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# APLA

## BULLETIN

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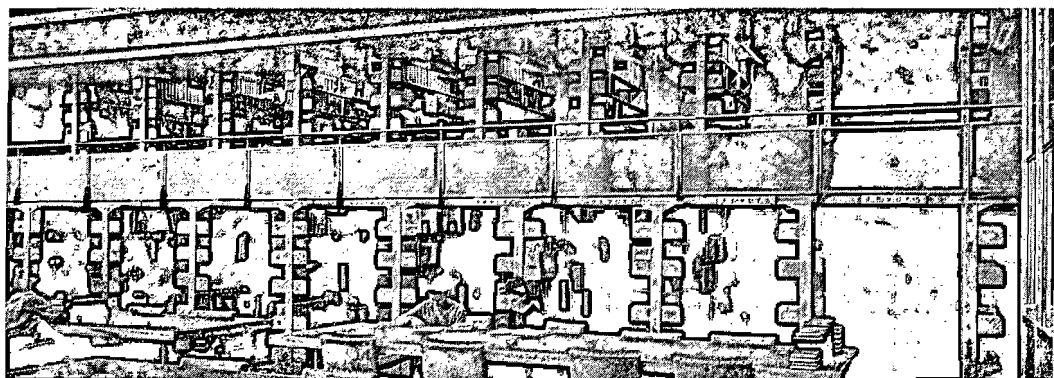


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# APLA

# BULLETIN

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The APLA Bulletin, published quarterly, is the official organ of the ATLANTIC PROVINCES LIBRARY ASSOCIATION, formerly the Maritime Library Association. APLA, organized in 1918, is a registered and incorporated company under the Nova Scotia Companies Act, and serves the provinces of New Brunswick, Nova Scotia, Prince Edward Island and, more recently, Newfoundland and Labrador.

In its membership, APLA embraces every type of library: public, regional, school, college, university and special libraries in the Atlantic Provinces of Canada.

**Officers of the Association 1966-67:** **President:** Mrs. Dorothy Cooke, Dalhousie University Library, Halifax, N. S. **Secretary:** Miss Annabelle Taylor, National Research Council Library, Halifax. **Treasurer:** Miss Pauline Home, Halifax Memorial Library. **Vice-President (Nova Scotia)** and **President-Elect:** Miss Alberta Letts, Provincial Library, Halifax. **Vice-President (New Brunswick):** Miss Ruth McDormand, Albert-Westmorland-Kent Regional Library, Moncton, N. B. **Vice-President (Newfoundland):** Miss Faith Mercer, Public Library Services, St. John's, Nfld. **Vice-President (P.E.I.):** Mr. Donald Scott, Confederation Centre Library, Charlottetown. **Past-President:** Mr. Douglas Boylan, Confederation Centre Library, Charlottetown.

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based upon the analysis of an APLA library and on a subject which engages our attention in this region with increasing frequency, namely the Reserve Book System.

History does not record precisely who started it all but some persons look with suspicion upon an unsigned note in the December 1887 issue of **Library Notes**. This particular note, headed "Restricted Reference Books" includes the following observation:

... a new vice developed itself. Sum students in their zeal for lerning wanted it all; and, as books wer on open shelves where each helpt himself, we soon found that the books most wanted often disappeared. Usually they wer hidden behind other books on open shelves.

Perhaps the note was not written by Melvil Dewey but its provenance and spelling offer more than circumstantial evidence. In any case, many university librarians are setting up a clamour for the removal or substitution of the Reserve Book. It made its way and its greatest gains into the library world during the depression when printed sources were scarce in relation to student enrolments. Those enrolments have risen sharply but the published word has risen exponentially, particularly with the advent of micro-and photo-bibliography and the ubiquitous paperback. The Dewey century is not yet over but already the Reserve Book Centre in our libraries takes on the appearance of a pre-historic, vestigial organ. Daily we become more aware that it impedes scholarship, encourages professorial lethargy, smothers intellectual combustion in the back stacks, and offers merely the shadow, not the substance, of that co-operation between teaching faculty and librarians which predicates the learning process. If Penalosa has correctly diagnosed the public card catalogue as a "failure in communication," history may well record that the predisposing cause of malady was a clogging of the library's vascular system in the Book Reserve Reservoir.

Miss Carrier's study is instructive and timely, if only because it provides statistical evidence that Henry Wriston's thirty-year war on the Reserve Book needs to be declared in Canada as well. Doubtless it will take more than thirty years. Intellectual cripples of every kind—faculty, librarians, students, and teachers—will cry out against removal of this crutch. If Miss Carrier is launching upon a crusade North of 49, we pledge herewith our support. When the flames begin to lick her boots, she may take heart from the record of Santa Wiborada who was canonized in 1047 as the patron Saint of librarians and booklovers. As the Magyars neared the abbey of St. Gallen, that good lady counselled: "Save the books first—and then the holy objects!" There are few holy objects in the modern academic library but there is this one, LARGE sacred cow, a proper sop to the avenging vandals, the Reserve Book Collection. Which Canadian library will be first, in the interests of what some will call a new freedom, to draw up battle lines? A victory—or even a glorious defeat—might help us to determine whether, and in what sense, the library is the centre of the campus.

F.E.G.

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# The Politics of the School Library

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John G. Wright

"Telling other people what to do", says Frank MacKinnon, an educator better known to this audience than to me, "has always been one of the most popular arts of man. People are more inclined to instruct and command others than to mind their own business; and their willingness to do what they in turn are told has rarely matched the eagerness of others to advise them."(1)

These "telling" remarks certainly apply to peripatetic professionals labelled "experts" as soon as they are one hundred miles from home! But they also apply with "telling" effect to the teaching methods employed by hundreds of teachers in hundreds of our schools. Much, if not most, of the criticism directed at our educational programme mirrors the kind of teaching rather than the programme content. Our sentimental attachment to the Mark Hopkins concept of teaching with its dependence on omniscience talking to ignorance on the other end of the log is strangely inconsistent with how we expect our students to learn in a modern school. No matter how radical the course of studies may be, or how aptly it phrases the quest for truth, beauty, and intellectual competence, unless there is a corresponding change in the classroom instruction, the educational result remains the same. Whether or not we admit it, the justification for better library services in our schools is the degree of

change they can effect in the teaching and learning situations.

