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# APLAD

BULLETIN

SUMMER 1974

VOL. 38  
2

Public Archives of Nova Scotia  
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BULLETIN

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# APLA

## BULLETIN

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

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### NEW CENTRAL ADDRESS

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

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## SUMMER 1974, VOL. 38, No. 2

## REPORT FROM THE EDITOR

Beginning with the next issue of the APLA *Bulletin*, the Editor will make every effort to eliminate the use of "sexist" words in this magazine. At the Business Meeting of the recent Annual Conference of APLA, a resolution was passed by the membership, asking that Association proceedings, publications, etc. be written in non-sexist language. In our discussion of this request, it was agreed by the Editor and the members of the Bulletin Advisory Board, that every effort should be made to comply, while still respecting the style and language of the writers of the various articles.

In practical terms, this means that I, as Editor, will re-edit all articles and news items received. Designations such as Mrs. and Miss will no longer be used, nor will persons of either sex be referred to as "Chairmen". (nor will they be known as "Chairpersons"). The Editor has been supplied with a handy list of six ways to eliminate such groaners as "An administrator looks for ideas from his staff".

On other fronts, it has been a busy year for the APLA Bulletin, and I would like to thank the members of the Bulletin Advisory Board, and my co-Editors, for their hard work during the past year. And a very sincere thank you to those of you who sent in articles and news to the *Bulletin*.

We've made some changes recently—the addition of photographs has resulted in very favourable comment. Beginning with this issue, the *Bulletin* has a new printer, Mitchell Printing Service Ltd. of Halifax.

Needless to say, we are always looking for

material, or suggestions for future articles. A potential author is encouraged to forward his/her manuscript to the Editor, without delay.

Aileen Barker  
Editor

## LETTER TO THE EDITOR

Miss Aileen Barker  
Editor  
APLA Bulletin

Dear Miss Barker:

I very much enjoyed reading issue No. 1, vol. 38 of APLA *Bulletin*.

In particular, I found Ms. J. Ruan's article on Library Technicians very interesting. I had missed this program at C.L.A. so it was the first time for me to read or know about it.

Would you please arrange to print some more information on Library Technicians? I mean you could solicit somebody else to write of their experiences with Library Technicians, which may confirm or contradict Ms. Ruan's views.

Margaret Ross' article on ISS was good reading and very informative.

Keep up the good work.

Thank you.

Yours truly,  
B. S. Sodhi  
Librarian  
Nova Scotia Agricultural College  
Truro, Nova Scotia

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*Editor's Note: A further article on Library Technicians, by Jean Weihs, appears in this issue.*

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## CONTRIBUTOR'S DEADLINES

Do you have news to send to the *Bulletin*? News notes and articles should be sent in to the Editor by the following deadlines:

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

# THREE YEARS LATER...

## REFLECTIONS OF AN ADMINISTRATOR

BEVERLY TRUE

*Cumberland Regional Library — established in 1967 to serve the County of Cumberland, Nova Scotia through 4 branches in the towns of Amherst, Oxford, Parrsboro, Springhill, and 1 bookmobile for the rural area.*

*Population 35,160; 1973 Budget \$99,504.; Staff 10 full-time, 5 part-time; 1973 Circulation 139,014; Population Registered as Borrowers 49%; Bookstock 37,966; Record Albums 473; Film Titles 87.*

In July, 1969, I came to Cumberland Regional Library as Reference Librarian and Head of the Amherst Branch; nineteen months later I became Chief Librarian when Allen Peck felt he had to resign for reasons of health.

Now, three years later, I find myself a little wiser, very weary, a great deal wrier and given to reflection on an individual's responsibilities to the institution and to himself.

This article, then, is not just a profile of Cumberland, an essay on how we do things better or worse, an attack on the profession, a fulmination against library schools. With wry acknowledgement to those older who knew better, yet listened gracefully to some halfbaked liberalism, and with a knowing nod to those younger who impatiently wait for their own chance to take over, I should like to express what I feel as one library system and one administrator begin a fourth year together.

One reason I dared even consider applying for the job of Chief Librarian was because I liked the way Cumberland was developing under Mr. Peck's leadership; and being basically in agreement with his philosophy (if not always in specifics or methods) I wanted to continue in this same direction after he left. Since we were a fairly new system and green horn administrators, there were, as yet, no red tape and rigid guidelines. Perhaps the word "development" is too controlled, for we mushroomed in every direction, running impetuously into every kind of situation, and experimenting with anything in

order to make our motto of service to the public more than a catch phrase. Circulation boomed and the number of registered borrowers rose as we set out to make the friends deemed so necessary in a County where the ever present problem is balancing increasing budgets with what has been over the last 10 years a continuous population decline.

Oh, that marvelous first day one steps into the office knowing that at long last the opportunity to direct the most perfect library system in the world has been granted. All the years of working under antique restrictions and the frustrations of not being able to implement your own brilliant ideas are forever banished. In all the optimism, pride and energy of that first morning, I resolved to learn the whole business thoroughly, run the smoothest operation, and still emulate Lawrence Powell's ideal bookish librarian.

The first Board Meeting came 3 months later—that horrible event suitably referred to in library school classes, mentioned with small shivers by many professional friends, and frequently summoning up pictures of last minute scrambles with reports and financial statements. I was very tense, hoping I knew the answer to every question. The meeting seemed an interminable round of trifling disputes. The "all clear" (adjournment) finally sounded. At my home later, enjoying the post-Board drink with Alberta Letts and Diane MacQuarrie who had come to bolster me through the initial encounter, I said how despondent and inadequate I had felt. Then Alberta, with that wonderful practical sense, quietly remarked "but you got everything you wanted, Bev". And she was right. I had so nearly hanged myself on every tree that I had missed the forest.

Now all feelings of Board Meetings as confrontation between Them and Us have vanished. I must say that I very much enjoy the meetings and (guilty admission) actually look forward to them. I had wondered why librarians did not more often make the grandstand play when Boards were being obstreperous about funds or budgets or policies. Pound

the desk and threaten resignation if your principles were about to be defeated! Happily, wisdom has prevailed; and although I may at times study my copy of Machiavelli and follow wonderingly the machinations of Louis XI, "the Spider", in the hope that strategy can be mastered, I fully realize that sense of having 8 people go to work on one's latest brainchild. It has saved me from embarrassment. I learned a valuable lesson in discovering what prejudice we in our profession can so unwittingly and dangerously acquire about the policy-makers and holders of the purse strings.

