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Index to Advertisers

Atlantic Advocate	80	Mahon's Stationery Ltd.....	73
Brown Brothers	Inside cover	Montel Inc.....	66
Baker & Taylor.....	78	National Film Board.....	62
Canadian Lundia.....	80	National Office Equipment.....	38
Davies Book Co.....	39	Polaroid Corporation.....	40
Dicks & Co	78	Seaman Cross.....	back cover
Faxon Co.....	80	Steel Equipment.....	back cover
Jones & Co.....	78	Tooton's Ltd.....	79
K & W Enterprises.....	38	United Nations.....	37
Maritime Photo Engravers.....	79	Positions Vacant.....	76

APLA

BULLETIN

vol. XXXI (may 1967) no. 2

- 42 The Editor: An Atlantic Provinces Library School
- 44 Louis G. Vagianos: The Librarian as Surveyor
- 49 Ruth M. McDormand: The Administration of Branch Libraries
- 53 Margaret Williams: The 'CU-5' as a Cataloguer's Aid
- 55 John F. Miller: Sic Transit Lubetzky
- 57 M. Doreen E. Fraser: Dalhousie Medical-Dental Library - Part II
- 70 From the President's Desk
- 72 Seascopes
- 74 Book Review
- 76 Positions Vacant

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

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

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

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An Atlantic Provinces Library School

The 28th Conference of the Atlantic Province Library Association promises to be one of those occasions which should enlist the interest and active participation of every librarian in this region. Doubtless the most vital issue under discussion will be the subject of a Graduate Library School which is to be housed in the projected Kellam Memorial Library at Dalhousie University. It is hoped that this school may be operational within two, perhaps three years; as might be expected, survey committees, feasibility studies, and planning groups have been activated and the APLA's Education Committee has already drawn up a Draft Statement concerning the three major areas of curriculum emphasis (see p.71).

On February 9, 1967 and following approval in principle by Dalhousie University for such a school, APLA President Dorothy Cooke canvassed the membership for suggestions and comment on the school's projected development. One of these questions concerned the naming of the institution. Doubtless such a school will be expected to satisfy the needs of all four provinces and this will probably be accomplished by way of bursaries and scholarships to intending registrants and by way of grants-in-aid from the several provincial governments being served. Accordingly, it should probably be called The Atlantic Provinces Library School.

Mrs. Cooke's remaining questions were not so simply disposed of and the answering of them may well destroy the equanimity of a succession of Library School Directors. The provision of an adequate faculty, the composition of the curriculum, the possible areas of specialization, the type of degree(s) offered — all of these will require sober reflection and, ultimately, a leap for the unseen. Predictably, the wail of Cassandra was heard, both within the region and from beyond these shores, when news of another library school became current. To the sceptics we can only say that the question is no longer "Can it be done?" but rather "How is it to be accomplished?"

The first library school in this nation, the McGill School of Library Economy, had its beginnings in 1904 and even several years later, students were registering for the four-week seance at thirty dollars board and room and a five-dollar tuition fee. Nevertheless, these tentative steps had issue in a worthy library school. The need for librarians in the Atlantic region, and the means to support their education, are so far beyond the comparable situation in 1900 when the McGill School was discussed at the ALA meeting in Quebec that, seventy years later, Dalhousie would be laughed out of court for attempting anything less than a Graduate Library School — and it requires no CLA Committee on Needed Library Schools to survey forth this evident truth. Would that its obviousness could further its accomplishment!

To those who ask where the students will come from and why they cannot be trained in Central or Western Canada, the answer may be found in the statistical report by Director Brian Land of the School of Library Science, University of Toronto: 73.7% of that school's 1955 enrolment came from Ontario and 114 graduates, or 82.6% of the class, took professional appointments in that province. Little wonder that we in the Atlantic Provinces keep our doors open with boot-strap clericals.

It now appears likely that during the next decade, the library profession will be impelled to new levels of service and public utility under the pressure of two relentless forces: these are, first, the long-awaited demand for libraries in the nation's schools; and second, the advent of automation. As to the first, it is interesting to note that library training has been undertaken in the Atlantic Provinces during widely separated periods at several of our post-secondary institutions of learning. These include such universities as Mount Saint Vincent, Acadia, St. Francis Xavier and Mount Allison whose programmes,

now all discontinued, were oriented to meet the needs primarily of teacher-librarians whose qualifications were recognized by the several departments of education. It would be tempting to suppose that this tradition of library education could be capitalized upon, not only as a gentle incursion into the professional degree course; but also to fill an obvious and immediate need whose feed-back would greatly enhance the professional school; and, ultimately, as an area for school-library specialist training unique in Canada, possibly to the M.L.S. level. But there are obvious pitfalls. First, a "gentle incursion" of the kind which McGill undertook in the 1900's is no longer possible or even practicable — as our past failures in this region eloquently attest; second, the curriculum content necessary for the training of teacher-librarians is not demonstrably different, and should be at least equal to, that provided for public, academic, and special libraries; and third, the total number of library schools, even supposing this number should reach ten by 1970, would be insufficient to support "specialist" emphases in the separate regions of Canada. Not only the forces of geography but also the long delayed emergence of specialist library training in Chicago, following a century of library education in the United States and a great plethora of schools, provides an instructive, cautionary note.

Because the curriculum must apparently provide a balanced and total fare, and this instantaneously if it is to succeed at all, we are left with the need to plunge even for a free fall, if necessary. But as we talk so bravely, there is not a profession in Canada (including those of nursing, medicine, law, teaching) which does not yawn as we contemplate our audacious little jump.

Last month the Faculty of Graduate Studies of the University of Western Ontario announced, through its first Prospectus, that commencing in September 1967 they will be offering the M.L.S. programme. Applicants are required to have the B.A. degree plus one Honours year, possibly at a College of Education or in other disciplines at graduate studies level but, in any case, "five papers beyond the B.A. with 2nd class standing." It seems only yesterday that this heterodoxy, especially since it was to be established upon U.W.O.'s collection, was being cried down throughout the land, often for reasons that were quite irrelevant in the face of our demonstrated needs. Those needs had to do with more than mere numbers of librarians: they should, it appeared to some of us, have everything to do with quality, at least on the basis of our experience as library administrators. We shall have to wait a few years to determine whether the product of this M.L.S. programme measures up to the demands now emerging in the Canadian library profession; meanwhile, we may at least interpret this move as one theoretical means towards a solution.

We are beset daily by cries that our faculties of education and library schools offer "so little for the mind". Nor is it enough simply to blame the library schools, as Mr. Vagianos appears, in his concluding paragraph, to do (p.48). We know that every library school Director in Canada not only understands Hilda Neatby's message but is trying desperately to do something about getting the library school curriculum out of its paper-doll-cutting syndrome; is trying to guide it past or through a nuts-and-bolts threat to our professional vocation of bringing authors and readers together in an informed, unmechanized, and intelligible manner. It is a heartening sign in 1967 to observe a renewed emphasis on the training of library technicians, specifically such developments as the provision of courses at Lakehead University. Is the energy and expertise of the librarian-bibliographer now to be drained into a computer? Or can matters be planned to permit library educators the opportunity to humanize and liberalize their curricula? With the advent of a 42 million dollar research library at the University of Toronto, one building of which will accommodate a School of Library Science which envisions the Doctoral Programme within a few years of its completion, is it premature to speak of a library school in the Atlantic region? One that will offer something for the mind? We think not.

At a time when university librarians are appealing for a thing called 'faculty status' and when librarians everywhere are appealing for public recognition of their professional status, all of our new library schools should attempt to limit the dehumanizing demands of hardware, as illustrated in Mr. Vagianos' article. Nor, however, must we risk graduating people like Constable Dull (*Love's Labour's Lost*) of whom it was said:

... he hath not fed on the dainties that are
bred of a book; he hath not eat paper, as it
were; he hath not drunk ink: his intellect
is not replenished; he is only an animal,
only sensible in the duller parts . . .

which is to say, he hath bogged himself down in the software of overdues, print-outs, back orders, lapsed subscriptions, hanging indentions, and toner . . . and there is no straw of professional bookman about him, not even so much as may be saved through the Anglo-American Code.

(Exeunt the bleeding Sergeant, and others)

F. E. G.

THE LIBRARIAN AS SURVEYOR

LOUIS G. VAGIANOS

Some time ago I asked a member of the staff to prepare a report to be used as a "jumping off" point for a discussion concerning his status within the university. It seemed an appropriate time. We had spent the entire year reorganizing all library operations. Why not consider the librarian's role? What, in fact, was our relationship to other members of the university community? More important, should we be satisfied with it? A great deal of discussion was generated, including some thought. Our inquiry revealed we were happy with our environment but that our role within the university community did need clarification. To initiate a discussion with the administration which, we hoped, would culminate in a new, completely satisfactory arrangement we drafted the following proposal for consideration and approval:

PROPOSAL

It should be stated at the outset that the report which follows this proposal is based on the assumption that we are dealing with comparisons between "able" faculty members and librarians of a good college or university. You will discover that we consider librarians to be entrenched in an academic limbo. Librarians have functions in common with both the academic and administrative groups. We operate a library which is a service organization just as the Business Office, is but, we are also, through our reference and bibliography functions, a teaching instrument parallel to the classroom. In short, while our educational service may be as scholastically helpful as that provided by the professor, it is often the successful organization and management of the business aspects of our operation that seems to make us indispensable to the administration and university as a whole.

On the basis of our study, we conclude that:

- A) The librarian is a professional who is essential to the educative process.
- B) The librarian is not a professor.
- C) The librarian should be distinctly recognized as a separate, different, but equal member of the academic community.

We would, therefore, suggest the implementation of the following recommendations. At a time when librarians are in short supply and heavy demand, acceptance of these recommendations would greatly enhance our recruiting potential.

1. A SALARY SCALE equivalent with the teaching members of the faculty.

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and Professional	- Associate Professor
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Librarian	- Professor

2. Presidential appointment on a bi-annual basis.
3. Tenure of employment after a set number of probationary years. Our recommendation would be after four years for excep-

Mr. Vagianos, formerly University Librarian, Southern Massachusetts Technological Institute and Assistant Librarian, Brown University, Providence, R.I., is now Director of Libraries, Dalhousie University, Halifax.

tional librarians and after six years for all others. In all cases, tenure would not be automatic and could be given only upon the recommendation of the Director with the approval of the appropriate university authority.

4. Short sabbatical, study, and travel leaves for professional advancement. In all cases, these should be decided on an individual basis according to individual worth. They would have to be recommended by the Director and approved by the appropriate university authority.
5. Adequate vacations. The present vacation allows for twenty-two working days. It should be extended to thirty.
6. Formal fringe benefits - i.e. group insurance, retirement plans, etc.
7. Member of faculty with authority to attend faculty meetings according to rank.

Whether you agree or disagree with our proposal is not important for this discussion. What is important is our belief that it seemed harmless enough - considering the precedents available at other universities. We felt it was neither excessive nor deficient and expected little opposition. We were wrong.

There was very little disagreement about two of our conclusions. There was genuine concern about the accuracy and meaning of the first: *The librarian is a professional who is essential to the educative process.*

Two "bones of contention" arose: first, the meaning of the word professional; second, clarification about exactly what was meant by the word "essential" in the sentence. (Let me be clear about this point. There was unanimous agreement that the library was indispensable to the university community, that librarians who possessed special skills were needed to operate it for maximum effectiveness, that this service made librarianship necessary to the educative process, but did this really make it **a part of** the process, that is, "a teaching instrument parallel to the classroom").

Disposing of the first objection was simple

enough. I took the coward's way out and hid behind a source outside "our chosen life's work." Quoting from a respected authority (Lewis, Roy, and Maude, Angus: *Professional People*.) I cited the six attributes most often mentioned, which mark a corporate group of persons as professional in character. They included:

A body of knowledge (science) or of art (skill) held as a common profession and extended by united effort.

A standard of conduct based on courtesy, honor and ethics, which guides the practitioner in his relations with clients, colleagues and the public.

An educational process based on the body of knowledge and art, in ordering which the professional group has a recognized responsibility.

A standard of professional qualifications for admission to the professional group, based on character, training and proved competence.

Recognition of status by one's colleagues or by the state as a basis of good standing.

Organization of the professional group which is devoted to its common advancements and its social duty rather than the maintenance of an economic monopoly.

Professionalism, as everyone knows, is difficult to define and a subject much in vogue today. Many groups from pharmacists to teachers, persist in their "soul searching" attempts to place themselves in the proper place in the pecking order. Since the umbrella I selected was sufficiently broad to cover a multitude of sins, I felt secure. Nevertheless, it was pointed out to me, and rightfully so, that actions speak louder than words. The attributes cited **mark** a professional but do not necessarily **make** one. What is needed beyond training and words is an attitude which stimulates a lifetime of devotion and activity in pursuit of their fulfillment. Some mumbling from me that this was a valid interpretation but should be applied to all professional groups and individuals and not reserved for librarians pushed us on to the real issue.

