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SUMMER 1975

VOL. 39

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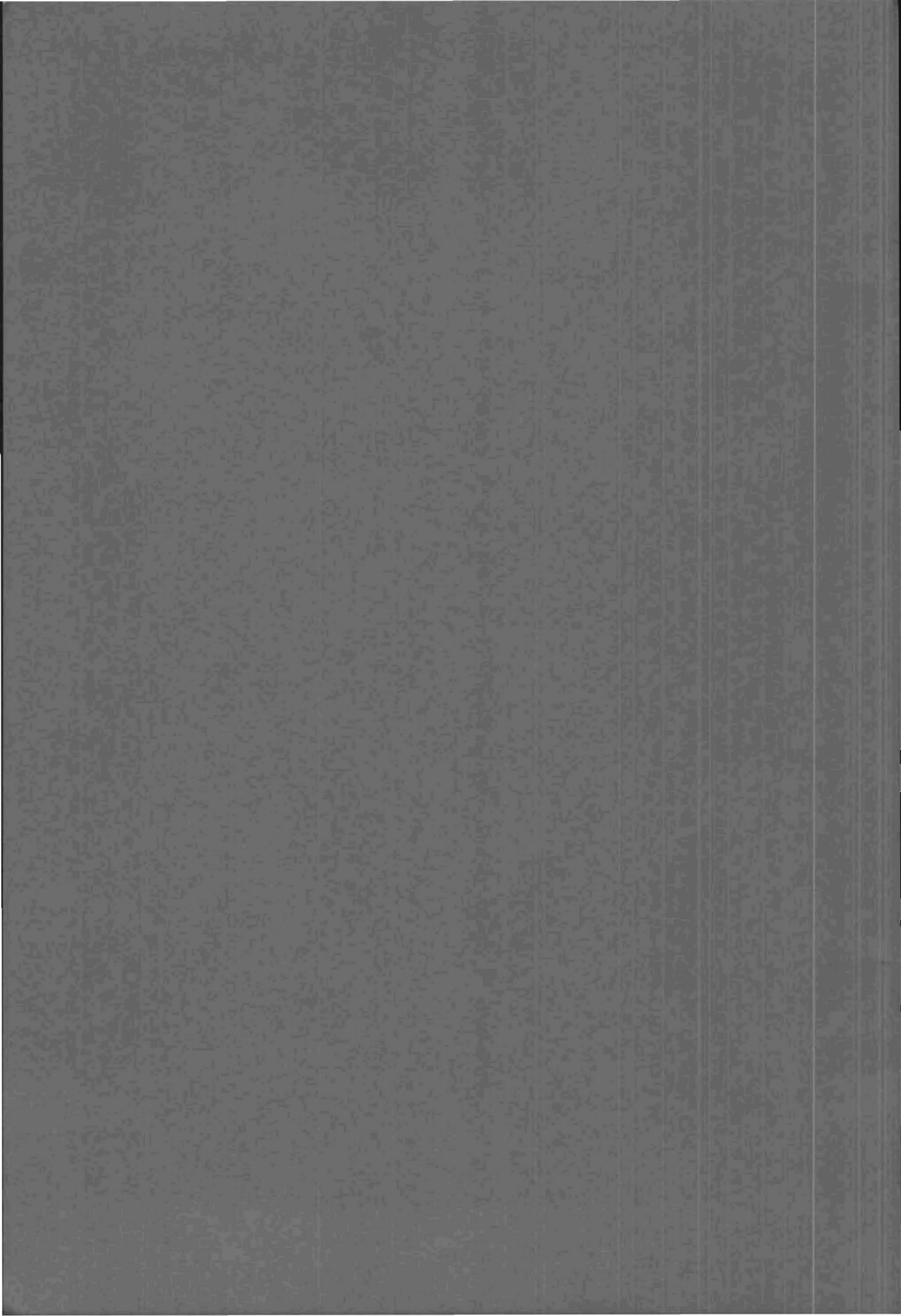
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BULLETIN

APLA



Dalhousie University Libraries and Dalhousie University School of Library Service

OCCASIONAL PAPERS SERIES

(Series Editor: Norman Horrocks)

1. A Bibliography for Examination of Forms of Training for Scientific and Technical Work; by John Howard Oxley. 1972. \$3.00
2. Not yet released.
3. Workshop on French-Canadian Literature and its Provision in the Public Libraries and Schools of the Atlantic Provinces: Proceedings, edited by Norman Horrocks. 1973. \$2.00.
4. Proceedings of the Workshop "Publishing in Canada, 11: East Looks West", edited by John R. T. Ettliger. 1973. \$2.50.
5. Geology of Halifax County — a selective bibliography, compiled by Nell Leidemer, 1974. \$1.00.
6. Check list of Canadian Small Presses: English Language, compiled by Grace Tratt. 1974. \$2.50.
7. The Halifax Library Association, 1934-1974; by Evelyn Campbell. 1974. \$1.00 (Members of the Association, 50 cents).
8. The Society for the Diffusion of Useful Knowledge, 1826-1846: a social and bibliographical evaluation, by Harold Smith. 1974. \$2.00.
9. Developing Public Libraries in Canada from 1535-1973, by Elizabeth Homer Morton. 1975. \$2.50. The Alberta Letts Memorial Lecture (All proceeds will be devoted to the Alberta Letts Memorial Fellowship Fund).

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APLA AD

BULLETIN

The APLA Bulletin is the quarterly organ of the Atlantic Provinces Library Association representing every type of library serving the provinces of Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland.

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NEW CENTRAL ADDRESS

Typed manuscripts, advertising information and all general inquiries regarding the Association, should be addressed to: Atlantic Provinces Library Association, c/o School of Library Service, Dalhousie University, Halifax, Nova Scotia.

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REPORT FROM THE PAST PRESIDENT

It has been over a year since the past-president, Heather Harbord, handed over the gavel with what I thought uneasily at the time looked like "the smile on the face of the tiger." In turn, when the gavel was passed to our new President, Pearce Penney, my smile must have been reminiscent of Heather's. It has been a demanding year but also a rich and rewarding one.

One of the duties of President is to represent APLA at the national level, that is, at the CLA Council and Board meetings. Two such meetings were held, one in November, the other in February. It was a fortunate year for APLA, due to Carin Somers' presence as 2nd Vice-President. As APLA representative, I was continually amazed at Carin's grasp of the workings of the myriad committees, her concern with and quick understanding of problems, and perhaps most of all that special warmth she brought to her high position. As APLA representative, I was very proud. Attendance at Council is a very enriching experience. To be plunged out of one's immediate parochial concerns into those of the national level is similar to that first plunge into Atlantic coastal water. It is quite impossible to report Council meetings in detail and so I have chosen those fragments which I think most reflect Council, and are pertinent to our interests:

The Postmaster General was again approached by CLA to extend free mailing privileges to include the physically handicapped. Unfortunately, because so many other charitable organizations are requesting the same privilege, the Hon. Bryce Mackasey felt that such a privilege, if granted to one group, must be granted to all. Such a relaxation of the free mailing privilege would have to be subsidized by a postal rate increase and so again it was refused.

The atmosphere at Council occasionally becomes somewhat charged, as when John Marshall, Chairperson of the Education for Library Personnel Committee, had to be reproved for overstepping the terms of reference of his committee. This committee had added to itself the Native People's Task Force, made up of the Manitoba Indian Brotherhood. There is no doubt about Mr.

Marshall's sincerity and his belief that priorities took precedence over by-laws and constitution. Council, quite rightly, however, insisted that the need for such a committee must be established and that it must be representative from coast to coast. Most certainly, it was not the concern of this particular committee.

In a similar vein, a member of the Task Force on the Status of Women met a cold reception when, in an emotional outburst, she condemned CLA on the grounds that it gave only token support to this group and that she was not prepared to put up with this neglect. The President, Mary Henderson, handled this in her usual unruffled manner, explaining the position of CLA.

A great deal of time was spent on the Membership Committee and the Houston Group reports. The proposals were exciting. Image and format of all publications would be changed and a membership campaign launched. Alas, such changes involved a lot of money and most certainly more than the present budgetary restraints permit. One suggestion alone, a change in graphics, would cost approximately \$5,000. On the recommendation of the Chairperson, Enid Deering, the matter was referred to the Fall. It was pointed out that membership, as a result of the new fee structure, was already increasing and the unsettled conditions at CLA Headquarters made such changes undesirable.

CLA supported a library served with a writ by the Church of Scientology with the promise of \$1,000 in legal assistance. It was noted that this Church disliked this type of publicity and threats of legal action seldom proceeded.

The feasibility of accepting credit cards for payment of membership fees received short shift because of the prohibitive cost and the resultant paper work involved for an already overloaded CLA staff.

