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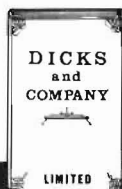




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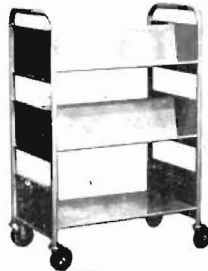
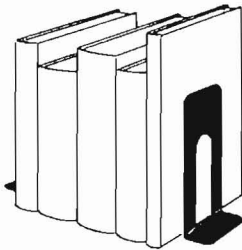


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# INNOVATION VS. TRADITION; NEEDED: NEW DEFINITIONS OF LIBRARIANSHIP

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Sister Francis Dolores Donnelly

*Editor's Note: This article was originally written as a paper in partial fulfilment of Ph.D. course requirements. We felt that what the writer had to say had relevance to current professional debate and would be of interest to Bulletin readers. What follows is an edited version of the original. We intend to continue inclusion of this sort of material and would be glad to receive your contributions for review.*

## What is Librarianship?

Librarianship is selecting, buying, storing, and making books known in catalogues, in grouping and display, by men and women who are trained to make a library an efficient whole. In their several capacities they (a) understand business management (b) know the key books on a cyclopedia of subjects (c) possess the art, and love the practice, of reading and (d) as critics select books from their knowledge of readers and with the gift of being host to them. In their *several capacities*, mark: librarianship is free teamwork: not drill under command.

So wrote a past president of the (London) Library Association, at the end of his career as a librarian.<sup>1</sup>

Today's librarians would probably accept his definition in principle but reject it in practice. It is out of touch with the times. The role of libraries — and with it librarianship — has been virtually transformed by the technological developments of the past two decades.

"The role of libraries is indeed *changing*", says Dr. William Carlson, of the

Oregon State University Library. "It is, simply stated, to accumulate, house, and organize the world's knowledge, or segments of it, for ready and convenient use. This role is by the very nature of the library function *unchanging*. It is only the methodology and technology that has been changing, is changing, and under the impact of tremendous volume must continue to change and take advantage of all possible technological advances which will help to keep the rising sea of knowledge navigable".<sup>2</sup>

This dichotomy between the *changingless* and the *changing* constitutes the dilemma of librarianship in the present decade — the tension between innovation and tradition! Tradition (in librarianship), defined by Philip Ennis is "the *service* orientation, the sense of personal dedication and all its attendant rituals and accoutrements, including the 'genteel elegance' and even the love of books". Not that there is anything out of harmony in a librarian *loving books* — but innovation points farther "to the *knowledge* base of the library profession and its adaptation to the process of ongoing change".<sup>3</sup> Professional librarians, as individuals, must have systematic connections to the source of new ideas, and the profession as a whole must be receptive to the *new* ways by which and in which *books* — in all their book and non-book, and non-print forms — *and people* may be brought together.

Librarianship, with its concepts ranging from the Assyrian Librarian-King Ashurbanipal to Marshall McLuhan, must necessarily recognize that both tradition and innovation are necessary and each must be secured in appropriate settings and by the

proper means. Failure to make suitable distinctions and accommodations can result in the obscuring of the profession's service ideals in the unreasoned effort to "get with it" by any cost, or in a fearful turning aside from contemporary challenges to continue in the safe and comfortable paths of booklore.

### Is there a Philosophy of Librarianship?

One might confidently test the hypothesis that librarians, as individuals, are as adaptable to change as members of any other professional group. Their institutions, however, frequently show less spontaneity in assuming innovative leadership. This is partly due to the circumstances that in a large library, the structure tends to be 'bureaucratic' and so less amenable to an easy evaluation; in a small library the ramifications of changes often inspire dismay or discomfort.

The core question in either promoting innovation or defending traditional practice is whether the present library functions are serving the aims and objectives of the institutions, given its particular environment, structure and controls — and for that matter, whether the institution's original aims and objectives are relevant to changing circumstances around the library.

This is a question which some librarians are able to answer adequately themselves and to use their answers in a rationale of this "case" to parent bodies, whether they be university or school administrations, or boards of trustees. They have acquired a philosophy of librarianship applicable to their specific situation; in other words, a reason *Why* the *How* should be changed or remain the same.

If the library profession has developed a philosophy, there ought to be broad principles — not rigid rules — to guide librarians in their library-oriented function — the term "function", meaning the specific power of acting or operating that belongs to an agent; or the specific work accomplished.

Three decades ago, Pierce Butler charged that librarians did not have a philosophy — they knew very well how to do things; but they failed to formulate "a corresponding system of theory to elucidate, justify and control that practice".<sup>4</sup> Since his day, the question has been discussed sporadically and some librarians in both the American Library Association and the Canadian Library Association have ventured to enunciate a philosophy of librarianship. Jesse Shera, nevertheless, argues that "the librarian still has not formulated a theoretical structure of function in society and the kinds of knowledge on which that function depends".<sup>5</sup> He lays the blame at the door of the founders of American library education who were not educators but pragmatists, "hard-headed practitioners of their craft". But Shera's 'denunciation' fails to take into consideration the trend away from vocational emphasis in many library schools at the present time and the positive contributions of individual library school faculty who have managed to fulfill their instructional responsibilities in the context of what Shera terms "a synthesis of the human intellectual adventure".

However, his definition that 'librarianship is the management of human knowledge — the most inter-disciplinary of all the disciplines' suits the purpose of this essay, accommodating some of the imperative innovations which are demanding New Definitions for Librarianship in a wide variety of areas.

### Empirical Knowledge Wanting:

The library profession still has little it can call empirical knowledge about the ways in which individuals acquire knowledge, what it does to them, and how social behavior is influenced by the knowledge absorbed by the individuals who make up society. These and other related problems confront the librarian today and force a re-appraisal of library practices. Isolating and studying them involves interaction with the public, cooperation with specialists outside of the library field, and the application of other professional investigators to the lib-

rary milieu. In this way the status of librarianship as a profession will be recognized and the social interaction will serve the library in its role as *communicator*, and make it more effective as social *agency*.

### The Library as Communicator: The Computer

Assuming that libraries will have more accurate information than they now have in determining how well they are meeting a variety of readers needs, and indeed what these needs are, it follows that resources, procedures and library organization of materials and services must undergo drastic revision.

The recent conference on Information Transfer Experiments inaugurated by the Massachusetts Institute of Technology visualized the library network of 1975.<sup>6</sup>

There will be a large number of specialized information centers in different fields. Each center will have the responsibility of monitoring the literature in its particular field or subfields, for collecting necessary experts to do the monitoring and for providing services to users of the network in that specialized field. Each center will have a storage and computation facility and will provide bibliographic and reference services for users.