I will not inventory all that came to pass. I will only say that librarians carried the day. With but a few, very minor modifications our

proposal was accepted. Yet I left the meeting upset and uneasy. Why was it always necessary for librarians to fight for recognition of their rightful position in the academic community? Why is it still necessary to demonstrate that we perform an essential educative function parallel to the classroom? Why is it that we have, **as a group**, been unable to cultivate librarian/faculty relationships which would insure mutual respect and acceptance?

Several years ago a colleague called my attention to the following paragraph from the *Antiquarian Bookman*.

A technician has been defined as a person who understands everything about his job except its ultimate purpose and its place in the order of the universe. If many librarians have become technicians, that is practitioners, to the exclusion of 'amateurs des livres', if they have become 'pushers' of books, with little respect for their stock in trade, they will have lost contact with an illustrious past and they will have only a residue of techniques to offer the future.

This excerpt may seem inappropriate to some as a quotation with which to begin a brief discussion about librarian/faculty relationships, but I think not.

Any discussion involving librarian/faculty relations must necessarily begin with a brief examination of the policy function and administrative organization within which each group must operate. In the case of a college or university the power for policy formulation and the responsibility for administrative direction is centralized in the Office of the President. This formal administrative organization is responsible, beyond policy formulation and administrative direction, for defining and delineating the official activities and responsibilities of its staff members. Implementation of official policy is delegated to heads of departments or whoever else may be in charge. Now this process would seem to be straight forward and simple enough, but everyone should know better!

In any situation involving people, those creatures who Mr. Oppenheimer, I am told, charitably labelled as "the missing link between apes and human beings" a very curious phenomenon develops. A progressive, knowledgeable administrator can quickly identify and

"tag" this phenomenon — i.e., of course, if he owns and refers to an up-to-date administrative manual—with terms such as informal, non-official, and extra-legal.

What does this mean? Quite simply this: beyond the official, formal, and legal administrative organization responsible for policy formulation and implementation, there always develops an informal, non-official, extra-legal structure. This secondary organization can, and often is, instrumental in "making or breaking" policy. No amount of official legislation or exhortation can make the unofficial, non-formal organization agree to policies or attitudes with which they are not in sympathy. Let me be more specific.

There is no doubt that a sympathetic, scholarly oriented President can, and generally does, make the often quoted but seldom realized maxim, "the library is the heart of a university, college, school, or community" a reality. This he does by example, generous appropriations, vocal support, and careful selection of new faculty members. That this does improve the position of the library within the community, and that it does help extract from faculty members a cooperative and friendly attitude, is probably true.

But it is probably more true that any faculty member worth his "salt" entertains this attitude towards libraries out of recognition of their value to him. This point of view was best expressed by the famed Professor Kettredge when, while standing on the steps of the Widener Library at Harvard University, viewing the campus, he said, "All this can go. If this remains, we still have a university."

Here then is the crux of the matter. Most citizens, professionals, faculty, principals, students, and administrators all agree that a LIBRARY, any LIBRARY, is important, in fact, an irreplaceable mechanism fulfilling an indispensable need of society, namely what Peirce Butler identified as the preservation of the racial memory. Moreover, they agree that the library, through the medium of the book, represents the chief social apparatus for transferring this "memory" to the consciousness of living individuals and that it must be supported!

What these people question is the need for

librarians to make this apparatus work; more explicitly, the need for the so-called "professionally trained librarian". They regard us as the expected end product of library schools. Schools which cultivate narrow intellectual bases, almost non-existent research programs, with curriculums sadly lacking in solid course content and seriously overcrowded with proliferating type courses. They accept us as technicians who have gained high-level clerical skills and as custodians of giant warehouses of books, dull, conformist, non-reading clerks who often expedite but sometimes obstruct their route to "the books". In short, they do not respect us as their professional equals. Where mutual respect does not exist, equality will never develop.

They have not, it seems, recognized what we have come to believe to be an unassailable truth. This truth permeates our literature under many guises and can be summarized as follows: Librarians are engaged in a professional activity, the administration of a public trust. We are "not custodians of giant warehouses with the principle duty of helping the reader, that is, learning his wishes, not necessarily his needs, and satisfying them. We are in fact what Archibald MacCleish once characterized as "Keepers of the word", partisans of the intellectual ideas housed between the covers of the books we must help acquire and service.

Moreover our responsibility increases. We are living in an age when the growth of knowledge and the greater dependence of a technological society on the useful accumulation of this knowledge will serve to emphasize the value of good librarians and underscore the fact that it is through their unique professional skill that a library, an enormously complex and gigantic reference tool, can become an even more valuable and accessible information center, unearthing treasures for many they had never dreamed possible.

It interests me that I believe the above statement to be true and that our role in the future may be decisive. What fascinates me is the knowledge that we have not managed to communicate this with sufficient impact on others. To be sure, there are individual exceptions—occasional "break throughs" but, as a group, we do not seem to "measure up", and we have only ourselves to blame.

I am aware that to some we have "arrived", that I am whipping a dead horse. Their proof seems to be the demand for our services and the acute shortage of trained librarians. They note the rapidly rising salary scale; the fact that we advertise in the New York Times and have even made the celebrated pages of Kiplingers under the caption, "The Crying Need for Librarians". Let us not be too smug about all this notoriety. Electricians, plumbers, policemen, firemen, and teachers are in equally short supply.

The problem is of our own making and is reflected in our literature. We do not seem to place a flattering valuation on ourselves. How self-conscious we are, how insecure!

There is still another more accurate yardstick. Let us apply the standards developed by faculty to measure their own achievements. A hasty inventory is remarkably revealing. How many librarians undertake research activities? How many continue their educational development with a sustained, systematic program of study? How many libraries offer meaningful orientation and bibliography courses? How many libraries offer first rate reference service, including reference librarians who instruct their users? How many libraries provide or train expert subject specialists who in turn provide intelligent book selection programs for developing a university's book collection? What of our record in the problem of censorship? How many of us pursue cultural interests outside our professional training? How many involve ourselves in community activities and challenges? Finally, how many of us read— not merely books about books or articles about books or reviews of reviews?

We seem to be very much like the little colored boy working at a benefit garden party passing cakes to the guests. When asked if he had had a chance to eat one yet, he replied, "oh no mam, but I lick em as I gives em!"

Many years ago I read a paper in which the writer likened Americans to surveyors. A surveyor, as everyone knows, surveys. He is a SCANNER, one who writes or presents surveys, generalized studies of things. When all was said and done, he concluded, Americans were dilettantes. Greatness, in any human

endeavor, great flights of the imagination, never take off from the mind of a surveyor. Real achievement can only result when this same tendency is disciplined and harnessed enough to produce direction and form without at the same time changing its basic nature. I suggest that this may be at the root of our problem, and it may not be soluble. The pace of today's world and the exponential explosion of information may force us to assume this role, but I think not. I believe it to be the result of a "way of life" we have come to accept based on an attitude we have created and perpetuated as to what we believe our role in the academic community and the community at large to be.

Although each individual must ultimately bear the responsibility for his or her actions, I

blame library schools for the training they give. It is technical and constructive, but it is not stimulating. It is useful and needed, but it is not challenging. It is full of "means" but no "ends," full of good intentions but little imagination. True, we are no longer trained for a role as clerks servicing giant warehouses full of books, but is our new training as brokers any improvement? What is our ultimate purpose or goal and what kind of parity are we really seeking with other professional groups? Where is our clearly articulated statement, our philosophy of librarianship? Why can we not even agree among ourselves? We certainly are not a new breed; we date back to ancient times. Perhaps it is the nature of our work; perhaps we **are** simply technicians, people who understand everything about their job EXCEPT its ultimate purpose!

THE ADMINISTRATION OF BRANCH LIBRARIES

with special reference to the Atlantic Region

RUTH M. McDORMAND

In 1925, Harriet C. Long defined a branch library as "an auxiliary library complete in itself, having its own permanent collection of books . . . administered as an integral part of the library system . . ." (1) and this continues to be a valid statement of fact as we know it.

Branch library service **can** be provided for a community with a minimal total population of 800 without a professional librarian on the local staff, but only when the library is one of several such libraries administered as an integral part of a regional system. If a community contains fewer than 250-300 individuals who would use library service, their needs can be met more economically by deposit stations or bookmobiles. If the population exceeds 10,000, the library requires the full-time services of a professional librarian.

The local branch library, as a unit of a regional library system without a professional librarian on the local staff, is an increasingly important factor in library service in the Atlantic provinces. The need for a concise, practical guide for the operation of these units has led to the preparation of this report.

The A-B-C of Branch Library Service

The Branch Library:

- A - Provides free library service available to every individual in his local community.
- B - Has a collection sufficient to enable it to provide the most frequently requested material, and personnel able to locate facts in these resources.
- C - Offers access through this local outlet to the full range of modern library facilities.

With a 1-2-3

- 1 - The regional headquarters
- 2 - The branch library
- 3 - The book collection

1 - REGIONAL HEADQUARTERS

Administration

Administration of local branch libraries, as to staff, books and professional services, is centred at the regional headquarters where contact is maintained with the provincial library. Local branch library staffs are appointed and paid by the Regional Library Board; and their duties and routines are directed by the Chief Librarian.

At regional headquarters, the books are selected, ordered, catalogued, processed and paid for. Some of these services, such as cataloguing and processing, may be performed as part of the provincial library service to regional libraries. Later, the books are exchanged, discarded, or withdrawn for storage at headquarters where they will be available to meet requests.

A special collection at headquarters contains books for demands that are not great enough to warrant using branch library space,

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2 - THE BRANCH LIBRARY

or where appeal is restricted and the demand is one that a public library might reasonably be expected to supply. A headquarters collection of other library materials may also be maintained (e.g., films, records, and pictures.) A Union Catalogue is maintained at headquarters, showing the current location of each copy of each title in the regional collection. A branch supervisory department, headed by a professional librarian with public library experience, is part of the headquarters staff. There should be one professional librarian for every 10,000 in the population served by the local branch libraries; and a special staff car, such as a stationwagon, should be provided.

A conference or meeting of all the local branch librarians in the region should be held at headquarters once or twice a year during which mutual interests and some of the broader aspects of library service can be discussed.

Duties of the Branch Library Supervisor

—Acts as liaison between the Chief Librarian and the local branch librarians.

—Visits the branch libraries regularly and frequently; checks the bookstock, for copies needing repair, discard, or replacement by current publications.

—Selects books for the branches.

—Exchanges the "rotating" part of the collection.

—"Introduces" each book to the local branch librarian, whether it is brought as a new book or by way of exchange.

—Provides "in-service" training for local branch librarians; also relief when they are unable to be on duty.

—Insures that regional library policies are carried out and that prescribed routines are followed.

—Services requests for special titles and special information.

—Under direction of the Chief Librarian, arranges special book displays and talks; also visits to school classrooms where no school library service is offered.

—Keeps in close touch with local communities so that changing needs may be reflected in the local library collection.

—Keeps local branch librarians informed of library developments on the regional, provincial, and national scene.

Accommodation

The branch library should be housed in space provided exclusively for its use; it should provide adequate light as well as warm, clean and attractive surroundings. There should be adequate shelf space for the books and periodicals as well as adequate space for a circulation desk, chair and work area for the local branch librarian; also sufficient tables and chairs for the patrons. In addition, the room should be large enough to accommodate special displays of books, pictures, and items of historical or topical interest.

Suggested additional space for:

- Coat rack and parcel stand.

- Small room for children's story hours, music room, study groups, meetings.

- Combination staff room and workroom.

- Public and staff washrooms.

Hours of Service

The library should be open to the public for at least a part of the day and from three to five days per week. In considering this factor, the American Library Association notes that "the library administrator . . . should balance the convenience of readers on the one hand and the most economical use of personnel and facilities on the other." (2) Ten hours per week would seem to be the minimum, even for the smallest libraries.

Membership

The use of the library must be free to every individual in the community with reciprocal borrowers' privileges among branches within the region. Uniform lending policies and procedures should also be in effect in libraries within the same region and a register of members should be kept in the local library.

Personnel

The local branch librarian must be a resident of the community. Problems can often be avoided by stipulating a probationary period of one to three months before the appointment of the librarian becomes final. The probationary period would be used to provide "in-service"

training by the supervisor, with or without a formal course of study by correspondence. The permanent appointment might well be conditional on satisfactory completion of a correspondence course conducted by the provincial library.

