

# APLA Bulletin

## The Atlantic Provinces Library Association

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On September 12th 1986, Dr. Mary Dykstra, the new Director of the School of Library Service, Dalhousie University, presented the following lecture before an audience of students, alumni and friends, prior to the reception that evening which welcomed the 86 / 87 intake of students.

Dr. Dykstra's lecture is reprinted in its entirety in this issue of the Bulletin, not only because it documents the history of Dalhousie's Library School, but because of its importance in determining trends and perspectives for the future of library education, not just at Dalhousie, but in this country generally.

Dr. Dykstra, the successor to Dr. Norman Horrocks as Director of the School of Library Service, holds a B.A. degree from Calvin College, a Master of Library Service degree from

Dalhousie University and a Ph.D. from the University of Sheffield.

She joined the faculty of Dalhousie University as a part-time lecturer in 1972 and became a full-time assistant professor in 1974. In 1982-83 she worked with the National Film Board of Canada in Montreal, where she was responsible for the implementation of FORMAT, a national bilingual computerized information retrieval system for all Canadian audiovisual products both online and in printed catalogues.

Dr. Dykstra is a recognized authority on the use of PRECIS (PREserved Context Indexing System). Her book, PRECIS: A Primer, was published by the British Library in London in 1985, and earlier this year she contributed to and edited PRECIS: Recent Applications, published by Dalhousie University.

## The Way Here, and The Way Ahead

Good evening, and welcome to the annual Alumni Reception for incoming students in the School of Library Service. Every year many of us look forward to this event, knowing from past experience how enjoyable it will be. In fact, every year it seems to get better and better, as the number of alumni grows.

This year, I have asked for a change in this event. I have asked that, before we proceed to enjoy the reception, I be allowed to intrude by speaking to you for a short while. I wish to thank the Alumni Association for graciously allowing this intrusion. We have also enlarged the reception this year by inviting our area librarians to attend. Many of you who are librarians in the area are of course also alumni, but this evening I wanted to invite as many of the School's friends and supporters as possible. I'm happy to see that so many of you have come.

As we are all very much aware, one person in particular is missing this evening. We have all said our "goodbyes" to Norman Horrocks and wished him well; some of us have roasted him, others have seen boxes and boxes and more boxes going along with him out of his office, but in the end the simple fact is that we miss him. The Dalhousie School of Library Service is seventeen years old this Fall, and Norman Horrocks was with us for fifteen of those years. He worked practically non-stop during those years, with enormous energy, good sense, and commitment, putting us on the map, ensuring our national and international reputation. Yes, very definitely we miss him.

But life goes on, despite very significant change. Tonight, as we face such change, I would like to take a few minutes to recall with you our roots as a School -- where we've been, where we are, what is different, what is not. And then I would like to think through with you something of our future -- the issues, the tasks, our roles as professionals and as educators, our aims and objectives.

Very simply I've entitled this talk "The Way Here, and the Way Ahead".

Seventeen years ago, in the Fall of 1969, many things were of course very different. Some of us in this room tonight might have come to an event surrounding the opening of the School of Library Service. But most of you, I daresay, would never have dreamt of it. Some of you had hardly begun to attend school of any kind, let alone contemplated attending a graduate library school. Many of you were in very different parts of Canada, or of the world.

If you had come, it would not have been to this auditorium, in this building.

Dr. Henry Hicks, who was to play a significant role in our first accreditation by the American Library Association, was President of Dalhousie University at that time. He was not to be appointed to the Senate of Canada, however, until 1972. In that larger political arena, Pierre Trudeau had just begun his second year as Prime Minister.

Dalhousie had only recently acquired a computer, the largest "east of Montreal". Taking up the whole of the area that is now the Faculty Club pub, this computer had not nearly the power or the storage capacity of your everyday MacIntosh.

During those early years in the School's history, Alberta Letts was the Provincial Librarian of Nova Scotia and James MacEacheron was Provincial Librarian of New Brunswick. Tragically, both are no longer with us.

Provincial Library services in Newfoundland were directed by Colin Clarke, and in P.E.I. by Dorothy Cullen. Both of these librarians too have long since left these positions.

Among the head librarians in the Halifax-Dartmouth area during this time were the following:

Marjorie Kelley -- Mt. St. Vincent University Library  
Mary E. Cameron -- Halifax City Regional Library  
Helen Cummings -- Halifax School Libraries  
Shirley Elliott -- Nova Scotia Legislative Library  
Nan Geizer -- Dartmouth School Library Services  
Ruth Hafter -- St. Mary's University Library  
David Hawkins -- Dartmouth Regional Library  
Riaz Hussain -- Nova Scotia Technical College, now TUNS  
Carin Somers -- Halifax County Regional Library

As most of us are aware, this list has since changed very considerably.

Director of Libraries at Dalhousie in 1969 was of course Louis Vagianos; none of us associated with the School of Library Service can say that we have not been influenced by the fact that he was also the School's first Director. For most of what there is to say about the School's aims and objectives, its philosophy, its curriculum, or even its facilities, cannot be said without noting the contribution of Louis Vagianos. Dr.

Vagianos has always retained his Professorship in the School, over and above his thousand other activities. This year he will be teaching two core courses: The Information Environment and Systems Analysis.

When the School opened its doors in the Fall of 1969 the full-time Faculty consisted of Louis Vagianos, Richard Krzys, Katherine Cveljo, and Shelagh Keene, with Susan Whiteside as Assistant to the Director. Part-time faculty were J.R.T. Ettliger, and Alan MacDonald. Other names associated with those early years are John F. Miller, Marjorie Kelley, and J. Subramanian, as well as Diana Lembo Spirt from New York who joined us in the first Summer and on subsequent occasions. Distinguished speakers during 1969/70 were Jesse Shera and Louis Shores. Of the twenty-eight students in the first class, ten with previous library experience finished the programme in one year by taking five courses in the Fall term, four in Winter, and a maximum of two in each of two eight-week modules in Spring and Summer. Clearly, modules are nothing new in the history of the School.

In the Fall of 1970 the School began with its second Director, J. Clement Harrison. Louis Vagianos had by this time been promoted to Director of Communications within the University. Dr. Harrison brought with him from Pittsburgh two other faculty members whose surnames both began with H: Norman Horrocks and Abdul Huq. Unfortunately, illness forced Dr. Harrison to step down from his position prematurely; in 1972 Norman Horrocks took his place as Director. Also in 1972 Dorothy Broderick joined the full-time faculty. Other faculty names associated with this period are David H. Crook, Harry Campbell from Toronto who taught the first 700-level (then 300-level) course, Alice Harrison and Sandra Horrocks. In the Fall of 1972 the faculty was joined by Frederick W. Matthews, Doreen Fraser and Mary Dykstra.