The many resignations and dismissals at the CLA office were discussed, explained, and justified. Proper procedures were followed and with the appointment of a strong Executive Director, difficulties should be resolved.

In response to a well-presented brief by a Dalhousie Library School student, approval was given for time and space allotment for students at the Toronto Conference. Employers were also to be encouraged to give time and pay to those students wishing to attend.

To me, the most interesting part of the meetings, aside from the President's Report, were those reports given by Provincial or Regional representatives. It was here that I realized our inter-dependence, our common problems and was reminded afresh of the importance of having a national organization.

The membership of APLA expects a great deal from its organization, as revealed in the report of the Committee on Aims and Objectives of APLA. Such expectations can only be met at a price. All provincial associations are feeling the pinch. The costs of producing a bulletin are escalating rapidly. Such publications are receiving a long hard, realistic look as to how and if they can be continued in other associations across Canada. Many are giving way to a newsletter approach. Again, if one looks at the Questionnaire replies, this might well be what the members would prefer.

This year's APLA conference in Fredericton attracted new members and a large

attendance. The new executive must now decide whether it met the needs of the members. The new Merit Award met with a happy response and it was Bill Ledwell, the then Vice-President for Prince Edward Island, who deserves credit for its inspiration.

This will be my last message "from the President's Desk". I have learnt a great deal over the last year, and been disappointed that not all our aims were accomplished. I have been alternately humbled and astounded by the generosity of Atlantic librarians, not only in giving that most precious gift—time, but in addition, at their willingness to assume personally the costs of travel and accommodation on Association concerns. The reports of the Bibliographic Committee and the committee which is studying APLA's Aims and Objectives, fill two volumes. These members have given of themselves unstintingly. It is of the utmost importance that their work, so well begun, be continued with the same purpose and integrity.

I am most grateful to the members for their unfailing assistance. It has been a memorable year.

Katherine Le Butt
Past-President, APLA

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Serials Updating Service Annual

The first *Serials Updating Service Annual* is an alphabetical cumulation of Volume 1, issues 1-15 (1973-1974) of the *Serials Updating Service Quarterly* newsletter. The *Annual* provides, in a single source, a year's record of changes in title, frequency, etc. and bibliographic irregularities such as additional volumes, delays in publication, etc. This information will be of valuable assistance to the various library departments: acquisitions, serials records, reference, and binding.

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LETTER TO THE EDITOR

The Editor
APLA Bulletin

Dear Miss Barker:

May I request you, as Editor, to publish this letter in the next issue of the *Bulletin*.

I feel I owe an explanation to my Atlantic Provinces colleagues for my recent resignation as 2nd Vice-President of CLA, for the second year term of my mandate.

When I was asked to stand for nomination early in 1974, I held the position of Supervisor of Public Libraries for N.S. and had every indication that, if elected, I would be completely recovered from the November 1973 accident injuries, by the time I would have to fulfill the duties of the office.

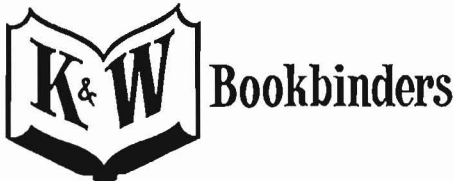
Within the last six months it has become apparent that I sustained additional injuries, not diagnosed at the time of the accident, and I must undergo surgery within the coming six months. In view of these developments, my participation at Board and Council meet-

ings at the Toronto Conference and subsequently, would be impossible for an indefinite period of time. In addition, I would not be able to adequately represent my Atlantic Provinces colleagues at Committee on Committees meetings—an important aspect of the 2nd Vice-Presidency.

Thus, because of the limitations imposed on my activities by my present physical condition, and the fact that in the interim I was appointed Provincial Librarian, my time and efforts must be directed towards Nova Scotia library developments, such as the implications of the Educational Technology Project and Graham Royal Commission, and cooperation with the other Atlantic Provinces in library matters affecting all of us.

I would like to thank those of you who voted for me, and only regret that I cannot continue to work on your behalf.

(Mrs.) Carin Somers
Director
Nova Scotia Provincial Library



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NEW BRUNSWICK'S LIBRARY COUNCIL

FRANCES W. CORBETT

The author is a member of the Saint John Regional Library Board, and Chairman of the New Brunswick Council.

As we read of the initial events of the American Bicentennial observances it reminds us that eight years have passed since we happily celebrated Canada's one hundredth birthday. But whereas our neighbours to the south plan to emphasize the achievements of their past history, we coupled such remembrances with an enthusiastic look to the future.

One small step in this direction which has been important to library services in our Picture Province of New Brunswick was the passage of a new *Libraries Act* in 1967. As I outline the innovations contained in it, with particular emphasis on the establishment of the Library Council, perhaps we can discover whether indeed we have taken a giant step forward, while not discarding those things that have stood the test of time.

To review briefly, an earlier *Library Services Act* of 1954 had confined Provincial assistance to regional organization of library service and this at 60% of the total cost. Progress was slow—municipalities of proposed regions were not so co-operatively minded, and to take advantage of the legislation the initiative had to be taken by them.

However by our Centennial Year of 1967 five Regional Libraries had been established. That year also was a landmark in our governmental arrangements in New Brunswick. Under the title of the "Programme of Equal Opportunity" the Province assumed the costs of the major services such as health, welfare, justice and education, while the municipalities retained those for local services.

Libraries were to be part of the education service, and how this division of financial responsibility affected them was revealed in the *Libraries Act* of 1967. The complete operating cost of the regional libraries was to be the Province's responsibility, but the provision of suitable premises and the equipping and maintenance of them, remained a local service.

Public participation has long been a necessary ingredient in many service areas, and since 1967 there have been three levels where such involvement is possible.

The first level is, of course, the Public

Library Board, appointed by the local municipal council. Here, energy and imagination can enhance the quality of services by ensuring that the library building and equipment are the best the area can afford.

Level two is the Regional Library Board, with at least one member from each Public Board and may include a representative from each school district in the Region. Since our public library service is administered as a Regional Unit, it is the Regional Library Board that conducts and pays for the service through grants made by the Province. The public library employees in the Region are employed by the Regional Board, as is the Regional Librarian (who is its executive officer and secretary). Materials purchased are the Board's property, and service is provided to city dweller and rural resident, both from the established premises and by bookmobile.

The school district representation provides access to another resource of library service and a means of co-operation between the two types of libraries. The Act provides no plan to combine school and public libraries, and the Regional Board has no authority over school libraries, though it provides book deposits and bookmobile calls, and Extension Librarians can assist in organizing school libraries.

And now for the third level of public participation—the Library Council. Appointed by the Minister of Education, its membership consists of a representative from each Regional Board, three representatives of school libraries and the Director of New Brunswick Library Services. Term of office is three years and members may be re-appointed for a second term. They elect a chairman from their membership and may make rules for the conduct of their business.

The Council's first duty is to study and review both the public and school library service and make recommendations to the Minister.

To do this the members must be knowledgeable about the quality and extent of existing services, and several obvious methods are used. Much can be learned from the statistical and annual reports prepared by the individual Regions. Their yearly budget submissions are scanned, with Council endorsing new programmes where possible and

adding its support to their financial requests. When the legislative vote falls short of expectations the Council reviews with the Director, the final allotment of the available monies.

A more personal approach results from holding Council meetings in different areas of the Province, such as our meeting in Campbellton, headquarters of the Chaleur Region, last September. The meeting was preceded by visits to Chaleur branches in Bathurst and Dalhousie.

Council meetings also provide the opportunity for delegations from the Regions to present briefs outlining specific needs and problems. Thus it is the sounding board for the hopes and frustrations of the Regional Boards, and acts as the middleman between them and the Minister of Education.

It has recommended redefining some library regions, has prepared a blueprint for future library development (with projected costs) and has endorsed some of the suggested amendments to the *Libraries Act*.

The Library Council must also be alert to any contemplated revisions in government policy or organization which may affect libraries. One such example was the 1973 report of the Task Force on Municipal Structure and Financing, which advocated returning public libraries to the municipalities. Council not only voiced its own strong opposition but was spokesman for the Regions which held similar views. More recently, with the restructuring of the Department of Education, members met with the Minister, recommending the retention of integrated services with regard to public and school libraries.

As a second major area of involvement, the Council may make rules (subject to approval of the Minister) for the establishment and operation of library services in the Province.

These rules cover routine, but necessary, areas such as the forwarding of information, minutes etc. along the chain of command from the Public Library to the Director of Library Services, listing the prerequisite for admission of public libraries to the regional system, and the establishment of guidelines concerning the number of positions for each region, and the procedure for requesting amendments to them.

The Library Council has expanded its activities further by sponsoring workshops and seminars organized by the New Brunswick Library Service. On these occasions both library personnel and trustees can meet as

colleagues while increasing their knowledge and understanding in a particular field. Often representatives from the other Atlantic Provinces have joined us, most recently at the Memramcook Institute at St. Joseph, New Brunswick in November 1974, to participate in a Workshop on Management by Objectives, and Planning, Programming and Budgeting for Libraries.