Some of the qualities which make for a successful branch librarian have been listed by H. C. Long (see reference above, p. 106) as: "Dignity and enthusiasm, courtesy and tact, combined with education and culture, the qualities of leadership, a sympathetic interest in people and a knowledge of books." The local branch librarian should be a university graduate; if not available, a suitable substitute may be found in one who reads constantly and has an open and inquiring mind; however, a branch library simply cannot be adequately manned under any circumstance by one who has less than senior matriculation standing.

A staff manual, provided by the provincial library, should be available to the local branch librarian and kept at the library for guidance when new or unusual situations develop. Because branch libraries are operated on a part-time basis, pay should preferably be at an hourly rate equal to, or slightly higher than, the pay offered in the area for comparable work requiring similar qualifications.

3 - The Book Collection

The collection should consist of books, periodicals and pamphlets, and such other types of library materials as may be available, e.g., illustrations and vertical files. The number of books per capita should not fall below a minimum of 1.5 if there is a permanent "core" of approximately 10% of this collection; and if the balance is exchanged at the rate of 50% every six months. This also presupposes the operation of an efficient inter-library loan service whereby requests for information or titles not in the local library can be filled by borrowing from other libraries.

The "permanent" part of the collection mentioned above will include a basic reference collection as large as space and funds permit; but at the very least it must include standard dictionaries, multi-volume encyclopedias, Canada Year Book, books of quotations, atlases, and also such items as a standard anthology of

poetry, Shakespeare's complete plays, and such other material in local demand as is needed for special interests in the community, either in fiction or non-fiction.

If 50% of the "rotating" part of the collection is exchanged every six months, one copy of a title can be made to serve three or four libraries, depending on the immediacy of the interest. Our experience certainly confirms a recent suggestion by L. A. Martin that "the public library and the school library must develop together... and the two systems must complement each other." (3) Sound and continuing book selection practice must also be followed; this involves conscientious consideration of critical reviews as well as a critical familiarity with the needs and interests of each community served. Practice and experience show that the requirements of any two communities are seldom more than remotely similar.

Many questions arise concerning catalogues but in general it may be stated that author cards may be used for a combined catalogue and shelflist in the local branch library. A card serving as a copy-location record for each title should be kept in headquarters where it will be expected to show the name of the library and the date when the book was placed there for circulation.

One concluding note may be in order concerning what the late Ruby E. Wallace called "the right to read":

In our work toward the betterment of our libraries and a Trans-Canada Library System, let us remember not only the educational value to every scholar and to every citizen who wishes to use our libraries but also the pleasure to be found among the contents of a good library and in the beauty of its architecture. Then indeed will our citizens realize that libraries of every type are a necessity to our Canadian way of life." (4)

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THE 'CU - 5' AS A CATALOGUER'S AID

MARGARET WILLIAMS

In October 1966 the library of the Memorial University of Newfoundland acquired a Polaroid 'CU-5' Close-up Land camera for use in its Cataloguing Department. With this camera, catalogue card entries can be made from any of the standard printed library catalogues with ease, speed and efficiency. The operator needs no special skills and can be trained in a few minutes. The developing procedure takes a mere 15 seconds and the resulting print is used as the work slip in all cataloguing routines.

At Memorial an average of 1000 titles per month pass through the Cataloguing Division. We order and receive Library of Congress cards covering 52% of these titles. The L.C. proof slip service, to which we have subscribed for three years, provides copy for another 31%. The remaining 17% represents two categories: those books which are in such demand that immediate cataloguing is required; and those for which L.C. cards are not available.

As every technical services librarian knows, it is this seventeen percent "residue" which causes the major delays, frustrations, and time expenditures. In an attempt to circumvent this problem, we have sought to find an accurate, legible and speedy method of reproducing printed catalogue entries. Xerography had, for a time been used but, while accuracy is assured, legibility often leaves something to be desired; sometimes, indeed, typists must resort to the use of a magnifying reading glass. Also, since the copy is usually made on 8 1/2 x 11 inch paper, the resulting work slip requires either folding or cutting before it can be conveniently used.

The Polaroid CU-5 is proving to be an effective Cataloguer's aid at this library, mainly because of the speed and ease with which books are supplied the necessary cataloguing

data. No longer must 'rush' books be sent to the processors with hand-written work-slips because the Xerox Copier is being used by other divisions. In a matter of moments after the desired entry is found in the *National Union Catalogue, Canadiana* or other national and trade bibliographies, the book can be in the hands of the cataloguer. The prints, which are 3 1/4 x 4 1/4 inches, can have deletions made with ball-point pen. However, because of the smooth surface we have found it necessary to write the call number and any additions on the back of the card. This step has not proved to be an inconvenience in any way since, of course, amendments cannot be made directly on the standard L.C. cards which are themselves used as masters. Incidentally, several other makes of cataloguer's cameras which are currently on the market do not meet our needs to the same degree. One of these uses an 80-exposure roll of film but cannot provide entries as quickly as required, though we may soon be employing such a camera to supplement use of the CU-5; another has the disadvantage or complication of requiring local dark-room procedures. As a further time-saving move, we have eliminated the coating of prints with stabilizing liquid. This was found unnecessary because little or no fading occurs in the time required for the full processing of a book.

It was originally hoped that these prints could be used as masters to produce xeroxed copies on card stock. Because of the wide variance in the size of the photographed entries, this proved difficult to accomplish with any degree of uniformity and economy of time;

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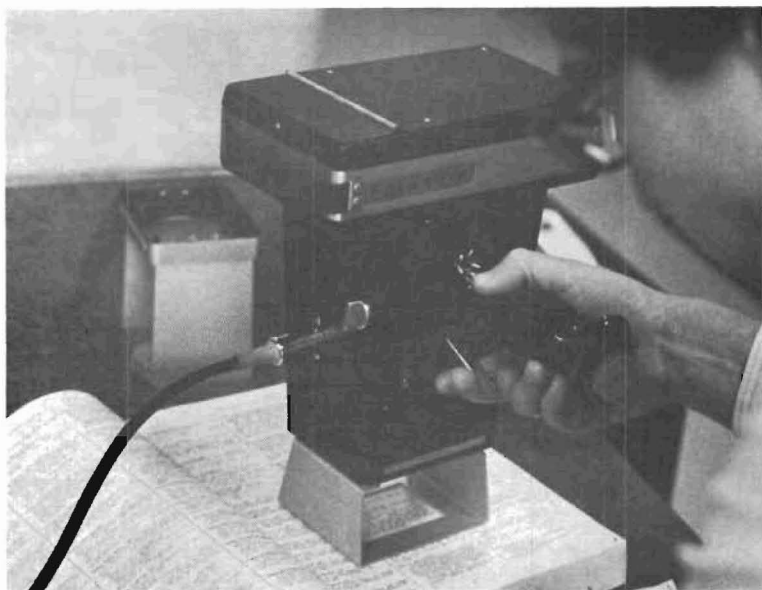
however, we are still hoping to be able to accomplish this added advantage. In the case of *Canadiana* entries which are sometimes larger and uniformly wider than those of *N. U. C.*, we found it impossible to allow space for call number and tracings using either of the aperture frames provided, i.e., frames, 1:1 and 1.6:1. (In photographing L. C. entries, we use the latter because it provides greater legibility than does the 1:1 frame). We have an order through the Boston office, the proto-type of an aperture frame for use on entries in *Canadiana*. This frame will give a 3/4:1 ratio and should make it possible to photograph a complete entry with ease — though of course we shall not concern ourselves greatly with material following the imprint statement. This will be masked in the aperture, or simply 'bled' out.

Partly as a result of our acquiring this camera, but also because of the realization that it was taking much too long to receive some orders from Library of Congress, we have changed our ordering formula. We no longer use the '-R' symbol which often held up orders for several months; rather we use 'O' which returns them immediately if cards are not available. Entries can then be photographed and sent on to the cataloguers without any further delay.

The initial purchase price of the CU-5 Close-up Camera is approximately \$300, depending upon attachments and added features. Each exposure costs approximately 30c (in Canada) when the film is bought in quantities of 100 packs. This may at first appear to be very expensive; but when one considers the cost of L. C. cards, the difference of 8c over the minimum charge per title of 22c seems to be less important than the convenience of being able to provide an accurate, and legible entry whenever the need arises. In view of current staff shortages and accelerated book purchasing, our experience has been that even the advantage of keeping books "on stream" and in work-order sequence during technical processing, is one we should not now wish to forego.

One final point. The library administrative staff has found this camera to be a valuable time-saver in public relations work, for use in press releases, personnel work, and the instantaneous reproduction of models and "on site" layouts. In the past we have had to wait upon outside technicians, the press, and other media people - often with indifferent results. Now we do it ourselves, and, should a picture not please us, we can simply retake it.

The hand-held
CU-5 in use



SIC TRANSIT LUBETZKY

an intemperate look at the Anglo-American Cataloguing Rules

JOHN F. MILLER

In the days of the reign of the red book and the green book most cataloguers were, one suspects, sustained by two beliefs. One belief held that somewhere there lived a man named Lubetzky and Lubetzky had gone through the red book with a logician's cold eye and had written a book (or was it a pamphlet?) pointing out the errors of the red book and, even better, showing the true path to a more perfect set of rules. The second belief held that somewhere a committee functioned and that this committee was going pell mell down the path towards the more perfect set of rules.

If these suspicions about Cataloguers' beliefs are true, one is now in a position to state that each of the Cataloguers' beliefs were half true. Lubetzky lived and the committee functioned but somewhere the path to a more perfect set of rules was missed. Whether the guide (Lubetzky) or the traveller (the committee) faltered, is immaterial. The Anglo-American Cataloguing Rules have resulted.

The new Rules can be criticized on the level of nit-picking and on a somewhat more profound level. One begins with nit-picking.

The title of the work is *Anglo-American Cataloguing Rules*. The assertion implicit in this title lasts up to page 1. There one discovers "These rules . . . primarily . . . respond to the needs of general research libraries . . . (with) an effort . . . to respond . . . to the needs of public libraries." Thus we are dealing with "The Anglo-American Cataloguing rules for general research libraries with applications to public libraries."

On page 5 one learns that these rules differ from previous rules in that "they are based on

a set of principles." This phrase ends with a reference to a footnote, the footnote states "See 'Underlying principles' above." One sees "Underlying principles" above and instead of a statement of the principles there is a footnote to two publications totally disassociated from the item in hand. A repetition of these principles would be most appropriate in the present work.

Lastly, on the nugatory level, the opening sentence of Chapter 5 reads "The function of a **see reference** is to direct the user of a catalog from a form under which the name of a person or corporate body or the title of a work might reasonably be sought, to the form that has been chosen as heading or as uniform title." A rephrasing of that sentence might dispel the disquieting implication that there are two forms of entry - the reasonable and the chosen.

If the foregoing were the only, or were typical criticisms of the new rules cataloguers could count themselves among the blest. Unfortunately, such is not the case. There are more disturbing flaws. The flaws consist mainly in the cataloguer being faced with like sets of circumstances and unlike sets of rules. If the author chooses to disguise himself in one way (with something that looks like a name) his work is entered under author; if the author chooses to disguise himself in another way (e.g. with initials) his work is entered under title. Apparently if an interviewer asks an interviewee about only certain aspects of his life or

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thoughts, the interviewer wins the main entry palm; if the interview extends an uncertain length beyond the case is reversed and the interviewee becomes the author.

If a translator translates from one language to another he winds up in the nether world of the added entry; if a translator translates from one artistic medium to another he finds himself ensconced in main entrydom.

Such lapses in logic existed in the red book and they will probably exist in the successor to the blue book. But one had hoped.

All of the foregoing occur in Chapter 1 entitled "Entry" but which, according to the introductory note, should be entitled "Determining the entry". Is it permitted to ask why there are 30 rules covering the determination of entry when there are only four principles involved? The goal of the rules might better be achieved by making one rule per principle and then making sub rules to cover special cases.

Even more serious are the rules made in Chapter 2, "Headings for persons," and in Chapter 3, "Headings for corporate bodies."

The chapter on headings for persons starts with a basic rule, "Enter a person under the name by which he is commonly identified, whether it is his real name, assumed name, nickname, title of nobility or other appellation." With one graceful leap we have left the frying pan of what is a "real" name and jumped into the fire of what is a "commonly identified" name. There is a rather well-known boxer

who changed his name to more adequately reflect his adopted religion. He and his co-religionists stoutly maintain his name is as he states. Most sportswriters insist, just as stoutly, that his name is that which appears on his baptismal certificate. Do we count the two opposing camps and, on the basis of a numerical majority, decide on the heading? (In this case, footnote 3, page 73 does not solve the dilemma.)