By the Fall of 1974 Boris Raymond had joined the Faculty, and Mary Dykstra's position had become a full-time one. Part-time or visiting faculty that year and the next were Lorraine Spencer Garry, Janet Glover, Janet Hathaway, and Gillian Thomas. In 1975 Charles Armour began teaching his course in Archives.

Lorne J. Amey joined the School in 1976. Many of you will remember the time from 1976 to Spring 1978, when we had several students with us from Brazil.

Here are other names many of you will remember, as they have served the School

in various capacities: Victor Newberg, Finn Damtoft, Irving Kirk, James Lorimer, Pat Bewers, Mary Isabel Terry, Bernadette Coyle, Gordon Leece, William Ready, Andrew Armitage, Brenda Halliday, Henry James, Wendy Katz. Among our various librarians and writers-in-residence, who can forget Mollie Hunter?

Full time faculty who have come and gone more recently are Leigh Gusts, who joined us in 1980, Barbara Patton, whose position was full-time in the year 1982/83, and Edie Rasmussen, who was with us from January 1982 to the Summer of 1985. Still with us of course is Elizabeth Frick, who joined us initially as Visiting Assistant Professor in the fall of 1982 replacing Leigh Gusts. One of our newest faculty appointments is that of Lindy Siegert, who began in the fall of 1985. This Fall we will be advertising for a full-time replacement for Norman Horrocks' teaching position to begin in July, 1987.

Certainly not to be forgotten is Jennifer Brownlow, who began as Administrative Assistant in 1980, replacing Doreen Fraser. Many of you will also remember Celia Fried, a member of our office staff, who will be retiring this Fall after being with us for twelve years.

Familiar to many of you in this year's line-up of part-time faculty are David L. Burt, Ann Manning, and three more of our alumni: Kathryn Arbuckle, Judy Dunn, and Sheila Plant.

I have reviewed all of these names, because there is no better way to recall our history. The history of the School, like the history of any institution, is reflected in its people. Many have come and gone, some have left us and returned, others have served us in one capacity or another from the time we began. By the Spring of this year there were 504 Library School Alumni, all of whom learned what they did because of -- or perhaps sometimes in spite of -- some of these people. In fact, when all is said and done, many of you are here tonight because some of these people have served you well.

Also serving the School very well indeed has been its philosophy. From the first ten alumni onwards, there are a great many of us for whom this philosophy has been both the framework and the touchstone of our professional growth. It is a philosophy which guided the development of the first curriculum in 1969. And in the past few years, when it had become time to revise the curriculum quite drastically, the very same underlying philosophy was still found to be

(Continued on Page 7)



# APLA BULLETIN

The **APLA Bulletin** is the official organ of the Atlantic Provinces Library Association. The Association seeks to promote library service in the provinces of New Brunswick, Newfoundland, Nova Scotia and Prince Edward Island, to serve the professional interests of librarians in the region, to serve as a focal point for all those in library services in the Atlantic Provinces, and to cooperate with library associations and other organizations on matters of mutual concern.

Annual membership in the Association costs \$15.00 and includes a subscription to the **APLA Bulletin**. Single copies of the **Bulletin** are available for \$3.00.

Submissions for the **Bulletin** (typed double-spaced), news and correspondence should be sent to the Editor. The deadline for submissions is the

first of the month preceding the month of issue, i.e., August 1, October 1, December 1, February 1, April 1 and June 1. All correspondence regarding advertising should be addressed directly to the Advertising Editor, who can provide details of display and classified advertising rates.

The **Bulletin** is indexed in **Library and Information Science Abstracts** and **Canadian Periodical Index**. Back volumes are available from University Microfilms, Ann Arbor, Michigan, U.S.A. 48106.

Judy Reade is the Editor of the **Bulletin**, Susan McLean is the Managing Editor and Judy Dunn the Advertising Editor. CONTACT THE APPROPRIATE EDITOR c/o School of Library Service, Dalhousie University, Halifax, Nova Scotia, B3H 4H8.

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All correspondence to the Association should be addressed to the appropriate officer, c/o School of Library Service, Dalhousie University, Halifax, Nova Scotia, B3H 4H8.

## From the President's Desk

September 1986

The summer presents a particular problem for a column such as this: how to write a summary of professional activities when the greatest emphasis was on activities of a non-professional nature? It appears that throughout the region getting a tan called for unusual concentration this past season.

But did your APLA executive sleep? Well, probably, at least a third of the time. In any case at least one matter has been dealt with successfully. The Nova Scotia government has reversed its position on the tax liability of the **Evening Primrose Oil Bibliography**. Those of you who attended the last AGM will recall the motion on that topic.

On the national scene, CLA released copies of a membership survey which indicated that members of that association were not all that certain why they belong. A Committee was established to receive comments on the report itself and suggestions for CLA to strengthen its membership base. Sheila Laidlaw, University Librarian at U.N.B. is one third of the committee which includes Basil Stuart-Stubbs, Director of the U.B.C. School of Library, Information and Archival Studies and Beth Barlow, Head of Information Services at Saskatoon Public Library. The Executive of APLA will be considering the report and some related documents at its September meeting and a report will be made in the next issue of the **Bulletin**. Interested individuals should dig out the last issue of **Feliciter** for the recommendations of the survey and contact Sheila Laidlaw *et al* with individual comments. (The committee can be contacted individually, or by writing to the Presidential Commission on Organization, c/o CLA). Of particular interest to that committee would be statements by librarians who are **not** members of CLA indicating what it would take for them to become CLA members as well as statements from CLA members aimed at strengthening the Association.

By way of preview of the next issue of the **Bulletin**, the following items are on the agenda for the September Executive Meeting which will be reported on there: CLA Membership Review, General Activity Fund projects, APLA fees and the 1987 Conference.

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"THE BULLETIN SHALL BE GENERALLY GUIDED BY A POLICY THAT REFLECTS ITS FIRST CONCERN WITH REGIONAL AFFAIRS" .... (Editorial Policy as determined at the 1970 APLA Annual Conference).  
THE 1970 STATEMENT IS INTERPRETED AND AMPLIFIED BY THE NEW EDITORIAL TEAM OF THE BULLETIN.

## Way t'go and the way to go

EDITORIAL POLICY FOR THE APLA BULLETIN  
1986-88

"The time has come," the Walrus said, 'To talk of many things: Of shoes-and ships-and sealing-wax and the editorial policy of the **APLA Bulletin**.'

With volume 50, no. 1 of the **Bulletin**, a new set of editors has begun work. Not only is there a new set of editors, but in addition, an editorial advisory panel has been formed of nine APLA members representing different types of libraries. Members of this panel have the job of encouraging, advising, supporting and occasionally admonishing the editors in their deliberations. Having an advisory panel not only helps spread the work load, it means the editors have a finger in a lot more pies and a better idea of what is going on as regards library activity in the region. The advisory panel, in other words, helps prevent the editors from becoming stale and from taking too narrow a perspective on our Atlantic library world.

