing to change the course of events, we at least promote a greater dialogue between members of the profession and have the knowledge that when asked for an opinion we were ready and willing to contribute. Such tension can only produce a healthier profession. Perhaps in the process of answering our questions the elite might find that what they are proposing can be improved or is questionable and the dialogue *has* helped them to effect a more reasonable and useful plan of action.

It may be that I am too sensitive; that I am whipping a nonexistent horse and that there are in fact no "other people". I believe this is not the case; that there are "other people" and that they are no longer content to allow the elite to isolate themselves. Do you agree? More important do you have the courage to say it publically?

Think of it this way. If the idea of elites in the profession doesn't bother you, with a little luck, some judicious planning, and the expression of an opinion or two, you might just be given the key to join one of the secret societies.

Shelagh Keene

LETTERS TO THE EDITOR

Dear Editor,

I have been doing a little research into the establishment of the MLA and its Bulletin. As you probably realize the association was formed in 1918, re-formed in 1934 and the Bulletin first published on a regular basis in 1936. If the APLA Bulletin is on rocky ground now, it appears that the reasons are similar to the basic breakdown of the Association and the absence of a bulletin after 1918. Association members are divided as to the real purpose of their association; the university libraries and the public libraries are divided in their aims. It appears that the university libraries, especially Dalhousie's, know where they are going. Not so the public libraries. The Provincial Library in Nova Scotia, at least, is faced with — first, a need to better establish school libraries, and second, to provide a different service — a more educative service — to public library patrons. This includes, I believe, the idea voiced by Miss Letts at the Dalhousie Library School on March 30th that bookmobile service must be further oriented to the use by people of an information service (i.e. because of adult education programs, etc.). The universities, in their quest for automated services, cannot fill the *immediate* need faced by the Provincial Library.

The university libraries have their clear inspirational voices in the Maritimes but unfortunately, the voice of Miss Nora Bateson is becoming weaker and weaker due to the increased static of electronic equipment. But, as she was an active woman, may I take the liberty to think aloud.

We are all aware of the expense of automation. We all know the expensive effects of duplication. It would seem now, that we must come together, (public and university and special libraries) if not over the book, over the aspect of 'information'. In my head I see each community with a Telex, which connects them to the Provincial Library which in turn is connected to the Resource Centres (especially the collections of the Provincial, the Legislative and the university libraries). The Telex is in the Community Centre, it is operative 24 hours a day, 365 days a year. Anyone who can dial a number, type legibly or read a print-out (in the vernacular) can use it effectively.

This is not to imply that small public libraries and bookmobile service are becoming obsolete. As long as people enjoy reading, there must be that kind of service. But information is the domain of everyone — not just the 'professional' student. And 1000 telexes must be cheaper than 1000 prefabricated libraries, 1000 short order librarians, 1000 self-destructive card catalogues and 1000 books duplicated 1000 times.

In this age of the Equality of Man, let's not discriminate against the 'non-reader', the man who sits in front of his T.V., the woman who has her radio on all day, the child who dislikes school.

Love,

PHYLLIS MacDOUGALL
(Library School Student)

OUT of the IN box

a sampling of notes from the library world.

New Publications

The Map Library of the University of Laval has recently begun publication of a bimonthly bulletin *Cartologica* which includes accessions lists, and short articles and notices of particular relevance for Canadian research. Issue number 4, March 1970, announced that the Map Division of the Public Archives in collaboration with the Association of Canadian Map Libraries is beginning production of a joint catalogue of maps published or prepared since 1900 and acquired by Canadian map libraries since January 1970. This Map Division is also preparing for the eventual publication of old maps pertaining to Canada and produced after 1600. These projects reflect the effort of librarians to improve bibliographic control of Canadian map collections.

The Library Association of Alberta has recently published its first occasional paper

Library Management; papers presented at a Workshop sponsored by the Library Association of Alberta, March 15, 1969, Red Deer, Alberta. Edited by Gertrude C. Pomakac.

This series is expected to be a continuing one and will be chiefly concerned with proceedings of Association sponsored workshops. Copies of this paper, at \$2.50 each, are available from

Mr. Martin Foss,
Director, Library Arts Program,
Southern Alberta Institute of Technology,
1301 - 15 Avenue N. W.
Calgary 41, Alberta.

Canadian Lundia has just issued a new brochure *Library Shelving Systems* by

Canadian Lundia which illustrates in detail practical and economical solutions that can help librarians cope with their varied storage problems; shelving for all types of materials is covered. Free copies are available upon request from

Canadian Lundia Limited,
P. O. Box 1630,
New Leskeard, Ontario.

Nova Scotia Notes

Regional library service is steadily increasing throughout the province.

In April 1970 the Municipality of the County of King Municipal Council voted to join the *Annapolis Valley Regional Library*.

With the purchase of a second bookmobile the *Eastern Counties Regional Library* has been able to extend mobile service to all areas of Richmond, Guysborough, and Inverness Counties and to operate both bookmobiles on four week schedules instead of the former six week schedules.

The Districts of Argyle and Barrington voted to join the *Western Counties Regional Library* in March 1970. This regional library has also inaugurated mobile library service in its area.

The only areas of the province remaining without library service are the Counties and towns of Queens and Lunenburg, the District of Shelburne and the Town of Clark's Harbour. Requests for assistance in the organization of a region in Lunenburg has been received and work is being carried on in this area.

The *Halifax City Regional Library* cut the ribbon on a new bookmobile trailer on February 11, 1970, to mark the beginning of service in the annexed area. Mobile library service via this book trailer (capable of carrying approximately 4,000 volumes) will be used to determine the most suitable sites for branch libraries.

The *Nova Scotia Provincial Library* initiated a newsletter *The Disseminator* in February 1970. Its purpose is to keep all regional library units informed of new ideas, programs and developments in the system. To inform these libraries of reference services available from the Nova Scotia Provincial Library a second newsletter *The Reference Intercom* also began publication in February.

SCHOOL OF LIBRARY SERVICE

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During its summer term, July 2 – August 22, 1970, the School will be offering:

LS 205 Administration – Allan MacDonald, Librarian, Dalhousie University Law Library.

LS 208 Comparative Librarianship – Dr. R. Krzys, School of Library Service.

LS 316 Childrens' Literature – Miss Diana Lembo, Visiting Lecturer.

Those interested in auditing one course should send inquires to

Miss Shelagh Keene
Ass't. to the Director
School of Library Service
Dalhousie University
Halifax, Nova Scotia

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For further details please write:

Miss Shelagh Keene,
Ass't. to the Director,
School of Library Service,
Dalhousie University,
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Deadlines for all material submitted to this column are:

March issue – January 15th.

September issue – July 15th.

June issue – April 15th.

December issue – October 15th.



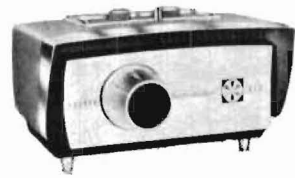
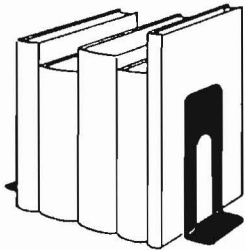
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