The second rule of this chapter ("Choice among the different names") seems to be inextricably tied up with the first if one examines the examples. The man I will always commonly identify as the Prince of Wales, and whom my friends who belong to the League of Empire Loyalists commonly identify as Edward VIII, there sits as "Windsor, Edward, Duke of".

When the third rule ("Pseudonyms") is reached the fallacy of separating choice of entry from form of entry becomes obvious. In the case of a pseudonym used by collaborators, there apparently is a choice of entry (3C) but no form (final note in rule # 42).

The other changes in chapters 2 (e.g. in the forms of entry for certain foreign names) and 3 (in the form of entry for institutions) will be those that will most concern cataloguers and administrators. Here decisions will go by default. If L.C. adheres closely to the new rules, agonizing reappraisals will be the daily diet of most general research libraries. Perhaps main entries will become like call numbers -- so diverse that L.C. will find it unfeasible to print them in their present position on the card.

DALHOUSIE MEDICAL-DENTAL LIBRARY

a record of 99 years

M. DOREEN E. FRASER

Part II

Halifax Medical College Library, 1868-1911

Two great political rivals sat on the Board of Governors of the Dalhousie College and University while plans were made to found a Medical Teaching Faculty which would be in communication with the College. The year was 1867, and the two men were the Hon. Charles Tupper, C.B., M.D., M.P. and the Hon. Joseph Howe, M.P. The College issued its *Annual Announcement of the Faculty of Medicine Summer Session 1868* and the Faculty commenced its first session on 4th May 1868 in the aftermath of swirling political arguments about the matter of Confederation. Did either have prescience concerning 1967? That political arguments would still be continuing about Confederation and "the little doctor" would still be making news by way of Nova Scotia's Centennial Project—the Sir Charles Tupper Medical Building.

The School's name was changed in 1874-75 to "The Halifax School of Medicine, Medical Department of Dalhousie College and University", and in 1875/76 incorporation by Act of Parliament provided the name "Halifax Medical College". In this same year it took occupancy of New College Hall at the corner of College and Carleton Streets, and its *9th Annual Announcement* proudly described its facilities which included a Reading Room and a Library. This is the first intimation that such existed. Mention is made in the 1880/81 *Announcement* that "The lecture rooms, dissecting room, Reading Room, Library, Museum, Chemical Laboratory, etc., are well lighted, ventilated and warmed, and are fitted with all the modern appliances for imparting knowledge." Fifteen years later the Library moved to a room in the

Halifax Visiting Dispensary on Brunswick Street, which was fitted for its use by the Hon. Dr. Parker. Although the collection was moved before the opening of the 1890/91 Session, arrangements were not completed until 1893-94, the School's 25th Anniversary. Outlined in the *Announcement* for 1890/91 is found:

Rules for the Halifax Medical College Library

- I. All duly registered medical practitioners of Province of Nova Scotia may use the Library subject to conditions laid down in the rules governing the same; and the library is open to students, past and present, of the Halifax Medical College subject to due regulations that will be found posted on the College notice boards.
- II. Smoking is not allowed in the Library.
- III. Under no circumstances can any book, journal or pamphlet be taken out of the Reading Room. To this rule no exception can be made.
- IV. Library will be open 10 A.M. - 1:00 P.M. and 2:30 P.M. - 6:00 P.M. If it seems desirable, the rooms may be open during the evenings, in the winter.
- V. Gentlemen when in the reading room are requested to refrain from conversation if others are reading. This is important because as no books can be taken away, gentlemen wishing to consult books will expect a guarantee of non-interruption from noise, else the time in the Reading Room cannot be agreeably and profitably spent.

Part I of this article appeared in the previous issue of the *Bulletin* (xxxi.1, Feb. 1967)

VI. It is expected that gentlemen shall under no circumstances cut any extract out of any journal or mark any journal or book.

Not until the 1894-95 *Announcement* is there mention of a Librarian - Dr. Carleton Jones. By then the rules had been reduced to three and the Student-in-Charge was made financially responsible for damage or loss!

In 1890, the Library received a major bequest when Dr. Cogswell willed his collection and the Cogswell Fund Bequest to the Medical Society of Nova Scotia. His will stipulated £25 for preparation of a catalogue and £1,000 "to be invested . . . and I declare the interest dividends and annual income thereof shall be applied at their [trustees] absolute discretion partly towards the salary of a librarian to the said Society and partly to such other purpose for benefit of the said Library as the said Society shall see fit . . . and I strongly recommend that it be made a rule that no book shall be allowed to be taken out of the Library without special written permission of the Trustees of the said Medical Society or other persons connected with the management of the said Librarian" (9).

It was agreed that the Cogswell Collection would be housed in the Halifax Medical College Library, so in 1896 the Cogswell Memorial Library moved to its quarters where repeated efforts were made to begin preparation of the Catalogue which had been stipulated by the Will. The 1902 deadline was met when Dr. J. Ross Miller managed to publish *The Catalogue of the Cogswell Library. Property of the Nova Scotia Medical Society Halifax College Building. T. C. Allen & Co., Printers and Stationers, Halifax, N. S.* This thirty-three page subject catalogue provides author, title and date for the books and a title list of journals with holdings. Dr. L. M. Murray was Librarian, Secretary and Treasurer of the Library Committee at that time. Readers will be relieved to know that books were permitted to circulate for one month, despite the request in the Will and the original library rules.

Dalhousie Medical - Dental Library, 1916-1967.

We need not delve into details; suffice to report that The Halifax Medical College closed its doors in 1911 and reopened as the Dalhousie

University School of Medicine in 1912. The Library's swan song comes in Minutes of Library Committee for 1st July 1912, when it recommended to the Medical Society of Nova Scotia that "the work of the Library had been practically suspended owing to the absorption of Halifax Medical College by Dalhousie University", suggested that the Library be closed, and that no more books be purchased until it reopened. It was agreed that the Cogswell Funds (\$4,667.67) be invested in New Brunswick Debentures of 1933, leaving \$198.99 of the original bequest for unexpected expenditures. There was also unexpended interest of \$864.82 and a credit with H. K. Lewis of £0.154.

No doubt World War I delayed matters considerably, for the next Minutes, which are dated 1st August 1915, dealt with the "Friendly suit for ruling of Court relative to intent of the Will." Plaintiff: Medical Society of Nova Scotia; Defendants: Governors of Dalhousie University; Judge: Mr. Justice Ritchie. By such formal and honourable means, it was settled that the Governors would own the Cogswell Library, and the Society would continue as Trustees of the Cogswell Bequest and authorized to expend income of fund toward up-keep of the Library, and otherwise for the benefit of the Library as the Society shall see fit. And so it rests today. Each year some \$250.00 has been spent on clinical monographs of use to practicing physicians. The special Cogswell Library Book Plate was introduced in 1956.

Administration

As in many medical libraries during the 19th and first quarter of the 20th Centuries, physicians ran "Do it Yourself" library services with clerical staff who worked under close instruction. To dredge through pages of Minutes, which relate that the perennial house-keeping concerns of library practice were dealt with by men who both taught and practiced medicine, lends an air of fantasy to what were serious matters—weeding, sorting, journals, purchasing supplies, acknowledging gifts, inventory, sending claims, binding, repairs, filling gaps in journal files! Pages of Minutes list decisions about what books should be bought and which journal subscriptions to add, while cataloguing backlogs, difficulties with the "Studley Business Office", binding, and overdue books monotonously dogged their days for decades because staff was inadequate.

The Library Committee was the administrative body until into the 1960's and, as with all such libraries everywhere, owes its existence to the interest and knowledge of the devoted few. Seldom have Library Committee members been so highly placed. From 1916/17 to 1954/55, the University Presidents chaired the meetings and only three wartime meetings were missed. During the succession of Medical Deans, only one meeting was missed between 1922/23 and 1961/62, surely a remarkable record. Eleven men can be called "the devoted few" for between them they contributed 136 years of committee service. Dr. E. G. Young must be given honourable mention for he became Secretary in 1924/25 and was Chairman-cum-Secretary from 1927/28 until his resignation on 20th November 1950.

Post-World War II emancipation of Librarians became evident when Miss Charlotte Allan joined the Committee in 1950/51 and became official Secretary in 1953/54. The Librarian still holds this position as an ex-officio member of the Committee which is elected by Faculty. Another break with tradition came when Mr. Douglas Lochhead, the University Librarian, attended the Committee Meeting of 1st December, 1953. He and his successors have been ex-officio members ever since.

In March 1955, several months after the appointment of Dr. C. B. Stewart as Dean of Medicine, the Library Committee was invited to discuss its constitution and frame of reference. Should it exist, how should it be organized, what would be its functions? At this time too, the Dental School is first mentioned in the Committee's records. The Dental School contributed funds for the administration of the Medical-Dental Library services, but had maintained its own Library Committee for many years. It is regrettable that its records are not available at this time.

Librarians

Library Committee Minutes of 13th July 1916 state - "attempt is to be made to secure a librarian to prepare a catalogue of the Dalhousie University Medical Library at a salary of \$25.00 a month..." Minutes of 18th September 1916 reveal that Miss Louise Power was engaged to be the Librarian at \$20.00 a month

and that she was "getting special instruction from Miss Lindsay". On 26th July, 1917, leave-of-absence was granted to Miss Power to take a six weeks course at the Library School of Simmons College in Boston. These were the first and the last intelligible entries concerning their Librarians which occur in the Library Committee's Minutes. Brief comments hint at inefficiencies and dissatisfactions, therefore matters concerning the Librarians presumably must have been deliberately eliminated. The only entries subsequently recorded are requests for raise in salary, and frequent requests for more staff.

A few gleanings have been extracted from the Minutes. A successor to Miss Power "was secured" at some unspecified date. Not until her resignation is recorded in the Minutes of 18 July 1924, do we learn sex and name - Miss Florence E. Macdonald. In turn, her successor is eventually mentioned in Minutes of 28 November 1925 but only a complaint about excess of work places her name on record in the Minutes of 14 October 1929 - Mrs. J. D. Pope. She asked for a raise in 1934, and a report of her inefficiencies were submitted to the President in 1936 - and then silence. We are left guessing about Mrs. Pope's fate. Because I attended the University of Toronto Library School with Mrs. Margaret Cornell, I know that she became Librarian during the 1937/38 term. The Minutes never mention her by name, and neither her arrival nor her departure are recorded. Miss Charlotte Allan who succeeded Mrs. Cornell, bursts into history by appearing on the Library Committee for 1950/51. She became Librarian at the Bedford Institute of Oceanography shortly after. Mr. T. H. Rees became Librarian in September 1961. He resigned on 30th June, 1964 to become Librarian of the University of Cincinnati Medical School Library, and the writer was appointed to the Faculty of Medicine as Librarian on 1st July 1964.

The written records of the Library provides bleak evidence that the conditions which existed in 1962 were partly due to decades of understaffing for it had been a "one man show" until 1949. The Minutes of 14 May 1949 laconically state that "time had arrived to give Miss Allan a full-time assistant to facilitate service to staff and students", but at the same time it was agreed that the student assistants should be withdrawn from

meal hours and evenings. Not until 2 February 1953 did Miss Allan get her Assistant Librarian in the person of Mrs. James Thomson. Both Mrs. Cornell and Miss Allen laboured long, earnestly and conscientiously to produce a miracle of service under circumstances which were difficult. Their particular contribution will not be equalled again.

Through the depression thirties one can understand such difficulties, but from 1945 they become increasingly difficult to fathom. At the time of the Simon Survey in 1962, the staff numbered four. It increased to five in July 1964, and by December 1966 stands at thirteen full-time staff augmented by part-time assistants. There will be a further substantial increase during the 1967-68 budget.

Budgeting

Over the years, the budget has shown little relationship to publication output or to current prices. This is particularly true since 1945. There are few meaningful figures between 1916-1920/21 without resorting to archival sources. By 1921/22 the budget expenditures totalled \$3,090.66, in 1924/25 it reached \$4,627.00. It never reached this figure again until 1948/49. Book expenditures reached their highest peak in 1929/30 - \$545.86, a figure not passed until 1940/41 when \$589.38 was spent. The next high point was 1946/47 - \$714.15, and then \$1177.99 in 1955/56. This kind of spending makes painful reading. Following the 1956/57 expenditure of \$2046.49, there was a low in 1960/61 - \$652.91, and 1956/57 was not surpassed until 1965/66 when the budget reached the more comforting figure of \$5,450.00 plus a capital grant of \$4,000. With medical book prices averaging \$15.00 to \$19.00 over the past 10 years, one can understand why a large monetary transfusion has become a necessity. Five years ago, it was estimated that a reasonable book budget for Medical School Libraries with research programmes was \$10,000.