I have honestly tried to read personnel management guides both library and business-oriented. Case A or Employee N never seems to correspond to my particular staff problem of the moment. I often wish I worked in a vacuum and that I kept my office door closed so no complaints of "who smokes too much" or the sometime undertone of friction could filter through. On the whole, ours is a compatible staff; but no 10 people can spend 35 hours a week with each other in constant harmony. Personnel policies help in the usual decisions, and while I can be fairer with each individual in a small staff, I do feel that the kind of punch-clock centralized set-up we had at New York City is more impersonally objective. We were once freer spirits at Cumberland, and I wish it could have remained so; however, advantages have been taken in the past, and I have seen myself put certain rules into effect that I never thought I would and do not like.

I care very much about the staff — perhaps too much to be at my impartial and aloof best. My attitude of wanting people to enjoy their work and get something lasting out of it is really a curious blend of utopianism, pedanticism and paternalism (maternalism?). I implicitly believe that professionalism has nothing to do with degrees, but is a way of working responsibly. We have held staff training sessions (these were called seminars before I took a violent dislike to that over-used and inflated term) every week since February, 1971 — cataloguing, reference work, history of public libraries, community study, book talks, children's literature, etc. It may well be, as I recently read, that we should not try to make librarians out of clerks, but rather strive to make certain the clerk knows how important his function is in the scheme of things. In a small system such as ours, it is necessary to schedule clerical help to work with the public. That public contact has to be of the best quality. There is another motive behind this

training, too — the development of practical proof that our staff is required to do more than type, file and check hooks in and out.

Yet I often feel my attempts to educate and stimulate bore, and suspect that people may enjoy the rut of routine more than taking part in library expeditions. Looking at it from another side, although this study and encouragement to take part in all phases of the library's operation is more than they would get in the established library's technology courses, there is no tangible reward in terms of para-professional (another detestable phrase) salaries and titles. Nevertheless, we will continue because I believe I am essentially right in wanting us to work as a professionally competent team. I have discovered that in some cases, oddly enough, my struggle to keep free of the hierarchical jungle has been blocked by staff members who, perhaps subconsciously, want to retain a traditional pecking order. Their instincts may be valid.

My own position toward the word "professional" itself can be a hostile one when I am provoked. I shall never forget my first library school class at Rutgers University. One hour and forty-five minutes was spent by the professor in explaining to us why being a librarian was a profession (not a common job). When I got home, I stormed around the small apartment I shared with a patient friend, swore I would never return to class, and pointed out that only a profession so unsure of itself would belabour the point to death. I have never completely shaken off that suspicion.

As time has gone by, my opinions about being a good librarian, a good administrator and about library philosophy in general have often changed. Despite good intentions most library literature bores me to a point where I cannot read it. My taste of administrative experience leaves me wavering between idealism and cynicism. The frictions and quarrelling factions, the eternal Masochistic breast-beatings of how bad and fossilized library attitudes are making me impatient when I attempt the journals and articles. Once I would have thought it heretical not to attend conventions or conferences, and I did inwardly criticize those librarians who stayed away. Now, I feel such an obligation towards getting my own work done that unless the function has something specially important for me, I would rather mind the store. From a very liberal outlook, I seem to have retreated to an almost



isolationist point of view. Part of this is a reaction against so many demands that sooner or later a personal decision as to what is best for myself must be made or I shall spread myself paper-thin and wind up the type of librarian who is always on the road and never home in the office.

In many ways my library education did not prepare me for running a library; but, then, could I realistically expect it to? No academic training can do this. We used to think that Ralph Shaw's Library Ad course was a snap once we got used to his owlish sense of humour and had mastered his No. 1 dictum: never wear more than 1 hat. I see from here, that the man was too practical to suppose he could teach us "how to administer". We would learn it on the run and through good and bad experiences. I wish, however, that I did know more about insurance, labour laws, bookmobile mechanics, local politics and bookkeeping. Short, intensive courses on these and similar subjects for library directors could be given by library schools or associations. Personally, I would find them more helpful than another rundown on book selection and evaluation. We need continued training that would provide an alternative to going back for the doctorate.

The beginning of 1974 finds Cumberland Regional Library climbing back from the circulation dumps of the last 3 years after its first meteoric zoom, finds us with 49% of the population registered as library users, finds us with bigger plans for consolidating

and spreading publicity (a new monthly Cable TV programme, columns in 2 of the local papers), and finds us trying to strike a new note of excellence. As I said at the beginning, we stood on our heads to get business. Lots was left undone as we went charging forth. The undone must be done and we must put quality before quantity now, and pull together scattered forces.

I am very much aware that not only my decisions but my attitudes and my philosophy toward every aspect of my life, including work, affect the institution. In my zeal to give personal service to all the community I have made errors (is it wise to insist that all 4 branches plus the Bookmobile carry records?). I put impositions upon myself which I then resent (how do I refuse an older woman who calls my home at 3:30 Saturday afternoon and who has forgotten to pick up her film at our Headquarters and who now wants me to open up the office and get it for her?). I wondered if Robert Townsend is correct when he writes that one should get out at the end of 5 years to give fresh ideas a chance and yourself a change (or if that is an easy way to slough off the consequences of one's past mistakes).

Being "with it" and fashionably "relevant" is a fairly simple game. After the first three years, I find that what I want for myself and for Cumberland is the kind of controlled freedom that leads to true progress and responsible liberalism. That is plain hard work.

## P.E.I.'s BUSTLING BOOKMOBILES

### PAMELA FORSYTH

*Pam Forsyth has been Bookmobile Supervisor with P.E.I. Libraries, since October, 1972.*

On January 29, 1973, Bookmobile service was inaugurated on Prince Edward Island. 1973 was P.E.I.'s centennial year and \$60,000 of the federal funds given to celebrate the occasion, was used to buy and equip two Bookmobiles.