This is why I was so interested in an article which appeared in Maclean's Magazine last March. The article described the programme at Main Street School in downtown Toronto. This school serves immigrant foreign-language teen-agers whom their teachers are trying to fit into a Canadian English-speaking society. The school has an instructional resources centre housing a range of audio-visual materials and books—but no textbooks. Rather than tell these students about life in Canada, the teachers take them on field trips, play games with them, and employ a wide range of carefully selected reading and viewing materials. Although this school has a special programme for exceptional children, its methods of instruction built around an effective organization of

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Mr. Wright, a native of Saskatchewan, received his library degree from Columbia University in 1957. He was appointed Supervisor of School Libraries for the Saskatchewan Department of Education in 1963 and served as the first President of the Saskatchewan Association of School Librarians in 1962. He is currently Vice-President of the Canadian School Library Association. This article is the text of Mr. Wright's address to the APLA Annual Conference, May, 1966.

4. **Technical Services:** In addition to the processing and cataloguing of commercially produced materials, there should be provision for the local production of such teaching materials as overhead transparencies, master stencils, tape recordings, mounted slides and flat pictures; and simple photographic aids.

5. **Instructional Services:** A programme of instruction should equip students and teachers to use libraries effectively. This is part of a programme for life-long library use as well as preparation for further formal education in colleges and universities. Teachers need help in using the new media in their classrooms. Working together the librarian and the teacher form a natural team-teaching unit in lesson preparation.

6. **Administrative Services:** Among these services will be the scheduling arrangements for use of the library, the hours of service during and beyond the school day, circulation services to individuals, groups, and to classrooms, and the closest co-operation with teachers in the selection of new library materials.

These services, in my estimation, are essential aspects of a good library programme, and if equal educational opportunity means anything at all, are the right of every child in every school. I fail to see any justification in the tendencies to put libraries in high schools but not into elementary schools. There is every evidence to support the need of instructional materials at all levels of schooling from kindergarten to college. The importance of good libraries in extending the cultural horizons of children was forcefully stated in a recent conference of the Association for Supervision and Curriculum Development at Miami Beach in 1964:

A meagre supply of preciously cared for printed matter is still too often the major source of learning for many of our children. Indeed, as compared with the resources of their own homes and the larger community, many children may really enter an impoverished environment for learning when they come to school.

Nor must we overlook teachers as significant if sometimes neglected users of school

library services. Frequently insecure because they have never had previous experience with school libraries, they can soon become apathetic about its meagre supply of materials and its ineffectual services. They learn to teach without tapping its resources because they cannot depend on service when they need it.

Having defined what I mean by library services in a school, I should now like to identify six areas where action is needed at the district or provincial level to achieve them. I hope you will pardon my references to Saskatchewan in this part of my talk as it, of course, is the most familiar frame reference I have. It is not unlike the Maritimes in that administratively its school population is scattered over a wide area in plants that are, for the most part, too small to support school libraries with full-time librarians. Apart from a dozen larger centres the populated rural area is divided into sixty larger units of administration presided over by a government appointed superintendent. The enrollment of these units varies from 1000 to 3000 students. The provision of good library service to the many small schools presents us with our greatest library problem. Here are some of the ways in which our problems are being faced:

1. **Programme Planning:** A good programme of service in any field just does not happen—it requires administrative nurture and admonition. In a hierarchy such as public education, no programme can affect the system as a whole unless it is connected to the power structure at the top. Good library service implies an appointed supervisor, consultant, specialist, or whatever he may be titled, who has the specific responsibility for planning the programme, setting the immediate goals, and implementing the decisions made. About one-half of our urban and rural systems have this kind of leadership and it is in these areas where progress is being made in establishing standards for library facilities, adequate budgets, and helpful patterns of service. A provincial supervisor can do a great deal in assisting this development, and finds his own programme more effective when he can work with and through these local supervisors.

can be studied with profit. The first is the capital budget, usually obtained through the sale of debentures or as a loan from a bank. These sums are generally used for new buildings or major renovations of school plants. Every effort should be made to see that the basic library facilities and the initial library collection is included. Capital expenditures are retired over long periods of time and the inclusion of facilities and basic materials will relieve the strain on succeeding operational budgets.

Regular operational budgets come from local tax assessments and should be used to maintain a library at a satisfactory level. They should not be expected to build up the library to this level. Many of our boards are providing library budgets which could maintain a good library collection, but which can never build an inadequate collection up to a level of effective service.

Special grants are not as popular in educational circles as they once were but they are still valuable for special projects of limited duration. They act as valuable incentives to boards which otherwise may overlook the provision of special services from general funds. There are two types of grants—one the basic or foundational which matches or provides funds up to a specified limit, and the open end type which supports expenditures above a minimum level. Because the latter type encourages a large expenditure, it is especially useful in helping to establish initial services or to build up initial collections to a specified standard. Our Province is currently using this kind of grant which reimburses school boards for all funds in excess of three dollars per pupil spent for approved library books. The initial response the first year was discouraging, but this year the number of claims doubled, and actually exceeded the budget provisions for it. The critical factor in this grant is the planning necessary to see that the funds are well spent, and that the facilities and personnel

are adequate to maintain the services at the new level.

From these remarks I hope I have dispelled any notion that the school library is a useful but not essential classroom of books, presided over in an atmosphere of grim silence by a fine-collecting spinster who is no longer able to control a class. A real library is a collection of reading, viewing, and listening services especially selected for students and teachers engaged in a special programme called a curriculum. It is not an auxiliary service like that of the visiting nurse or public librarian who can drop in and out of the school without becoming involved in the front line struggles of the classroom instruction. The effective use of a good library is in itself a philosophy of teaching and learning that emphasizes self-seeking, self-discovery, and self-realization for independent thinking and acting. Potentially it can give new life to the classroom, new scope to the teacher, and new horizons to students.