During the past year the Chairman of the Library Council has been the Province's representative on the executive of the Canadian Library Trustees' Association, since to date we do not have a provincial trustees' organization.

And now for the other side of the picture.

First, there is no set scheduling for Council meetings, and with membership scattered across New Brunswick, attendance can be a problem.

Secondly, the Council relies on the Director of Library Services to keep it abreast of any events which should concern it, so the success of Council is dependent on the Director's enthusiasm and expertise. Also except for the Director, members of Council usually have little technical training in the library field, and so are reticent to question his judgement in such matters. However the Regional Librarians are invited to attend Council meetings on occasion, and their advice and opinions can be a valuable supplement.

Finally, the Council remains a recommending body only, and though a sympathetic audience with the Minister is comforting it carries no guarantee that our hoped-for implementation of a particular project will be assured.

So now we have seen, as in the children's game, that sometimes a giant step forward is tempered by two little steps backward.

But as a member of the Library Council for the past six years and its Chairman since November 1972, I am proud of the Council's accomplishments. It has been a catalyst for ideas from the various Regions, a levelling agent for the parochialism that can creep into the Library Regions, and I trust a support to our Director of Library Services, as he tries to introduce new ideas and policies. In our many meetings with the Minister of Education and his deputies I feel we have reinforced their awareness that libraries must receive strong support, for with the service they can provide, every citizen can derive great personal rewards.

SPACE MAKING – AN EXERCISE IN SURVIVAL

SISTER MARGUERITE KEENAN

Sister Marguerite Keenan is Librarian at St. Patrick's High School Library, Halifax, N. S., and Vice-President of APLA for Nova Scotia, 1974-76.

To produce from nothing, to make existent the non-existent, in short, to create, requires a genius or juggler. Yet need and frustration are powerful levers, and in the seventies I found myself grappling with the concept of the creative use of space as a matter of survival.

St. Patrick's High School opened its doors in 1954 as the showplace of a newly built, modern high school. In many respects, the building, administration and student body reflected the best of an end-of-an-era. Today it all seems far away and long ago — boys in coats and tie, girls in uniform, boys in one wing, girls in another (never the twain did meet), homerooms, tight schedules, study rooms, ample space, and in the midst, glory of glories, THE LIBRARY.

School board, superintendent, architect and librarian worked together to produce an unusually well planned, well equipped room with a seating capacity of 90 and a book capacity of 25,000. Glass frontage, high ceiling, bright floor covering, periodical storage room, library office, work room (with sink) were among the attractive features. Mezzanines were the fashion in the 1950's so St. Pat's library had a mezzanine with 18 stacks below (patron turning space $3\frac{1}{4}' \times 7'$) and two stairways. A large, high semi-circular desk faced the only door; conventional tables and chairs completed the picture.

Such was the library in 1955, open and ready for business; teachers and classes arrived together for assigned "library" periods, small groups arrived from study hall armed with permission and purpose, and an occasional natural bookworm found its native habitat.

Came the seventies and a new breeze was blowing. Student population rose from 1000 to 2000 straining the capacity of the

building to the utmost, despite the addition of a new wing to the school in 1969. Provincial examinations were abandoned, curriculum was changed and enriched, new courses were introduced, mini-courses proliferated, time-tables and class-room space were computerized. Study hall space disappeared, upward of 400 students were free each period, lounges at this point in time were nonexistent. Where to go? To the library!

So in came the students, in droves. They came to get in out of the cold, they came to talk, they came to do homework, they came to read *Sports Illustrated*, *Time*, *Hot Rod*, *Car and Drive*, they came to trade news and notes, and a very few came to use the library. The month of October, 1972, shows an average of 629 students in the library per day with a total of 13,214 students per month. A survey taken in March 1973 showed that only 12% of the library "patrons" were actually using library materials.

At first we tried to cope in the traditional manner, with the addition of reserve shelving (on casters), placed near the circulation desk, Carrels were acquired, providing some privacy for study, and seating was increased to 132. But control of the entire area by one person proved impossible. Upstairs, downstairs, through the length of the room, at the desk, in the stacks, among the reserves and near the exit were potential (and actual) areas of disturbance. Popular periodicals disappeared within hours; book theft increased to the degree that it seemed useless to acquire new titles.

One desperate afternoon I stood on the Mezzanine and surveyed the scene. A phrase used by Mr. Frank Hogg, Principal of the College of Librarianship, Wales, came to mind — "the creative use of space". I had space, I had function, I must come up with form.

Since I must live with the reality of the school situation, my priorities had to remain within the bounds of such reality. Within those dimensions I formulated the following priorities of achievement:



The Library in May 1975, showing re-arrangement of the circulation desk and addition of study carrels. (Photo by Frank Hendriksen)

1. A distinct "library" area in which use of library materials could be supervised.
2. A controlled browsing space for the examination of reserve books.
3. The assembly of a basic reference collection for quick referral—also controlled.
4. Periodical control.
5. Exit supervision.
6. An audio-visual area with record players, listening stations, and film-strip projectors.
7. An area with tables and seating to accommodate an average class so that at any time, upon teacher request, a part of the library could be turned into a "learning lab".

Following this came a formulation of principle, namely that *numbers of students* in the library means little, but providing *service*, expanding service, and maintaining a quiet atmosphere for work and research are the proper contributions of the library to the school.

How could the form be changed to fit the function?

1. The circulation desk was moved across the room adjacent to the first stack and forward enough to command control of the exit.

2. A tier of breast high, double faced shelving and three vertical files were lined up to continue the division made by the desk. This provided a narrow passage, "check point Charlie", between shelving and desk. The far stairway behind the desk was blocked.

The library was now effectively divided into two sections, and mentally the staff considered the portion behind the desk and all the stacks as "the library". The rest was study hall. With great reluctance general student access to the stacks in the open section of the library was prohibited, although permission to enter could be obtained. Periodicals were displayed behind the desk and students filled in borrower slips for library use. Inventory proved that losses became infrequent, and statistics showed that circulation levels were maintained.

A reserve-browsing area was set up behind the desk. Here too, use, control, and efficiency justified the move. Teacher carrels were grouped behind the desk in a special area, but as these were little used they have since been reopened to students. An audio-visual area was organized in the far end of the library. This is equipped for eighteen students at one time in three different programs, together with two or three supplementary programs.

Basically, the situation was the same; seating was simply redistributed and to a certain extent cut down. The library assistant on desk duty still had several tasks but each was separate and under control: her duties included study hall supervision, circulation routines, reference-reserve assistance and audio-visual supervision.

In succeeding years library orientation classes have familiarized students with the purpose, organization, use, and resources of

the library. Use of the card catalogue has become habitual and stacks have been reopened. The area behind the desk has become much less restricted; the "study hall" is reassuming its character of library. The message has gotten around that the library is neither lounge nor recreation area.

The mezzanine is always with us, but this year a quarter of it has been taken over for a rapidly developing fiction area. Next year—who knows how much more of that particular study area will be preempted?

School population is declining and library expansion into adjacent classrooms is not far away. A-V rooms, conference rooms, materials workshop areas and reading rooms have moved from the realm of dream to possibility.

Meanwhile, "creative use of space" enables us to carry on, and the library is well on its way to becoming a media centre. "Creative use of space" really works!

LIBRARIES AND FINES

Quite recently the *APLA Bulletin* was good enough to print a letter from the York Regional Library Fines Committee in Fredericton, asking for opinions on the practice of fining library patrons for overdue books. The whole issue seems to spark earnest, if inconclusive debate, both here, and, apparently, elsewhere. We thought readers might be interested to hear a brief summary of what we found.

Of the replies received, seven libraries had switched to a fine-free system and were in favour of the change. Two had tried such a system and had reverted to fines in the light of subsequent experience. Six were 'undecided'.

It appears logical that either libraries should change punitive fines and collect them rigorously — as a deterrent — or they should abolish fines completely. There appears to be strong sympathy towards the second option. Note that libraries which have abolished fines still follow up overdues.

Interestingly enough, where the switch had been made to a fine-free system, the number of overdues remained approximately the same as before the change.

In the case of the York Regional Library it was decided (with some reluctance) to keep the present fines system, the reason being that fines bring in a substantial revenue. The library could ill afford to lose this — even if it could be demonstrated that the income is cancelled out by the cost of staff time and stationery, in contacting overdues.

Our findings are inconclusive because we lack comprehensive data; but it does appear that a strong case can be made for a fine-free system.