Some enthusiasts for automation get carried away by such ideas of a limitless future. A common-sense view of the matter is well expressed in a statement by Frederick H. Wagman, Director of the University of Michigan Library, in his Allerton Park Institute address in 1967:<sup>7</sup>

Fascination with the computer has led to shortsighted depreciation by some theorists of the book and its very great virtues — its compactness, portability, ease of use and tremendous capacity for the storage of information . . . The fact is that the computer and the book

have quite different uses which are not in conflict. The assumption of an either/or conflict is misleading nonsense. The computer can be, and is, extremely useful for the purpose of storing, updating, and manipulating alpha-numeric data in a control place when immediate access to that data from varied and remote locations is necessary . . . Where up-to-dateness of information is not crucial, or the need for speed is marginal, we shall continue to resort to the printed book even for the sort of information recorded in handbooks and directories.

This conservative point of view is probably representative of the majority of librarians.

For the most part information science, in its broadest sense, has developed outside of librarianship with no specific interest in library-related problems. So far there are few institutional plans for cooperation and inter-action between information science and librarianship. A gap continues to exist between library practice and *information science* as such, although some progress has been made in fostering cooperation between library practice and *information technology*. Information science is concerned with communications phenomena, i.e. behaviour and the transfer of information; information technology, with the processes, factors, and tools involved in implementing and facilitating the communications process.

The relevance for library development and practice, of work undertaken in information science by persons who are not librarians, has been pointed out by two library school professors who suggest studies in users and library environment, reference and bibliographic services, library personnel and evaluation, materials selection etc. to show that a relationship exists between information science and library problems. They recommend that there should be an immediate attempt to develop communication between these areas of activity.<sup>8</sup>

Perhaps the most significant summary of the gaps to be closed came from the Airlie House Conference on Information Science sponsored by the American Documentation Institute, where after keen deliberations on its nature and purpose, one of the groups recommended (a) a need to acquaint the librarian with message processing by computer and its mathematical bases (b) the computer expert should become better acquainted with the human being as an information processor (c) the need for a great deal of research on the interface between the man and the machine; the man and the man; the man and the document — and finally, the concern with the human element involved in communication:

We are concerned with human communication, but in this symposium the emphasis seems to have been on mathematics and machines — somehow the human being seems to have lost in the shuffle. He needs to be restored to his proper place in the communications network.<sup>9</sup>

#### **The Library as Communicator: Multi Media**

The concept that emerges from the consideration of the library as communicator in its innovative roles and responsibilities focuses on the library *function* rather than the library as a physical institution. The concern is for knowledge as such: its assessment, storage, retrieval and transmission — regardless of form. Signs of the times indicate that with the acceptance of new communication media, and working arrangement with other information agencies information library-related functions, tomorrow's institution may be quite different from the library as it is conventionally know today.

Media center philosophy is already on the way to acceptance in a number of school library areas. It is a sort of paradox that the school library, on the elementary and secondary level, has taken the initiative in providing a more clearcut defini-

tion of the library's information function.

The school library resources center, as Richard C. Darling describes it in "A Bit Beyond Promise"<sup>10</sup>, rests on the idea that the role of the center is to support the instructional program of the school, supplying material in many formats, equipment appropriate to their use, and related services to students and teachers at all levels. Its execution is based on a respect for the integrity of all types of materials, a recognition that some students can learn better with some types of materials than with others, and that all students can learn some things more effectively with certain materials than with others. Interdisciplinary teamwork is provided in the selection of materials by teachers, librarians and media specialists working together and in their joint planning of a program to serve the learning needs of the students.

If, as Dr. Darling (who is Director of Instructional Materials for the Montgomery County, Maryland, Public Schools) implies, this provision of synthesized information is still "a bit beyond promise" for most schools, the philosophical implications of these experiments should not be lost. These implications are applicable to whatever modes of communication are in use at present, and are inherent in the librarian's definition of information.

Innovative practices in academic libraries might be bright in promise, but so far not in practice. New ways of fulfilling traditional processes are being tried in the larger roles, particularly in mechanized service university libraries. The challenge of the explosive rate of growth of necessary library resources, particularly print-materials, compels innovation.

A survey made by Sidney Forman, of 1,193 institutions having liberal arts programs revealed that the "new" equipment having the most profound influence on the role of the library as distributor of information are copying machines and reader-printers. Computer technology though



holding considerable promise for the mechanization of conventional procedures such as circulation, serials control, bibliographical control and text access, suggests only "promise for the future". Of the group surveyed, most of which had identity of purpose and policy, 91% showed an awareness of the potential of paperback books, 22% had installed electronically equipped carrels with listening facilities, and a very small percentage were equipped for television and using pre-recorded television and audiotapes in teaching.

Fornan includes mention of the "Library-College" which is concerned with changing the mode of instruction from the classroom lecture arrangement, in which the library acts as a supporting agency, to the electronic carrel in the library with the teaching-learning process department upon the individual. One of its purpose is to develop a more vital relationship between the librarian and college teaching. Jamestown College (North Dakota) defined the Library-College in its charter: "The purpose of the Library College is to increase the effectiveness of student learning particularly through the use of Library-centered independent study with a bibliographically expert faculty."

This shifting of emphasis has important implications for the image and status of the librarian, particularly within the academic community. As the role of the library changes from that of "handmaiden of service, procurement, and somewhat limited dissemination of information"<sup>11</sup> to one of professional and personal involvement in the institution's teaching function, the unsolved riddle of where the librarian stands in the faculty set-up may automatically be resolved.

It is in a redefinition of library functions that many of the multimedia devices mentioned already in relation to the educational process are also finding welcome access to the programs of public libraries. Here they are really at home, adding new dimensions to the library's traditional roles as communicator and social agency.

### The Library as Social Agency: Innovative programs

Though public libraries have been traditionally concerned with books and other printed materials, some of the larger and/or newer libraries have incorporated into their services the provision and use of other media, especially phonorecords and films. For the most part, however, these services have been merely "added on" to their traditional programs.

Robert Ellis Lee has pointed out that the educational work of public libraries is based for the most part on unexamined assumptions. He recommends analytical study of the ideas upon which the provision of educational services and programs of public libraries is based.<sup>12</sup>

Lowell Martin has stated that is it the motivated, better-educated, middleclass-oriented who have been the chief users of the service of libraries. The new effort to reach a broader group poses problems as staggering as they are complex. In terms of materials, these problems are: availability, criteria for selection, adjustments in policy and practice, and definition and clarification of objectives.<sup>13</sup>

Librarians have only recently begun to give major emphasis to the needs of the disadvantaged. The projects reported in *Neighborhood Library Centers and Services* are examples of innovative, library-related, multi-media centers and services planned to reach groups of non-users who, because of basic cultural disadvantages, have a fundamental distrust of such organizations as the public library. Library services and programs which have won response from poor neighborhoods are characterized by aggressive, inventive, highly flexible and personalized approaches to *individuals* within the disadvantaged community. The libraries which succeeded in reaching non-users were those which related books and other media, services, and materials to real life situations and needs within the experience of individuals



in the community served. Such libraries recognized that effective service requires community-directed action by an agency that is ready and eager to reshape its program to the needs of the clients, rather than trying to fit the clients into existing program patterns.<sup>14</sup>

Among the recommendations of the *Neighborhood Study* was one that "such library related centers should have inter-agency sponsorship, with the public library a full partner in the determination of policy, location and program."<sup>15</sup>

This again is the emphasis on the library relating to other agencies. Here it offers an interesting side-effect — namely, making the library's potential apparent to other educational and social organizations which are not themselves aware of its possibilities. Cooperation with government-sponsored programs for the culturally deprived is but one of the many opportunities for social interaction; education, integration, urban renewal, community programs for the aging, the physically handicapped, are others — and there are many more. Libraries will recognize new roles by identifying potential users and their needs, deciding which groups they can best serve, and what they hope to accomplish.