During one of my visits to our first demonstration school library I had the opportunity of chatting with an English teacher whose class was in the library. I asked him what, if any, effect the library service had had on his teaching methods. "I talk less," he replied, and I went home satisfied that our efforts had proved worthwhile.

#### References

1. MacKinnon, Frank, *The politics of education*; a study of the political administration of the public schools. University of Toronto, c1960. p. 3.
2. American Association of School Librarians. *Standards for school library programs*. American Library Association, c1960. p. 11.

hensive character of the legal literature of citations, digests, records, and statutes, namely, 1) the concentrating of indexing among a few publishers, 2) a uniformity in the use of hierarchial indexing and subject headings, and 3) abstracting uniformity. A further indication of legal bibliographical control is illustrated in *Shepard's Citations*, the genealogy of applications made of precedents; this citation index represents a peak in conventional indexing techniques. A striking accolade to the digests of the legal profession has been expressed in the following manner:

The voluminous systems of law digests makes Chemical Abstracts, Science Abstracts, Engineering Abstracts, Biological Abstracts and the like look like McGaffrey's Reader.(2)

Today however, superiority in conventional techniques can no longer be expected to guarantee professional leadership in this bibliographical expertise. The computer has come to the forefront and has more than eclipsed conventional techniques. Accordingly, the legal profession has found it necessary to incorporate the advantages of computer retrieval into its operation if it is to retain and enhance its enviable record of leadership in bibliographic control.

The correct perspective in this matter is not "push-button law" but "man-machine teamwork". The computer will not, for obvious reasons, replace the lawyer. R. C. Lawlor has put the matter thus:

A lawyer seeking the help of a computer feeds a question into the computer. The wrong question results in the wrong answer. Only men trained in the law have the skill for asking good legal questions.  
(3)

The computer can serve a positive purpose for the legal as for the library profession in offering release from drudgery and time-consuming searching. With a lightened research load, lawyers and judges should be able to devote their minds to creative thought.

Elite status in bibliographical control is not the main reason for this favourable re-

sponse from the legal profession to computer technology; rather, the staggering volume of legal literature has generated a crisis that forces the co-operation of the legal profession with emerging computer technology and Professor Bar-Hillel(4) attributes this crisis to the "cumulative effect" of the law of precedents.

Numerous examples can be cited to suggest the magnitude of this crisis in legal literature. From 1658 to 1897, a period of 221 years, the reported American cases numbered 407,000. From 1879 to 1932, a period of 53 years, they numbered 1,121,000. Within the subsequent quarter century, they equated with the latter a figure at least.(5) Appellate Court decisions have grown from 80,000 in 1852 to over 2,000,000 today.(6) Each year some 25,000 new opinions are published (nearly 700 cases a day) along with 29,000 new statutes. Precedents have multiplied rapidly; in Texas alone, for example, the *Texas Digest* lists more than 6,000 separate entries under the topic "Negligence", more than 6,400 on the topic "Automobiles" and, most alarming, 40,000 separate entries on the topic "Appeal and Error" which take up four volumes.(7) Records and briefs of the Supreme Court at Columbia occupy five full faces of seven shelf stacks(8); also, as we well know, the statutes of every state and most Canadian provinces exceed the proverbial "five-foot shelf."

Under such an avalanche of printed material, even the law's enviable control over the right and proper reference is sometimes frustrated. Lawyers and judges—or more truthfully junior partners and law clerks—encounter serious problems in isolating relevant precedents. Justice Brandeis once required one of his law clerks to examine every page of the U.S. Supreme Court decisions on a specified legal subject. At that time the *U.S. Supreme Court Reports* comprised approximately 300 volumes, each averaging several hundred pages.(9) One authority has observed that lawyers could simply not countenance charging clients for the full amount of time which it takes to uncover relevant precedents!

The lawyer's dread is that he has overlooked some vital precedent. This state of



texts of the sections of the statutes resulting from the search.

Colin Tapper (15) records the results of comparing the computer system of Pittsburgh with manual legal searching methods. For the sake of the comparison, lawyers and machines were given the same questions; the lawyers were allowed an unlimited amount of time in a well-equipped library, and asked to compile from indexes and digests lists of statutes that they might read to discover whether they were relevant to the questions involved. Twenty-four such searches were made of the complete Pennsylvania statutes. The lawyers retrieved 429 relevant, 10 association factor relevant, and 69 irrelevant statutes. On its part, the machine retrieved 837 relevant, 50 association factor relevant, and 549 irrelevant statutes. The lawyers found 34 relevant and 4 association factor relevant statutes overlooked by the machine but the computer found 442 relevant and 44 association factor relevant statutes overlooked by the lawyers. That much more work remains to be done on the machines is evident from the fact that machine retrieval yielded nine times as many irrelevant statutes as did the lawyers with their manual approach.

The University Center for Documentation and Communication Research at Western Reserve conducted a pilot study under the "Semantic Coded Abstract" Project.(16) By this approach, the machine is able to handle a more voluminous quantity of material than that of the Pittsburgh project just described. The sales provisions of the Universal Civil Code of Ohio were used as the statutory basis for the "Semantic Coded Abstract" Project. Here the legal material is abstracted manually in natural language and in great detail; the significant index terms, the role indicators, and the punctuation devices are all copied onto a key-punch unit. The resulting punched card is then put through equipment that calls forth semantic equivalents from a file which is used as the basis of transcribing the input to a magnetic tape in a semantic code.

When a request for a search is made in the semantic coded abstract system, the question is analyzed in a manner compatible

with the original abstracting of documents. This coded question is then put on a punched paper tape that is run through the computer to produce relevant abstracts which may be examined in an uncoded form.

The University of Oklahoma is studying the adaptability of computers to efficient retrieval of materials in its Space Law Collection.(17) This is the so-called "Point of Law" approach to computerized information retrieval in which each document to be entered into the system is examined to discover the legal issue decided and covered within it. Each such point of law is given a code number which represents the concept involved on that point of law. When a field of law has been completely analyzed, a Directory is prepared which lists all points of law in an alphabetical sequence and the associated code number of the point of law involved. Legal data is stored in natural language form on magnetic tape, each entry being preceded by the appropriate code number.