The vehicles, one Ford, one International, had been anxiously awaited since mid-November, the originally promised delivery date. Delays annoyingly altered this date until at last one bus was delivered in mid-January, the second a week later.

The Provincial Librarian, Don Scott, had decided that all Bookmobile staff should be able to drive, so all four of us (three library technicians and a librarian) attended a five-week truck driver training course at Debert, N. S., to learn the fundamentals of handling large vehicles. The instructor told us that there were two things the course could *not* teach us: common sense and experience. Naturally we all felt endowed with the first item, but nobody had previous experience with even a small truck, so we were eager to have some practice before setting out on our daily schedules. Following the course we had three days to acquaint ourselves with the 35 ft. Bookmobiles.

The weeks preceding the opening were filled with hectic activities. Although most of the book stock had been ordered and processed, not even a tentative route plan had been made by the end of November, when we returned to Charlottetown from Debert. How to choose which communities and which schools to stop at, from among the scores on the Island? Almost all rural schools of four rooms or less were chosen, plus larger schools which had very inadequate or non-existent libraries. Communities having a branch library (of which there are nineteen on the Island) were omitted but any others having over one hundred people were considered eligible. Final choices and eliminations were made through visits to all the communities, and 166 stops were decided upon, for the

initial routes. 118 of these were school and community stops while the other 48 were solely community stops. Large posters, picturing the Bookmobile, and pamphlets designed by the staff, describing the Bookmobile services, were left in as many locations as possible — schools, stores, churches and service stations. Each bus was scheduled to operate on a three-week cycle, travelling from Monday to Thursday. Friday was left open to do overdue, requests, and re-stocking of the shelves. It also served as a day which could be used for re-scheduling stops if cancellations had to be made earlier in the week.

To publicize the start of the Bookmobile service, advertisements were placed on the local television station in the days before the opening; the newspapers co-operated by publishing pictures of the Bookmobiles and staff, in addition to a story on the opening. Both Island radio stations agreed to air the schedules daily, while the newspapers in Charlottetown and Summerside offered to print the schedules each week. The Montague weekly newspaper took pictures and wrote a story on the new service. In addition to the paid advertisements, the TV station gave free advertising spots to the Bookmobiles throughout Centennial Year. At the beginning of the service, the TV station also did an interview with two staff members. This was an immense help in making the service known across the Island, as the interview was shown during the supper hour when many viewers were tuned in for the local news. The Women's Institute and the United Church Women were contacted and proved most helpful in informing their members of the Bookmobile services. We talked to teachers, individually and in groups, to administrators of special care homes for the aged and to as many individuals as possible.

The "opening day" book collection consisted of seven to eight thousand volumes, about half adult and half junior. This proved to be inadequate as we were to serve about 4500 school children in the first three weeks! Extensive borrowing from the Branch and Charlottetown Library collections filled the gap, barely, but for the first six to eight



*One of P.E.I.'s brightly painted Bookmobiles. making a School stop.*

months of service only one book was permitted per child. No restriction was placed on the number of books an adult could borrow, except in the case of children's books.

In addition to the initial grant, the Bookmobiles received one third of the book budget for P.E.I. Provincial Libraries. This amount, plus a \$15,000 loan from the grant to provincial school libraries, enabled us to build up the Bookmobile book stock fairly rapidly in the first year of operation. Before the end of the first year, the number of books loaned to individual students increased to two (or to three, in the smaller rural schools).

At the end of the first year the collection consisted of about 14,500 hard cover and 2,500 paperbacks. Of these, 8,500 volumes are junior and "easy" books, and about 6,000 are adult (including teen). Of the paperbacks, about 500 are children's titles, and the remainder adult. The children's paperbacks have proved very popular and there is a widespread belief that the paperback copy of a particular title is much shorter and easier to read than the hardcover! In both the adult and junior collections, fiction has proved more popular than non-fiction. Crafts, travel, true

adventure, and practical how-to books are most popular in the non-fiction section. Shelving books "face-out" helped to stimulate non-fiction circulation but it sometimes proved difficult to keep the books on the shelves during travelling time. A selection of about 250 large print books has proved very popular at Senior Citizens' housing stops, as well as at community stops, where many are borrowed for house-bound elderly relatives.

A small collection of French language books is also available. The adult ones rarely move from the shelf but the children's books are very popular, particularly in those school units where French is the language of instruction.

Daily circulation per Bookmobile ranges from 150 to 700, the higher figure being on days when large schools are on the schedule. The circulation system used is a photocharging method with Recordak microfilmers. These have proved very convenient and satisfactory. Films will hold over four thousand transactions. These machines are very reliable and servicing is good, but the power source installed for them (a Heathkit converter) was found to be less than ideal and has had to be repaired several times.

During the first year, our major problems were the inadequate book stock and the relative inexperience of the staff. None of us had ever worked on a Bookmobile before, and two members of the staff were new to library work of any kind. Our initial schedule was rather too ambitious and entailed a considerable amount of overtime. Driving was also a strain in the beginning. At the end of a year, however, we are all more comfortable with the vehicles and with the work. Our new schedule is somewhat shorter and less hectic, and everyone finds that sharing the driving among four people makes the job less tiring, particularly on long runs. The mechanical defects in the Bookmobiles, improper wiring, lighting failures and other smaller problems made things difficult at times, but most of these have been corrected.

The best part of the service has been the

tremendous response by the public to the Bookmobile, the appreciation of older people, particularly in rural areas, and the enthusiasm of school children. In our forty-four weeks of operation in 1973, book circulation was 84,000. We notice that reading patterns are changing, perhaps in predictable ways. Children no longer ask exclusively for horse and hockey books; adults are asking less for older authors and more for modern writers. More requests are being made, as people become more accustomed to the service and realize the range of books available.

In the future we hope to expand the schedule to a five-day week; to give story hours for smaller children in some of the schools, and possibly to start a mail service for shut-ins or other people unable to come to the Bookmobile at the particular time we stop in their community.