TIM MARK
Oromocto Public Library
York Regional Library

NEWS and NOTES

NEW BRUNSWICK

York Regional Library

**WE
WON!**

The York Regional Library (Headquarters in Fredericton) was one of two Canadian winners of this year's *John Cotton Dana Library Public Relations*

Awards Contest. The citation reads: "Special award for lively radio spot announcements designed to appeal to a rural population."

The other Canadian winner was the Vancouver Island Regional Library, Nanaimo, B.C., which received honourable mention for a positive library image. Fred White, Director of that library, has agreed to accept the award on York's behalf, and suggests that he might also deliver it to York Regional Library personally. The prizes will be awarded at the American Library Association Conference, to be held in San Francisco in June.

This was the 30th annual contest and it broke all records for the number of entries received. Various libraries from all over the world entered the contest. It is jointly sponsored by the H. W. Wilson Compend and the Public Relations Section of A.L.A.

York Regional Library is the first library in the Atlantic Provinces to win such an award.

EDITOR'S NOTE: *Congratulations to KATHERINE LE BUTT and her staff, for their creativity and hard work in winning this award. Their achievement is all the more remarkable when one considers that the library was operating out of temporary quarters, prior to the opening of the new Fredericton Public Library.*

At press time, Ms. Le Butt reported that occupancy of the new Headquarters and Public Library has received a setback, with the strike of Fredericton plumbers. Anticipating an April 1 move, staff had packed part of the Headquarters books, etc. and by mid-May the library was "operating out of cartons". Ms. Le Butt commented: "However, York having survived fire, flood and interminable delays in

construction, plus moving from temporary quarters to temporary quarters, can also survive this latest development".

The library now has on staff ELIZABETH NITISHIN, an M.L.S. graduate from Simmons College, Boston. Ms. Nitishin comes directly from the Boston Public Library, where she served in the capacity of Children's Librarian.

The *Chipman Public Library*, housed in a former railway station, has just received a Canada Council gift of some 200 Canadian titles in English. Volunteers established this library two years ago, and since that time the York Regional Library has been assisting on an unofficial basis. If, as it is hoped, the Province recognizes it this year as an official branch, it will become the fourteenth outlet of York.

Haut-St.-Jean Regional Library

In May, GILLES CHIASSON was appointed Regional Librarian of the Haut-St.-Jean Region. M. Chiasson was previously Librarian at College de Bathurst. HEDWIGE DE LINIERS, former Regional Librarian, has accepted a new library position in the province of Quebec.

Saint John Regional Library

Saint John Common Council has given the Library permission to spend \$25,000 for the services of a library consultant for the new library building.

Legislative Library

JOCELYNE LeBEL has been appointed Director of the Legislative Library, Fredericton, effective April 1, 1975. ERIC L. SWANICK, Documents Librarian, has prepared two bibliographies for the Council of Planning Librarians: "The Energy Situation: Crisis and Outlook, an Introductory Non-technical Bibliography" and "Planning-Programming-Budgeting Systems (PPBS): A Selective Bibliography, Supplement to CPL Exchange Bibliography no. 289, 1972". The Library has expanded its quarters, with temporary space being allocated for the Government Documents Section.

Ralph Pickard Bell Library

H. MITRA, Technical Services Librarian at Mount Allison University, has been given study leave from September 1975 to August 1976. He will be studying cooperative cataloguing support systems at Birmingham University Library. RUTH MacDONALD will be Acting Technical Services Librarian and BRIAN MORRELL Acting Reference Librarian during Mr. Mitra's absence. Mr. Mitra has also been appointed an observer for the AAULC's committee of the Ontario University Libraries Cooperative Systems (OULCS) and is a member of the work group on libraries of the AAU Computer Committee.

Council of Head Librarians of N. B.

CLAUDE POTVIN, Regional Librarian, Albert-Westmorland-Kent Regional Library and ALBERT LEVESQUE, University Librarian, Université de Moncton, have been re-appointed for a second year respectively as Chairperson and Secretary of the Council of Head Librarians of New Brunswick for the year 1975-76.

Albert-Westmorland-Kent Regional Library

A LIP project, Operation Reading for Shut-Ins, was approved by the Federal Government. From January to June 1975, three library assistants provided readers' advisory services and library materials to shut-ins in private homes and institutions in the Moncton area. This service will be continued with the help of volunteers.

ROBERT DAIGLE, a graduate of the Dalhousie Library School, has assumed the responsibility of the sub-headquarters of the regional library in Richibucto.

AWK also sends the following news: A 71 page staff manual has been prepared; Canada Council has donated 200 Canadian books to the Hillsborough Public Library and the sub-headquarters in Richibucto; a pattern exchange centre is being established at the Moncton Public Library; two tours of Ontario school libraries by teacher-librarians of the Moncton area were organized and conducted by TERENCE AMIS, during the past year; as part of many special activities for children this past year, a chess club was started. 45 was under the guidance of CECIL HYSLOP, youngsters were registered in the club, which a member of the Canadian Chess Federation.

NEWFOUNDLAND

R.C. School Board—Humber-St. Barbe

A grant from the Canada Council has made possible the inauguration of a series of storytelling sessions for pre-schoolers in Benoit's Cove, Curling, Massey Drive and Pasadena. The project is sponsored by the Roman Catholic School Board, Humber-St. Barbe and operated by Unikaktok, an organization which promotes excellence in the art of storytelling. Unikaktok is an Eskimo word which means "storytelling".

At two sessions a week young pre-schoolers will be given the opportunity to listen to carefully selected children's stories by a group of trained storytellers. An in-service day for the storytellers was carried out by PATRICIA COOK, who shared her expertise and experience gained as a librarian in children's public library service.

SIEGLINDE STIEDA-LEVASSEUR, Library Supervisor, will be resigning this position, in order to return to formal studies (Master of Education Media) at Memorial University of Newfoundland. PATRICIA ANGLIN will take over Ms. Stieda-Levasseur's position.

NOVA SCOTIA

Colchester-East Hants Regional Library

In April, REAY FREVE was appointed Chief Librarian, replacing ANDRE VAN VUGT, who resigned from the position in March. Ms. Freve was Acting Chief Librarian with Colchester-East Hants for several months during 1974.

Nova Scotia Provincial Library

MARY CAMERON, who retired as Chief Librarian at the Halifax City Regional Library in June 1974, has been Acting Supervisor of Public Libraries, on a part-time basis, since February 1975.

JOHN GREGORY (GREG) MacDONALD has been appointed Supervisor, Audio-Visual Service, with the Nova Scotia Provincial Libraries. The appointment was effective April 1, 1975.

Atlantic School of Theology

The School is presently involved in a self-study, for the Association of Theological Schools in Canada and the U.S. Represented

on the self-study committee, are faculty, alumni, administration and the library, with ALICE HARRISON representing the library. Once the report is accepted, it is expected that a team, representing ATS will visit the school in September.

Western Counties Regional Library

TRUDY PACE, formerly with the Nova Scotia Provincial Library, Halifax, has joined the Western Counties staff on an "on call" basis, as Cataloguer. The Library has received a donation to purchase books for the Independent Fisherman's Collection, to be established in memory of Mr. Allan Sweeney, Cape Forchu. Further donations for this purpose can be sent to the regional library. Since May 1, the Yarmouth Branch Library has been open six days a week; the new hours are 12:30 - 9 (Monday to Friday) 10 - 5 (Saturday). Under consideration is the extension of the regional hospital service to other institutions in Yarmouth.

Halifax Library Association

At the Annual Meeting, held at Mount St. Vincent University, on May 5, Life Memberships to H.L.A. were awarded to EVELYN CAMPBELL and CHARLOTTE ALLEN, for their outstanding contributions to librarianship. The Graham Commission Brief Committee (DIANE MacQUARRIE, Chair) completed the Brief to the Select Committee on Education, Public Service, and Provincial-Municipal Relations on April 1, and now awaits a hearing with the Select Committee. The Association (which has grown to 90 members) discussed various activities which it might undertake during the 1976 C.L.A. Conference, to be held in Halifax.

The 1975-76 Executive of H.L.A.:

President — Darryl Lynch
Past-President — Joanne Morris
Vice-President & President-Elect —
Janet Clark
Secretary-Treasurer — Trudy Girard
Councillor — Aileen Barker
Councillor — Karen Bedard

Cumberland Regional Library

Mika Press, in response to a request from BEVERLEY TRUE, Chief Librarian at Cumberland Regional Library, has re-issued Howard Trueman's 1902 *Chignecto Isthmus*

and its *First Settlers*, which will help fill some of the library's steady demand for local history and genealogy.

Nova Scotia College of Art & Design

DAVID MacWILLIAM has been appointed Director of Public Services. The library is presently developing a visual laboratory.

Dalhousie University Library

Staff appointments: SHELAGH KEENE — Associate University Librarian, User Services; IRVING KIRK — Audio-Visual Librarian; ANNA OXLEY — Assistant University Librarian, Technical Services; and GRACE TRATT — Chief of Information Services (Killam) & Special Collections Librarian.