Another application of data processing equipment to law literature is known as the association factor method of retrieval.(18) This technique is by no means new to a profession which has used *Shepard's Citation* as a traditional reference tool. This index can lead a researcher from a known case to a later one which references it and may therefore modify it. Essentially, the association factor method of retrieval is one in which the terms of a system are expanded to retrieve relevant documents that may be indexed under other terms. Correlation factors are computed electronically so that the documents are delivered in a ranking order of "weight" indicating probable relevance to the inquiry. The association factor retrieval method operates on a retrieval principle of specifying comparative relevance in its output.

#### **Research on Computer Application to Predicting Court Decisions**

Another interesting application of the computer to the field of law concerns its potential use in the predication of court decisions. Most lawyers attempt seriously at one time or

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# Are University

## Reserve Collections Justified?

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Lois J. Carrier

*"Even the modern great library is not generally consulted; it is nibbled at by a few. . ."* (1)

An excursion through the library literature in search of material relating to reserve collections—their management and use—reveals that their very existence poses today as yesterday a very real problem. An enormous amount of time, expense and effort is required to maintain a reserve collection in proper working order. The professors' lists must be checked against present holdings; copies held must be removed from the general stacks or reading rooms to the reserve area and reprocessed in whatever local fashion is employed to distinguish them from the general circulating books; copies not held must be bibliographically identified, ordered and processed; once the reserve collection is in operation a separate staff is normally employed to man it; overdues, fines and the regular charging procedures necessitate separate treatment although the same processes are in operation at the circulation desk.

Provoked then are such questions as: is a reserve collection worth the time expense and effort required to maintain it? Does its use justify this special treatment? The hypothesis of this paper is that reserve books do not fulfill their purpose.

Many use studies have been conducted through the years on reserve collections,

some scientifically carried out with rigorous controls, and others investigated in a more casual, informal fashion. Whatever means were used for the investigation, study after study show findings common in their revelation of a depressing and consistent lack of use of reserve material. It would seem therefore that the validity of purpose and the *raison d'être* of this material should surely be seriously questioned.

### **Definition or purpose of the reserve collection**

The purpose of the reserve book room is succinctly defined by Wilson and Tauber as ". . .to meet the needs of students who have been assigned specific readings".(2) G. R. Lyle explains more fully that "under the lecture and assigned reading system so generally followed in college teaching, libraries find it necessary to segregate on separate shelves or in a special room large numbers of books which the faculty assign to their students for reading. In most cases there are several duplicate copies of

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Miss Carrier, presently Head, Social Sciences Division, University of British Columbia Library, prepared this study as part of her work towards the M.L.S. degree at the School of Library Science, University of Toronto. It is published with the permission of the author and of the Director of the School.

findings with Branscomb's summary, it was found that the average non-reserve loans matched Branscomb's figures precisely. However, the per capita reserve loan of 5.61 per student per quarter (which becomes 16.83 averaged over a year) falls far below Branscomb's figure of 50 to 60. In looking for an explanation for this deviation, Mrs. Knapp says that "perhaps the heyday of the reserve collection is over. Perhaps college instructors, in general, are returning to textbooks, source-books, and books of readings, and are also taking advantage of the newly-available paper-bound reprints. . . But the point that must be emphasized here is that the decrease in per capita use of the reserve collection was not matched by a corresponding increase in per capita use of the general collection. Instructors were presumably turning toward non-library sources in their efforts to avoid the recognized deficiencies of the reserve system". (11)

There is fairly close correlation between Knapp's findings and those of R.V. Ritter who found the average per capita reserve loan to be 15.9. Ritter's study encompassed small four-year colleges in 1962-1963.(12)

Supporting these findings too are those of a study made at the University of Idaho during the 1960-1961 college year. 1,862 titles were placed on reserve as assigned class reading and were used 11.6 times per title only. 18.4% were never used at all while on reserve.(13)

A frank, articulate statement in the energetic and colorful style of Dr. H.M. Wriston, former president of both Lawrence College and Brown University seems worth quoting here, although it was not supported by statistical data.

The reserve shelf, instead of facilitating use of books, was often, in actual practice, a barrier to their effective employment. Many students never touched any other books; the catalogue, reference works, bibliographical aides of every kind were all neglected. . . The contents of the reserve shelf supplied a fairly accurate index of diminishing expectations on the part of the professor, and concrete evidence that the student was being short-changed in his education.

The professors who were most successful induced students to buy books as well as to read widely from the library collections. They required writing which involved bibliographical work. Their list of reserved books was short or nonexistent. I could learn more about a professor's teaching effectiveness by observing the use his students made of the library than by studying the poll conducted by the student paper or by listening to undergraduate gossip. . .

Every effort was made to stimulate recreational reading and to interest students in books outside their courses. To that end we resorted to a whole series of devices at Lawrence College. The books put on the "reserve shelf" were studied with extreme care. It became manifest, after long scrutiny, that more than a quarter were never called for at all. Another fifty percent were used five times or less during an entire year. The bulk of the use was concentrated in less than a quarter of the whole number. Moreover, the active service of a "reserve book" usually occupied a relatively short time. Thus even those volumes which were "statistically active" were idle most of the months they were kept on reserve. This led to an astonishing discovery: many books actually circulated more often when not on reserve—a fact which astounded professors who had assumed the contrary to be true. Subsequently I tested that conclusion again and again, and always with the same result".(14)

### Methodology

In order to study the use of material on the reserve shelves from the point of view of circulation (not yet does a use study on content appear feasible) statistical data as to what items in what course were predominantly used by what percentage of the students enrolled in those courses over a prescribed period of time would seem to be necessary. To secure this data, the most effective and controllable means would seem to be an assessment of the recorded use of the material in question. The method most commonly employed for use studies of the kind under discussion was essentially that of a study of the circulation records of reserve items.

Another possible but less popular method of securing the needed data is that of student questionnaires. However, to rely solely on what would amount to the student's mem-

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# HIGHLIGHTS of the 27th APLA CONFERENCE

Charlottetown, P.E.I., May 27-30, 1966.