## Conclusion

It is obvious that technological and social change is compelling what may have been neglected during all those years when librarians were so intent on (what seemed to them to be) their clearly defined service function, namely, a *professional purpose* defined in terms of *total environment* — Pierce Butler wrote in one of his last statements:

... Librarians have always been addicted to seeing their problems only in terms of the library. But a library has no integrity in itself; it is only an incidental mechanism in the larger machine of civilization. The forces that compel its activities, the conditions that prescribe them, and the work they accomplish, are all externally determined. Hence every cause and effect in librarianship must be looked for outside, in the culture of which it is a subordinate element . . .<sup>16</sup>

New definitions of librarianship, and hopefully a body of theory to support them, may soon emerge from patterns closely interwoven with those of other professional, informational and communicational agencies.

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# KNOWLEDGE AND PROFESSIONAL SKILL; OR IS THERE A PLACE FOR FIELD WORK IN LIBRARY EDUCATION FOR TOMORROW?

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Marjorie I. Kelley

John Henry Newman in *The Idea of a University* entitled his seventh discourse "Knowledge Viewed in Relation to Professional Skill", a title which reminds us that all professional education has been, is, and will be faced with the problem of theory versus practice, or the "why and what" in relation to the "how".

Each time a new library school is established, the problem arises and must be questioned in relation to the needs of a changing society in an effort to dismiss the status quo.

Since the pragmatic beginnings of formal library training within the university complex in 1887, there has been an intermittent search to create a closer relationship between theory and practice. In the effort to formulate a philosophy of professional library education, the pendulum has vacillated between theory and practice in emphasis. Over the years this search and effort have given us such terms as practicum, practical work, field work, internship, trainee, work study and others. Unfortunately these terms and their situations have been confused and used interchangeably.

In 1923, Williamson in his report took a penetrating look at the attempts the library schools were making to provide practical experience by including or appending "field work" with or to their various curricula. His conclusion was this:

The Primary purpose of the school is to lay a broad basis for skill in some type of professional work, not to develop that skill, and certainly not to impart skill in

the routine processes which belong to clerical grades of library service.<sup>1</sup>

At the present time in the history of library education, practical experience, theoretically at least, has pretty well been eliminated from the curriculum of the library school, and the transition has been away from a pattern emphasizing techniques to one emphasizing principles and fundamental concepts.

This is what Williamson was talking about in his expression "to lay a broad basis". However, he did not go far enough. The distinction which must be clearly understood is the difference between library training and library education. Whereas library training is pragmatic, vocational, and utilitarian, library education is abstract, theoretical, and intellectual. The former belongs to the library technician's program, and the latter is the responsibility of the graduate library school within the total university environment.

It is dangerous to define either library education or librarianship since both must be in a constant state of flux to avoid being static, or allowing the perpetuation of mediocrity. The quiddity of librarianship, however, is the organization and dissemination of information which can be achieved only through scholarly and knowledgeable service in conjunction with awareness of the necessity to anticipate the future.

The library user of 1923 was quite different from the user of today or that of 1993. More and more people are receiving secondary and higher education in addition to continuing education. Since 1945 we have had four major epochs: the atomic,

the computer, the space, and now the biological engineering epoch, Many a sixth grade youngster can amaze one with what he knows of DNA. What type of information will he be seeking ten years from now, or even two years from now?

In order to serve the library user not only in the future, but in the present, we must overcome the interdisciplinary barriers by knowing something of the behavioral sciences and social sciences as well as the computer sciences. Librarians have been called catalysts and Jesse Shera has stated that librarianship is the most interdisciplinary of all disciplines.

People in the field of education are constantly telling us that, in spite of increased specialization in some disciplines, the trend in education is towards the horizontal rather than the vertical. What this means is that we are becoming more aware of interdisciplinary relationships. Furthermore, it means that we are re-discovering the values of a liberal education in the true Newman concept – that liberal education is not mere knowledge, but rather thought or reason exercised upon knowledge.

The imposition of this concept upon library education equates true library education with liberal education, resulting in the emergence of educated librarians rather than trained librarians.

No matter how well we understand what has been said in the preceding paragraphs, and no matter how well we give it our assent, we must accept the fact that in all professional education a certain degree of the vocational must be recognized.

The Dalhousie School of Library Service as a new school has to reconcile intelligently theory and practice. Its programs must be concerned primarily with the abstract, the theoretical, and the intellectual, but this should not preclude the establishment of a program related to and concerned with practical experience for the library school student.

All graduate schools must be motivated by and dedicated to the challenge of experimentation and innovation. The Dalhousie School of Library Service must experiment and innovate also, and one of its opportunities is inherent in its reconciliation of theory with practice.

By creating a program in which the student is called upon to exercise reason, thought, and judgement in a variety of actual working situations or in observing situations that strengthen his course work, an environment can be established that will motivate him to questioning, problem solving, and research. All of this is for his professional development and is within the concept of a liberal education.

If this type of climate is provided and sustained, it can have dynamic ramifications for professional education. If, however, the student is set arranging cards, or stamping books for endless hours, it is better that he should go and take a course in sociology, or some other worthwhile course.

Too often we hear professional librarians complain that a new library school graduate doesn't know how to do anything. This is really not very important. What is important is that he should know "the why" and "the what" since practices vary from library to library. There is nothing more frustrating than to try to teach classification and cataloging to a student who has worked in one library's catalog department for five years, and is open only to that library's way of doing a thing. It is difficult enough to convey to him that it really doesn't matter whether two or three spaces precede the imprint on a catalog card, much less convince him that although classification may have a utilitarian function it has also an epistemological foundation.

The Dalhousie School of Library Service has proposed two types of programs: the work-study program which will require approximately 100 hours of work in a library in the Halifax area, and the intern-

ship program which will require a student to work half-time in a participating library while going to school half-time. The overall program which will include the details concerning which libraries will be participating, qualifications for supervision, and evaluation has not been settled as yet. In either program, however, the planning and supervision will be for the benefit of the student and not for the participating library.

The potential for experimentation and innovation is tremendous and Dalhousie has an opportunity to provide a unique program. The variety of types of libraries in Halifax will in themselves provide a unique opportunity. The use of these

programs as a communicative link between the library school and those already in the profession is more than desirable.