With all these new faces and viewpoints around, it seemed an appropriate opportunity, with the appearance of volume 50, no. 2, to acquaint you, the readers, with our plans for this and future issues, under the somewhat grand heading of a 'Policy Statement.'

First and foremost, the **Bulletin** will continue to serve as the medium for the recording and transmission of news about the Atlantic Provinces Library Association, its

groups and committees. A good deal of the material which falls into this category is necessary material which must be disseminated to the membership, and the **Bulletin** is the best means by which this can be achieved.

The second function of the **Bulletin** will be to serve as a medium for promoting libraries, library associations and library service in the Atlantic Provinces, which includes the support of library personnel, both professional and non-professional. By libraries, we mean **all** types of library and by service, we mean all aspects of service. We want to ensure that all types of library are given coverage and 'breathing space' in the pages of the **Bulletin**, so that our Association can be said to truly represent every facet of the library world in our region.

Whilst we're on the regional bandwagon, let me mention something which we will not be doing in the pages of the **Bulletin**. Although I consider it essential for libraries in the Atlantic Provinces to be supporters and promoters of the literature produced in the region, I do not consider that our publication should have, as one of its main functions, the reviewing of such material. We will certainly continue to list any new Atlantic titles which are sent to us, but the reviewing of these is much better left to

e.g., the **Atlantic Provinces Book Review**, which treats more titles than we can ever do and these more thoroughly.

If such resources as the **Atlantic Provinces Book Review** were not readily available, then I would certainly ensure that titles were reviewed within our pages, but others are doing this job much better and I would rather cooperate with them than set out to duplicate their coverage.

The third responsibility of the **Bulletin** is the promotion of libraries in other parts of the country and the seeking out of news and information from other parts of Canada, which will be of benefit to librarians in our own area. Coupled with this is the responsibility to support our national library organization and promote its programmes, besides upholding library organizations in other parts of Canada.

When these responsibilities have been discharged, and only then, will I contemplate featuring library news which is non-Atlantic and non-Canadian. One of the aspects of my new position as editor which has disturbed me greatly is the deluge of mail I receive from our neighbour to the south, in comparison to the trickle which comes from the Atlantic Provinces and the rest of Canada. I was particularly disheartened recently, at a time when Nova

Scotia regional libraries were awaiting news as to whether the '86 allocation of funds from the Minister of Education would even support services at the '85 level, to receive a flyer from the Library of Congress, promoting a chamber concert in its auditorium given on its set of Guarneri instruments. I am happy that patrons have such confidence in the Library of Congress and the heritage it represents to donate such highly valuable items to its collection. I would have been happier to have been reading a flyer which announced that the public authorities in this region were displaying the same confidence in libraries by ensuring that funds were available for the provision of an adequate - no, more than adequate, service.

So, there you have it, folks. Your **Bulletin**, sponsored by your Association and supporting libraries in your region. And if that sounds like a commercial - it is! Judy Reade, **APLA Bulletin** Editor  
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Andrew Poplawski  
Lindy Siegert



# UPCOMING EVENTS

## New Brunswick

**APLA:** In Saint John, Preparations continue for APLA '87 which will be held at the Trade and Convention Centre. The theme of the conference will be "A Look into the Future". The organizing Committee would welcome suggestions for speakers. The CLA workshop which normally proceeds the APLA Conference will deal with copyright.

**Fredericton Library Circle:** At the end of October Mary Dykstra, Director of the Dalhousie University School of Library Service, will put on an indexing workshop at UNB with the sponsorship of the Fredericton Library Circle. That group is also arranging a management workshop on November 24th with Miriam Tees, McGill University, as speaker. Discussions are also under way with the staff of the Information Commissioner about Freedom of Information workshops some time this winter.

**School Library-Media Council. New Brunswick Teachers' Association** is planning a fall workshop for November, at the Forest Hills Elementary School in St. John. Laurie Mills will demonstrate "Mandarin", a pilot project using microcomputers to automate an elementary school library.

## Newfoundland

**Newfoundland Library Association:** Newfoundland and Labrador's annual Library Week is quickly approaching and the Newfoundland Library Association is again gearing up to mark the occasion. This year's Library week will take place from November 15-21. The Association has selected literacy as its 1986 theme. Activities planned include a seminar and film presentation on the theme and preparations are underway for a series of book talks in libraries throughout the province. As per usual, the Association is seeking the assistance of sponsors and the media for its Library Week publicity campaign. Newfoundland readers should watch for radio, television and newspaper advertisements. Further information about NLA's activities will be published in the October 1986 edition of the *Newfoundland Library Association Bulletin*.

**Fifth Annual Symposium in the Anchorage Series:** This year the series will present "Printing and Publishing in Atlantic Canada 1751-1987: Printers, Publishers, Booksellers, Librarians", on March 27 and 28, 1987 at Mount Allison University.

## Nova Scotia

**Council for Nova Scotia Archives:** The fall conference of the Council of Nova Scotia Archives will be co-sponsored by the New Brunswick Council of Archives and will be held at the Cumberland County Museum, Amherst, November 7-8, 1986. The theme of the conference is "Archives, Architecture and Industry". For further information contact Allan Dunlop (902) 423-9115. A separate session on "Microcomputers - the State of the Art in Nova Scotia Archives" is planned for the conference.

**Dalhousie School of Library Service: Lecture Series:** All lectures will be held in the MacMechan Auditorium at 11:45 a.m. unless otherwise mentioned. As usual, they will last for approximately 45 minutes with time set aside afterwards for questions.

On October 10, Professor Elizabeth Frick, of the School of Library Service, Dalhousie University, will deliver a lecture describing her recent research entitled "Professional

Training for User Education: the U.K."

On October 24, Ms. Sherrill Cheda, Publishing Advisor, Ontario Ministry of Citizenship and Culture, will speak on "The Publishing Scene in Canada Today".

November 14 is the date for the Canadian Library Association Workshop "Managing a Microcomputer Based Library Automation Project". This is being held in cooperation with the School of Library Service. The presenter will be Ms. Jane Beaumont, Library and Information Systems Consultant. The Workshop will run from 9:00 a.m. to 12:00 noon and from 1:30 p.m. to 4:30 p.m. in Room B400, Killam Library. Ms. Beaumont is an Associate of The Library Association. She holds a B.Sc. in Mathematics and Computing from Carleton University. She is a member of the Canadian Library Association, the Special Libraries Association and is active on the executive of the Canadian Association of Special Libraries and Information Services. Ms. Beaumont has written several articles on microcomputers in libraries. Before joining UTLAS International, Toronto, she was Systems Librarian at Carleton University in Ottawa; at UTLAS she was Manager of the Database Services, from 1983-85, responsible for the currency, integrity and security of the 20 million records now in the database. In 1985 she became Manager of Local Systems Development at UTLAS. Ms. Beaumont has been a Library and Information Consultant since 1975 providing services to such clients as the National Energy Board, the National Museums, the National Gallery, the North South Institute, the Reference Scientific Information Service, and the Canadian Association of Law Librarians.