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The Lieutenant Governor of Prince Edward Island, the Honourable W. J. MacDonald, officially opened the Conference. The President's reception followed, during which the 74 registered delegates toured the Confederation Centre Library.

## FIRST GENERAL SESSION

The Minutes of the 26th Annual Conference, published during the year in a *Newsletter*, were accepted with one small correction. There followed the Treasurer's Report (cf. p. 92) and the Nominating Committee's Report. Mr. Maurice Boone, Chairman of the Nominating Committee tabled the following slate of Officers for 1966-67:

President: Mrs. Dorothy Cooke, Dalhousie University Library, Halifax, N. S.

Vice-President and President-elect: Miss Alberta Letts, Provincial Library, Halifax, N. S.

Vice-President, New Brunswick: Miss Ruth McDormand, Albert-Westmorland-Kent Regional Library, Moncton, N. B.

Vice-President, Newfoundland: Miss Faith Mercer, Public Library Services, St. John's, Nfld.

Vice-President, P.E.I.: Mr. Donald Scott, Confederation Centre Library, Charlottetown, P.E.I.

Secretary-Treasurer: Miss Pauline Home, Halifax Memorial Library, Halifax, N.S.

After the presentation of the Provincial Reports (cf. pp. 96-97) the Secretary-Treasurer introduced the two proposed amendments to the Constitutions and By-Laws:

(1) Article IV, section I to be changed to read: "A secretary residing in an area geographically convenient to the President; a Treasurer residing in the Province of Nova Scotia." After some discussion, this amendment was passed.

(2) Article III, section I: to be changed to make the Past-President Chairman of the Nominating Committee. This also was passed.

Miss Pauline Home having agreed to carry on as Treasurer of the Association, the name of Miss Annabelle Taylor, National Research Council Regional Laboratory in Halifax, was added to the slate of new Officers as Secretary.

## Report of Budget Committee

The Secretary-Treasurer presented the report of the Budget Committee, indicating an estimated revenue of \$901 and expenditures of \$865 for the coming year. The expenditures included an allotment of \$300 towards the expenses of the *APLA Bulletin*, and another \$300 for the *Atlantic Provinces Checklist*. This report was approved.

back issues of the *Bulletin* and thought it could be partially explained by the recent publication of a Decennial Index to the *Bulletin*. There followed some discussion of the necessity and expense of publishing either an annual or a decennial index.

It was formally decided to ask the Editor of the *Canadian Periodical Index* to include the *APLA Bulletin* in its coverage in the future.

#### **Resolutions Committee**

The Committee introduced resolutions expressing gratitude to the following individuals and groups for their generous help in connection with the Conference: His Honour, the Lieutenant-Governor of Prince Edward Island; the Province of Prince Edward Island; the City of Charlottetown; Prince of Wales College; St. Dunstan's University and Confederation Centre Library for their hospitality; the guest speakers; the Trustees of the Princess Alice Fund, the CLA, the Grolier Society of Canada, Oland's Brewery of Halifax, the Bank of Montreal and the Scholastic Book Services for their material contribution to the Conference; the Guardian Patriot Publishing Co. for their newspaper coverage; the local Planning Committee for their excellent organization of the Conference.

A resolution of gratitude to the Editors of the *APLA Bulletin* was also introduced, and then the revised version of the Dartmouth Regional Library Board was introduced and passed.

A recommendation formed in the School Library Workshop on Saturday was introduced and discussed. It recommended that the professional teachers' organizations in each of the four Atlantic Provinces investigate the formation of a section for school librarians within its own organization. After lengthy comment and discussion, this recommendation was approved.

The Report of the Nominations Committee, amended to include the name of Miss Annabelle Taylor as Secretary, was introduced and the whole slate of new Officers was elected.

Mrs. Dorothy Cooke then took the Chair as President for 1966-67, moved a vote of appreciation to Mr. Boylan, and, after announcing that the 28th Conference would be held at Dalhousie University, Halifax, in May, 1967, declared the 27th Conference adjourned.

After adjournment, the delegates were the guests of the City of Charlottetown at a buffet luncheon in the Confederation Centre.

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## **LIBRARY EDUCATION COMMITTEE REPORT**

The members of the Library Education Committee, Sister Francis Dolores, Miss Cameron and myself, have been extremely active but, not, I regret to say, as a committee. We have had frequent duets but no trio on this subject and the fault has been that of the chairman.

In Canada, during this past year the situation has brightened—a bit. The three accredited schools increased their number of students. The University of Ottawa asked for accreditation and is awaiting the results of the visiting Board. The University of Montreal are hoping to be accredited shortly. The Province of Alberta has announced a new library school at the University of Alberta in Edmonton. The province of Ontario has announced a new school at the University of Western Ontario, and Dr. Andrew Osborne has accepted the position as Director. The government of Manitoba is giving a course for library technicians. Memorial University in Newfoundland is considering the training of school librarians.

In Ontario the St. John survey was released and it has various recommendations regarding library training. The report of the Nova Scotia University Grants Committee recommends the establishment of a library school in this area.

During the year I have talked to Dr. Osborne of Drexel, Dean Dalton at Columbia, Dr. Carnovsky of Chicago, Dean Harlow of Rutgers and Dean Swank of California about library education in general and the problem of staffing a library school in Nova Scotia in particular. They have been cautiously encouraging.

I have studied the various briefs on this problem presented to the Government of Alberta.

The main part of this report deals with a questionnaire sent out to twenty-eight librarians in the four Provinces. It was sent first to eighteen libraries in Nova Scotia and later to ten libraries in the other three Provinces. I think a little history might be indicated. I had two talks and some correspondence with the Nova Scotia Minister on the need for a library school in this area, and early this year he asked if I could get an expression of opinion from the profession in Nova Scotia on two or three points. I devised this questionnaire, and included a request for information on ten points, and for comments. You have a copy of the results, which I think are revealing, and on which I should like to comment.