Above all, the highest quality of excellence must be maintained in these programs, so that the graduates of the Dalhousie School of Library Service may serve the users of the library well, and be motivated in their own continuing professional development.

#### FOOTNOTE:

1. Williamson, C. C., *Training for Library Service; a Report Prepared for the Carnegie Corporation of New York*, New York 1923, p. 64.

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## CONTRIBUTORS

Sister Frances Dolores Donnelly is former University Librarian, Mount Saint Vincent University, and currently a doctoral candidate at University of Illinois Graduate School of Library Service; Mr. F. Damtoft is Personnel Librarian,

Dalhousie University Library; Miss M. I. Kelly is University Librarian, Mount Saint Vincent University; Mr. D. MacLeod is architect with the firm of Leslie, R. Fairm, Associates.

# FROM THE PRESIDENT'S DESK

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## Thank You

The success of the 29th Annual Conference of the A.P.L.A. at Digby, Nova Scotia, perhaps was due in no small measure to the theme "Library Cooperation."

The success of the A.P.L.A. in many of its endeavours over the past number of years was due in no small measure to a man who first used the term "Library Cooperation" in an article he published in our bulletin in May of 1965.

I write now of Father Gibson Hallam, S.J., Librarian, Saint Mary's University, former Assistant Editor and Managing Editor of the Bulletin, who is leaving the Atlantic Area to take up a new position at Regis College, Willowdale, Ontario.

Father Hallam over the years has exemplified the term "active member" and is a credit to the Association. He has served on committees, chaired panel discussions and contributed greatly to many undertakings of the Atlantic Provinces Library Association.

We shall miss his lively interjections during conference discussions. Though he leaves the area we look forward to his future articles for the Bulletin. We thank you for all you have done and we wish you every success.

## Executive Meeting

The second executive meeting of A.P.L.A. was held in Halifax on February 15. Our A.P.L.A. representative to C.L.A. Council, Miss Henderson, gave a comprehensive report on suggested changes regarding C.L.A., and your executive felt this matter should be given discussion time during the September Conference.

Vice Presidents were reminded of their

responsibilities for reports from the libraries in their provinces and it was decided to distribute copies of same at the Conference. There will be pre-registration by mail and these will be sent to the membership toward the latter part of July or early August.

There were at least two proposed amendments to the Constitution, hence the reason for publishing the Constitution in its entirety.

Mr. M. Guy Sylvestre, National Librarian and the Honourable Donald C. Jamieson, Minister of Transport and author of the "Troubled Air" will be our two guest speakers at the Conference.

## Trustees

Interest has been expressed by some Trustees to have a separate session at the September A.P.L.A. Conference.

- (1) What form should the session take — (guest speaker? Panel Discussion? or — ?)
- (2) What topic or topics do you wish discussed?
- (3) Will you be attending the conference?
- (4) Send all information and suggestions to Mrs. J. C. Corbett, Saint John Regional Library Board, Saint John, N. B.
- (5) Your prompt reply is requested.

## Notice

Would all libraries or institutions granting scholarships or bursaries for candidates to library schools, please forward all information of same to Mrs. Carin Somers, Halifax Regional Library, Halifax, Nova Scotia.

## APLA CONFERENCE

### 30th ANNUAL CONFERENCE, SEPT. 5-7, SAINT JOHN, N. B. – TENTATIVE PROGRAM

- Friday, September 5.*
- 6:00 p.m. Executive supper meeting.
  - 7:00 p.m. Registration. Admiral Beatty Hotel. It is hoped that all you who have not completed Pre-registration will do so at this time.
  - 8:00 p.m. First General Session – business.
  - 9:30 p.m. “Free time” – cash bar and entertainment.
- Saturday, September 6.*
- 8:30 a.m. Bus leaves Admiral Beatty for U.N.B. Saint John Campus.
  - 8:45 a.m. Registration continues.
  - 9:00 a.m. Official welcomes.
  - 9:20 a.m. Keynote address. M. Guy Sylvestre, National Librarian.
  - 10:15 a.m. Coffee break.
  - 11:00 a.m. Panel and open discussion following conference theme “Library Cooperation and Communication”.
  - 12:30 p.m. Lunch served in campus cafeteria.
  - 2:30 p.m. Panel and open discussion following theme of Conference.
- 3:45 p.m. Coffee break.*
- 4:00 p.m. Discussion of Regional Associations A.P.L.A. – C.L.A. Miss Henderson will conduct this session.
  - 5:00 p.m. Bus leaves U.N.B. Saint John Campus for Admiral Beatty Hotel.
  - 6:00 p.m. Reception for guest speakers and officials.
  - 7:00 p.m. Conference Dinner. Guest Speaker: the Honourable Donald C. Jamieson, Minister of Transport.
- Sunday, September 7.*
- 9:45 a.m. Second General Meeting, including reports of Provincial Vice-President; copies distributed at Conference.
  - 10:45 a.m. Coffee break.
  - 11:00 a.m. Continuation of A.P.L.A. – C.L.A. session if necessary.
  - 11:45 a.m. Third General Meeting, concludes business, resolutions, etc. New Executive.
  - 1:00 p.m. Luncheon.
  - 2:00 p.m. Joint-executive meeting (if possible).
- ° If A.P.L.A Trustees provide sufficient response to question re- Trustee Session – time will be announced on pre-registration “mail out.”
- ° Transportation will be provided to and from the U.N.B. Saint John Campus from the Admiral Beatty Hotel only.

# CONSTITUTION AND BY-LAWS

## ARTICLE I - NAME

### Section I - Name

The name of this body shall be the Atlantic Provinces Library Association. (*By motion passed at the 19th Annual Conference at St. John's, Newfoundland, August 28th, 1958, the name of the association was changed from Maritime Library Association to Atlantic Provinces Library Association.*)

## ARTICLE II - OBJECT

### Section I - Object

The object of the Atlantic Provinces Library Association shall be to promote library service throughout the Provinces of New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland, and to cooperate with other associations on matters of mutual interest.

## ARTICLE III - MEMBERSHIP

### Section I - Membership.

Any individual, institution or other group may become a member on payment of the fees provided for in the by-laws; however, the Executive reserves the right to suspend members with cause.

## ARTICLE IV - OFFICERS

### Section I - Officers: Committees.

The officers of the association shall be

- a) a President
- b) a Vice-President from each of the four Provinces of New Brunswick, Nova Scotia, Prince Edward Island and Newfoundland, one of whom shall be designated as President-Elect.
- c) a Secretary residing in an area geographically convenient to the President.
- d) a Treasurer residing in the Province of Nova Scotia.

All of the above shall be elected at each annual meeting of the Association.

The Past President and the Editor of the association's periodical shall be *ex officio* members of the executive.

### Section II - Duties of Officers

The officers shall perform such duties pertaining to their respective offices and such other duties as may be approved by the Executive. The president elect shall serve the first year after election as first vice-president, the second year as president and the third year as past president. The president and the secretary and the treasurer shall report annually to the association.