On November 21, Mr. Albert Joseph, Acting Head, Client Services CAN/OLE, CAN/SDI at the Canada Institute for Scientific and Technical Information will speak on "Current and Future Trends in the Delivery of Scientific and Technical Information".

November 28 will be the date for a demonstration and lecture about the University of Waterloo's reference-librarian model for computer-aided library instruction. This will be held in B400, Killam Library. Please contact the School for the exact times of the demonstrations and lecture. Mr. Jim Parrott, Librarian of the Engineering, Mathematics and Science Library, University of Waterloo's Reference and Collections Development Department, will present the demonstration.

## Prince Edward Island

**The P.E.I. Teachers Federation** will hold its annual convention with the theme: "Meeting the Time Challenge" on October 9th & 10th. The Provincial Library will be mounting a display of newer books related to the educational field.

Charlottetown will be one of eighteen Canadian cities visited by **John Scott**, a professor of Children's Literature from Edmonton. He will participate in the Workshop on Stories for Children: Kindergarden - Grade 3 on October 16th.

**Cathy Stinson**, well-known children's author, will visit Charlottetown during the Children's Book Festival week: November 15th - 22nd.

The theme for the **National Book Festival** which will again coincide with Library Week in Prince Edward Island, April 25 - May 2, 1987, will be GROW or GRANDISSEZ. A committee is already hard at work preparing for this event.

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# The Editorial Policy Statement Translated into Practical Terms:

WHAT YOU CAN EXPECT TO SEE IN THIS AND SUBSEQUENT ISSUES OF THE *APLA BULLETIN*

With this issue of the *Bulletin*, we are introducing a number of features which will become standard in future issues.

Information on library personnel and others in related fields will be featured in a column headed 'Names in the News.' We have, in addition, an 'Upcoming Events' and a 'News' feature, in which to highlight conferences and workshops in the region, items about the opening of new libraries or branches, introduction of new services, co-operative ventures, pilot projects, you name it - all the wierd and wonderful things libraries get up to.

Our 'Information Exchange' column is intended for details of publications and bibliographies to send for, nifty ideas to copy, useful persons to get in touch with, practical suggestions which have worked for others and may work for you, etc. The name and address of a contact person or organization will be included with each notation. We will be continuing on a regular basis the 'User Education Mailbox,' which first appeared in volume 49. This column is put together by APLA's Interest Group on Library Instruction and contains questions and answers on all aspects of instruction to library users.

As an expression of our support for the literature produced in the region, and for

Canadian-produced material in general, we are beginning a regular feature in this issue written by Mary Jo Anderson, the Director of the Canadian Book Information Centre (C.B.I.C.). Mary Jo will use this column as a means of bringing to our attention new (and old) publications from organizations and publishers in the Atlantic Provinces.

As was stated in our editorial policy declaration, the *APLA Bulletin* opens its pages to news from all types of library. We want to broaden our base of reporting and reach out to various groups which have not been well represented in APLA or its publications in the past. School libraries and public library services to children are two areas which fall into this category, and we want to make sure these are given attention in the future. Linda Pearce, in charge of children's services for the Dartmouth Regional Library, writes in this issue the first of a regular column for those working in children's services 'Focus on Kids in Libraries.' Those of you who administer or assist with children's services and programming will surely want to read this column.

The Canadian Book Information Centre appears twice in this issue, the second time as the focus of our 'Profile' column. What we will be doing in this column is looking at

a library organization, or a library-related organization, and the services it offers. It seemed appropriate, with the first appearance of C.B.I.C.'s regular column, to let that organization take the stand for the 'Profile' feature, to explain what services and publications are offered which are of interest to librarians.

The above is a summary of the regular features which will be appearing in the *Bulletin*. It is our intention however, to supplement these regular items with special

features, presented either singly or in a series, which examine in depth an issue of concern to libraries in this region. In this way, we can balance the more practical items with articles of a more serious nature.

After you have read this issue, we would welcome your comments on our present coverage and our plans for the future. Roses or brickbats, comments fair or foul, we can take 'em both!

The *APLA Bulletin* Editors/The *Bulletin* Advisory Panel

## News about School Libraries

**Suzanne Finkelstein-Winn, Dartmouth City District School Board, has news of school libraries in Nova Scotia...**

The news is not good as regards school libraries in Halifax County. For the second year in a row, the Supervisor of School Libraries for the County has been able to spend only half her time in the supervisory role, with the remaining portion of her time spent as a regular school librarian at one of the county high schools. Also in Halifax County, six half-time librarians who had been working in elementary schools have been re-assigned and now spend all their time in classroom teaching. Those working

in school libraries in the County are dismayed that there has been so little reaction from principals and parents in those elementary schools which are now without a librarian.

In Dartmouth City, a committee has been formed, under the leadership of one of the local superintendents, Don Trider, to create guidelines which will define what constitutes a highly effective resource centre at the Junior/Senior High School level.

Suzanne would be pleased to have news, both good and bad, from school librarians in the Atlantic Provinces. Please communicate with her via the *Bulletin*.

## NEWS FROM NEW BRUNSWICK

**Albert-Westmorland-Kent Regional Library:** In Moncton plans are under way for a new public/regional library following the July 1985 recommendations of Consultant Al Bowron. The four million dollar facility will be located in the proposed Blue Cross-NB Tel Building and is expected to be completed in the spring or summer of 1988.

**Bibliothèque Regionale du Haut Saint-John:** The library celebrated its 15th anniversary in Edmunston on September 24, 1986. A workshop for staff will deal with a new personnel manual, pension plans and other related issues.

**School Library-Media Council. New Brunswick Teachers' Association:** Spring Workshop, May 8th and 9th, 1986, was held at Fredericton, New Brunswick in the Resource Center, Marshall D'Avray Hall, University of New Brunswick. A CLSA Workshop entitled "Leadership Skills for Teacher-Librarians" was given by Marguerite Edge and Pauline Weber. (Eve Williams notes that the response to this Workshop was "modified rapture"!)

**York Regional Library:** Omer Leger, Minister of Tourism, Recreation and Heritage, announced July 31 that the Department has approved the establishment of two new public-school libraries in York Region - in Harvey and in Doaktown. This will bring the number of libraries in York Region to eighteen. Seven of these are public-school libraries.

Harvey Community Library was the recipient of one of two Reading Stimulation Grants awarded nation-wide by the Canadian Federation of University Women. Marion Hamilton, Provincial Director of the University Women, and Pat Johnston, Education Study Group Chairperson for the Fredericton University Women's Club, made the presentation to Mrs. Katherine LeButt, York Regional Librarian, and Mrs. Effie Dewar of the Harvey Community Library, in June.