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# THE ARCHIVAL ASSOCIATION OF THE ATLANTIC PROVINCES

## KEITH MATTHEWS

*Dr. Matthews is President of this newly formed Association.*

In October, 1973, sixty persons from the four Atlantic Provinces gathered at Fredericton to form the above named Association. The delegates were drawn from many walks of life and included professional archivists, municipal officers, University teachers, representatives of Churches, Museums and Historical Societies, and school teachers. They shared one common interest — the development, maintenance and utilisation of archival materials — documents, maps, photographs, charts, oral history tapes, etc. — which exist in, or pertain to, our region.

The inhabitants of Eastern Canada have always been profoundly aware of their own cultural, economic and political heritages but until recently, surprisingly few people took an active interest in studying about that heritage. Most accepted the limited information available from the scattered source books and, integrating it into the oral culture of their own communities, left it at that. However, in recent years developments in University teaching and research have led to an expansion of interest in what one might call local studies, and this has been greatly stimulated by the growth of the social science disciplines in our Universities. Provincial Governments too, have become much more aware of the need for adequate information upon which to base their decisions, and most of all perhaps, the growth of mass communications, cheap duplicating and reproduction facilities and the growing stress upon Canadian culture, has stimulated the inhabitants of our region to examine their own societies. In the schools, there has been, almost inevitably, a growing interest in creating some kind of study programme which would be relevant to the local society. However, as many teachers will have already found out, local studies in schools depend not upon some general and non specific text books, nor even upon the enthusiasm of the teacher and the students. In the final analysis, studies in the social sciences which relate to the Atlantic Provinces must depend upon the availability of documentary and other resources which are easily accessible.

identifiable and above all, relevant to the needs of organisations and individuals scattered throughout the region. The delegates at Fredericton, no matter what their particular background, had all discovered an urgent need to organise an association which could provide expert assistance, professional organisation, and act as a clearing house for information throughout the region. All who attended were unanimous in their desire to form a regional association and in their desire to open it to as many individuals as possible. These objectives can be clearly seen from two of the resolutions passed at the meeting:

1. The aims of the association are to promote professional standards, procedures and practices among persons in the Atlantic Region involved in the care, custody, conservation or management of Historical Records, and to provide members with a common meeting ground for discussion of archival problems and for exchanging ideas on archival matters.
2. Any person interested in the preservation of historical records in the Atlantic Region shall be eligible for membership.

At the moment the Association is still engaged in organising itself, but we are holding a conference in St. John's, Newfoundland on April 21-27, 1974 at which the constitution will be settled and a new list of officers elected. The Annual Conference will include a large number of workshops on all aspects of archival concern, including such things as records management, oral history techniques, document and tape maintenance, the use to which local resources can be put and many other matters. The Association is also publishing a Newsletter, the first edition of which will be appearing shortly.

Anyone who is interested in joining should note that the membership fee is only \$5.00 per annum, and should send a cheque for that amount to Dr. K. Matthews, c/o Maritime History Group, Memorial University, St. John's, Newfoundland. I will also take pleasure in answering any queries.

# THE COLLEGE-TRAINED LIBRARY TECHNICIAN (The New Non-Mechanical Miracle Ingredient)

JEAN RIDDLE WEIHS

*Mrs. Weihs is Course Director, Library Techniques, Seneca College of Applied Arts and Technology.*

"Library Technician" is a new title for a position which has been in existence for many years. For some time librarians have trained staff to help them in the business of keeping the library running and making it a vital part of their particular community. What is new is the idea of training library technicians in an education setting. This is beneficial to both the library and the technician. The *library* benefits because there is a pool of trained personnel from which it can hire.

A professional librarian does not need to spend time training new people and regular work is, therefore, not disrupted. The new staff member, who has spent both time and money to earn a diploma has already demonstrated an interest in library work and is not as likely to change jobs. When libraries trained their own staff, a change of personnel meant that the work of the library was interrupted or at least slowed down until the new staff learned their jobs. The graduate library technician should be able to fill a job immediately with little or no in-service training. The technician need learn only where a particular library's practice deviates from standard procedures.

College training is also better from the *technician's* point of view. A Library Techniques course gives the graduates an overall view of libraries, a knowledge of standard procedures, and a variety of methods. The diploma enables the technician to work in all kinds of libraries, resulting in a larger field of job opportunities. An in-service trained technician, on the other hand, learns only the procedures of one particular library.

Most community colleges in Canada admit applicants who hold a high school graduation diploma and suitable mature students who do not have this qualification. People of all ages enter our course. We have had one

student of 60 who did very well academically, and is now happily employed. About one third of our students are mothers who are planning to rejoin the work force. Many of our young students have worked in their high school libraries or local public libraries after school hours.

People who are considering a career in library techniques should have an interest in reading, a reasonable command of English, an aptitude for organization, and a liking for working with the public. Women outnumber men, and some men are diffident about entering the course. This reluctance is certainly unnecessary.

The library techniques courses teach students to work in all kinds of libraries, doing work that demands a knowledge of library routines but does not require a university background. The technician frees the librarian from the routines of library work, to enable her to do the truly professional tasks for which she was educated.

Technicians can supervise circulation procedures, maintain the vertical file, bulletin boards and displays, search for cataloguing and order information, precatalogue, supervise filing, be responsible for the shelf-list, cross references and authority files, answer questions of a fact finding nature, commonly called "ready reference", and undertake the acquisition of books and other media which the librarian has selected. Technicians are also introduced to data processing so that they can talk intelligently to programmers. A course in audiovisual techniques enables them to make simple media and to maintain, but not repair, the library's equipment. At Seneca we require a student to be able to type 35 words per minute before graduation. This is half the speed which a stenographer needs, but it is quite adequate for a technician. If a library is employing a technician to do much typing which requires greater speed, it is probably not making good use of a technician's skills. A clerical would undoubtedly be a better choice for this position.

Students are also required to complete three field work periods — one in a school library, one in a public library, and one in a special or university library. The placements are 10 days each, giving the student 30 days of actual field work, performing varied tasks which must be judged satisfactory by the supervising librarians.

In addition to professional skills the students must take four courses in English and four in Liberal Studies (which embraces the humanities, social and natural sciences). The day programme is two years in length. All courses are also taught at night in Continuing Education, and some students transfer from one to the other according to personal needs.