### Section III - Appointments

The Executive shall appoint all other officers and all committees not otherwise provided for.

### Section IV - Terms of Office

All officers and all elected members of the Executive shall serve until the adjournment of the meeting at which their successors are chosen.

## ARTICLE V - MEETINGS

### Section I - Meetings

Meetings shall be held as provided for in the by-laws.

### Section II - Votes of institutional members

Votes of institutional members, affiliated or association organization members shall be cast by the chief executive or duly designated representative of the respective bodies.

### Section III - Quorum

Fifteen members shall constitute a quorum.

## ARTICLE VI - MANAGEMENT

### Section I - Executive

a) The administration of the affairs of the association shall be vested in the Executive.



b) The Executive shall have power to fill all vacancies in office protem, the person so elected by the Executive to serve only until the next annual meeting of the association.

c) Meetings of the Executive may be called by the President at such times and places as he may designate and shall also be called upon request of a majority of the Executive.

d) Quorum. A majority shall constitute a quorum of the Executive.

## Section II – Finances

It shall be the duty of the Executive to review and approve the estimates of income for the fiscal year. All budgets of expenditures shall be within the limit of income estimated, prepared under the direction of the Executive and shall be subject to its final approval.

## ARTICLE VII – BY-LAWS

### Section I

By-laws may be adopted and amended by vote of the association upon written report of the Executive or of a special committee appointed by the association to report thereon.

## ARTICLE VIII – AMENDMENTS

### Section I

This constitution may be amended by vote of the Association provided that notice of motion is given to all members not less than one month prior to the vote being taken.

## ARTICLE XI – AFFILIATIONS

### Section I

This Association may affiliate itself with any other library association and with any organization, upon the consent of the majority of the membership, and may elect representatives and pay a membership fee required by the constitution or by-laws of that association or organization.

Amended May 1956.

Amended May 1957.

Amended August 1958.

Amended May 1966.

## BY-LAWS

### ARTICLE I – MEMBERSHIP

#### Section I – Fees, Rights and Privileges

All members of the Association shall have the right to vote. All individual members shall have the right to hold office.

#### Section II – The Annual Fees shall be

Individual members	\$ 5.00
Institutional members	\$ 5.00
Affiliated members	\$ 5.00
Life members	\$25.00

#### Section III – Fiscal Year

The Fiscal Year of the Association shall be the Conference Year. The Fiscal Year shall govern all business and activities of the Association except as otherwise provided by the Constitution and By-laws.

### ARTICLE II – MEETINGS

#### Section I – Annual Meetings

There shall be an Annual Meeting of the Association at such place and time as may be determined by the Executive. For all persons attending the Annual Meeting there may be a registration fee as fixed by the Executive.

#### Section II – Special Meetings

Special meetings of the Association may be called by the Executive and shall be called by the President on written request of ten members of the Association. At least one month's notice shall be given and only business specified in the notice shall be transacted.

**ARTICLE III - NOMINATIONS AND ELECTIONS**

**Section I**

Prior to each annual meeting of the Association, the Executive shall appoint a Nominating Committee of three members, the Chairman of which shall be the Past President of the Association, to nominate candidates for elective positions.

**Section II**

a) The Nominating Committee shall report its nominations in the Spring Bulletin of the Association.

b) Up to one month after the date of publication of the report of the Nominating Committee the President may receive proposals for additional nominations providing such proposals are signed by not fewer than three members of the Association.

c) No person shall be nominated who is not a member of the Association and whose written consent has not been filed with the Secretary of the Association.

**Section III**

Nominations determined as herein provided shall be placed before the members of the Association on a ballot at least two weeks prior to the Annual Conference.

**Section IV**

The Executive shall appoint a Committee on election which shall have charge of the conduct of the regular election and shall report the results to the Association at the Annual Meeting.

Amended May 1957

Amended May 1966

**NOTICE OF MOTION:**

A motion will be presented requesting the approval of the members for an amendment to Article I, Section III, of the By-laws, which would alter the fiscal year of the Association to a *calendar year* basis (from the present *conference year*). At the

same time the members will be asked to approve the addition to the By-laws of a section which would fix the membership year to a calendar year basis as well.

- Respectfully submitted,

Lloyd Melanson,,

Treasurer.

**NOTICE OF NOMINATIONS:**

In accordance with Article III of the By-Laws of the Atlantic Provinces Library Association the Nominating Committee submits the following slate of officers for the year 1970-1971:

President: Mrs. Carin Somers, Halifax County Regional Library.

Vice-President (N. B.) and President-elect: Miss Eleanor Magee, Mount Allison University.

Vice-President (Newfoundland): Miss Margaret Williams, Memorial University of Newfoundland.

Vice-President (N. S.): Miss Frances Geitzler, Halifax City Regional Library.

Vice-President (P. E. I.): Miss Elizabeth Henderson, Prince of Wales College.

Secretary: Miss Bertha Higgins, Nova Scotia Provincial Library.

Treasurer: Mr. Lloyd Melanson, Saint Mary's University.

The above persons are members of the Association in good standing.

Respectfully submitted,

Elva Cameron,

Mona Cram,

Bill Ledwell,

Alberta Letts, Chairman.

# CONTINUING EDUCATION – OUR BABY

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Finn Damtoft

Recently I was walking through the Bronx Zoo. Several of the cages carried a sign with the black outline of a bull's head and the words, "Nearing extinction" followed by an exclamation mark. I could not help thinking how well this sign might express the fate of many librarians. As a profession we are failing. We claim to be devout adherents to the principles of service and efficiency. However, based on most user response, it is evident that the kind of service and rate of efficiency we presently offer are not satisfactory.

The communications revolution and information explosion should have provided a major impetus for growth and change, and a challenge to control our own destinies; yet it left most of us standing at the gate while supporting groups, such as electronic engineers and systems planners, took the initiative and accepted the challenges implied in solving the problems posed by the much needed improvement in bibliographical control and easier access to required information. On the administrative level the more efficient organizations and the better financial controls demanded by the magnitude of many library operations found most librarians unprepared, requiring the services of management planners and specialized accountants. It is not a mistake to utilize experts for the solution of specific problems, but it is extremely dangerous to be too dependent on an expert's decision because one was not knowledgeable enough in the expert's field to question intelligently. Directing changes, formulating policies, and generating ideas for the future are the job of librarians. The whole must always be greater than the sum of its parts. Unless librarians are able to control the future development of librarianship, we will soon be extinct as a profession of consequence.

The extraordinary fact is that librarians are aware of the avalanche of new demands on librarianship, and that peripheral groups, whose understanding of librarianship is slight, are creating systems and organizations for librarians in which many of them will be unprepared to perform. It could have been expected that a massive effort to regain the initiative would have swept across the land, but only small ripples have appeared. Many explanations can be forwarded to rationalize this phenomenon, yet one is tempted to conclude that nowhere is the Freudian death-wish more pronounced than among librarians.