The official opening of Hartland's new library took place July 3 with Dr. Walter Chestnut, for whom the library is named, on hand to cut the ribbon. Drl Chestnut, 86, practiced medicine in the community for 60 years. He had these words to say during the opening ceremonies: "The most important nourishment is nourishment for the mind. I am pleased that this library is here for the people of Hartland and the surrounding area to enjoy. My life's dream has come true." Hartland residents had another reason to celebrate July 22 when the restored second floor of the library was opened as the W.W. Craig Gallery and Reading Room. Mr. Woodford Craig is a long-time library patron and benefactor.

1986 was an important anniversary year for war brides and two of York Region's branches held receptions in their honor. In June, the Perth-Andover Public Library put on an English Tea complete with cucumber and watercress sandwiches for area war brides. A few weeks later, the L.P. Fisher Public Library in Woodstock held a reunion for war brides. It was very well attended. An impromptu sing-a-long developed and staff members were treated to a medley of World War I and II hits.

A new francophone public library has also opened in Newcastle at the Centre Communautaire. The new Librarian is Danielle Cosseh.

Margaret Beckman has contracted to do a study of space and facilities for the York Regional Libraries.

**National Library:** Marianne Scott, National Librarian, spoke to a meeting of New Brunswick head librarians on September 23, 1986.

## NEWS FROM PRINCE EDWARD ISLAND

**The Atlantic Veterinary College:** The College opened its doors to 52 students on the 2nd of September.

The accumulation of backfiles of journals donated to the Atlantic Veterinary College over the past 3-4 years now comprise approximately 2400 volumes which have been interfiled with the other backfiles in the library. To date 280 current journal subscriptions have been entered of which 230 began with the 1st issue of 1986 and 50 titles will begin with the 1st issue of 1987. At that time the process will be initiated for adding a further 80 new titles

to start January 1988. During the fiscal year 1985/86, book acquisitions totalled 1800 volumes; during 1986/87, 1200 volumes will be added and a further 500 volumes during 1987/88.

**Holland College Library:** Library materials were relocated to a new College Centre in Summerside for Renewable Resources Division programs.

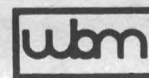
**P.E.I. Professional Librarians' Association:** The P.E.I. Professional Librarians' Association met on June 5th, 1986, at the Media Centre. The new officers elected are: Priscilla Ykelenstam, President; Cathy Home, Vice-President; Marilyn Bell, Secretary-Treasurer. Don Scott gave an overview of the APLA Conference in St. John's. Bill Ledwell read a paper on the history of the Provincial Library system. Cathy Home and Priscilla Ykelenstam who attended the CLA Conference in Quebec City gave a brief description of the sessions offered. There was a discussion on the new duties on books announced by the Federal Government. The scholarship fund for Frankie Dindial was explained. Refreshments and conversation followed.

**Provincial Library:** The International Association of School Librarians met in Prince Edward Island in July. Representatives from many distant areas of the world attended and met with the Minister of Education; Don Scott, Provincial Librarian and Judy Davies, represented the School Librarians Association.

**University of Prince Edward Island:** Marianne Scott, National Librarian, met with librarians of the Province at the University on September 22nd to discuss present and future plans for the National Library.

## NEWS FROM NEWFOUNDLAND

**Educational Media Council. Newfoundland Teachers' Association:** The Educational Media Council of the Newfoundland Teachers' Association held its annual conference from Sept. 18-20, 1986 at Clarenville, Newfoundland. The theme of the Conference was: "The Resource Centre and the Instructional Program: An Integrated Approach to Teaching and Learning". For further information, contact Winston Lane, B-T-P Integrated School Bd., P.O. Box 2001, Clarenville, Newfoundland A0E 1J0.



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# PROFILE

## THE CANADIAN BOOK INFORMATION CENTRE

Where can you find the largest selection of recently published Canadian books? Who can you ask about that elusive title? Where can you hear some of Canada's best-loved writers or discover the newest talent read from their works? Who produces bibliographies and catalogues, as well as maintains a comprehensive resource centre to aid you in your selection process? And who tries to answer every question imaginable on any aspect of Canadian publishing?

THE CANADIAN BOOK INFORMATION CENTRE, of course.

With four offices across Canada, the Canadian Book Information Centre is a trade association whose purpose is to promote Canadian writing and publishing to library, school, professional and public markets. As part of the Association of Canadian Publishers (ACP) the Canadian Book Information Centre (CBIC) represents more than 135 Canadian-owned publishing companies. The publishers range from small presses to large houses whose titles number in the thousands.

Funded by federal and provincial governments and by the publishers themselves, the CBIC is a national organization with offices in Vancouver, Winnipeg, Toronto and Halifax. Central to all CBIC offices is a variety of activities and services which are national and international in scope. But as the location of the four Centres suggests, the CBIC works closely with the regional publishing groups to promote writers and publishers and to best determine and meet the needs of the librarians, educators, booksellers and readers of that region.

In 1979 The Canadian Book Information Centre established an Atlantic office. With the generous support of Dalhousie University, The CBIC, the Canadian Learning Materials Centre and the Atlantic Publishers Association have established their offices in a wing of the Killam Library.

Angela Reberio, the first manager of the Atlantic office of the CBIC brought an extensive knowledge from her long career in the publishing industry. The Centre soon became recognized as a vital link between publisher and professional. Travelling throughout the Atlantic provinces, the CBIC staff established contacts with librarians and teachers from Edmunston, New Brunswick to St. John's, Newfoundland.

As the publishing industry in Atlantic Canada grew so did the role of the CBIC. Today, Manager, Mary Jo Anderson and Programme Co-ordinator, Anne MacLeod attend displays in the four Atlantic provinces and continue to work with many

groups and professional associations.

The real stars of the CBIC are the books. Each office has an extensive collection of titles. Over 135 Canadian-owned publishers submit copies of their new books to the CBIC. The titles remain in the collection for two years and the collection is continually growing as new material is published. The CBIC's active library enables a small prairie publishing house to have its titles in the Atlantic region and for an Atlantic publisher to have its books on display and loan in the western provinces. The range of material published by Canadian publishers is made available to librarians, teachers and readers through the CBIC's programmes.

### SERVICES PROVIDED BY THE CBIC

To keep you up-to-date with the many programmes and projects of the CBIC the following information briefly describes services which are available.

**Displays/Book Loans:** Since 1975, the CBIC has operated an active display programme sending a selection of recent Canadian books into libraries and schools. These book loans are provided for displays and to aid in the selection process. With thousands of titles in many subjects from which to choose, the book loans provide librarians and teachers with the most recently published Canadian material. Each year hundreds of displays are arranged across Canada. In addition to sending materials for display, the staff of each office also attend conferences to participate in the programme and to provide a display.