As for the journals, which usually account for 90% of medical library circulation statistics, the situation was equally uncomfortable. The subscription list reached a peak of \$1,641.33 in 1933/34, two years before the Library's funds vanished altogether, and after the 1926/27 high of \$1,055. Not until 1952/53 would

this figure be passed when the budget item reached \$2,000. Between 1953/54 and 1961/62, when the U.B.C. Biomedical Library budget figures for medical journals jumped from about \$10,000 to roughly \$17,000, the Dalhousie subscription list hovered between \$2,248 (1954/55) and \$3,442.99 (1957/58). The Simon Survey had an immediate effect for thereafter the figures read: 1962/63 - \$6,046.00; 1963/64 - \$7,616.00; 1964/65 - \$8,500.00; 1965/66 - \$16,800.00; 1966/67 - \$23,180.00, and will reach \$32,000.00 by 1967/68 before the subscription cost levels off. In the 1964/65 budget a special item for reference and bibliographic materials was initiated. In three years, capital funds totalling \$33,900 will have been spent on bibliographic materials and operative funds amounting to \$6,300 on reference materials and documents.

From these figures it can be safely concluded that Dalhousie University's Medical School is making a determined effort to catch up rapidly.

Financing

Survival would have been impossible for many years without the financial contribution to the annual budgets by a Rockefeller Foundation donation of \$3,600 in 1925, and that of the Carnegie Foundation. Between 1939/40 and 1952/53, Library reports record the expenditure of Carnegie funds to be \$26,586.32. There are no figures for a four-year period so that this total could well stand \$10,000 higher.

Federal Mental Health grants have provided approximately \$300 a year since 1952/53 to build a good psychiatry collection, the only strong subject collection possessed at the time of the Simon Survey in 1962, and still the strongest.

Local monetary support has been limited. Only one sizeable contribution is recorded since 1916—\$500 from the Estate of Dr. Alexander Ross in 1942/43. The Cogswell Fund has already been mentioned. The Medical Society of Nova Scotia has never been asked to increase this annual contribution above \$250 despite the decrease in buying power which has occurred during the intervening 50 years because the Society has contributed stalwart support in many ways to the medical school's teaching programme.

In 1931, the Provincial Medical Board initiated a gift of \$100 to purchase books not already in the collection for the use of clinicians. From 1934/35 to 1937/38 it made an annual contribution of \$25.00. By 1938/39 it was \$196.19 and has varied from \$337.65 to \$74.00. In 1940, this annual contribution was named the MacDougall Memorial Library Grant and a legal agreement was signed on 7th May 1941. It has currently been running at \$250 a year for some time. Books purchased by means of this grant carry a special bookplate. The Board has also contributed to the School for other projects.

The medical collection has been scarred by wars and depressions. Nothing has driven home the "Maritime Condition" more quickly than to discover the frugality and stoicism revealed in the Library Committee's Minutes and the reports of the Librarians. The quiet sufferance over the long, long years makes the reading an educational and emotional experience. There has been recent realization that more adequate financing is necessary for regional services throughout the Maritime Provinces and a study has just begun.

It must be obvious from earlier comments about current budgeting for books and journals, that unprecedented changes have occurred since the Simon Report—not only in funding but in attitude. In 1964/65, a five-year development programme was roughed out—China and Russia are not the only five-year planners! The plan is now moving through its second year with the pace quickening rapidly. A crash programme looms ahead for the next two years which will provide the Library with a sound working medical research collection. Substantial financial assistance has been made available for Medical School development programmes as a result of the recommendations of the Royal Commission on Health Services. In mid-December 1966 it was finally ruled in Ottawa that libraries are included in the definition of the term "Medical School Facilities" and thereby become eligible to receive Health Resource Fund grants. The Dalhousie Medical School forced an interpretation of the definition by its application for a grant of \$360,000 to develop its collection, at which time it had to guarantee an additional 25% of the funds being requested. The grant was approved in late February 1967 which means that

there will be 22 months in which to spend \$500,000, thereby adding some 20,000 volumes to the collection. Four-fifths of the grant will be spent on journal files mostly published since 1945, if these files are available for purchase, and on bibliographic materials. The Library could well find itself in the awkward position of having the funds but not being able to purchase what it requires. There are twenty-seven medical school building collections at the present time.

Depression and War

The stock market crash of 1929 ushered in the depression years which led to the Library's searing crisis in 1935. The Minutes of 30 September state baldly that the University Library Grant was abolished - except for salaries. To salvage the journal collection, the Library Committee decided that they would attempt to maintain the subscription list by private donation. Towards this effort, President Stanley contributed fifty dollars, Dr. H. B. Atlee volunteered to approach members of the clinical Faculty, while Dr. E. G. Young offered to contact basic science Faculty members. The tragedy sharpens when one knows the Dalhousie University salary levels at that time. One year later the Minutes report the Faculty Emergency Fund to have collected \$1,219.53 in cash and a canvass of all medical graduates produced gifts or loans of journals as follows: Medical Faculty - \$543, Board of Governors - \$320, Medical Alumni - \$590. This produced a remarkable overall total of \$2,672.53 in the depths of the depression, and so the Library was rescued. By October 1937, the subscriptions to English language journals had been reinstated but there were many gaps to fill.

Meanwhile library quarters were proving inadequate once more. In 1927, the Library had been forced to move into the Forrest Building which was near the Public Health Clinic Building, but early in the 1930's pressure increased for new quarters. Dr. H. B. Atlee and Dr. D. Mainland had much to do with the planning and supervised much of the preparation for the new building. When the tapestry brick Library Building opened its doors in 1939 with seating for 90 readers, it was not only a proud occasion, it was a fortuitous event. Very few would have foreseen that its first six years of service would contribute so extensively to Canada's war effort.

libraries

inform
inspire
educate
entertain

in 1965 over one million
persons in the atlantic
provinces were

informed
inspired
educated
entertained

by films of the
National Film Board

*do you have
films in your library ?*

National Film Board of Canada
Regional Office, Atlantic Provinces
1535 Dresden Row,
Halifax, N. S.



In September 1939, Churchill's voice was heard on that fatal Sunday morning announcing that Britain had declared war on Germany. Before long, into the small, ill-prepared city of Halifax and into the Maritimes, there poured the concentration of armed services which were required for the defence of Canada's eastern shores and for the convoy Support and Escort Groups which guarded the "Triangle Run" (Boston, Halifax, St. John's) and the "Atlantic Run" to the U.K. In addition, thousands of service personnel were collected regularly in Halifax for transport to Europe.

Mrs Cornell wrote two reports about the war years. In the plain, factual words written for her Library Committee, her heroic effort to serve the Medical Officers of the Navy, Army and Air Force and those visiting this East Coast Port shines through. No restrictions were placed on their use of the Library's materials. The daily count of readers in her Library climbed from a normal term-time average of 26 to an all-round year average figure of 40 a day, 53 a day in term-time. Attendance rose from 8,015 in 1940/41 to 15,239 in 1943/44. Local circulation bounced from about 800 in the mid-thirties to 2,617 in 1939/40 and 4,488 in 1942/43. This figure was not surpassed until 1949/50. In addition, there were the extra wartime refresher courses, and the 4-year medical course crammed into three years for the duration of the War. She also served Medical Service personnel at the various bases throughout the Maritimes. Mail service jumped from 88 items in 1938/39 to a high of 339 in 1943/44, which was not passed until 1954/55, this in turn not being surpassed until 1964/65.

War-time service hours included the entire day, every evening, all weekends, and holidays. The Library's traditional closing for both meal hours ceased and it only closed its doors for Christmas Day and New Year's Day. For six years, Mrs. Cornell carried on this magnificent effort. She accomplished this with the help of Student Assistants. She reported great difficulty fitting in her lunch hour, and that for much of the time the Library could not be left to students as they could not assist with reference services. It is just as well that civilian practitioners did not increase the use of her services - she couldn't have done much more. At any rate, these men were driven to exhaustion through the depletion of numbers of physicians in their communities, so that in-

creased use of the Library was too much to expect. It is staggering to consider these figures and envision the labour, both mental and physical, which they reflect. This incredible record received no recognition in the Library Committee's Minutes, but happily, service officers voiced their appreciation. The Committee must have taken this service for granted, for there is no evidence that it was thought necessary to give the Librarian additional assistance or to record recognition of her effort. Only a few librarians in Canada could have matched her record.

Post-War Developments

In August 1945, World War II ended and the Library closed once more for meal hours. Little change seems to have occurred in habits, in attitudes, in understaffing, or in budgeting. Not until October 1961, when Mr. T. H. Rees became Librarian was there the decision that the Librarian could order books. Though there were certain restrictions, this ended decades of herding on the part of the Library Committee to persuade the Departments to spend their miniscule book funds. In addition, the Library Committee was informed by Dean Stewart at its meeting of 4th December 1962 that it would function hereafter in an advisory capacity and that the Librarian as a Department Head would be responsible to him for the administration of the Library. This policy continues.

The historic meeting called by ACMC/AFMC for February 1962 in Ottawa received brief mention at a November Committee Meeting in 1961, but no mention was made of Miss Simon's visit during the summer of 1962, and no subsequent reports were made by or requested from the Librarian for record in the Minutes. On the 10th May 1962, the first reference to library activities beyond the region's boundaries is entered, so that it is not surprising that the Simon Report came as something of a shock. Until this point, the Faculty were accustomed, only to consider standards for the School's teaching programmes and its teaching hospital services. The Librarians had rarely attended Medical Library Association meetings, so that the 1959 Medical School Group Meeting in Toronto was a red letter day when Miss Allan and several other librarians put in an appearance.

On the North American continent, many medical school libraries which had been established in the 19th Century possessed, by the 1960's, collections which were well over 100,000 volumes. Many of these had been supporting research programmes years before World War II, if not from the time they opened their doors. By an extenuated stretch of statistics and a considerable whiff of imagination, Canada had produced two collections out of seven possibilities which managed to pass the 100,000 mark by 1962 - McGill University and the University of Toronto. Three trailed badly at 30,000 volumes - Dalhousie, Manitoba and Queen's, while Laval held 26,533. Not until after 1945 did these latter Schools undertake research programmes of any size. Even by 1961/62, research grants on many campuses were not large. The Medical Faculty's decision in 1959 to develop a more active research programme at Dalhousie University was just beginning to show an effect by 1961/62. The speed with which development took place is indicated by the fact that the School's research funds reached \$1,300,000 by 1965/66.

Canadian Medical School Research Grant Funds 1961/62

Atlantic Provinces

Dalhousie..... \$ 357,126

Quebec

Laval..... 481,453
 McGill..... 1,878,962
 Montreal..... 800,000

 \$3,160,415

Ontario

Ottawa..... \$ 240,495
 Queen's..... 800,000
 Toronto..... 1,250,000
 Western Ontario..... 696,263

 \$ 2,986,758

Western Provinces

Manitoba..... \$ 893,456
 Saskatchewan..... 421,718
 Alberta..... 780,000
 British Columbia..... 1,162,135

 \$3,257,309

Source: Simon Report, Table VIII, p. 102.

Miss Simon reported that the Dalhousie Medical Library owned a better pre-1939 collection than it did a post-1945 . . . one (3) At present, the Dental School collection remains a teaching collection, but plans for an extension of the present building will allow for increased post-graduate education and research activities which will affect the collection immensely. The collection now expands at the rate of approximately 200 volumes a year and contains 4,400 volumes.

Book Collection

Nova Scotia doctors have willed their private collections to the Library time and again, the latest being Dr. Ian MacKenzie, Head of the School's Department of Surgery, who died in October, 1966. Many physicians have donated books and journals regularly during their lifetime. These contributions obviously are both welcome and greatly needed. From time to time the Faculty held rigorous weeding sessions. In 1935, 1938, 1944 and 1951, sizeable quantities ranging from 378 to 700 volumes were discarded. From a reference service point of view, one wonders what was pitched out. It certainly explains in part the low volume count, and why Miss Simon could state that the collection contained the least dead wood of any she had examined (3).

Journal Collection

The heart of a medical or dental collection is its journal files, so that close attention is always paid to this aspect of any such collection.

Year by year the subscription list was gradually built up a few titles at a time and carefully back-filed. By 1921, there was a decision, to buy the German and French physiology and biochemistry journals. These were back-filed in strength and provide a sturdy foundation for the collection today. Some of these scarcely ever appear now on the current market and if so they command fantastic prices. One is in the Cadillac class currently valued at \$9,600.

By 1925, Committee Minutes noted the switch in emphasis from books to journals, and by 1928 there began the ever recurring complaint about the rising cost of subscriptions and the unpopular habit which the German

publishers still have in 1967 of adding extra volumes. In 1934 as the Depression deepened, it was noted with relish that German prices had been slashed 34%. Even so, this did not prevent the need to drop these subscriptions in 1935/36. Fortunately, the gifts from doctors enabled funds to be spent on other than basic clinical journals for a period of time.