What is to be done? Several avenues are open: the long-term solutions include more intelligent recruiting to the profession and more relevant and demanding programmes of professional training; the short-term approach, and the only avenue open at this time to deal with the problem quickly and at a relatively low cost, is continuing education. Librarians have for years preached continuing education, but practice it only fleetingly and without systematized efforts to create cumulative spheres of competence based on useful progressions and maintained on a continuing programme.

How is continuing education to be achieved? Up to the present time the initiative has been left almost entirely to interested individual librarians, with little or no direct support from the library systems in which they work. As a result, little impact can be felt within the profession. Such individual programmes are far too generalized and too inadequately financed to attract on a continuing basis the quantity and quality of personnel needed to insure the constant injection of new ideas and better techniques. I should like to propose

a scheme which might solve this problem, one in which the individual librarian and the library administration work together, with the library administration as the driving force. There are two reasons why it is essential for success that the library administration play a central role: firstly, there will be no staff interest in continuing education without the establishment of a formal programme as a natural part of the work assignment and unless rewards for increased knowledge and competency are provided. Secondly, only the administration has the financial administrative and organizational resources to support continuing education programmes by granting money, guaranteeing time allowances and providing laboratory facilities.

What kind of programmes should be developed? There are many possibilities. One approach involves on-the-job training within the library system and within the confines of the facilities available within the area. Another involves sending people to other libraries, schools, etc. Still another approach is a combination of the above. I shall deal with the first approach as I believe it encompasses the most potential for libraries and librarians. I would like to see a formal programme developed, within the confines of a flexible and varied framework, which should encompass: financial support where study is out of the jurisdictional control of the library; workshops, seminars; time off for class attendance, etc. Prescribed courses and forced attendance should be avoided, but this programme must be capable of being structured in progressive steps, based on competency, for staff who wish such an approach.

The interpretation of "development of professional skills" can have many variations but they should not be confined to the field of librarianship only. This would make continuing education too narrow. It should be remembered that a librarian can attack a given course from a number of angles. Business Administration and Accounting could be taken as a business course with Reference Service implications,

or as a course with direct bearing on library administration. If librarians are to offer the kind of service which will be required in the future, namely in-depth reference, research assistance, bibliography, and book selection we must continuously improve and update our academic background. The combination of the information explosion and increasing specialization is making it increasingly difficult for scholars and researchers to keep informed outside their own small specialty; by acting as information transmitter between disciplines the future librarian might face the greatest challenge. This argument underscores the major paradox of our times. To be useful in an age of specialists, a librarian must become an expert in some aspect of librarianship. On the other hand, to survive as a professional group discharging an increasingly essential societal responsibility, librarians cannot lose sight of the whole, coordinated system in which they must function.

In this regard the library administration carries a great responsibility as it is in the most strategic position for encouraging participation in continuing education programmes while minimizing the risk that specialization will be detrimental to the individual or the system. The simplest method for insuring the above is three-fold. First, to encourage participation a systematic approach must be implemented which will allow staff members, in consultation with the appropriate administrators, to periodically review their knowledge of the existing system. This should generate new interest and incentive but, at the very least, it will provide an opportunity for describing the merits and short comings of new continuing education programmes and other job possibilities within the system. Secondly, a communication vehicle (e.g. staff bulletin) should be initiated. It should advise staff of new programmes and opportunities and would allow a forum for debate or criticism of existing programmes or the presentation of ideas for new programmes. Finally, a monitoring system which could be used for evaluating the validity of a programme during the

operating period of the programme. The most productive approach would involve discussions between the participants and someone other than the instructors (i.e. an outsider who is knowledgeable about the purposes and goals of the programme).

In the administration the responsibility for organizing and administering continuing education should rest with one person. It would seem natural to choose the Personnel Librarian or the person acting as liaison between administration and staff. In the initial years, the failure or success of the programme rests with this person as the programme must be sold. If he fails to convince the staff of the need for further education, fails to explain fully all possibilities offered by the administration, fails to make the staff understand that the administration is willing and ready to reward and use increased competence, continuing education will never get off the ground. On the other hand, if he stresses continuing education as a decisive factor in promotions and contract renewals, he will also have failed and opened the trap into which continuing education for teachers has fallen. Teachers all too often study simply to accumulate promotion points — improved competence may result, but usually as an accidental by-product. In general the Personnel Librarian is empowered to move staff members around until he finds the position in which a staff member is happiest and performs best. This authority is of great importance in continuing education when increased competence might necessitate the move of a staff member, or a staff member might profitably be moved for a shorter or longer period to some other aspect of library work.

If a librarian wants to pursue continuing education in academic subjects, he will encounter few obstacles as most universities offer Summer and Extension courses, and opportunities for part-time studying and auditing of courses. On the other hand if a librarian wants to expand his competence in librarianship, his opportunities are very limited. Very few library schools have Summer and Extension programmes. And

if you are not studying to obtain a library science degree, part-time studying and auditing of courses are non-existent. Our

library schools seem to be unwilling to cope with this problem and the Canadian Library Association's efforts to alleviate the situation through its good offices have been spectacularly absent. The introduction of the new Anglo-American Rules resulted in one cataloguing seminar in Vancouver. Nothing happened at our annual convention. It is high time for our national association to take an active part in the continuing education of its members but not merely as a frame for a convention. Seminars should be scheduled during the CLA conference with at least one meeting every day on cataloguing, reference book selection, or acquisition, etc. A group of experienced cataloguers could do a good and thorough job dissecting one or two schedules of the L. C. classification scheme for other cataloguers. The technical level of such meetings can be high since they are not intended for the layman. A lecture series by specialists, who may or may not be librarians, on important international writers would be of considerable value to book selectors. There is no end to the possibilities.

The Canadian Library Association should also interest individual library administrations in establishing fellowships in areas of special competence within their systems. A fellowship could be of a week's duration and offered once or twice a year. If enough library systems would cooperate, a series of fellowships in a variety of areas would be possible. Fellowships should not be considered as an introduction to a subject. In order to make the experience most rewarding candidates should already have a good background in the area before they are accepted. During the duration of the fellowship the candidate should first be introduced to the philosophical principles guiding the total library system and then to his area of specialization. He should then work his way through the different routines, observe user patterns, etc., so that at the conclusion of his stay he should be able

to formulate his thoughts on how well routines and work patterns support philosophical aims. All instruction of the candidate should be a mixture of practical work and discussion. Both elements would profit.

Yet another possibility lies in the lecture series and seminars that could be jointly sponsored by the various library administrations and associations in a given geographical area. These provide opportunities to introduce outstanding people with new ideas and fresh approaches, and could easily be accommodated in week-end meetings throughout the year.

Continuing education is our baby — everybody's baby. We cannot expect other librarians or libraries to do the job for us.