All you have to do to receive a selection of titles is to contact the CBIC office in your region. You may ask for a general selection or for titles on a specific subject or for a particular age group. The loan is shipped to you for a period of three weeks. Catalogues and resource material are also included.

**Catalogues/Bibliographies:** The CBIC produces subject catalogues which provide annotated listings of new titles. In the past topics have included children's books, multiculturalism, a guide to selecting Canadian materials and many more. New subject catalogues are created each year. In addition to these catalogues, copies of catalogues from each of the publishers represented by the CBIC are available. Mailings of new publishers' catalogues are sent to libraries and schools from the Toronto office. Be sure to contact your CBIC to receive the newest materials.

**Readings:** Each CBIC office is host to many readings throughout the year, (many sponsored by the Canada Council). Guests include Margaret Atwood, W.O. Mitchell, Alice Munro, Timothy Findley, Kevin Ma-



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and Susan Kerslake. As well as bringing well-known authors to these evenings, the readings offer an opportunity for some of Canada's newer writers to be introduced: Janice Kulyk Keefer, J.J. Steinfield, and Donna Smythe.

In 1986, the CBIC launched the 45 BELOW promotion. Naming the top 10 Canadian fiction-writers under the age of 45 this promotion featured posters, bookmarks and extensive media coverage through interviews and articles. Two of the writers selected were from Atlantic Canada - Susan Kerslake and David Adams Richards. In the planning stages is another promotion, of the scope of the 45 BELOW campaign, to focus on Canadian poetry. You will be hearing more about this project in the next few months.

The Vancouver and Halifax offices each produce a television programme in cooperation with their local cable stations. The Halifax series, EAST COAST AUTHORS is hosted by author and publisher Leslie Choyce. Arrangements have been made with the New Brunswick

and Nova Scotia Departments of Education to make this series available to schools and libraries through the Media Services Department. Schools and libraries will have to supply their own blank VCR tapes and the programmes will be copied by Media Services. As well as television shows, the CBIC is producing radio programmes from its Halifax and Toronto offices.

The Canadian Book Information Centre through its marketing and promoting of Canadian books provides invaluable services for the professional. Keep informed, see the newest books, receive the latest catalogues and have all your questions about Canadian publishing answered -- contact the CBIC today.

The Atlantic CBIC office may be reached by writing: The Canadian Book Information Centre, c/o the Killam Library, Dalhousie University, Halifax, Nova Scotia B3H 4H8 or by phoning (902) 424-3410. Contact us with an idea or request -- for an event, seminar, conference, book fair -- and we will help you any way we can. If it concerns Canadian publishing come to us.

## Controversy in Fredericton

Bill Molesworth, City Librarian, Fredericton Public Library, writes to explain the controversy surrounding *The Web of Deceit* by Malcolm Ross...

**The Web of Deceit** by Malcolm Ross has been at the centre of controversy for some time now. Published in 1978, it was the target of an investigation by the Department of Justice of the day, acting on a complaint by Dr. Julius Israeli, of Newcastle. As it was not considered actionable, and as it was the subject of much debate, several libraries in the Province obtained copies in response to public demand.

As with most of these cases, interest waned once the attention of the media shifted and the book, as far as we can tell, has sat unremarked and unread since.

Dr. Israeli lodged another complaint about 15 months ago, in the wake of the Zundel and Keegstra trials. The Department of Justice examined the question in depth and finally Mr. Clark, the Minister, declared that although the book was questionable, he would not take action as it was "currently unavailable to the public", because it was out of print.

Withing hours CBC news in Fredericton had discovered two circulating copies on the shelves of York Regional Libraries and another in a reading room at the Harriet Irving Library at U.N.B. There are also copies in the St. John and Albert - Westmorland - Kent Regional Systems.

In the light of this revelation Mr. Clark has been obliged to take the matter under advise-

ment again, and in the meantime the various media have been interviewing librarians throughout the province.

There was, of course, no question as to the response of the libraries. All the libraries concerned subscribe wholeheartedly to the CLA statement on intellectual freedom and, as Mrs. Eileen Travis, Regional Librarian of the St. John Region affirmed in the September *Felicitator*, the books would stay unless ordered off the shelves by law.

In Fredericton, the item appeared several times on TV, the radio and in the papers. As could be expected, the familiar phenomenon of renewed interest by the public was immediate. Within days of the first CBC story a list of reserves materialised. Although again interest is waning, it is still there.

In Fredericton, though, we have noted that most return the book within 2 or 3 days. We like to think that this justified our stand. An informed public can make intelligent decisions about this kind of material and consign it quickly to the oblivion it deserves.

This entirely subjective conclusion seems to agree with the results of polls published after the Zundel and Keegstra trials. Many more people than before the trials were familiar with the "teachings" of these people, but there was no evidence that any of them were attracted to them. In fact, the constant exposure encouraged people to think about the question and to, in almost all cases, reject the revisionists.



# Canadian Book Information Centre

by Mary Jo Anderson, Director of the Centre

Thanks are extended to the Atlantic Provinces Library Association and to the **APLA Bulletin** for inviting The Canadian Book Information Centre to have a column regularly in the Bulletin. We will try to keep you informed of all the CBIC events and of the exciting news from the Canadian publishing industry.

The summer was unusually busy for the CBIC this year. We hosted several receptions for international guests. In June we were visited by faculty from colleges and universities from across the United States. And in July, we were delighted to co-host an afternoon reception and reading for the International Association of School Librarians. Authors Joyce Barkhouse and Lesley Choyce read to an attentive audience.

And, we started the fall season off with a bang. The Halifax City School Library Department, the new supervisor Bertha Currie and her staff held an in-service day at the CBIC. Author and School of Library Service student, Elizabeth Jones spoke to the group about the research behind her new book, **Gentlemen and Jesuits**.

Continuing with our Canada Council Readings, the CBIC will host readings by Donna Smythe, Janice Kulyk Keefer and Alice Munro. The only date as yet confirmed is the date of Alice Munro's reading which will be held on Wednesday, November 19th. Douglas Gibson Books, McClelland and Stewart, has just published **THE PROGRESS OF LOVE**, Alice Munro's newest collection of short stories.

The Annapolis Arts Festival will be held the weekend of September 26-28th. Among the many authors who will be at the Festival are Dennis Lee, Erika Ritter and Norman

Levine. For more information contact AR-CAC, Box 534 Annapolis Royal, B0S 1A0 or call 1-532-2900.

October 1st, Marjory Whitelaw's new book **Letters from Nova Scotia** will be launched at the CBIC. You are all invited to join us in this celebration.

**EAST COAST AUTHORS** the weekly television series produced by the CBIC and Halifax Cablevision is now into its second successful season. In the Halifax area the programme will be broadcast Mondays at 8:30 p.m. and Thursdays at 5:00 p.m. The Nova Scotia and New Brunswick Departments of Education have taken the series for their media resources departments. This means that any school or library in the province may have a copy of any of the programmes just by providing the blank tape. For more information contact the Media Resources Department in Nova Scotia and the Instructional Resources Department in New Brunswick.