The Second World War affected libraries everywhere, but in view of the role that this small Library played in the conflict, the loss of journals was even more acutely felt. Prices after 1945 skyrocketed - and are still doing so. Following the Simon study, the Faculties have twice revised the subscription list - in February 1964 and again in the summer of 1966. The result of improved financing has not only increased subscriptions sharply, it has also boosted the spirit of the Faculty.

Dalhousie Medical-Dental Library Journal Titles

	Purchased	G & E	Total
1963/64	Med. 327	208	535
	Dent. 39	47	86
1966/67	Med. 890 app.	287 app.	1,177
	Dent. 57 app.	67 app.	124

When the present sprint finishes with the 1967/68 Budget, the subscriptions list will contain about 1200 titles and the gift and exchange list about 350. The dental titles will continue to be added at a regular pace.

Not only are the major foreign language titles now included in the collection, but attention has been paid to the control of the literature through review journals and series - very much a post-1950 phenomenon.

Miss Simon's Report pointed up weaknesses in many Canadian collections in this area (Table VII, p. 101). From a check-list of 103 titles, the following are the figures for the two highest and the two lowest percentage figures:

U.B.C.	88 (complete 67)	85.4%
Alberta	62 (complete 40)	60.1%
Ottawa	62 (complete 41)	60.1%
Dalhousie	29 (complete 17)	28.1%
Montreal	28 (complete 27)	27.1%

The list of review titles has lengthened considerably since 1962, so that the fact that the Dalhousie collection now contains 82 review titles does not equate it with the 1962 figures, but at least it shows a healthy improvement.

Reference and Bibliographic Collection

In the Minutes of 18th September, 1916 the first title on the first list of journals recommended for purchase was the *Index Medicus* which showed acute judgement about its value compared with the *Quarterly Cumulative Index to Medical Literature* which was added to the list on 13th December, 1918. The tragedy of the situation was that the purchase of the *Index Medicus* was postponed until 1923. This sets the picture for the development of the Library's Reference Collection. During the Depression, four abstract series were dropped before any of the journals, and these were never picked up again. This lack of understanding about bibliographic materials is to be found in many libraries. Once again, the Simon Report pointed out the extreme weakness of several Reference Collections. From a list of 95 Index and Abstract Services, the two highest and two lowest figures are produced from the Table VII:

U.B.C.	79 titles (57 complete)	83.1%
McGill	60 titles (53 complete)	63.1%
Dalhousie	29 titles (18 complete)	30.5%
Manitoba	17 titles (9 complete)	17.8%

Since 1962, the introduction of computers has influenced the production of bibliographies. Medicine always has maintained the best bibliographic control of its literature of any subject field, although one must admit that one single service - *Chemical Abstracts* - holds a unique position and has no peer of its kind. The number of available titles has greatly increased, so that the Dalhousie collection now receives 121 indexes, abstracts and running subject bibliographies to help its patrons compass the tide of the literature flow. Many of these titles are gifts and available for the asking. Investment in this part of the collection has been sizeable and inevitable. Research programmes make demands which teaching ones do not. The next part of the programme will be an educational one - how to use this material. Eventually we shall turn to computer searching of MEDLAR'S tapes.

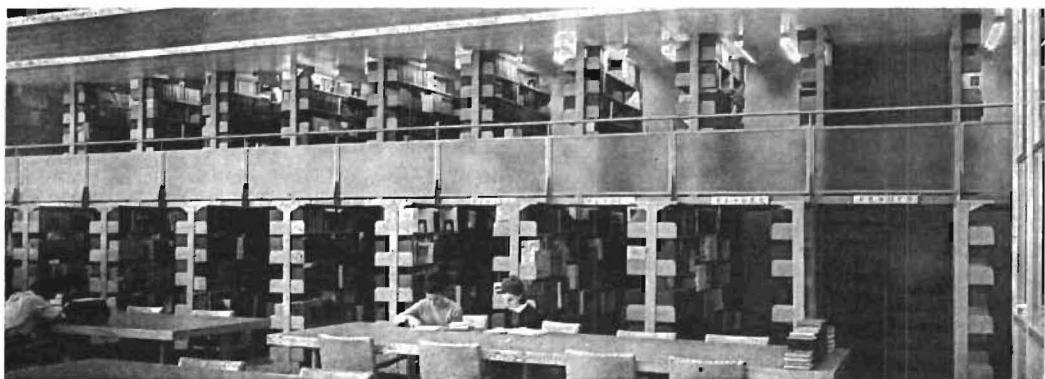
History Collection

During the 1924/25 and 1925/26 sessions, the Osler Medico-Historical Club donated sixteen volumes to the Library which created the nucleus of a History Collection. Imprint dates ran from 1483 to the 17th Century. In 1928, those books having historic value were removed from the general collection and set aside with the Club's gift. This Collection now contains some 500 volumes. The works of John Abernethy, Matthew Baillie, T. Lauder Brunton, William Cullen, Charles Darwin, Morgagni, Alexander Munro, Sir William Osler, and Thomas Sydenham, are represented, to mention only a handful of the notable authors whose writings are represented. There is no "Friends of the Library" group to support the Collection at present and no funds in the current Budget to support it. With the School's Centennial Celebration in 1968, it is anticipated that some interest in this aspect will be developed. A History Room has been included in the W. K. Kellogg Library and office space has been provided for a Professor of the History of Medicine who has yet to be appointed. Of tremendous value to the Collection are the long journal files running back into the 19th Century. Certain bibliographic services and reference materials have been acquired recently to assist the development project which has

been launched. Fifteen thousand dollars will be spent to develop a working collection for general use from the Grant which has already been mentioned.

Public Services

Traditionally, the services provided by the Staff to the Faculty and the physicians of Halifax have been those of a private medical society library where fee-paying members could demand certain services and receive them—but no fees were paid. For better or for worse, this type of service disappeared from most medical school libraries during World War II, and now the majority of these libraries provide "Quick Reference" and "Short Search" services only. If patrons wish bibliographic searching done in depth or breadth, then the libraries are either specifically staffed and financed to provide such services for a fee or patrons do their own searching. At Dalhousie, the demand for searching services, verification of references, and the paging of material left the small staff with little time for fundamental housekeeping duties. Needless to say the recent switch towards self-service has been rather a trial, but human nature is adaptable and adjustments come in due course. When staffing permits, regular Information Services will be restored. It is hoped that this will be possible



**LIBRARY SHELVINGS
and STEEL CABINETS**

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P. O. Box 130,	235 Blvd. Dorchester E.,
Montmagny, Que.	Rm. 310, Montreal, Que.
Tel: 418-248-0235	Tel. 514-861-7445
Telex: 011-3419	Telex. 01-20852



MONTEL INC.

when the new library opens for the 1967/68 term.

The Dalhousie Medical School teaching methods have been under study during the last three years. Early in 1966, the Committee on Medical Education submitted its final report to Faculty concerning new teaching methods and subject inter-relationships which have developed since 1955 when a previous study was made. The Faculty has approved the Committee's recommendations which will mean an increase in the use of workshops, seminars, study-in-depth, and an increased emphasis on research methods. Needless to say, this will place the Library in the centre of the teaching system as a laboratory. As both undergraduate and postgraduate programmes are extended, the bibliographic collection will be used to the full. Mrs. Cornell introduced didactic bibliographic instruction for medical and dental students in 1939 and this was carried through Mr. Rees' incumbency. It is hoped that a different approach to teaching bibliographic techniques can be introduced as the new teaching programme gets underway, one which will be carried out jointly between Faculty Departments and the Librarians.

Regional Service to the Atlantic Provinces

A valiant effort was made by Miss Charlotte Allan in 1953 to recommend a properly planned, financed and staffed service in the Atlantic Provinces (10). At the request of Dean Grant, she prepared a report concerning Extension Service for the Committee meeting of 11th March 1954. It was decided that copies should be distributed to all Medical Societies in the four Atlantic Provinces to get

their reactions. One gathers that the reaction was nil for the Report was never discussed again. Like so many instances elsewhere-- where there's a price tag, and no proselytizing in advance, the results will be negative.

Information about service to the physicians throughout the four Atlantic Provinces is sketchy perhaps because several cartons of records are stored at this time and there is no access to them. Service has chiefly taken the form of extramural loan mail service but a certain amount of bibliographic searching has been done regularly. Considering the number of physicians in the region, the Library has never been heavily used in peacetime but the use of the services has gradually been increasing and at times has weighed heavily because the Library has never been specifically staffed to provide such service.

Annual regional circulation statistics have been summarized as follows: the 1930/31 - 1938/39 statistics ran between 30-88; these climbed to 106 in 1939/40 and to 339 by 1943/44, then declined to 214 in 1946/47; during the next five years they never passed 150; in 1953/54 they increased to 235, and in 1954/55 reached 448, thereby reflecting the success of the continuing medical education programme; statistics for 1956/57 - 1959/60 are lacking; in 1960/61 they hit a high of 566; none has been found for 1961/62 - 1962/63. Since 1964 no attempt has been made to publicize these services beyond providing 40 hospitals with the Library's current Acquisitions lists which were instituted in October 1965.

Service statistics for the last three years are as follows:

	Material			Xerox Copy (Sheets)		
	1963/4	1964/5	1965/6	1963/4	1964/5	1965/6
Halifax Area	12	61	75	?	*594	(7368)
New Brunswick	42	48	39	13	(58)	12 (58)
Newfoundland	30	8	13	9	(139)	22 (112)
Nova Scotia	89	141	225	32	(126)	213 (2291)
P. E. I.	32	10	6	3	(13)	.. 41 (395)
	205	268	358	57	(336)	841 (10,660)
				210		(3,805)

* "Off-Campus" interpreted strictly: 1965/6 figure excludes Teaching Hospital Personnel and Faculty.

An interesting example of a regional medical library service is that of the British Columbia Medical Library Service administered by the College of Physicians and Surgeons of British Columbia in conjunction with co-operating hospital libraries. When the premises and the collection of the Vancouver Medical Association Library were transferred to the College in 1960, it began with a staff of four, a central Budget of \$36,360.00 and a Regional Budget of \$18,840.00. The statistics for its trial-run

years of 1960 and 1961 together with those for 1965 are provided (11). Two years of concentrated preparation went into planning the Service before it began. Since 1962, local collections in many hospitals have been created or improved throughout the entire province and the Service has expanded rapidly. This Service was operating successfully when the University of British Columbia's Continuing Medical Education programme began to gather momentum in 1962/63.

B. C. Medical Library Service

		Circulation			Ref. Service	
		1960	1961	1965	1961	1965
Zone 1	Lower Vancouver Island (Victoria Med. Soc. has its own library)	70	72	206	31	58
Zone 2	Upper Vancouver Island	152	146	344	30	87
Zone 4	Fraser Valley	458	442	872	93	360
Zone 5	Okanagan Valley	316	565	731	57	151
Zone 6	Kootenay Valley	162	85	382	17	105
Zone 7	Prince Rupert/Prince George	104	221	725	43	119
		1262	1531	3260	271	880

Zone 3 omitted - North Vancouver, West Vancouver, Vancouver City.

In the mid-1950's, the W. K. Kellogg Foundation funds permitted the Dalhousie School of Medicine to initiate a pioneer experiment in continuing medical education which would take teaching programmes to the practitioners throughout the Atlantic Region. This programme obviously had an effect on the use of the Library as the statistics indicate. So successful has the Continuing Medical Education Programme been, that the School is about to shift into a second phase by using certain Regional Hospitals in its teaching programme. It is at this stage that regional library service becomes particularly important. Because the Dalhousie Medical Library has always provided library service to physicians throughout the Region, the W. K. Kellogg Foundation contributed U. S. \$425,000 in 1965 towards the Library's new quarters in the Sir Charles Tupper Medical Building. In the planning of it, space has been assigned for staffing a regional service and for housing the necessary collection so that the W. K. Kellogg Health Sciences Library could be the base from which a service could be administered. Local

working collections would be developed in all community hospitals which participate in the School's teaching programme, and in any other hospitals which wish to be included. Needless to say, much planning and co-operative financing would have to go into the launching of such a service, at a time when new developments such as long distance xerography and communication via linked computers provide some interesting and promising prospects for regional medical library services to use a few years hence. A report on a proposed Regional Service for the Health Sciences is presently being studied and should result in preliminary discussions with various key administrations before too long. There is hope that initial steps can be taken by 1968/69.