Annapolis Valley Regional Library

MORLEY WILLS, Bookmobile Librarian has been organizing extension programs at several of the branch libraries — these include puppet shows, story hours, and conducting film strip shows.

Legislative Library

The Legislative Library has embarked on a long range program of the microfilming of Nova Scotia government documents. Microfilming to date includes the *Journals* of the Legislative Assembly from 1758 to 1900; the *Statutes at Large* and *Revised Statutes* from 1758 to 1923; the provincial election returns from 1867 to 1973, the *Parliamentary Debates* of the Legislative Assembly from 1855 to 1916, and the annual reports of the Departments of Education and Agriculture. The Library is prepared to make copies of these titles available to anyone interested in purchasing them. Write to: Shirley Elliott, Legislative Library, Province House, Halifax, N. S.

Nova Scotia Technical College

The library has acquired its VUCOM unit, to participate in the CAN/OLE project.

Nova Scotia Teachers College Library

The entire ERIC collection, in microfiche is now available in the Library at the Teachers College. The Library has started a recreational reading program, consisting of the best sellers listed in *Time* and the *Chronicle-Herald*, as well as donated paperbacks.

Dartmouth Regional Library

At press time, it was expected that the new Woodlawn Branch Library would open in July 1975 — depending on delivery of shelving. The new branch is in addition to the existing main branch library and Book-mobile.

Graham Commission

Representatives for four library briefs met with the *Select Committee* on the Royal Commission on Education, Public Services and Provincial-Municipal Relations, on May 13. Briefs represented were the Nova Scotia Library Association, Halifax Library Association, Regional Library Boards and the Dartmouth Regional Library Board.

Nova Scotia Library Association

Norman Horrocks sends this report on the Spring NSLA conference: The Spring meeting of the Nova Scotia Library Association was centered at the Dartmouth Regional Library on April 5 & 6. As is customary with this association, there was a wide range of activities appealing to all who work for libraries. The sessions covered Staff Associations and Unions, a workshop for secretarial staff, a tour and explanation of Dartmouth Cable TV operations, a discussion of the role of Trustees on Regional Library Boards, the showing of several films by the National Film Board, demonstrations of putting on a womens' show, examples of bookmobile operation, information on preparing a basic design package for a library, how to handle basic reference questions, performance of a puppet show and finally, a briefing session on the Smokey Bear Reading Club.

Group leaders were drawn from a wide range of backgrounds — not only the obvious library personnel, but also from business education, cable TV, continuing education programmes, the NFB, Mount St. Vincent Art Gallery, N.S. College of Art and Design (which also provided the setting for Saturday night's reception) and the N. S. Forestry Association.

President Heather Harbord (Dartmouth Regional Library), her Executive and Programme Committee can be congratulated on a well-run and varied week-end conference. Details of the various sessions mentioned above will appear in the *N.S.L.A. News*. Further information on the association can be obtained from Fred Popowich, Secretary, N.S.L.A.,

c/o Pictou-Antigonish Regional Library, New Glasgow, N. S.

The Fall meeting of the Association is scheduled to be held at the James McConnell Memorial Library of the Cape Breton Regional Library in Sydney, on Sunday and Monday October 5 and 6.

Dalhousie School of Library Service

FINN DAMTOFT, Director of Dalhousie's Audio-Visual Department and Lecturer in the School of Library Service, left in May for a 15 month appointment in Brazil as an Information Specialist for the Brazilian Government's Department of Agriculture. His mission will be to assist in the implementation of the system proposed to the Department last year by LOUIS VAGIANOS, Vice-President (University Services) when he spent some weeks in Brazil.

J. CLEMENT HARRISON has been invited to be the first Visiting International Professor, at the School of Librarianship, Denver University, for the 1975 Summer Session. He will teach two courses there from mid-June to August.

JUDITH BROOKS, of Sackville, N. B., a May graduate of the School, has been awarded the *APLA Prize* for 1975. This award is made each year to the student in the M.L.S. program who, in the opinion of the Faculty, shows the most professional promise. Ms. Brooks, who received her B.A. degree from Mount Allison, will become a Library Consultant with the Halifax City School Board Library System, later this year.

The School of Library Service will be participating in the Dalhousie/Mt. St. Vincent Summer Session for the first time this year. It will offer two courses in the Second Session, July 2 - August 15, 1975.

The first course is one of the School's regular offerings, "Children's Literature and the Creative Imagination" taught by GILLIAN THOMAS, Lecturer, School of Library Service. This course explores special areas of creativity drawn upon by writers of Children's Literature and attempts to define some of the written subjective responses to the idea and the reality of childhood.

The Library of Parliament announces the appointment of MR. L. HEASLIP to the position of Director, Information and Research Branch. Mr. Heaslip, who holds a B.A. Degree from the University of Toronto and

a Library Science Degree from the University of Ottawa, has been the Assistant Director of this Branch since 1969.

The second course is a new offering, "Popular Literature and its Development and Readership". This will be taught by VICTOR NEUBURG, currently a Lecturer at the School of Librarianship, The Polytechnic of North London. The course will examine the development of such printed popular literature as cheap fiction and the comic strip.

Both these courses are open to all Summer School students who meet the usual admission requirements and both carry one credit. Both classes meet each evening, Monday to Thurs-

day, from 6:30-8:30 p.m. For any additional information from the School of Library Service please write to Bernadette Coyle, Assistant to the Director for Continuing Education, School of Library Service, Dalhousie University, Halifax, N. S., B3H 4H8.

The School announces publication of its Occasional Paper, No. 8: "The Society for the Diffusion of Useful Knowledge—1826-1846", by Harold Smith. Price is \$2.00 per copy. Copies of this and other titles in the Occasional Papers series can be obtained by writing to the Dalhousie School of Library Service, Halifax, N. S.

NOTES FROM ALL OVER

Books Received:

Ryder, Dorothy E., ed. *Canadian reference sources; supplement*. Ottawa, Canadian Library Association, c1975. 121 p. \$7.00.

Canadian library progress: a selection of the best writings from Canadian library publications. Vancouver, Versatile Publishing Co., c1974. 498 p.

Directory of Libraries in Manitoba, 1972-1973. (Winnipeg?) Public Library Services, Dept. of Tourism, Recreation and Cultural Affairs, 1974. 33 p.

Bringing to your Attention . . .

The Journal of Academic Librarianship—first issue of this bimonthly journal was published in March, 1975. Although its "primary focus is academia, each issue will include features and information of interest to all librarians interested in professional developments". Among the articles in the first issue are: New Approaches to Personnel Management; Organizing Undergraduate Library Instruction and an article on decision making. Twenty-one pages of book reviews on every aspect of librarianship. Per year: \$14.00 (individuals), \$25.00 (institutions) with special rates for certain institutions. For information write to: Business Office, Journal of Academic Librarianship, P.O. Box 3496, Boulder, Colorado 80303.

Special Libraries Association—Study

The Publishing Division of the Special Libraries Association, in cooperation with the Association of American Publishers, is con-

ducting a study to identify courses in education for book publishing currently offered at institutions of higher learning in the United States and Canada.

Basic skill courses, such as copy editing, proof reading, production techniques, other specific industry-related courses, and general survey courses, introductions to publishing or the economics of publishing, are within the study's scope, as are marketing courses based primarily on book publishing case studies.

There is evidence of increasing interest in the subject of education for publishing among educators and students alike, as well as within the book publishing industry. Which colleges and universities now offer what kind of courses regularly? To what extent do the courses successfully meet the needs of the students when they approach the job market? How might book publishers and their trade association help educators and curriculum planners, or effectively participate in other ways?

The study will attempt to identify, describe, and when possible evaluate the courses available to persons presently working in the book publishing industry or looking towards a career in publishing or related professions, including librarianship.

Help is needed to identify formal course offerings in colleges and universities across the country. Please send relevant catalogs or course descriptions and your comments and inquiries to: Grant Lee, Assistant to the Dean, Graduate School of Library and Information Sciences, University of Pittsburgh, Pittsburgh, PA., 15260.

Alternatives For Providing School Library Service To Rural Newfoundland

JOE HALLEIN

Joe Hallein is Library/Media Consultant, Port au Port R.C. School District, Stephenville, Newfoundland.

As educators have come to accept the responsibility for developing a mass education system to serve the needs of all children, they have become aware that children possess a wide range of abilities and attitudes. Since these children do not all want or need the same things from the school, instruction cannot be identical for every pupil. Instead, it must be geared to meet the individual needs of the child. While there has been a number of approaches to the problem of individualizing instruction, most of these approaches recognize that if a pupil is to receive instruction designed to meet his or her individual needs, then that pupil must have access to a wide variety of instructional materials, geared to specific needs at a particular point in time. No longer, if indeed it ever was true, can a single textbook be used to meet the instructional needs of all the children in a class or other learning situation.