The Canadian Library Association Subcommittee on the Training of Library Technicians has recommended "a basic starting salary of \$6,000 for technician graduates of two-year programs . . . starting salaries are subject to the usual regional and other disparities . . . being exceeded in many libraries, not only in Southern Ontario but in other regions as well". The average salary of the 1973 Seneca graduates was \$6,370.22. The job offers which we are currently receiving (Spring, 1974) have a range of \$6,000 - \$7,000, but most appear to be between \$6,500 - \$7,000. In many instances there is

some wage differential for academic background and/or experience.

The job market for our graduates has been good. This is due, I think, to the fact that graduates have now been in the field since 1969 and librarians have come to value their skills. They realize that technicians are not a threat to their jobs, but rather by relieving librarians of much routine work, technicians have freed them to do more challenging and satisfying work.

Seneca has only had one student from the Atlantic Provinces. Sister Mary Williams, a delightful woman, who is now working at St. Rita's Hospital Library in Sydney, Nova Scotia. If you have any more like her, we would be delighted to welcome them.

A more detailed picture of the work and the training courses of library technicians can be obtained from an Occupational Information Monograph entitled "Library Technician" available from the Guidance Centre, The College of Education, University of Toronto, 1000 Yonge Street, Toronto, Ontario. The cost is minimal. Information about the Seneca College Library Techniques course can be obtained by writing to the Admissions Department, Seneca College of Applied Arts and Technology, 1750 Finch Avenue East, Willowdale, Ontario. M2N 5T7.

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# LIBRARY SERVICE IN NEW BRUNSWICK AND THE BOOK TRADE

JAMES F. MacEACHERON

*Jim MacEacheron is the Director of the New Brunswick Library Service, Fredericton, N.B.*

The New Brunswick Library Service provides four of the five Library Regions in New Brunswick with prepared catalogue cards, book cards and book pockets. The catalogue card includes the description of the book, the classification number, and the subject-headings and added entries in the tracing. The preparation of the book for the shelf, and the card for the catalogue drawer, if left for each Region.

The Regional Librarian prepares the annual operating budget from the monies allotted to his or her Library Region each fiscal year by the Legislative Vote, determining how much is to be spent in each of five categories, one of which is for Materials. Once division of the expenditure is approved by the Regional Library Board and the titles required are selected, the Regional Librarian places an order with a book supplier, instructing the supplier to ship it via the N.B.L.S. in Fredericton. The Service, when it receives the books, proceeds to catalogue and classify them, and then sends the books and the cards on to the appropriate Region.

Over the years there have been various attempts to coordinate the book-orders by the Regions, the theory being that identical titles would be catalogued at the same time. Neither the Regions nor the Service have been happy with the results of coordinated ordering. The arrangement presupposes that all Regions are ready to order the same title at the same time. Regional Librarians have had different experiences with different suppliers, and may not favour the use of a particular supplier. Frequently there are short-shipments of the total number of a title ordered. As well, there is a tendency toward more errors, by the supplier, in invoicing and packaging, and by the Service, in keeping track of the titles for each Region. In general then, the experience has been that it is possible to operate a centralized cataloguing service without having to coordinate the orders as a first step if there is ready access to previous cataloguing.

There is one qualification to this arrangement, in that an attempt is being made to coordinate the orders going to the suppliers of French materials. For reasons already mentioned, the results to this point are not encouraging, although it does appear that the trade in French books may be more adaptable to centralized ordering than the trade in English books. The experiment for the past year has been to buy foreign publications from one supplier and Canadian publications from another.

The trade side, we feel, is worth looking at somewhat more closely, and during the latter part of 1973, we examined the invoices of five different suppliers, three of English materials and two of French. We do not pretend here that our findings are final because we recognize that there are variables, and that we are not experienced enough analysts to have taken all of these variables into account. Why attempt to bring the findings into the open? We believe that scrutiny now and again should prove to be in the interest of both the book trade and library service. Furthermore, if the summary below is not adequate for the purpose, then the idea may have been born for a more knowledgeable and experienced analyst to develop.

The general response to the summary that we present below by those who have already seen it, is that there are too many variables in book order and selection to assume that findings can be conclusive. We feel that a sampling of almost 3400 books on 41 invoices, however, should be fairly representative of the demand and supply situation as it exists. The net cost figure should not be isolated, but should be related to the retail or catalogue price and to the number of books purchased at the various discount rates.

The summary below does not indicate one important aspect of the book trade question, namely, the delivery aspect. In a very minor way we have tested this by placing an order for one copy of Stuart Trueman's *Fascinating World of New Brunswick*, McClelland & Stuart, 1973, with each of three suppliers mentioned in the summary. The order was placed January 17th, the invoice was dated January



21st and received January 25th. The book itself was received on January 29th from supplier number three.

We have fewer reservations to make about our findings on transportation costs. Three of the suppliers in the summary prepay their shipments to Fredericton, to forward their shipments express collect. The interesting discovery is that it may cost anywhere from three cents to thirty cents to deliver a book. The delivery

cost per book depends upon whether or not the supplier, and to some extent the library, take advantage of the minimum shipping charge — the magic formula, which appears to be a minimum of six cartons per shipment. We do conclude that the transportation charge presently can affect the price of a book by as much as thirty cents.

Herewith is our look at the 41 invoices of five different suppliers, fall season, 1973.