Don't forget the Writer's Federation of Nova Scotia **LITERARY SALON** October 24-26th. This weekend will include parties, workshops, readings and award presentations. A costume party will provide you with the opportunity to find authors such as Rudy Wiebe, Dale Zeiroth, Paulette Jiles, Fraser Sutherland and many others in the crowd. Contact the WFNS for more details.

**BOOKS TO LOOK FOR THIS MONTH:**  
**GENTLEMEN AND JESUITS** by Elizabeth Jones  
**LETTERS FROM NOVA SCOTIA** edited by Marjory Whitelaw  
**THE PARIS-NAPOLI EXPRESS** by Janice Kulyk Keefer  
**JUSTICE DENIED** by Michael Harris

# Focus on Kids in Libraries

by Linda Pearce

Dartmouth Regional Library, Dartmouth, Nova Scotia

Welcome to a new column aimed primarily at people working with children in a public library setting. My hope is that it will provide a means for those of us in Atlantic Provinces public libraries to share ideas concerning library collections, programs, and issues.

Although I have been a children's librarian for the last eight years, I find I know very little of the concerns and activities of colleagues beyond my own province of Nova Scotia. This lack of knowledge (and I don't think I'm the only one!) underscores the need for a regular column devoted to children's librarianship in the **APLA Bulletin**. But to begin, it would be very useful to know just **who** you are and what your concerns are. To that end if you would take a few moments to fill out the questionnaire below, it would assist me in planning future columns.

## QUESTIONNAIRE FOR CHILDREN'S LIBRARY WORKERS

NAME: \_\_\_\_\_

LIBRARY: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_

1. What concerns do you feel could be usefully addressed in the **APLA Bulletin**? (You may tick more than one)

COLLECTION POLICIES	_____	LIBRARY INSTRUCTION	_____
FRENCH LANGUAGE COLLECTIONS	_____	FUNDING LEVELS FOR CHILDREN'S SERVICES	_____
ENGLISH LANGUAGE COLLECTIONS	_____	CHILDREN'S PROGRAM IDEAS	_____
CENSORSHIP ISSUES	_____	YOUNG ADULT PROGRAM IDEAS	_____
AUDIO VISUAL MEDIA	_____	READING CLUBS	_____
COMPUTERS AND CHILDREN	_____	BOOK REVIEWS	_____
PUBLIC/SCHOOL LIBRARY RELATIONS	_____	BOOKLISTS	_____
		OTHER TOPICS - (Please specify)	_____

2. Would you be interested in contributing to a column on any of the above subjects? If so, please specify.

3. Would you be interested in becoming an occasional correspondent for "what's new" in your area?

4. Do you have any other comments or suggestions for **APLA Bulletin's** content?

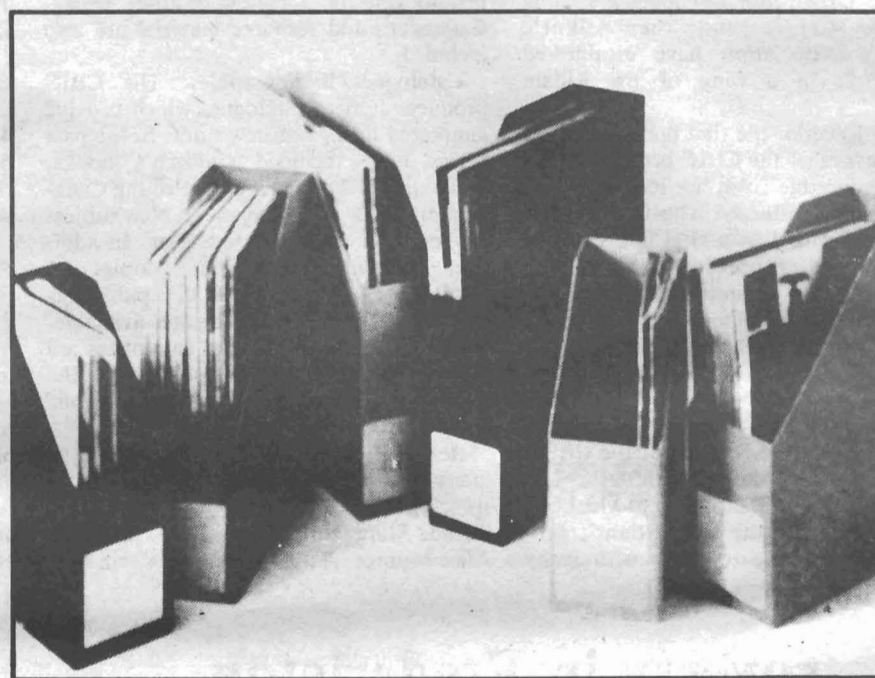
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(Continued from Page 1)

viable and useful. Although the content of what we teach has been altered to reflect a very changed environment, our original aims and objectives remain basically the same.

From the beginning, this is what we said:

The ultimate goal of the School is to have graduates who are not only masters of a specialized body of knowledge but who are aware that this specialized body of knowledge is nothing more than a curiosity unless applied, selectively and intelligently, to complicated human problems.<sup>1</sup>

The School's first calendar states:

The School's programme has been built around three considerations:

1. acknowledgement of the underlying principles and historical development of the profession.

2. appreciation of the qualitative changes imposed on the profession.

3. awareness of the technological developments already changing the character of the profession.<sup>2</sup>

Our philosophy has been well documented over the years (see for example *Looking Back and Looking Forward: the First Three Years*), and this isn't the time or the place to expound upon it in detail. Tonight I would just like to draw three points in particular from the statements just quoted.

First of all, our emphasis has been upon service. We have tried not to confuse means with ends. Courses like Systems Analysis and Classification and Cataloguing, for example, were shown to be prerequisites, not just for computer courses and Advanced Classification, but for a crucial pivotal course called *User Service*.

Secondly, the approach was generic. The concept was that certain functions and skills, such as acquiring, collecting, cataloguing, classifying, advising, promoting, evaluating and managing, are basic in our profession no matter what the type of library. The basic skills were taught, plus the means of adapting these skills in various circumstances. Thus the teaching was both practical and theoretical, with the practice and the theory fused in order to promote adaptability and innovation as well as competence. As the School's first calendar states:

The purpose of the School's three fold programme of professional preparation, practical experience and intellectual individualism is to help each student to select the angle for which he (or she) will later approach the challenges of librarianship.<sup>3</sup>

In third place, the emphasis was upon the future as well as the present. From the beginning, there was a strong awareness of the impact of computer technology and the proliferation of information, and an understanding, even then, of the profound cultural, economic, and social ramifications of these two factors.