The W. K. Kellogg Health Sciences Library

The Dalhousie Medical-Dental Library will move from its old three-storey house during July 1967 and in the process of transferral to its new quarters will be transformed to the

W. K. Kellogg Health Sciences Library. Faculty planning has shifted so rapidly since the erection of the Sir Charles Tupper Medical Building began in September 1965, that one Faculty member cheerfully predicted that the Library might be evicted before too long and that it would be necessary to plan another one!

With 20,000 square feet of floor space, the stack capacity is 100,000 volumes and the seating capacity about 170. The Dental Faculty and the Faculty of the Health Professions, which includes Pharmacy, Nursing, Physiotherapy and Physical Education, will both be providing libraries and setting aside study areas for their students in their new buildings which are scheduled to be built in two or three years time. Medical students will have their own individual study cubicles and use a 24-hour study room located close to the Library so that it is hoped that the latter will be used mainly for library purposes. In department reading rooms, postgraduate fellows will have study quarters provided throughout twelve floors of the Building, so that the Library's seating facilities should suffice for some time. There is an assortment of group studies, closed carrels, and open carrels available apart from single study desks. In anticipation of the future, the Library is equipped to handle Telex and a computer station. There will be Xerox service by a staffed Xerox 720 machine and a coin-operated Xerox 914. Decor will be modern, the ground floor will be carpeted, and considerable use will be made of colour and textures to provide relief from the laboratory and hospital atmosphere in which patrons spend so many hours.

And so as the Library prepares to step into its second century of service to the health sciences community, a metamorphosis will have been accomplished climaxed by the unique juxtaposition of two Centennial celebrations 1967 and 1968 in a row.

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 - (9) Excerpt from Library Committee Minute Book. 28 July, 1931. p. 81.
 - (10) [Allan, Charlotte] *Medical Library Extension Service for the Atlantic Provinces.* (1953) 4 p. mimeographed.
 - (11) Figures supplied by the B. C. Medical Library Service.
 12. **General Sources:**
Dalhousie College and University, Halifax, Nova Scotia. Annual announcement of the Faculty of Medicine. Summer session 1868. Annual announcements 1st - 28th, 1868 - 1894/1895.
Cogswell Library Committee and Dalhousie Medical Library Committee Minutes 1916 - to date.
Dalhousie Medical Library. Reports of the Librarian 1918/19 - 1946/47, 1960/61, 1962/63, 1964/65.
- Note: Reporting is such that Use, Budgets and Funds cannot be consistently followed from 1916 through to 1966.

FROM THE PRESIDENT'S DESK

The 1967 Conference is one which offers much to all of us, particularly if we come ready to take part in the business sessions and the Symposium.

The Annual meeting of APLA will be held Saturday morning and there will be discussion on such important matters as the APLA Bulletin, The Atlantic Provinces Checklist and plans for this Library School on which a report appears in the issue. We hope also that there will be a full discussion of Chapter Status and co-operation between Associations at the Sunday

evening session. The ILAIC Committee met in Winnipeg in March and a report of that meeting will be available for discussion.

The Symposium will cover a wide range of topics as shown in the outline below and the calibre of our panellists makes this an exciting part of the programme. APLA members will pay the \$2.00 conference fee and are reminded of the request to pre-register and the necessity to make hotel reservations early.

Dorothy L. Cooke

S Y M P O S I U M LIBRARIES AND THE FUTURE

Session I - Saturday, May 27th, 2-5 p.m.,
Mt. St. Vincent,
Mr. John Archer, Moderator

ACQUIRING, HOUSING, AND PROCESSING INFORMATION

Topics to be covered in Session I.

- A. The role of a Librarian.
- B. Personnel.
 - 1. Training and selection
 - 2. Salaries and staff relations
- C. The Library building.
 - 1. Planning a building
 - a. design
 - b. function
 - 2. Problem of obsolescence
- D. Development and servicing of the book collection.
 - 1. Order Department
 - 2. Catalogue Department
 - 3. Circulation Department
- E. Machines and Libraries.
 - 1. Thinking machines: What are they and how do they relate to library problems?
 - 2. From calculators to computers.
 - 3. From data-processing to information retrieval.

Session II - Sunday, May 28th, 2-5 p.m.,
Dalhousie Law Building,
Dr. Samuel Rothstein, Moderator

INTELLECTUAL UTILIZATION OF THE INFORMATION

Topics to be covered in Session II.

- A. The teaching function of a Library.
 - 1. Reference and bibliography
 - 2. Advisory work
- B. Identifying patterns of patron use.
 - 1. Public Libraries
 - 2. College and University Libraries
 - 3. Special Libraries
- C. A quality collection
 - 1. What determines an adequate collection?
 - 2. At what point should a university or public library rely on outside help?
 - 3. What help is promised from the new machines and the communications revolution?
- D. Co-operation and Specialization.
 - 1. Regional relationships and the government
 - 2. Relationships among large universities and public libraries.
- E. Summary and discussion of potentialities.

LIBRARY EDUCATION COMMITTEE REPORT

At the May 1966 conference of APLA in Charlottetown, the Education Committee gave a report and recommended a continued study of the problem of library education. Conversations were held with Dr. Somers of the Association of Atlantic Universities, Mr. Robinson of the University Grants Committee, and Dr. MacLean, Dean of Graduate Studies at Dalhousie. Letters were sent to Dr. Hicks, President of Dalhousie, and to Premier Stanfield, Minister of Education.

At the CLA conference in June, many of these problems were discussed on the national level. Three new committees were set up: 1. Needed Library Schools Survey, under the chairmanship of Miss M. E. Cameron, Halifax; 2. Training of Library Technicians; and 3. Use of Professional Staff. The results of these surveys and studies will be available for the Atlantic region.

In late December, President Hicks announced plans for a School of Library Science at Dalhousie, with quarters in the new library building. Mr. Vagianos, Director of Dal-

housie Libraries, requested an advisory committee be appointed and Mrs. Cooke asked the present members of the Education Committee to act in this capacity. In March, the Committee met with Mrs. Cooke and discussed the draft of a proposed statement about the School - which is given below.

In November a subcommittee under the chairmanship of Sister James Bernard of St. Patrick's School Library was set up to prepare a recruitment pamphlet, which would include information on library scholarships and bursaries. This committee has worked hard, and will have a report and a finished product ready for you by the time of the Conference. In addition, the President has said there will be a report and time for a discussion on the new school during the Conference at the Saturday morning business meeting.

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

DRAFTED STATEMENT ON SCHOOL OF LIBRARY SCIENCE

Introduction

The School of Library Science is being established at Dalhousie to provide for the training of librarians for the Atlantic Provinces. It is necessitated by the short supply of professional librarians in the area, and by the inability of existing library schools in Canada to accept and train adequate numbers of qualified students. It is designed to meet the standards for accreditation established by the American Library Association, which at this time is the accepted accreditation body of the CLA. It will be housed in the new Killam Memorial Library and will make use of the rapidly expanding resources of the University Library, and the excellent variety of regional, public and special library facilities in the Halifax area. Halifax is especially suited for such co-operation because of the short travel distances involved between library facilities.

Purpose

The purpose of the School is to train librarians who are:

1. aware of the nature of libraries as a fundamental part of the educational process - the basic resources for formal education, the principal means for self education, and the indispensable resource for scholarship and research.
2. aware of the nature of librarianship as a profession deeply rooted in our social process and fully committed to acquiring, preserving, and making available recorded knowledge in any form to any potential user within the framework of the philosophy of librarianship which compels the professional to accept his role as fundamental.
3. equipped with the knowledge of the techniques necessary to fulfill their professional responsibilities.

Seascapes

Your Editors are pleased to announce the signing of contract arrangements with **University Microfilms, Inc.** by which backfiles of **APLA Bulletin** will be microfilmed. A.P.L.A. as licensor will receive a 15% royalty on invoiced sales of microfilm as well as one copy of the microfilm edition itself. This contract does not cover the mimeographed volumes (i.e., pre XXIX (1965).

Newfoundland

Premier the **Hon. J. R. Smallwood** of Newfoundland recently announced his intention to donate his Library of **Wesleyana** to Coughlan College (United Church of Canada) now in planning stage for the campus of the Memorial University of Newfoundland. This collection has been widely referred to as the most valuable and comprehensive of its kind in North America. The Collection includes, for example, copies of **The Arminian Magazine**, the oldest continuously published religious magazine in the English language; also portraits, ivory busts, statues, porcelains, diaries, letters, journals—all of which Premier Smallwood has been collecting since 1935. He plans to continue collecting **Wesleyana**, thereby enhancing his benefaction to the M.U.N.

At the opening recently of Gander's new Centennial Library, **Dr. Alfred Hunter**, Vice-Chairman of the Newfoundland Libraries Board, was presented with a replica of a plaque unveiled to mark the occasion and to recognize **Dr. Hunter's** tireless efforts over many

years in behalf of Newfoundland libraries. The citation on the plaque read as follows:

The Public Library - A Centennial Project designed by **R. M. Donovan**, Director of Newfoundland Libraries 1960 - 1966 opened by **Dr. Alfred C. Hunter**, Vice Chairman of Newfoundland Libraries Board, March 6, 1967.

Mr. Eugene Gattinger, Director of Memorial University Library, St. John's, won first prize in the narrative poetry section and honorable mention in the non-narrative poetry section in an arts and letters contests sponsored by the Newfoundland government.

Two members of the Reference Dept. of the Gosling Memorial Library also won prizes. **Mrs. Grace Butt** won first prize in the non-narrative poetry section. **Mrs. Helen Porter** won first prize in the dramatized script section and second prize in the short story section.

Nova Scotia

The **Halifax County Regional Library** will have a new branch library in the Sunnyside Shopping Centre, Bedford, in 1967. The Regional Library Board budgeted \$12,200 for the new branch in February.

On March 14, the Halifax County Regional Library approved in principle the establishment of a bursary program for student librarians. Under the program

The **Hon. J. R. Smallwood** displays a portion of this Collection of **Wesleyana**, now bequeathed to Coughlan College, Memorial University of Newfoundland.



a candidate would have to obtain a B.A. degree with high standing and have worked for the Board for at least one year. On receiving a library degree, the person would then be obliged to work for the Board for two years.

On being told by Commissioner Eileen Burns that a national study had revealed that Halifax spent proportionately less than any other Canadian community for school library facilities, books, and staff, the Halifax Board of School Commissioners decided in March to begin an improvement campaign by having a qualified librarian conduct a survey of present school library facilities in the city. It was hoped that the Provincial Department of Education would agree to provide a librarian to conduct the Halifax survey.

The five Councils of Cumberland County in Nova Scotia met in April and voted to organize the **Cumberland County Regional Library**. Work has now started on its organization. Headquarters are in Amherst.

Mrs. Lynette Commissiong of Trinidad joined the staff of the Nova Scotia Provincial Library in March. She is working in the Technical Services section. Mrs. Commissiong received her A.L.A. in England and has worked in libraries both in England and Trinidad.

In mid-May **Miss Maude Godfrey** will join the staff of the Nova Scotia Provincial Library. Miss Godfrey comes from Hamilton where she was the head of a branch library.

The **Halifax Library Association** announced with regret the resignation, for reasons of health, of **Miss Mary Falconer** as Vice-President and President-Elect. **Mr. M. Riaz Husain**, Head Librarian of Nova Scotia Technical College, was appointed to fill the vacancy.

Nova Scotia in Books, 1752 - 1967, the HLA's Centennial bibliography, will be published in June and may become a collector's item very soon. An advance order form is enclosed in this issue of the Bulletin.

Cape Breton

Miss Bernadette Francis, Librarian of the River-view Rural High School, Coxheath, Nova Scotia, sends this report of her Library:

Number of volumes - Fiction	1,800
Number of volumes - Reference material	300

Encyclopedias:

- 2 sets Britannica
- 2 sets Americana
- 1 set Canadiana
- 1 set International Encyclopedia (18 vol.)
- 1 set Our Wonderful World (19 vol.)
- 1 set Book of Popular Science (10 vol.)
- 1 set Compton's Encyclopedia
- 1 set Nations of the World
- 1 set Book of Knowledge
- 1 set Canadian Centennial Series (8 vol.)

We service about 150 students per day out of a school population of 972. We use 10 teachers to issue books each week. Two teachers are scheduled for regular library maintenance, using about three periods per week for this work.

Because of over-crowding conditions we are forced to use the Library several periods per day as a regular classroom. This room houses fiction and reference material suitable for Grades 8 and 9. Our Senior Library, servicing pupils of Grades 10, 11 and 12, is housed in two classrooms. With expansion, we are looking forward to larger library space and hope to have a full-time Librarian. We do feel, however, that our students are expanding their reading because on our English courses we do demand written book reports.

In addition to our fiction and reference, we have many periodicals which are widely read and used by the students.