Modest or sophisticated, we should all start programmes. Such programmes as I have described can be expensive. Most important, a society as mobile as ours leaves no guarantee that we can hold staff long enough to profit adequately from our investment. We cannot, however, worry about our investment along such profit and loss lines. The issue is too important for such short sighted profiteering. Our only protection remains concerted action. Unless we begin to re-educate ourselves and upgrade our profession through an intelligent and active approach to continuing education, we will not emerge as competent accumulators of recorded knowledge and efficient managers thereof, and we will not be able to give a service which is meaningful in terms of present and future demands. The result of failure could well be "Rosemary's baby."

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## POSITION VACANT

**DARTMOUTH REGIONAL LIBRARY** requires an Adult Circulation Librarian. \$7000 - \$9000 (starting salary dependent on education and experience). *Position:* Professional library work directing adult circulation services in municipal library serving a population of 60,000. Budget \$160,000. New central library building. *Qualifications:* B.L.S. or M.L.S. from an accredited library school. Preferably at least 2 years experience in reference/reader's advisory work. *Applications:* Please send full particulars to D. Hawkins, Chief Librarian, Dartmouth Regional Library, Dartmouth, Nova Scotia.

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## POSITION WANTED

Male Librarian (26) B.A., A.L.A., has 3 years experience in County and Regional Libraries in Britain and Canada; seeks challenging position in Regional Library work.

A.P.L.A. Bulletin  
Box No. 211  
Dalhousie University Library  
Halifax, Nova Scotia

# THE RABBIT HOLE

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

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

## AN ARCHITECTS-EYE VIEW OF LIBRARIES AND LIBRARIANS

To be closely concerned with the design of a library for 2½ years is an opportunity to learn about libraries and to closely observe librarians. Thus, in view of the undoubted similarity of all librarians and libraries to each other, and the well known objectivity and observation powers of architects, the following is an unbiased and universally true report on what makes libraries and librarians distinctive from other buildings and clients.

In order to remain objective and not to involve personalities it will merely be stated that the following experience was gained during the design, drawing and construction to date of a new 6 million dollar library, now about 50% complete, on the campus of a university in the capital city of one of the south eastern Atlantic Provinces.

*Complexity* is a common characteristic of a library, produced by

1. the necessity to prevent loss of books due to absent-minded removal by staff or students and the departure of same through some exit other than the control point (such as emergency fire escape, etc.)
2. the processing of books through their ordering, receiving, binding, cataloguing and shelving stages (not to mention the lending-shelving process without end) which requires the talents of a manufacturing production-line planner.

3. the need for a book conveyor system connecting main floor circulation area with bookstack areas, a system which obviously must be 100% automatic - self-feeding, self-discharging, available to and from any floor (reader note, that the librarian in this particular case, preferred a simpler and cheaper "down only" manually fed conveyor, with a \$25,000 savings for book expenditures, so the library under discussion is not quite typical).

Therefore, librarians are complex.

*Inspiration* is required to set architects' minds soaring into space and back again with their consistently brilliant solutions to the problems of our society. Librarians provide this by such means as organizing pilgrimages to libraries that demonstrate a minimum of mistakes, or by close contact and "plugging-in" to the architect's thoughts during the time of idea germination. Such co-operation has led to what should prove to be a good working arrangement of the stack floors in this particular library, where stacks, study carrels, reading rooms and lounges have been integrated with the structure, lighting, and air-conditioning. The librarian's inspiration led to the adoption of the principle of eliminating suspended ceilings in all stack areas (a considerable request when it is easier to cover the crummy looking structure with an acoustic ceiling) in order to support the bookstack posts rigidly at floor and ceiling.



Similar inspiration, and the construction of a "mock-up", produced the design of private and semi-private study carrels adjacent to the bookstacks, using an undoubtedly flexible combination of standard stack posts, shelving and hook-on counters.

Therefore libraries and librarians are inspirational.

*Tolerance* is a quality of librarians. They do not become annoyed when the architect repeatedly forgets the translation of C.B.I., nor do they laugh if it takes a beginner some time to straighten out the implications of "periodical" and the subtle differences between "bibliography" and "biography".

Therefore librarians are tolerant.

*Thoroughness* is a undeniable affliction of librarians who, although not always able to be on the trail themselves, may choose to send their right-hand man to dog the architect's footsteps and pick up the odd slip (which even architects may make). Needless to say, these lieutenants always know both the general principles and the details as well as the librarian himself, and come with an extra helping of affability and tact. Door mats, garbage trolleys, water fountains, electric outlets, pencil sharpeners, card catalogues, label holders, key systems, clocks, door numbers, building directories are not to be forgotten or put off when designing a library.

Therefore librarians are thorough.

*Sobriety* in librarians can be demonstrated by the critical situation in which the last planning adjustment has been made and the architects will now be left alone to produce the complete working drawings for tender call in 10 weeks. A librarian can say "from now on we will not introduce any change that affects the structure of the building" and still keep a straight face.

Therefore librarians are sober.

*Open mindedness* on the part of librarians is demonstrated when the architect suggests minor changes to the floor plans after planning is advanced. In our particular case the architect became convinced that

the structural columns could more easily be fitted into a mass of bookstacks by making the columns the same size and shape as a unit of bookstacks (18" x 36") and locating them in place of stack units. This eliminated aisle constrictions and other space losses. There were, of course, a few side effects such as (a) changing column spacing from 31' to 27' (b) eliminating one exit stair (c) relocating the main entrance, the main passenger elevator, washrooms, conference rooms, etc. - all of which was readily acceptable to the librarian when a strong case was argued.

Therefore librarians are open-minded.

*Decisiveness* is an important quality. Consider an architect who has worked diligently on the design of a bookstack floor, calculating column sizes and spacing to the nth degree; calculating flexible study carrels; arranging air conditioning ductwork so that its greatest mass falls in an area that can be neatly hidden by acoustic ceiling (the cleverness here is that reading tables are situated under this ceiling thus creating no problems with the rigidly connected bookstack posts). Consider further a librarian who would allow himself to be convinced that reading tables and bookstacks should be rearranged so as to provide readers an unimpeded view through bookstacks and lounges to the central courtyard. (Obviously readers would be less distracted by indolent loungers if such rearrangements were not effected - and annoyance at so much planning wasted by change had nothing to do with it!). The reader will hardly credit that in this instance the architect's case was judged by the librarian to be lacking in strength . . . but, librarians sometimes make mistakes.

Therefore, librarians sometimes make mistakes so that decisiveness is necessary - from architects.

The writer trusts that this detached account of his observations has shed some light on the other side of the fence, and that librarians and architects who read it will benefit in their next collaboration.

Donald L. MacLeod



# Letters to the Editor

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## Who'll Push The Baby Carriage?

Dear A.P.L.A. Members:

The 1967 Halifax Conference and the 1968 Digby Conference produced in A.P.L.A. members a belief that professional status has been achieved and professional development must be fostered. The Atlantic Provinces Library Association produced the Conferences, and it is the purpose of this letter to convince individual librarians that it is the duty of individual members to carry on between conferences. The responsibility is yours, dear librarian, if you want your Association to foster professional development. Your Association, its executive, and any special committees it may name, are umbrellas, not baby carriages.