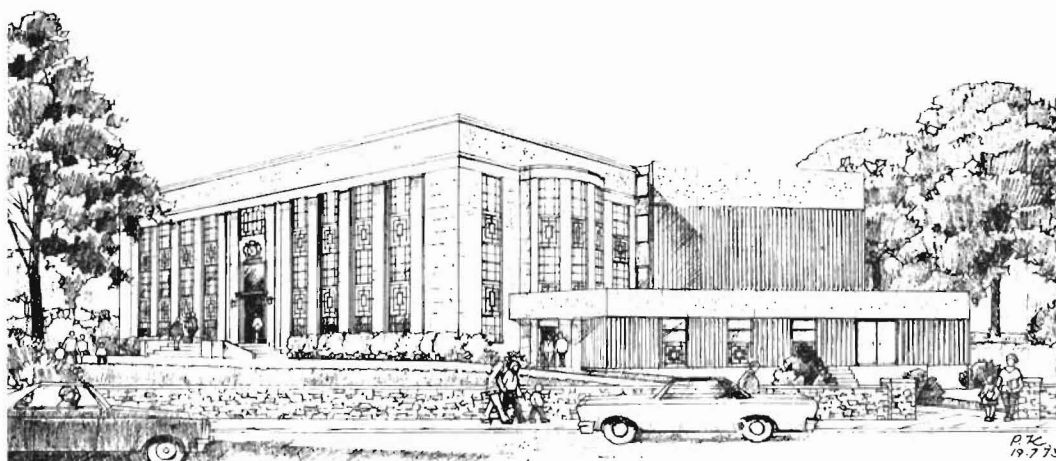
### BOOK COST SUMMARY (English) 1973

	Supplier No. 1	Supplier No. 2	Supplier No. 3
Number of invoices examined .....	8	6	9
Dates of invoices .....	Oct. 25 to Nov. 28, 1973	Oct. 17 to Nov. 26, 1973	Sept. 27 to Dec. 3, 1973
Number of books involved .....	563	996	715
Average number of books per invoice..	*	166	79
Average catalogue or retail price of books purchased .....		7.21	5.97
Average net price of books purchased..	5.15	5.36	4.40
Average discount in dollars and cents..		1.85	1.59
Average discount as a % .....		21.8	25.8
Number of titles at net price (%) ....		53(23.1)	11(18.3)
Number of titles at 01-30% discount (%) .....		29(12.8)	27(12.1)
Number of titles at 31% or more discount (%) .....		111(63.7)	156(69.6)
Transportation costs (using an average of 35 books per carton) .....	.016c	.058c	Ppd.
* Information not provided is not the fault of supplier			

### BOOK COST SUMMARY (Francais) 1973

	Supplier No. 1	Supplier No. 2
Number of invoices examined .....	10	8
Dates of invoices examined .....	Oct. 12 to Nov. 26, 1973	October 10 to Dec. 11, 1973
Number of books involved .....	760	359
Average number of books per invoice..	76	
Average catalogue or retail price of books purchased .....	6.07	5.13
Average net price of books purchased..	4.38	1.62
Average discount in dollars and cents..	1.70	.80
Average discount as a % .....	27.6	15.9
Number of titles at net price (%) ....	12(1.6)	17(9.1)
Number of titles at 01-30% discount (%) .....	501(69.1)	169(90.9)
Number of titles at 31% or more discount (%) .....	213(29.2)	
Transportation costs (using an average of 35 books per carton) .....	Ppd.	Ppd.

# NEWS and NOTES



## NOVA SCOTIA

### *Halifax City Regional Library*

*RICHARD COYLE* joins the staff on June 1, after completing his M.L.S. degree at the University of Western Ontario.

The long talked of expansion and renovation of the Halifax Memorial Library building is under way. (See photo above). The architect for the project is the firm of Duffus, Romans, Kundzins & Rounsefell. The contractor cheerfully promises completion by the end of 1971, barring strikes, uncertain deliveries, shortages, etc. The new quarters will provide space for approximately 125,000 more volumes and will permit a more functional arrangement of services.

The Children's Department will be relocated on the ground floor and Administration will take over the present Children's area. Circulation services will be enlarged by the addition of the space now occupied by the main Reference room, while the Reference Department will be brought together on the top floor, from its present operation on five levels. Easy access is being provided by an elevator. For the first time, staff will have reasonable and adequate washroom and locker space, and department heads will have small offices instead of shared accommodation. Also, space will be provided for an audio visual section, something which is long overdue.

To permit some flexibility within the old

building while the renovation proceeds, the Technical Services Department is being moved to the auditorium of the Halifax North Branch. Departmental staff members will operate from there until the completion of their new quarters, which will adjoin the new stack area.

The budget for the whole project, in terms of today's prices, is extremely modest, and means that often a desirable feature has had to be eliminated. However, all of us look forward to improved accommodation and resulting better service, when the project is completed.

The library's weekly radio program of book talks on Station CFDR entered its third year of operation in April. Talks during the 1973-74 fall and winter season ranged far and wide. Dr. Norman Bethune, income tax, teenage novels from behind the Iron Curtain, and such Canadian writers as Emily Carr, James Houston and Peter Newman were featured topics.

October 1973 marked the library's debut on Cable TV. *STORY BOOK CORNER*, a weekly program of stories for the picture book set, has been a co-production of the library and Halifax Cablevision.

### *Western Counties Regional Library*

*MRS. JAYNE PHILLIPS* has been appointed Co-Ordinator of Library Services, and began her new position on May 1.

### *Colchester-East Hants Regional Library.*

Library Staff and Board Members held a banquet at the Vocational High School, Truro, on April 8, to honor *MISS GRETA ROSE*, retiring Chief Librarian.

### *Halifax County Regional Library*

*JANET CLARK*, Bookmobile Librarian, has been promoted to the position of Supervisor of Bookmobiles, and since April 9 she has been co-ordinating the service of the three County Bookmobiles. *BONNIE WADDELL* is now Co-Ordinator of South Shore Services, responsible for the supervision of the two South Shore Bookmobiles, the Lunenburg Branch Library and the Bridgewater Sub-Headquarters.

### *Nova Scotia Museum*

*CHARLOTTE MacLEAN* has resigned as Library Assistant with the Library, and has begun her cross-Canada odyssey by camper-trailer.

### *Dalhousie University — Killam Library*

As of January 1, *ANNA OXLEY* began her new position as Chief of Technical Processes. *IRVING KIRK* became chief of User Services on April 15; formerly he had been Assistant Director for User Services, State University of New York at Buffalo. Special Collections has acquired the papers and manuscripts of *DR. THOMAS RADDALL*. A display featuring this collection was planned for the Killam Library during May.

### *Halifax City School Libraries*

A capital grant of \$5000 has been received for the new Rockingstone Heights Elementary School, opening September 1974. Another capital grant of \$3000 will be used for library renovation and new quarters for the Halifax West High School Library. The grants are for library materials, which are now being purchased for the September opening. Also on the calendar is extension of library services to five elementary libraries on a full-time basis.