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BOOK REVIEW

Gertrude E. Gunn, **The Political History of Newfoundland, 1832-1864.** Toronto, University of Toronto Press, 1966. 249 p. (Being No. 7 in the Series "Canadian Studies in History and Government.")

Reviewed by: Dr. L. G. Harris, Dean of the Faculty of Arts and Science (pro tem), Memorial University of Newfoundland; former Head, Dept. of History of M. U. N.

Dr. Gunn sets out to "return to the documents for a study focused on the pressures and processes which ensured for Newfoundland a political story peculiarly its own." From the documents she pieces together the intricate pattern of emerging political parties and emerging political consciousness; of privilege and monopoly; of exploitation and intimidation; of truck and credit; of factionalism and regionalism; of corruption and chicanery; of bigotry and prejudice; of poverty and despair; of patronage and spoils; of power and ambition for power. The pattern is skilfully reconstructed and the care for unique political development is well made. In doing so, Dr. Gunn has performed a most valuable service. She has taken a fascinating period of Newfoundland history, hitherto but cursorily dealt with by published authors, and insofar as the documents would permit, she has demonstrated the uniqueness of the Newfoundland political experience. The book is a natural sequel to McClintock and will not, I feel, be replaced — though it will have to be supplemented by a proper study of the social and economic history of Newfoundland during the same period. Dr. Gunn's methodology is sound and, with few exceptions, I have no quarrel with her conclusions. But I must confess that, nevertheless, the book raises some questions which, to my mind, are not answered satisfactorily.

First, is this really a political history of Newfoundland? Surely one is impressed, as one reads, with the fact that this is the political history of St. John's and of Conception Bay. The Eastern part of the District of Placentia and St. Mary's is slightly involved at one stage, as is the District of Burin; but what of Bonavista, Fogo and Twillingate, Trinity Bay, Fortune Bay, Burgeo and Lapoile, or for that matter, Ferryland and the Placentia section of Placentia and St. Mary's? These do not enter the story in any significant way; yet they returned to the Legislature such men as Garland, Hoyles, Carter, and Shea; also Emerson, Prowse, Job, Winter, Warren and Whiteway. These were the "Conservative Party", the nucleus of the opposition during the years of "Liberal" domination and the nucleus of government for a period following 1861. In this context, one

wonders what "men from the outports [were] thronging the gallery to give vigorous opposition to the [militia] Bill" in 1842 (p. 102). What men? What outports? And how far removed from St. John's?

One is reminded of Carlyle's enthusiastic approval of the dictum of his "paradoxical philosopher" who, improving upon Montesquieu's aphorism, cried "happy the people whose annals are vacant." Herein is the problem of the historian who has only the "annals" the documents, to guide him. To the extent that the documents are vacant, so will his history be silent. And if there is no way by which the documents can be supplemented, he cannot be condemned for the silence. But he should, nevertheless, keep it constantly in mind and so frame his conclusions and generalizations as to exhibit an awareness of it.

To my mind Dr. Gunn has not entirely escaped the consequences of having confronted this difficulty with less than complete success. When she concludes, for example, that "In retrospect, one sees Newfoundland in the first three decades of representative government as an embittered little Ireland" she is making an assertion that would be far from obvious to many Newfoundlanders. I, for one, cannot imagine that any Bonavista Bay man, or Fortune Bay man, or Notre Dame Bay man ever felt that he was living in "an embittered little Ireland." Nor, indeed, is there clear-cut evidence that he was particularly embittered. He may indeed have been coerced by economic necessity to return his "oppressors" to office; but the evidence to substantiate this is missing. Moreover, though one may not be able to prove the happiness of those "whose annals are vacant" one must at least note the absence of proof of their unhappiness. Indeed the equations 'Irishman equals fisherman' and 'St. John's (or it may be Carboneau) equals Newfoundland' are accepted frequently by inference and occasionally by direct assertion, though they are equations which obviously do not balance. Here is a case in point. Sir Richard Bonnycastle, allegedly provided the Colonial Office with "a more detailed and objective picture of parties, factions and alliances" having

gathered information upon "the economic, social, and political fate of the Colony." But what he described, according to Dr. Gunn, was the structure of "two political parties in St. John's." Thus is established (and I must note my own responsibility for the emphasis) the equation between the colony and St. John's. It might, in fact, be considered worthwhile to explore, on a basis other than that of religious antipathy, the St. John's versus outport phenomenon which even to this date is a clearly marked feature of Newfoundland politics. Again, one must note the phenomenon to which both E. M. Archibald and Sir Gaspard LeMarchant drew attention: that of the "fortune-hunting merchant who stayed only long enough to amass wealth and then departed." The absence of a middle class which is bemoaned, the dearth of suitable candidates from the outports, the lack of civic responsibility and community development — these may all be related to the fact that most of those who contributed to "upper crust" of the "fishocracy" never did accept Newfoundland as a fit place to call "home," to invest money in, to improve socially, or in which to bring up their children. This attitude continues to the present day and must have been more pronounced in the mid-nineteenth century. This may be an unwarranted generalization but at least it represents a possibility that occurs to the thoughtful reader and whose implications one would like to see explored.

In short, one fails to find in this study a distinction between, on the one hand, the newly arrived, "floating" Irish population of the Avalon Peninsula who did not fit easily into the Island economy because they were not, either by heritage or personal experience, fishermen or sailors; and, on the other hand, those Irish and English alike, who had through centuries developed a traditional mode of existence which at least offered survival as the reward for hard labour. Moreover, one must regret that one finishes this book knowing a great deal about the political passions of the 1830's, 40's, and 50's, but knowing almost nothing about how Newfoundlanders really lived. If one gets an impression, it is of grim abiding poverty and abysmal ignorance; and yet there are data available which make such an interpretation at least highly suspect.

Let us now turn briefly to a speculation which Dr. Gunn is strongly inclined to support: that had an Amalgamated Legislature been introduced in Newfoundland in 1832, all would thereafter have been sunshine and flowers. Without decrying the merits of the Amalgamated system, which might indeed have been more appropriate to Newfoundland's position, I cannot generate within myself any degree of conviction that it would have worked. For better or ill, all those who demanded representative institutions for Newfoundland demanded those which other British North American colonies had had bestowed upon them. Anything

different would have been regarded as something less and therefore to be resisted. Indeed, when Cochrane introduced the idea in January of 1833, it was rejected out of hand by an Assembly which was admittedly "of Protestant and mercantile aspect". How much shorter shrift would the nation have received from the popular leaders like Kent, Carson, and Morris who would have seen it as but one more example of the perennial British policy of retardation. Speculation in what might have been is, in any case, fruitless and here, though it may demonstrate the cowardice of the colonial office, it does not clearly prove their lack of wisdom.

In addition to these more general comments and suggestions, we might note a number of small points. On page 10, two errors of fact occur in a single sentence. St. Pierre and Miquelon were ceded to the French by the Treaty of Paris in 1763, not by the Treaty of Versailles in 1783. Moreover, the Treaty of Versailles fixed the limits of the Treaty Shore at Cape St. John and Cape Ray, not at Cape Bonavista and Cape Ray. Further, there is an apparent misunderstanding of the use of the "tally" system of voting (see description of the 1832 election on page 14). On page 188, we are told that "navigation laws had made settlement illicit in Newfoundland"; but though the laws prohibiting settlement may be described as navigation laws, they should not be confused with the navigation laws which, because Newfoundland was not a colony, never really applied to the Island. We must also note the naiveté implied in the deduction that the electorate in more "civilized" colonies would not choose "candidates whose records or promises indicated a willingness to put the interests of their districts and their constituents before the general welfare of the island"; in the assertion that in Newfoundland no direct tax could be imposed; in the assumption that unbalanced budgets are necessarily disastrous; in acceptance of the Amulree Commission's finding that inept politics was the preponderating cause of the collapse in 1933. Nor will Newfoundlanders, any more than Asians, Africans, or West Indians, fully appreciate the apparent acceptance of the Amulree Commission's patronizing reference to "Children of a larger growth" nor the obvious acceptance of the premise that whereas the sophisticated citizenry of New Brunswick, Prince Edward Island and Nova Scotia, to say nothing of Upper Canada, could obviously cope with Democracy, poor benighted Newfoundlanders just as obviously could not.

Turning now to the Bibliography, I note a surprising sin of omission: it makes no reference to the fact that at least eight Master of Arts theses touching directly or indirectly upon the theme of this book have been written at Memorial University of Newfoundland and are deposited in its library; nor are there references to the task of compiling an exhaustively complete bibliography of Newfoundlandiana which

has been for some time in progress at the same library. This would seem to indicate that Dr. Gunn had no personal acquaintance with Newfoundland. This is not in itself a serious consideration and I suppose that acquaintance would not have affected the body of her thesis. Nevertheless, I cannot help but believe that she would have recited the half-baked findings of the Amulree Commission with considerably less conviction had she spent some time talking to people who knew the Island and its pre-Commission circumstances. Incidentally, and while on the subject of bibliography, I note that Prowse's second edition of 1896 is the one cited whereas the first edition of 1895, because it is indexed, is a much more useful volume.

Perhaps, if I were challenged to make one suggestion only for improving this book, I would recommend the elimination or major

modification of the last two chapters — "Aftermath" and "Retrospect". It is in these chapters that Dr. Gunn departs from the documents and, in one case, formulates generalizations which can, at least, be seriously questioned; and in the other, relies for her information upon the Report of the Amulree Commission which was hurriedly written after a whirlwind tour of the Island and which is one of the finest examples of over simplification and half truth that I know.

Finally, I must refer to the format of the book and this criticism applies to the Series *Canadian Studies in History in Government*, of which this study is number seven. The size, particularly the width of the page, and the type used combine to produce a volume which has a "dry-as-dust" appearance and which is, except for a person with a remarkably wide eye span, difficult to read.

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Sister Francis Dolores, University Librarian, Mount Saint Vincent University Library, Halifax.

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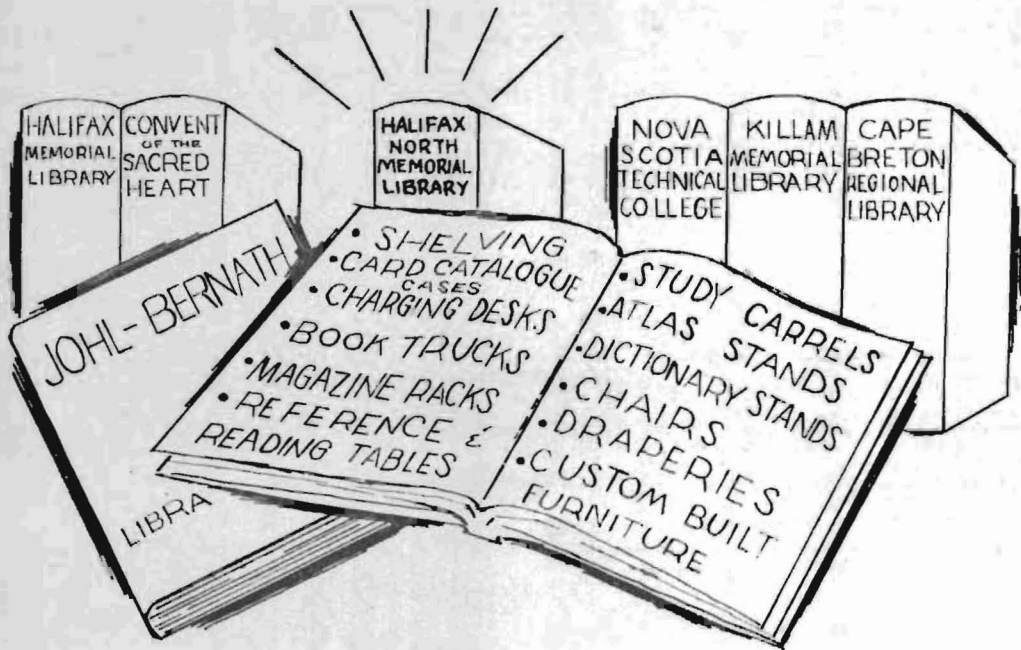


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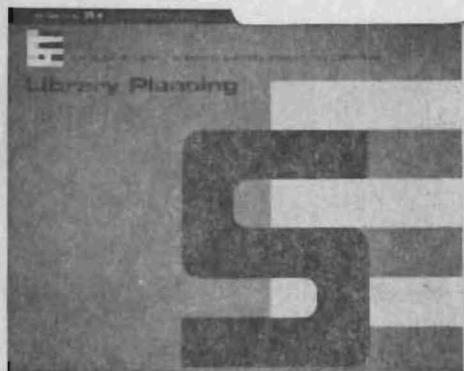


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