I have summarized the answers to question 9, and I should like to express my appreciation to those who made very thoughtful comments. A few of you outlined exciting plans for library development, which depended

largely on staff. Some spoke of the problems of recruiting, and there was a general feeling that more students would be willing to attend a school located in this area. One person disagreed and felt that subsidizing students to attend the existing schools would solve the problem. Several stressed the point that no school should be attempted unless it were of a calibre to warrant accreditation within as short a time as possible. The difficulty of staffing a school was mentioned several times. It was interesting that only one person questioned the problem of financing such a school. One librarian (university) said they needed people with a B.A. rather than library training. (This same library had seven professional vacancies). Another felt that the training of library clerks or technicians was the more pressing need at this time. One added "God Bless!"

The Committee would like to recommend that the A.P.L.A. continue to study this problem seriously and with care. Although we are all hampered by shortage of staff, we must not rush into something offering immediate relief—but possible future difficulties. As well as training new personnel on all levels—professional, sub-professional and technical—we need to look closely at our utilization of existing staff. At a meeting of H.L.A. this year, speaking on this topic, Sister Francis Dolores stated that if we could stop the wastage of professional people in Canada, we might not have a shortage. We are so frustrated with immediate difficulties, we find it impossible to take a dispassionate look at the entire picture. This we must do. But on the whole, your committee feels hopeful that a Library School may be established in this area within a reasonably brief time, and that some steps may be taken in the training of library technicians.

Respectfully submitted,

Sister Francis Dolores  
Mary E. Cameron  
Alberta Letts, Chairman.

## **REPORT ON THE APLA BULLETIN**

On behalf of the Editor, Mr. Eugene Gattinger, who regrettably is unable to attend the Conference, I submit this report on the APLA BULLETIN.

The marked increase in both personal and institutional memberships, the continuing support of advertisers and particularly a recent series of requests for back issues of the BULLETIN, lead us to feel sure that the BULLETIN in its new dress has survived its coming-out and is now a reputable member of library society.

on NCR paper. These forms have been distributed.

There will undoubtedly be difficulties with this new organization and policy; the necessary changes can be made after this year's experience.

There has in the past two years been some dissatisfaction among APLA Librarians over the distribution of the CHECKLIST. Some have complained they never receive notice of its publication; others that APLA Libraries should have to pay for issues. There has also been a suspicion that APEC, which has been responsible for the distribution and sale of the CHECKLIST, has not been overly vigorous in this work.

With Mr. Boylan's permission I recently contacted Mr. Nelson Mann, Executive Vice-President of APEC, in order to discuss some of these problems. I discovered that APEC's efforts at distribution seem to have been limited to a yearly appeal for help from the four Provincial Governments in return for a bulk supply of CHECKLISTS. Only two Provinces (N.B. and N.S.) have responded, and that not very enthusiastically.

After having been repeatedly disappointed with the response of libraries to appeals for standing orders, Mr. Mann has simply been sending out free copies to some libraries.

In order to tighten up and increase the distribution I have proposed to Mr. Mann that together we attempt this year to approach the following groups by special letters and standing order application forms.

—*Atlantic Provinces Libraries.* At present there is the astonishing total of ten Atlantic Provinces Libraries with standing orders for the CHECKLIST. The rest of the 102 standing orders are from institutions and libraries outside our area.

—*Other libraries.* There is a good number of university and government libraries

in both the U. S. and Canada subscribing; this number might easily be increased by approaching the institutional subscribers to the APLA BULLETIN.

—*Atlantic Province business concerns.* Mr. Mann claims that business men are simply not interested in the CHECKLIST. However, he is willing to cooperate in an appeal to them.

I would also like to make an effort to put the CHECKLIST on sale in bookstores throughout the Atlantic Provinces.

I have offered to prepare the letters and forms for this campaign; Mr. Mann promised to use the APEC mailing lists, influence, etc., and to finance the printing and mailing of the material. He seemed relieved to find that APLA was interested in this aspect of the overall "problem" of the CHECKLIST.

If this relatively easy work is all that is necessary to increase the distribution of the CHECKLIST, well and good. If, however, it becomes necessary for APLA to take on the promotion of the CHECKLIST each year while continuing the heavy bibliographical work, then I as Editor will resign and insist that the whole question of the CHECKLIST be discussed in great depth by both the Executive and the Membership of APLA.

If APEC wants to continue sharing the "glory" of this work, it must shoulder the burden of promoting and distributing the issues on a business-like basis. If they prove incapable or unwilling to do this, then I will refuse to accept the responsibility of committing APLA Librarians to the amount of work they must do to prepare each issue.

Respectfully submitted,

G. Hallam, S.J.  
Editor, Atlantic Provinces Checklist

### *Address needed*

Miss Helen Craig registered at the recent APLA Conference but did not supply her address. Would Miss Craig or an acquaintance kindly send her address to the Treasurer: Miss Pauline Home, Halifax Memorial Library.

All members are requested to submit promptly changes of address to the Treasurer.

libraries during the past year was in St. John's where two school libraries were dedicated, both in honor of teachers who spent most of their careers at these schools.

At St. Bonaventure's Grammar School, a library which has been in existence for some time was named in honor of Rev. Brother J. P. Kean, while the library at United Junior High School was dedicated to the memory of Miss Effie Horwood. This library was established by relatives of the late Miss Horwood and fills a long felt need.

#### *Special Libraries*

Miss Teresa Kerevan, Librarian at the College of Trades and Technology reports a general uneventful progress in building up the library collections.

The Library of the College of Fisheries, Marine Navigation and Electronics has registered its five thousandth accession, but Miss Ada Green emphasizes that the most valuable parts of the collection are not accessioned.

#### Newfoundland Public Library Services

##### *Gosling Memorial Library*

One of two branch children's libraries which were established by a grant from the St. John's City Council has been in operation about a month. This branch which serves the west end of the city has recorded a demand surpassing all expectations. The second branch which is to open within two weeks is located in the north-east section of the city. Both of these branches have been set up in temporary quarters to determine the best possible location for each. The St. John's City Council made an initial grant last year of \$25,000 and has also provided an annual grant of \$20,000 for the maintenance of the Children's libraries. This represents the first public support by the St. John's City Council, and is largely due to the efforts of the St. John's University Women's Club.