If a teacher is to have access to a wide variety of instructional materials, then some form of library or instructional materials center¹ is necessary, to house and organize the material. The importance of the school library has been recognized by a number of writers, such as Goodlad and Anderson who stated that ". . . a dynamic system of non-grading virtually demands a centralized school library."²

Perhaps the best example of the value of a dynamic school library program is the Knapp School Library Project. This program was carried out in five elementary schools, one junior high and one high school in the United States from 1963-1968. Results of this five year study show that instructional opportunities can be greatly improved for students in schools with dynamic school library programs.³

Educators in Newfoundland are now beginning to recognize the value of media programs and are asking for instructional materials, so that they can attempt to meet the

various needs of their students. In response to this demand, the Government of Newfoundland made a \$5.00 per pupil grant to school districts for the purchase of instructional materials during the 1970-71 school year and has raised this to \$8.00 for the 1975-76 school year. It appears, however, that most school districts in the province were unable to make maximum use of the grant, since they lacked trained personnel to purchase and organize the materials. Most districts also lacked the proper physical facilities to house and distribute instructional materials. The problem is especially acute in those districts and schools located away from the major urban centers. It is apparent, therefore, that if teachers are to make effective use of instructional materials, some type of program must be developed to enable schools to acquire the personnel and facilities to carry out a media program.

Individual School Libraries

The generally accepted approach to making effective use of instructional materials is to establish some form of library in the individual school. While it is true that a centralized school library staffed by qualified personnel is the best approach for developing an effective media program, this is often impractical, due to financial reasons and the shortage of trained staff. Library programs are always expensive and this is especially true in small schools and school systems. If a library program can serve about 10,000 pupils, it can provide adequate ongoing service using about 2-3% of the total school budget, with the percentage increasing as the number of pupils served decreases.⁴ Because of the sparse population of most of Newfoundland, individual school libraries would be very uneconomical even if staff could be found to run all these programs. Therefore, some alternative method to the traditional school housed central library will have to be found so that all of the schools in Newfoundland will have at least some access to the media programs that are now taken for granted in most large school systems in the United States and Canada.

Combined School/Public Library

Another approach is to establish a school housed public library. Ida Reddy has reported that this situation was once common in Ontario; today, however, there is only one school housed public library left and the library board of this library is in the process of building separate facilities for the public library. Most of the complaints about this type of combination came from the public library staff and patrons, rather than from the schools. It seems that the book collections and library service were orientated toward the school curriculum and "... at best service to the general public will be marginal."⁵ With the public library located in the school, common complaints were that adults could only use the library after school hours, that adult materials were often censored from the school housed collection and that adults resented having to follow school rules while using the library. Reddy sees two bad results of the combination approach in Ontario. She feels that the development of school media programs was delayed in parts of Ontario for an unnecessarily long period of time and that the public library services and collections were severely drained by the attempt to serve both the schools and the public. She does believe, however, that this type of approach was successful in bringing some library services to schools, when no other service was available. In Newfoundland, the committees of Lourdes and Port au Port West have had some success with this type of approach, but again, a compromise situation has been developed.

Lowell Martin, writing in the *ALA Bulletin*, reported similar problems in attempts to house public libraries in schools in the U.S. Many American school districts used this approach in an effort to bring about inexpensive school library service, but these programs met with failure primarily because adults would not use facilities located in schools. Thus, in both Canada and the United States, it was the public library that pulled out of combination programs because they saw that such programs did not serve the particular needs of public library patrons in an adequate manner. Public and school libraries do have different functions in society and the needs of pupils are probably best served when they have access to *both types* of programs because, "Evidence accumulates that more school children are using the public library, and particularly so when they have libraries in the school."⁶

Bookmobiles

The alternative of giving school service via Bookmobile is reported in the literature by Joyce Moody. In the El Ranch Unified School District of California, a bookmobile is used to provide library service to seventeen public and seven private schools which lack library facilities of their own.⁷ Educators and school children of these schools report that this type of service is quite successful in meeting their needs until each school can establish its own library. The major complaint made about bookmobile service was that it was somewhat inefficient, since the bookmobile needed to return to the central depot frequently, for pickup of needed materials. Ms. Moody feels that bookmobiles will advertise to the public the need for school libraries, since the positive effects of even limited library service will be noticed by the community.

In "The Implications of the Library Service Act for service to children and young people",⁸ Mary Helen Mahar discusses the use of bookmobiles in the western United States, where school districts serve rural areas with many one and two room schools. The bookmobiles visit the school every two weeks or so, but this type of service does not really serve the educational needs of the children. This seems due to the fact that little or no professional help is given to students or teachers, since the librarian is overwhelmed with the clerical task of circulating the materials. As well, most of the materials are usually not related to the particular curriculum problems of a given school at a given time. Mahar also reports that school districts have used bookmobile service as an excuse not to establish permanent library facilities, a development which seems to clash with Moody's belief that bookmobile service will encourage the building of school instructional materials centers.

Use of Volunteer Help.

Some school districts have attempted to reduce the cost of media services to small schools by establishing school library collections that are run by volunteers, usually parents, or by paid non-professional staff. A study conducted in 1963, however, found that there was no improvement in services or educational benefits in schools with volunteer-run centralized libraries, as compared to just having a classroom collection of books.⁹ Baker and Burnham have concluded that the greatest educational gain is made by children

who have access to a qualified school librarian, that is, a person with a graduate degree in library science and a teaching certificate. This means that the "biggest single problem facing school libraries today is the shortage of qualified personnel."¹⁰ The problem is compounded by the fact that most teachers do not really know how to make effective use of library resources when they *are* available, and need a qualified individual to show them how to do this.

Regional Centralized Libraries

If a qualified librarian is the key to a successful library program, but on the other hand, (because of personnel shortages and cost) most small schools will be unable to get their own specialist, then Baker and Burnham believe that some form of regional centralized library service must be made available to these schools. Such a library would house a central collection of books and other instructional materials, to supplement individual school collections. More important, however, the center would be staffed by qualified librarians who would act as resource persons to the volunteer library worker and teachers in the individual schools. There would be a problem of delay in obtaining materials and services from the central library, but this could be

overcome by automated information, storage and retrieval system, such as those being used in the Education Centre Library of the Toronto Board of Education.¹¹

One advantage to regionally centered media services, often cited by writers such as Nelson, is that this type of service allows the teacher of a given school to have access to a larger collection of materials than would be possible if each school had its own collection. If a system of 60 schools were allotted \$200 each, per year, for the purchase of filmstrips, each school would be able to buy one copy of 33 filmstrips a year. If, on the other hand, they pool their resources into a centralized collection, five copies of 396 different titles could be purchased each year. It is often claimed that teachers will make greater use of materials if they are housed within an individual school. Nelson says that teachers really make greater use of centralized collections than they do individual school collections. He adds that teachers who have access to *both* types of services will tend to use materials from the central library service because of the availability of a greater number of materials in the central library.¹²

Sedley Hall, in his study of some instructional materials centers in the United

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States, found, that 95% of teachers in three school districts having a system-wide approach favoured this method.¹³ In spite of the fact that teachers using district or regional library systems seem happy with this approach. Hall reports that the trend in the U.S. is toward having the instructional materials center located in the individual school building. The increasing urbanization of the United States, and the large amounts of federal money that were poured into school library programs, seems to have allowed districts to ignore the high cost factor of providing this type of service.

In his study of school libraries in British Columbia, John S. Church identified three trends which indicate a need for more regional library service in that province.¹⁴ Much of the new and expensive media, which has a high cost in relation to a somewhat low "use rate", cannot be economically purchased on a local level. The province-wide audio-visual service is breaking down so that only 25-30% of requests can now be filled, a trend which also appears to be taking place in Newfoundland. Finally, the regional library centers can centrally order, process and catalog materials much more efficiently than can local school libraries. This also frees local library personnel to spend more time working with teachers and pupils.

These regional libraries in British Columbia serve schools with and without their own school libraries. One organizational approach used in B.C. is to locate a regional library in a large school that would normally be able to have its own library. Two or more professional librarians are employed in the center, with one serving the school that houses the collection, and the other serving the small rural schools in the area. Books are loaned to the small schools for six week periods and the collection is rotated. This gives each rural school access to a much greater number of titles than would ever be possible if they all had their own permanent collections. The travelling librarian also prepares teaching blocks of special materials, at the request of individual teachers and serves as a resource person to teachers, to make the best possible use of this material. One of the problems arising from this approach in B.C. was that local teachers did not really get to choose the materials that they were going to use in class, since the librarian brought only those materials that he or she thought were suitable for teaching a given lesson. Secondly, spontaneous

instruction was often impossible, since materials had to be ordered from the district center.¹⁵

Another Approach in Manitoba

Grace d'Arcy reports a different approach to regional library services in Manitoba. In that province, rural schools typically own their own basic collection of books, but these are ordered, processed and cataloged by the central library. The central library staff attempts to balance the book collections of the various schools so that unnecessary duplication of titles is avoided. Each school is given a card catalog, listing the materials available in all the schools in a given area. Library users can look in their school's union catalog to locate a given title, and then borrow this from the library that owns it.¹⁶ The district library also owns a collection of popular novels and other light reading, plus special collections for teaching certain topics. These are loaned to the various schools upon request. Thus, while each school has its own library, it also has access to the resources of a number of libraries.