### *Nova Scotia Provincial Library*

A very practical and informative Heads of Regions Meeting was held on April 3-1, during which the ten Chief Librarians of the Regional Libraries met with Mrs. Carin Somers, Supervisor of Public Libraries. Some of the topics discussed — personnel policies, pension plans,

extension programs and library publicity. On April 3, retiring Chief Librarians *MARY CAMERON* and *GRETA ROSE* were guests of honor at a delightful dinner.

The Reference Services Section of the Provincial Library will be missing the services of *MRS. TRUDY PACE*, who resigned in May. We wonder if motherhood will be as much of a challenge to Trudy as the tracking down of the more difficult reference questions posed by libraries in the province! We all wish Trudy the very best.

*SHIRLEY COULTER*, Supervisor of School libraries for Nova Scotia, has been very busy indeed. She attended the May 9-12 Annual Conference of the Ontario Library Association in Ottawa, also a Seminar on Education for School Librarianship, held at Algonquin College on May 9. On May 11, Miss Coulter was one of the speakers at the School Libraries Division session, giving a slides/talk presentation on school library development in the Atlantic Provinces.

During the Annual Conference of the *NOVA SCOTIA SCHOOL LIBRARY ASSOCIATION* (May 3-4) members spent the Saturday morning visiting two high school libraries and the Provincial Library (school libraries section) in Halifax. Theme for the conference was "The Well-Integrated School Resource-Centre and its Role in Curriculum Development".

### *Halifax Library Association*

Slate of Officers for 1974-75:  
Past-President — Mr. Norman Horrocks  
President — Mrs. Joanne Morris  
Vice-President (& President-Elect) —  
Mr. Darryl Lynch  
Secretary/Treasurer — Mrs. Jean Hattie  
Program Chairman — Mrs. Bernie Coyle  
Councillor (1973-75) Mrs. Linda Harvey  
Councillor (1971-76) — Miss Aileen Barker

## **NEWFOUNDLAND**

### *R. C. School Board, Humber St. Barbe*

Teachers in Newfoundland had a unique opportunity to view and select their school library books for 1974-75, at a display of books held in early April, at the Presentation High School. The Mariner Book Shops and the R. C. School Board, Humber St. Barbe,

co-operated in this effort to give teachers the opportunity to actually examine each title before placing book orders. Two similar book displays were held elsewhere in the Province in late April and early May.

An exhibition, entitled "Notable Canadian Children's Books" was on display for three weeks, starting May 10, at the Corner Brook Arts & Culture Centre. Arranged by the National Library of Canada, and sponsored in Corner Brook by the R. C. School Board, Humber St. Barbe, the display offered a fascinating look at the historical development of children's literature in Canada. Prior to the Newfoundland display, the books were on view at the Killam Library, Dalhousie University, in Halifax.

#### *Dalhousie School of Library Service*

*BORIS RAYMOND*, Lecturer in Sociology at the University of Winnipeg since 1970, and formerly Associate Librarian at the University of Manitoba, will join the Faculty in September. Mr. Raymond was born in China of Russian parents. His early schooling was in China, before he moved to North America. He has Masters degrees in Sociology and Library Science from Berkeley, and in History from Winnipeg. At present he is writing his doctoral dissertation for the University of Chicago.

*MARY DYKSTRA*, at present a part-time Lecturer, will join the full-time teaching staff in September. Mrs. Dykstra is a graduate of the first year of the Dalhousie School and was Secretary of APLA for 1973-74.

This year's APLA Prize has been awarded to *MISS MARION IVIMEY*, now of the Memorial University of Newfoundland Library.

*DIANA LEMBO SPIRT*, who taught in the School in 1969-70, and organized last summer's Workshop on the Evaluation of Media, will be rejoining the staff for the Fall Term, September-December 1974. Dr. Spirt will teach "Children's Literature & Media Interests" and "Non-Print Media in Libraries" in the Library School, and "Organizing and Administering School Library Media Center Programs" in the Department of Education. The latter course will be offered on Monday evenings.

*DOROTHY BRODERICK* will spend the Fall Term teaching at the Palmer Graduate School of Long Island University.

## **NEW BRUNSWICK**

### *Saint John Regional Library*

*SALLY MARSHALL*, a graduate of U.N.B., joined the staff on May 1, and is in charge of the Inter-Library Loan Division. *DOUGLAS STEINBURG*, Extension Services Librarian, left the library on May 15 to assume the position of Extension Services Librarian for the Province of Manitoba. *ANNE CONWAY*, a graduate of St Mary's University began her new position as Library Assistant with the Boys & Girls Department on May 15.

Recent acquisition—"The National Scottish Dictionary", a gift from the St. Andrew Society of Saint John. Six volumes have arrived to date, with the remaining volumes to be presented as they appear.

The newest Branch Library in the Region opened on February 5—The Campobello Public Library, located at Welshpool on Campobello Island. The official opening will be held on July 6 during the tenth anniversary celebration of "Roosevelt Campobello International Park Commission". The former American President was a member of the Library Board from 1914 until his death.

The Sussex Public Library staff, along with the able assistance and donations of labour, money and materials, by members of the community, have constructed a puppet stage, and made the puppets themselves. A group of young library borrowers wrote the script for the first presentation.

### *N.B. Research & Productivity Council Library.*

*DIANNE J. DANARD* is now the Head Librarian, replacing Dr. Farmer. *CHRISTINE SHARPE* is Library Assistant.

### *Albert-Westmorland-Kent Regional Library.*

Library services in Kent County are now centralized in the Newstart building in Richibucto. The first year of operation in Kent County was successful, with over 40,000 books borrowed from the Bookmobile. *ALAIN ROBERGE* is in charge of the sub-headquarters in Kent County. Mr. Roberge was a librarian for Newstart in Richibucto before accepting this position.

A retirement party was held for *ELIZABETH GAUDET*, who had been working for the Moncton Public Library since 1949. She has been replaced by *ANNE MARIE ROBINSON*, as Head of the Children's Department.

Jigsaw puzzle addicts take note — the Region has a collection of almost 100 jigsaw puzzles available, and proving to be very popular.