Construction of the Centennial Arts and Cultural Centre is progressing favorably. The building which will house a city library, and serve as administrative headquarters for the Newfoundland Public Library Services is due for completion by May of 1967. It is hoped that the Gosling Memorial Library will still be retained to serve the central area of St. John's.

##### *Regional Libraries*

A new library was opened at Hermitage this year, but twelve other requests were regretfully refused because of lack of funds.

Fifteen Centennial Project Libraries have been approved for the Province, all of which will be located in communities which have not previously been served by the Public Library Services. This is a most encouraging sign, but the budget restrictions under which the Service operates will have a limiting effect on the usefulness of these libraries.

##### *Memorial University of Newfoundland*

The Education Library, which will fill many of the needs of the Faculty of Education, is due to open in September. This library, with a seating capacity of three hundred, will provide the books and serials for the professional courses in Education and will temporarily serve the new Bachelor of Nursing Program which will begin this fall.

The University has received from its Chancellor, Baron Thompson of Fleet, a gift totalling \$500,000 to support book collections in both the emerging Medical Library and a Law Library.

The Main Library has commenced a circulation mechanization program which may result, at a later stage, in an automated circulation system.

A computer bibliography of uncatalogued books has been completed. This has been fully reported in the *APLA Bulletin*, v. 30, no. 2, May 1966. The second stage of the computer program for the Library's *Serials Holdings* is also planned for the current summer. This printout will include the actual holdings in each title as well as those of co-operating libraries in the city.

University authorities are now discussing the possibility of library courses for intending teacher-librarians, to be set up within the B.Ed. program. It is possible that the first courses might be offered in the Summer Session of 1967. The new Education Library has been planned to facilitate such courses.

Three members of the M.U.N. Library staff are planning North American study tours during June of 1966 in connection with the education program and additional library buildings on campus.

In summary then, the University Library has made considerable progress in computer programs, mechanical simplification of circulation procedures, and in planning expanded services to meet the demands for a growing university.

Respectfully submitted,

(Miss) Patricia Rahal.



The data upon which this study is based was gathered at the end of the second semester. Material that was on reserve for the first term only was removed from reserve at the end of that time, and the data does not include circulation statistics for those items.

For the period under scrutiny, the first semester ran from September 14th to December 19th, and the second semester from January 7th to April 26th.

The maximum, legal loan period for non-reserve, or general reading room books was two weeks.

#### **Limitations of the study**

In the sense mentioned earlier, this study is limited basically in that usage in its widest sense cannot be determined by a study of circulation records. However, it is library usage with which this paper is primarily concerned, and any basic limitation is confined to that common to any study which investigates one small institution in a restricted time period.

The results of the study although not necessarily limited are definitely affected by the inability to relate usage between the two semesters as separate units, since no data is available for reserve items during the first term. Also, no distinction is made between usage in each term of the two-term entries.

Since in the presentation of the data some courses are shown with both second term and two-term material, it was decided to include only those courses for which there was complete homogeneity of reserve periods. This meant that of the 36 groups of courses listed (15), 23 could be included in the study which assured a reasonable sample of 63.88%. One course was rejected for study because of suspected statistical errors.

To establish that the courses omitted from consideration (that is, those courses whose reserve periods were not uniform) were not sufficiently variant to disturb the use pattern, a random sampling of four of these twelve courses was taken. Arranging these remaining courses in alphabetical order by course name, numbers 7, 9, 10 and 13 were investigated in the same manner and within the same terms as those in the homogeneous groups, comparing titles with uniform reserve periods only. The

results of this separate study are shown.

Titles falling into more than one course were eliminated from study as their use for a particular course could not be determined.

#### **Analysis of data**

The approach to this study seemed necessarily to be by course. Because several courses had to be omitted from discussion due to the above stipulations, an approach by total, over-all usage seemed precarious at best.

An assumption was made that the students indicated as using the material listed were registered in the courses described.

Because the aim of this study was to determine whether use of the reserve book collection was high or low, and therefore whether a separate collection was justified, some criterion had to be established by which the findings could be measured. Comparison with previous studies could be undertaken only in the most general terms, since the data and controls were not similar. It was decided therefore to employ the criterion normally used in university libraries to determine whether reserve status is necessary for particular items—that is, would these items receive more use on reserve than in their normal reading room location.

To act as a measure against which to assess the results of this study a reading room index was calculated by dividing the number of weeks in the semester or term by the maximum number of times an item could circulate from the reading room if retained the legal, maximum time allotted. For the university library under study, the two terms together represent 30 weeks. The reading room index therefore is 30 divided by 2 (the legal, maximum loan period allowed) which equals 15. The second term represents 16 weeks. The reading room index therefore is 16 divided by 2 which equals 8.(16)

If the recorded circulation from reserve exceeds the index, then reserve treatment is justified in that greater use is possible from reserve than from the reading rooms. To match or fall short of the index means reserve treatment is not warranted.

Since this study is concerned with circulation rather than the borrower, the number of different borrowers is disregarded.

fore, 86.7% of the 15 groups of courses were not justified for reserve. (see Table 1); (iii) of the 8 groups of courses on reserve for the second term only, 3 groups of courses exceeded the reading room index. Therefore 62.5% of the 8 groups of courses were not justified for reserve. (see Table 2); (iv) of the 4 random sample heterogeneous groups of courses considered no groups exceeded the reading room indexes. Therefore none were justified for reserve. (see Table 3).

—From the two-term reserve lists, 145 titles (of which there were 202 copies) circulated 1506 times from reserve, providing a mean of 10.4 per title. From the reading rooms, these titles could have circulated 3030 times, providing a mean of 20.9 per title. (see Table 1)

From the second term reserve lists, 46 titles (of which there were 78 copies) circulated 615 times from reserve, providing a mean of 13.4 per title. From the reading room these titles could have circulated 624 times, providing a mean of 13.6 per title. (see Table 2).

### Conclusions and Implications

Since this is an ipso facto study, where the data was collected with no intention of submitting it to an analysis of the kind received

herein, the happy characteristic of its unbiased nature provides for a completely objective investigation. The fact remains however, that since the problem and the hypothesis did not determine or control the type and nature of the data gathered, the investigator is occasionally faced with inconsistent, misleading and irrelevant evidence.