The Satellite Plan

Pennsylvania uses a similar approach to Manitoba's in an attempt to provide adequate library service to rural schools. This system, as reported by John Rowell, is called the Satellite Plan.¹⁷ One school, centrally located in the district, is chosen to serve as the district library. The staff of this center purchase, process and catalog books for all the schools in the district and maintain the larger central collection, located in the district library. Each of the other schools gets a small basic reference collection plus a catalog indicating the holdings of the central library (available to the schools upon request). Professional librarians from the central library visit each of the schools on a regular basis to provide reference service to teachers and pupils. They also consult with individual teachers in order to learn about the teacher's instructional plan. The librarian prepares special collections of materials for class use, and shows the teacher how to make the best use of the materials. In this way, each school has access to a large collection of materials and, at least, to the part-time services of a qualified librarian.

SUMMARY

It is evident from the literature that a variety of approaches has been taken by school systems in an attempt to organize adequate library services for small and rural schools. The *combining of school and public library services* in rural areas seems to be a logical approach to bringing adequate library service to areas with few people. The available evidence, however, reports that these combined libraries have been failures, typically because of the dissatisfaction of the adult patrons of the public library. Perhaps if the school came to be recognized as a community center this approach might prove to be successful, but with the long history of failure for combined public school libraries, it would be unwise for a school district to attempt this method of meeting library needs.

Although *bookmobile service* has met with some limited success in meeting the library needs of schools, it seems at best a stopgap measure. The materials from bookmobiles do not stay in the school for any length of time and little professional help is given to school teachers and students by the bookmobile staff. Another problem with bookmobile service in rural areas is that the vehicles can only be used where there are good roads. In rural areas with poor or no roads, such as much of Newfoundland, bookmobile service is an impossibility.

Classroom or school wide collections of materials that are administered by *volunteers* have not proven to be very effective in meeting instructional needs, since, as much evidence indicates, a qualified librarian is the key to a successful instructional materials program. These small school collections have, however, been used quite successfully in conjunction with some types of regional library programs. As the literature has indicated, there is a variety of different organizational patterns for regional library service. They all operate on the principle that a qualified librarian will be available to select and organize instructional materials. Most of these programs also make a librarian available on some basis, as a resource person to school staffs, to make the best possible instructional use of the materials.

Although there is no statistical evidence to demonstrate that one type of *regional library set-up* produces more educational benefits than the other types, the literature seems to indicate

that certain types of programs are more effective than others. Those organizational patterns which allow a school to keep a small basic reference collection, supplemented by rotating titles and materials from the certain collection, have a number of benefits over systems in which all the titles are constantly rotated. Teachers will know that certain books are available and will become familiar with their use. The permanent collections can also serve as the nucleus of a regular in-school materials center if future resources permit such an establishment. There is no question that the regional library approach allows schools, with or without their own school library, access to a greater number of materials on a more economical basis than would be possible under any other system. Although there are some problems with the time lag involved in getting materials, especially in spontaneous learning situations, a regional library system is the most practical approach to providing adequate school library service to rural areas.

The Newfoundland Situation — Solution

Therefore, to solve the problem of providing adequate instructional materials to schools in rural Newfoundland, regional resource centers should be established in each of the major geographic regions of the province. The precise location of each center would, of course, depend on population trends and transportation facilities in the region. These regional resource centers would acquire an adequate collection of print and nonprint materials, as determined by Canadian Library Association standards. Each center would have adequate staff, both professional and clerical, so that materials could be selected, ordered, processed and cataloged for the regional center, as well as for individual school collections in the region. Two or more field librarians would be employed in each center to travel to the individual schools, to show teachers and pupils exactly how to make the best possible use of materials available, and to compile resource units for teachers on specific topics.

Individual schools would have small basic reference collections plus a union card catalog, showing all the materials available at the regional library and at other school libraries. Members of a school desiring materials would call or write to the central library, and materials would then be sent to them by mail or messenger. If conditions changed, making

it possible for a school to establish its own instructional materials center, it could still make use of the regional libraries' processing facilities, and could also supplement its collection with materials owned by the regional library. Such a system would make it possible for the teachers of all schools in Newfoundland, no matter how small or isolated, to have access to the wide range of instructional materials, and access to persons expert in the use of these materials. In this way they will be able to work towards meeting the individual needs of their students.

FOOTNOTES

1. In this paper, the term library, resource center and instructional materials center are used interchangeably.
2. John Goodlad & Robert H. Anderson. "Nongraded elementary school". (N.Y., Harcourt, 1963) p. 224.
3. Peggy Sullivan, ed. "Realization: the final report of the Knapp school libraries project". (Chic., A.L.A., 1968).
4. John Rowell. "The rural school library". *American School Board Journal* (151, Nov. 1965) p. 31.
5. Ida Reddy. "The school-housed publiclibrary — an evaluation". *Brief on School Libraries to the Worth Commission on Education Planning* (Edmonton, School Library Council, 1971) p. B-2.
6. Lowell Martin. "Relation of public and school libraries in serving youth". *ALA Bulletin* (63, Feb. 1969) p. 113.
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BULLETIN DEADLINES

February	1 — Spring issue
May	1 — Summer issue
August	1 — Fall issue
November	1 — Winter issue

News, notes and articles are welcome by the Editor at any time, but must arrive by the above deadlines to be included in the next issue. Don't forget the CLASSIFIED SECTION, to advertise positions, equipment, etc.

PROFILE OF AAULC

(Association of Atlantic Universities Librarians' Committee)

M. RIAZ HUSSAIN

Mr. Hussain is Librarian at the Nova Scotia Technical College, and presently Chairman, Association of Atlantic Universities Librarians' Committee.

HISTORY

The exact birth date of the Association of Atlantic Universities Librarians' Committee (AAULC) is not recorded, nor are the circumstances surrounding its conception known. However, in the lives of associations and committees such facts are of no great importance. What matters is that committees are born, they survive, and in time they may achieve useful results.

In the beginning, the Chief Librarians of several Maritime Universities met at Mount Allison University in August 1963 to discuss topics of common interest. At the end of a day's meeting the librarians parted with a "sense of achievement" and a hope that they would meet again whenever necessary. They did meet again in June 1964 at Dalhousie University during the CLA Conference. This time the meeting was also attended by the Chief Librarian from Memorial University of Newfoundland. However, the group was not yet formally established as AAULC, nor had the members indicated a desire to become a formal committee.

Whether the initiative for the first meeting came from the participating librarians is not clear. But from a letter dated November 23, 1964, written by the Executive Director of the newly created Association of Atlantic Universities (AAU), I infer that the librarians' committee was established at the request of the presidents of various universities. The relevant part of this letter reads as follows:

The librarians' committee was established at a meeting of universities held on August 6, 1963. This was before the formal establishment of the Association of Atlantic Universities and accordingly the committee was a temporary one.

The executive council of the AAU feel that the librarians have much to contribute

to university cooperation in the Atlantic Provinces. The committee now becomes a permanent committee of the AAU.

In this way AAULC formally came into being about that time and has existed ever since. Memorial University of Newfoundland had still not officially accepted membership in AAU and, therefore, their librarian did not join AAULC at that time. The same is true of some other institutions that are at present members of AAU. AAULC grew to its present size of fifteen members as more universities joined AAU and their Chief Librarians became members of this committee.

GOVERNANCE AND OPERATION

Since AAULC is a committee of AAU, its structure and mode of operation are closely related to that of its parent body — AAU. It may be useful to look at the structure and mission of AAU itself.

The Association of Atlantic Universities (AAU) was founded in 1964 with these objectives: a) to assist the coordination of higher education in the Atlantic Provinces; b) to ensure high academic standards in a period of rising costs of academic personnel, laboratories, libraries, etc.; and c) to avoid unnecessary duplication of faculties and courses of study.

In refining and achieving these objectives, AAU depends upon advice and assistance from more than a dozen committees and Atlantic university groups. These groups have been categorized by the executive director of AAU as follows:

1. Associate members of the AAU;
2. Standing committees of the AAU;
3. Special relationships;
4. Other Atlantic university groups.