The 1973-74 statistics show a 28% increase for the entire Regional Library. There was a 15.5% increase at the Moncton Public Library and a 54% increase at the Hillsborough Public Library, the latter being the result of longer open hours and change in schedule. The collection of 600 cassettes is being used, not only by teenagers, but by adults of all ages; the collection had a circulation of 5,644. The Saint-Joseph Public Library has moved to new quarters, which are three times the size of the previous premises.

A teacher-librarians tour to Toronto, by six teachers and one parent aide, took place from April 20-27. The group was entertained by the Ontario Ministry of Education for two days and then spent three days working in various school libraries, alongside the teacher-librarian in charge. Professional development grants to a total of \$1,650 have been

made, to organize a similar tour in the coming school year.

Plans are underway to begin a Demonstration Library Project in the Salisbury Elementary School, similar to those organized by John Church, in Vancouver. The school library is intended to serve as a selection source for elementary materials, for English schools in the province. Various materials and furniture have been donated by interested suppliers. Elaborate evaluation programs are being set up so that teachers may gain considerable information concerning the value of library programs in the school. A LIP project is proving valuable in setting up school libraries in District 13 schools. Clericals have been engaged to process many materials for these libraries.

An A-V introduction to the use of a school library at the elementary level has been prepared, jointly with a librarian of the Educational Department of the University of Moncton. *News/Nouvelles*, a periodical intended for teacher-librarians of the region, was published for the third year.

*University of New Brunswick Library.*

Recent appointments — *KAREN COREY*, *LINDA HAINES* and *BARBARA KISSICK* have joined the staff, as Librarians.

## NOTES FROM ALL OVER

### *Collective Bargaining*

"Collective Bargaining in Libraries" will be the topic of the 20th annual Allerton Park Institute, to be held November 10-13, 1974. The conference will include papers and discussions both by librarians and by experts from the field of industrial relations, including arbitrators, union representatives, lawyers, etc. For further information, write to Mr. Brandt W. Pryor, Institute Supervisor (OP-003), University of Illinois Office of Continuing Education and Public Service, 116 Illini Hall, Champaign, Illinois 61820.

### *Reference Book Guides*

A new service, published by Library Associates, Colorado. Each guide is printed on a card, 5 by 8 inches, with each card being a short, graphic key to a particular reference book — for example, *Writer's Market* and *Handbook of Chemistry and Physics*. Instructing the library user in how to use the index, table of contents, special features, etc. of various reference books, the cards can be taped inside each book. For further information, write: Library Associates, P.O. Box 3111, Boulder, Colorado 80303.

### *Nancy Stirling Lambert Scholarship*

The Scholarship for 1971, donated by the bookselling firm of B. H. Blackwell, Ltd., has been awarded to Mrs. Mary M. Nash of the National Science Library in Ottawa. Mrs. Nash will be a candidate for the degree of M.Lib. at the University of Wales.

### *National Library*

The National Library of Canada has expressed its intention to participate in *CONSER*, a two-year project for the co-operative conversion of approximately 200,000 serials records to machine-readable form. The Council on Library Resources, Washington, has accepted responsibility for the initial planning and management of the project. The National Library's participation in *CONSER* will be concentrated first on the input of Canadian serials.

## THE CLASSIFIED SECTION

### SUPERVISOR OF SCHOOL LIBRARIES

#### HALIFAX COUNTY MUNICIPAL SCHOOL BOARD

requires the services of a Supervisor of School Libraries. *DUTIES* will include the co-ordination of School Libraries from Grades Primary to Grade 12 (86 schools), ordering of resource material, etc. *QUALIFICATIONS*: Degree from accredited Library School; teaching experience an asset. *SALARY* commensurate with experience, qualifications, etc. Position starts August 1, 1974. Apply in writing to Mr. C. P. J. Briggs, Secretary, Municipal School Board, 38 Dutch Village Road, Armdale, Halifax, N. S. B3L 4J8.

### *Research Grant.*

The National Science Foundation has awarded a grant of \$117,000 to the Graduate Library School of Indiana University, to conduct a year's study of the present "critical situation facing publishers and libraries in the production and use of scholarly and research journals. Growing economic pressures upon both publishers of scholarly and research journals, and research libraries which acquire and make them available, have intensified in recent years — placing this entire communication system in jeopardy."

### *Library Correspondence Courses.*

University of Utah is offering a variety of library courses, by correspondence. These courses do not lead to a Library Degree, but are worth credits on a general or education degree. Some of the programs include: "Organizing the School Media Program", "Principles of Graphic Education", "Evaluation and Selection of Educational Media" and "Cataloguing and Classifying of Special Materials". For further information, write: University of Utah, Division of Continuing Education, Correspondence Study, Box 200, Salt Lake City, Utah, 84110.



is this  
a familiar  
picture?



A secondary alley in the National Library, Ottawa. All steel bookcases installed in this library are Montel Ancravista.



C.E.G.E.P. Chicoutimi. The Montel Closavista system combines functional good looks with ease of assembly.



Library, Pavillon Lalemant, College Jean de Brébeuf, Montreal. This photograph shows how a Montel Mezzanine doubles useful shelving space in a high ceiling library — approx. 14 ft.

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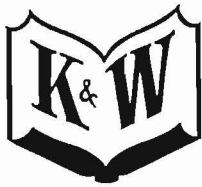
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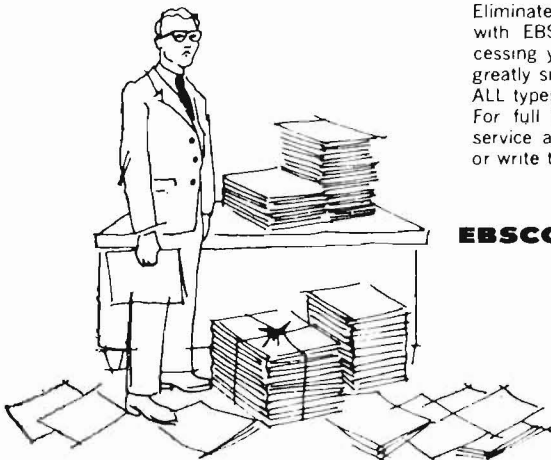
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