From the findings of this investigation, it is apparent that insofar as the particular institution under study is concerned, the vast majority of material placed on reserve cannot be justified, and this material for the most part could receive not only equal but heavier usage from its normal reading room location. The discovery that the items on reserve for the two semesters could have circulated twice as often from the reading rooms seems singularly revealing.

It is a truism to note that comparisons between studies are hazardous unless account is taken of the differences in scope, the variations in the collecting and presentation of the data, and the methods of analysis. On a superficial level, however, it is interesting to note that in relation to Knapp's figure of 16.83 reserve loans per capita for one year, the figure of 9.44 reserve loans per capita as revealed in this study appears very low, and deviates very widely from Branscomb's 50 to 60 per capita.

**TABLE II. EIGHT SELECTED GROUPS OF COURSES ON RESERVE FOR ONE TERM**

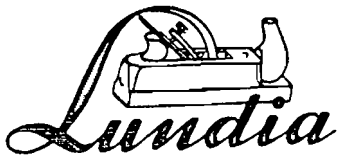
Reading Room Index: 8

Course	Students	Titles	Copies	Reserve circul.	Possible reg. circ.	Titles not justified on reserve	% Titles not justified
1. Economics 101	47	1	5	39	40	1	100%
2. Latin 202	45	7	8	183	64	4	57.1%
3. Physics 111	82	4	9	28	72	3	75%
4. Political Science 302	45	4	4	83	32	2	50%
5. Sociology 201, 305, 310	50	6	7	35	56	6	100%
6. Sociology 302	**	3	3	8	24	3	100%
7. Sociology 309	**	1	6	60	48	0	0%
8. Theology 102, A.D., 311	122	20	36	179	288	14	70%

\*\* No breakdown available

9. Eurich, A.C. "Student use of the Library" *Library Quarterly*. V.3, 1933. p. 87-94.
10. Asheim, Lester. "A survey of recent research". *Conference on the Undergraduate and Lifetime Reading Interest. Reading for life*. p. 3-26.
11. Knapp, P.B. *College teaching and the college library*. p. 19.
12. Ritter, R.V. "Recorded library use in small four-year colleges, 1962-1963." *College and research libraries*. v.25, no. 5, September 1964. p. 391-2.
13. *Bookmark* (Idaho). v. 14, December 1961. p. 58-9.
14. Wriston, H.M. *The academic procession*. p. 133, 136-7.
15. Several courses were frequently grouped together since one reserve list was common to each course. The 36 groups represent 54 courses.
16. The first term ran from Monday September 14th to Saturday December 19th, which amounts to 13 weeks, 5 days. Since

- the 5 days could constitute one extra loan period (although not the maximum allowed) it seemed reasonable to call the period 14 weeks. This plus the 16 weeks equals the 30 used above. The second term ran from Thursday January 7th to Monday April 26th which amounts to 15 weeks, 4 days. Again, it seemed reasonable to allow one more week for this, which resulted in the 16 weeks used above.
17. For these particular calculations, one group of courses (Sociology 307—on reserve for two terms, and Sociology 302 and 309—on reserve for one term) were omitted because despite their homogeneous reserve terms, a breakdown of the number of students in each of the three courses was provided. Only a total figure of 48 registered students was given for all three courses.
  18. History 403, Philosophy 302, Latin 202, Sociology 309 and Political Science 302.



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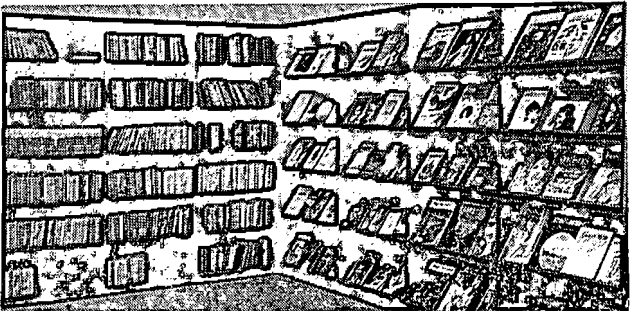
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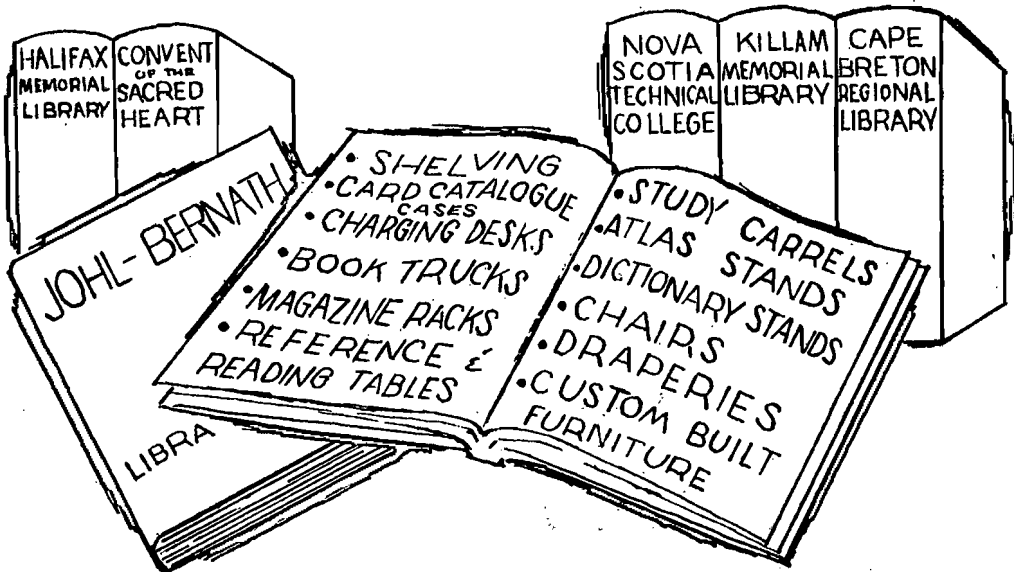
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