AAULC, being one of the Standing Committees of AAU, is related to all other committees in so far as their activities affect its own work. Communication between the AAU Executive Council and the committees on the one hand, and among the committees them-

selves on the other, are usually channelled through the AAU secretariat that is located in Halifax.

Let us now consider the internal operation of AAULC:

The letter (dated November 23, 1964) of the Executive Director of AAU which asked the librarians' committee to become a permanent committee of AAU, also invited them to elect a Chairman and a Secretary for two year terms. The committee, at its meeting in November 1964, elected its first executive and decided to meet twice a year. The second executive, however, consisted of a Chairman, a Vice-Chairman, and a Secretary. This arrangement lasted for the first five years of the committee's existence. During this time the committee was fairly active and it established cooperative projects that are described later on.

After this initial burst of activity the committee "ran out of steam", and in frustration recommended at one point that it disband. Although the actual dissolution never took effect, the committee became inactive and for this three year hibernation period its affairs were looked after by its Secretary — the only officer left from the elected executive. The Secretary called informal meetings once a year at the time of the APLA Conference only to ask the membership if they wanted to activate the committee. In 1971 or thereabouts, the committee once again became active, with an enlarged membership, and now meets every two or three months at different member institutions on a rotating basis. The present executive consists of a Chairman and a Secretary with two year terms of office.

The Chief Librarians of those institutions whose presidents form the AAU Executive Council automatically become members of AAULC. The committee has no written constitution or by-laws, and it does not charge any membership fee.

The fifteen institutions whose Chief Librarians from AAULC, at present, are:

ANTIGONISH — Saint Francis Xavier University.

CHARLOTTETOWN — University of Prince Edward Island

CHURCH POINT — College Ste. Anne

FREDERICTON — University of New Brunswick.

HALIFAX —

Dalhousie University

Mount Saint Vincent University

Nova Scotia College of Art and Design

Nova Scotia Technical College

Saint Mary's University

MONCTON — Université de Moncton

SACKVILLE — Mount Allison University

SAINT JOHN — University of New Brunswick

ST. JOHN'S — Memorial University of Newfoundland

TRURO — Nova Scotia Agricultural College

WOLFVILLE — Acadia University

OBJECTIVES

As stated earlier, AAULC was established to facilitate cooperation among various university libraries. It was the task of AAULC to translate the abstract concept of cooperation into concrete and practical projects that could be implemented. Its job was to identify and evaluate areas of potential cost reductions, service improvements and operational efficiencies and then, having identified the potential, to convert it into reality through the cooperative approach.

So far as I know there were no formal studies launched by AAULC to define its objectives in a systematic manner. The members discussed various topics of concern on an ad hoc basis during their meetings. Subjects discussed included Buildings, Collections Development, Reference Services, Reprographic Services, Inter-Library Loans and Technical Services.

True, the committee's main concern was university libraries and their service to students and faculty; but AAULC did look beyond the limits of their own libraries to the special and public libraries wherever necessary to achieve a better library service for all concerned, at the most economical cost. In the committee's view this cooperation with other libraries extended beyond the Atlantic area to all of Canada.

Since the committee was free to develop its own terms of reference and did not feel hampered by any restrictions in its deliberations, any or every subject was within its jurisdiction. It could consider any problem, debate it and make recommendations about the solution, so long as the topic was relevant to the total educational effort in the Atlantic Provinces.

This unchartered freedom sometimes took the committee into areas that it could not handle alone; it had to depend upon some other group for the implementation of its recommendations. Sometimes the committee became frustrated, and it was precisely this sense of frustration and futility that had previously prompted the "disbandment" recommendation. But all is never lost, nor was it lost in this case. The committee, in spite of its ups and downs, has chalked up some achievements to its credit.

ACHIEVEMENTS

AAULC routinely discusses all matters related to library buildings, staffing, resources, services, etc. It also discusses items such as library committees, orientation programs, book buying policies, censorship, intellectual freedom, libel laws, etc. In some cases these discussions result simply in an exchange of information, while in others, they develop into concrete recommendations for new co-operative projects. Some projects resulting from past discussions are described below.

Saint Mary's University Printing Centre. One of the first projects to go into operation, it was established to meet card processing needs for the Atlantic Universities. The equipment was purchased by Saint Mary's University Library and the services were offered on a cost-basis to all institutions. The charge for duplication of cards reflected the amortization of equipment. Several libraries from Nova Scotia and New Brunswick were and still are using the centre. After a few years the centre changed from a library-managed unit into an independent university printing centre which offered its services to the total university community, while continuing its card processing service.

AAU Microfilming Centre. This was set up in 1965 after the AAU executive approved its establishment. Five of the Nova Scotia Universities (Acadia, Dalhousie, Nova Scotia Technical College, Saint Francis Xavier, and Saint Mary's) jointly funded the purchase of equipment. The centre is located at Nova Scotia Technical College, with the Tech Library operating it on a break-even basis. Services of the centre are available to all AAU members, as well as to other non-commercial organizations, although the five participating universities get preferential rates. The centre's services include microfilming of documents, duplication and processing of roll microfilms, duplication of microfiche and the preparation of film-in-jackets, etc. Libraries, as well as

the Business Offices of various universities, make good use of the centre.

Dalhousie University Card Duplication Centre. Although it is not an AAULC project, it nevertheless is of interest to all the members. It differs from Saint Mary's Printing Centre in that it uses different equipment and another approach to card processing. Some members use this centre; others keep a close watch on its operation and discuss the possibility of switching from one to the other should such a move be justified.

Rationalization of Library Collections. This subject has been debated ever since AAULC came into being. Because rationalization of library collections is entirely dependent upon the action taken by various other committees it has often proved to be a frustrating problem. In spite of this, a plan has evolved whereby very costly items are not duplicated unknowingly. Before buying an item worth more than \$1,000 the members make sure that it is not an unnecessary duplicate.

Extension of Inter-Library Loan Service to Undergraduate Students. About two years ago AAULC decided to extend I.L.L. service to its undergraduate students, for material held at the member libraries. This was an experiment which proved successful and is being continued indefinitely, subject to periodic review. At about the same time, AAULC passed a motion to take this matter up on a national level and seek extension of I.L.L. service to undergraduates throughout Canada. After some objections and delays, the CACUL group finally accepted the AAULC position and I.L.L. service was extended to all undergraduates in Canada for a trial period of one year effective September 1974.

Participation in the Ontario Universities Libraries Cooperative System (OULCS). AAULC recently got observer status in this group which is also stressing cooperation among libraries, and is ahead of us in the field of automation. We hope that our observer will bring back the "know-how", along with a list of the pitfalls to be avoided. With this knowledge we should be better equipped to become part of the automated National Information Network, when such a system goes into effect.

Bibliographic Centre and Storage Centre. AAULC, over the past few years, has been discussing the establishment of such a centre. At various times different proposals and studies were made but nothing concrete re-

sulted. Now, however, the representatives of AAULC are looking at this problem jointly with the Public Library group under the auspices of APLA.

Binding Service. As a result of discussions within the committee, K & W bindery was approached to see if a regional bindery of a suitable standard would be feasible. It is now a well known fact that K & W Enterprises bindery is functioning on a much larger scale and is a sound business. This is partly the result of encouragement and support given by AAULC.

FUTURE

Hector Blake once said "Predictions are for gypsies." So I am not going to predict. I am merely going to do something equally risky. I am going to make "intelligent guesses" about the future of AAULC.

It is a fact that individuals perform best when they have clearly defined realistic goals. The same is true of organizations. They function best when they adopt realizable goals, assign them priorities, and work out a definite timetable to attain them.

AAULC has not done this. It has, so far, worked only on an ad hoc basis. Without a carefully prepared blue print to channel its

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activities in a definite direction, the committee might be able to accomplish something useful; but if it wishes to make any significant impact on the information scene in the Atlantic Provinces, AAULC must have definite objectives and struggle to achieve them.

It is my feeling that without such goals and a set timetable, the committee's record will be checkered and mediocre at best.

But then how many weather forecasts ever come true!!

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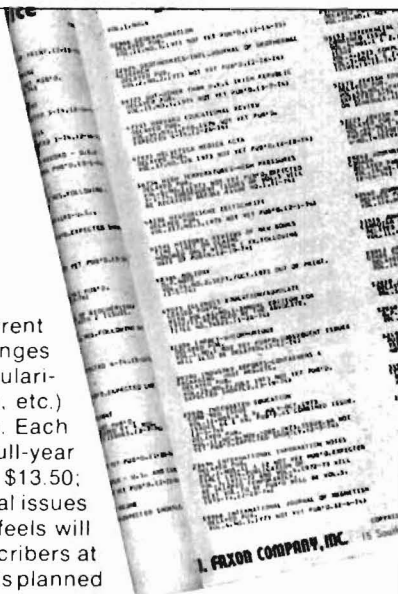
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