There is a Committee to study the feasibility of a winter meeting and as Chairman of that Committee I hope to have a report for the Saint John Conference. At this moment I am of the opinion that there is a better way for the Association to foster professional development, but am willing to hear arguments in favour of a winter meeting. Someone would have to pay for the cost of attendance, hospitality, and possibly a visiting speaker. The time involved in preparation for the meeting is part of the cost, and it is not perhaps an exaggeration to say that this is many times the travel time required of those coming some distance. The executive already has an Annual Conference to prepare, and the 1967 and 1968 Conferences were surely the product of winter works of some magnitude.

It seems to me that the enthusiasm engendered by a meeting would also result from a lively exchange of ideas — year round.

We do have a forum. It is our Association Bulletin. No member of A.P.L.A. can justly claim exclusion or isolation unless he has submitted his ideas for publication in his own paper. There is no question in my mind that professional enthusiasm is high and I am sure that a strong programme should be attempted.

Here is my suggestion for an alternative to the winter meetings:

1. Dues paying membership in A.P.L.A. for every librarian. This brings the A.P.L.A. Bulletin to your desk four times a year.
2. Make your contribution as befits your ability and/or need. If you have a small answer, send it along. If you have a big question, send it along.
3. The Atlantic Provinces have many librarians whose contribution to their profession is not fully realized because they cannot attend even one annual conference.
4. When the time comes that the A.P.L.A. Bulletin is unable to handle the volume of material submitted to it, *then* a mid-winter meeting will be a self-evident need.

The real problem is one of propulsion. If we wish to continue riding in a baby carriage, we shall have to pay someone to start it, to steer it, and to stop it.

What do we want?

Ruth M. McDormand, B.A., B.L.S.  
Regional Librarian,  
Albert-Westmerland-Kent  
Regional Library.

# OUT of the IN box

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a sampling of notes from the library world.

## *Meetings*

The 2nd Annual Conference of the Church and Synagogue Library Association will be held July 13-15 at the Shoreham Hotel in Washington, D.C. The theme will be "Libraries in an Ecumenical Era". Inquiries may be directed to Mrs. Dorothy Rodda, Executive Secretary, P. O. Box 530, Bryn Mawr, Pennsylvania 19010.

## *Publications to note*

*Index, a quarterly journal for school and public librarians*, began publication, in Toronto, Spring 1968. The first three issues feature school libraries with emphasis on the Canadian Scene.

The Library Association (London) began publication in January 1969 of the *Journal of Librarianship* which "deals with all aspects of library and information work in the United Kingdom". The first issue contains articles on 1) Information requirements in the social sciences. 2) Learned libraries in West Germany. 3) Library provision for the Indian and Pakistani in Britain.

The *Microfile Foundation Newsletter* includes a regular section "What's new in the field of equipment". This discusses all kinds of library equipment produced and in use throughout the world.

*Research Librarianship* No. 9 includes a 139 item Subject Catalogue of Unpublished Theses. These are almost entirely British and cover the fields of education and library science; a subject index is included.

*Public Library Service to the Disadvantaged*, proceedings of an institute sponsored by the Emory University Division of Librarianship has been published. This 74p. publication contains papers by various outstanding individuals working with the

disadvantaged. It is available for \$3.75 from the University Bookstore, Emory University, Atlanta, Georgia 30322.

## *News from the National Library*

The policies, functions and methods of the National Library will be examined in detail with a view to designing and developing an integrated information system, it was announced December 19, 1968, by Guy Sylvestre, National Librarian. The system design will incorporate, wherever feasible and practical, automatic data processing methods and simplification of work procedures.

This analysis will be undertaken jointly by the National Library and the Bureau of Management Consulting Services, Public Service Commission. It will be conducted by a team comprising systems analysts and librarians, under the full-time direction of Mr. R. F. Bullen, of the Bureau. Mr. James Gardner, Special Adviser to the National Librarian, will act as coordinator.

The study will encompass all areas of the Library's activities and will determine the potential benefits of electronic data processing in the areas of acquisitions, cataloguing, listing, indexing, bibliography, reference and communication. Current trends in automation will be studied, especially in the major research libraries and centres in Canada and in the United States with which the National Library is more closely associated.

It is expected that this full study, which was recommended as a result of a preliminary study conducted recently at the request of the National Librarian, will be completed within ten months. Implementation of a unified system of information handling could then commence and develop gradually as staff and financial resources are available.

### *AUCC Resolution*

As the National Library has recently established an Office of Library Resources,

And this office has begun to collect information on research collections in Canadian Libraries, in the expectation that such information will facilitate the planning of coordinated collection development, and

As no such cooperative plan can be fully effective unless Canadian universities rationalize their programmes of graduate study and research.

Therefore be it resolved

(1) That AUCC appoint a committee comprised of representatives of university administrators, deans of graduate studies and university librarians, together with the librarians of the National Library and the National Science Library, and

(2) That this committee be instructed to study and to make recommendations on

the nature and scope of any plan for the coordination of research collections and services, including the type and extent of the participation demanded of each level of interest represented on the committee and

(3) That the Board of Directors of AUCC make vigorous representations for increase appropriations to both the National Library and the National Science Library to enable them to exercise leadership in the coordination of library resources and services.

### *Congratulations*

The first Howard V. Phalin – World Book Graduate Scholarship in Library Science, given by the Field Enterprises Educational Corporation of Chicago, has been awarded to Sister Frances Dolores, University Librarian of Mount St. Vincent University, Nova Scotia. Sister Frances Dolores is presently studying, as a doctoral candidate, at the University of Illinois, Graduate School of Library Service.

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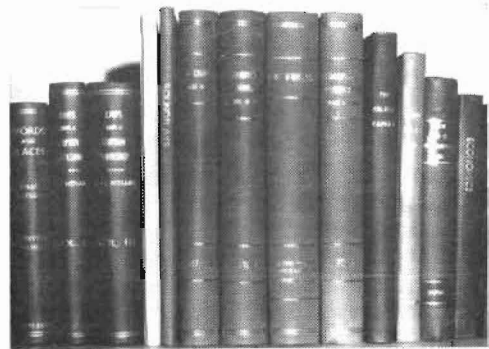
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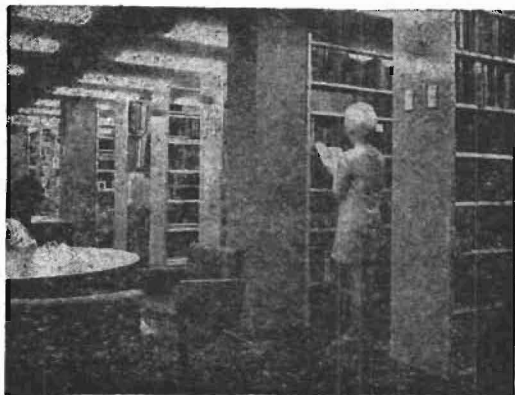
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