When we consider the way ahead of us as a School, now in 1986, it is these three points which are most crucial. The three--emphasis upon service, generic approach, and awareness of technological ramifications--are very much interrelated, and it is important that they be considered that way.

There have been many definitions of librarianship, but perhaps Jesse Shera captured it best when he said that "the social responsibility of the librarian (is) the collecting, organizing, servicing, and administering of the graphic records of civilization and the encouragement of their most effective utilization."<sup>4</sup>

Shera's definition was written in 1952 -- nearly thirty-five years ago. It is twice as old as the Library School. The approach is generic in terms of functions and skills, and the emphasis is upon service. As such it is still timely and relevant, just as we have seen that these two elements in the School's philosophy have served us so well over time.

Shera of course also understood that a

technological revolution was underway. Of all North American librarians of his time, it could be argued that his efforts to integrate the ramifications of computer technology within a theory of librarianship provided us with the most intelligent and useful synthetic philosophy. But even Jesse Shera could not possibly have foreseen the full power of those ramifications of computer technology to produce the changes which face us today. This becomes most clear when we consider Shera's notion that librarians must preoccupy themselves exclusively with "the graphic records of civilization."

At this point I'm afraid we simply must bring into the picture, very briefly, those two most elusive words: "knowledge" and "information".

On another occasion Shera stated that: "fundamentally, librarianship is the management of knowledge." Most definitely this is true. In fact it is simply another way of stating that librarians perform all those functions with the graphic records of our civilization in order to promote their most effective use. The two definitions are entirely interchangeable. Books are depositories and resources of knowledge, in that they are the graphic records of integrated thoughts, encoded into an arbitrariness known as language, which in turn is represented by an arbitrariness known as writing, which organizes an arbitrariness known as the alphabet. Books are the very complex containers and conveyers of cohesive, integrated, organized, meaningful personalized thought -- good or bad or true or false is beside the point -- which is of course knowledge. As Henry Bliss said so well:

Books and their sources, and their writers and readers, constitute an intellectual community of manifold reciprocal influences. Libraries are not merely repositories of books, or organizations of knowledge, they are virtual and influential centers of such intellectual communities.<sup>5</sup>

A few lines from T.S. Eliot's *The Family Reunion* have always seemed to me to provide the most evocative metaphor for our profession:

In an old house there is always listening, and more is heard than is spoken.

And what is spoken remains in the room, waiting for the future to hear it.

All these books and other media -- stacked row upon row in libraries -- are there for assimilation, enjoyment, enrichment, education in the largest sense of that word, socialization, mental cultivation, actuation of potential, growth, refinement, influence, moderation, relaxation, and just plain humanizing for people of all ages and needs. And it is our job to encourage it to happen.

Of course for centuries librarians have also been managers of information. Every catalogue knows this, and so does every reference librarian. In fact there is absolutely no way to manage knowledge except with the management of information. In order to become knowledgeable, one first has to be informed. Knowledge is what people do with information. Epistemology is one of the oldest of the sciences, and its basic theories have remained unaltered from the time they were developed. There simply is no other way to knowledge except via information. Therefore, it is inconceivable that we consider these two words as a dichotomy--knowledge vs. information. Clearly librarians are in the "knowledge business", but every bit as clearly they are also in the "information business". It is not a matter of two products, one knowledge and the other information. Rather it is a continuous process of being informed and becoming knowledgeable -- librarians are facilitators in this process, which in effect is the process of communication.

One of the most profound ramifications of computer technology, however, is that it has altered the mix in this process. It is as well that we understand this point very

clearly, because it is having an enormous effect upon our profession.

The point is not that we are dealing less with knowledge, and people wanting to be knowledgeable.

Besides, however much he is to be admired for his clarity, surely Wilfred Lancaster is exaggerating in his predictions of an imminent "paperless society". Books, and other forms of graphic records, are not about to disappear. For many years to come I am sure there will be librarians whose primary role will be the management and the promotion of the graphic records of civilization. As long as books exist and people are able to read, as long as films and other non-print media exist and people are able to enjoy them and be influenced by their power, the Dalhousie School of Library Service will continue to educate librarians as managers of knowledge. We will continue to prepare our students in such a way that they can function effectively as reference librarians, as collections librarians, as cataloguers, etc, in what have traditionally been known as libraries, whether these be public libraries, university libraries, school libraries, or the various so-called "special" libraries.

Yet even as we prepare students for these traditional roles, there is a difference. For with the proliferation of documents ("graphic records"), inevitably there is a proliferation of information about these documents. As the universe of documents has increased enormously, methods of storing them all have become miniaturized and/or electronic; in other words, more remote in terms of access. As demands for access become more urgent, as the methods of access must become increasingly more sophisticated (i.e. more complex and more "user-friendly" at the same time), librarians of course must become increasingly more skillful in handling information -- even though this information is but a means of access to the primary targets, the documents. Not only do cataloguers in these traditional settings need to learn MARC, but reference librarians need to devote time to bibliographic instruction. (e.g. the teaching of information skills). And more and more, reference librarians are being called upon not just to teach people how to find information in documents but to "package" that information individually for them.

Librarians do not only work in libraries; they also work at places like UTLAS. Increasingly they are concerned with the management of databases, which are of course bases of data, collected in order to be information. Librarians who deal with bibliographic databases in any way, whether as cataloguers or as interlibrary loan librarians or as acquisitions librarians or what have you, are dealing with information. When librarians manage or control these databases, they are managing information.

But the ramifications of computer technology are much more pervasive than this. So far, we have been talking about a particular mix of means and ends. So far, information has been considered as a means to get at graphic records, which are the ends. (Or to be more accurate, user satisfaction is the end, with graphic records the means, in which case information providing access to graphic records becomes a means to a means, files of information to files of records, ready for user assimilation).

But increasingly today there are agencies, institutions or enterprises in which the end is not graphic records. Rather, in these centres of activity, information itself is the end. This begins with all those agencies which handle files on discs -- rows and rows of potential graphic records created by word processors or what have you, still in an electronic, kinetic, unstable "information" state. Discs which with a single set of instructions could package and re-package that information, so that it has the potential of becoming not one graphic record, but several, all with very different content. In

other words, the primary focus of these centres of activity doesn't have so much to do with product as it does with process. Very diverse products can be created (in the form of printouts, etc.) but in order to ensure this the handling and management skills must be devoted to the process. This is of course even more evident when the information is held online, stored in various discrete or linked files, and from which a product or print-out can be produced only when these files interact with each other by some electronic means. Printouts, the graphic records produced in this way, are extremely individualized and short-lived. In fact, a screen display rather than an actual print-out may well be sufficient. The entire emphasis is upon the process.

There is already a great deal of evidence that librarians are involved in this sort of information management, either exclusively or closer on the continuum to the management of knowledge embodied in documents. There simply is no line of demarcation on this continuum, at least at the present time. Consider, for example, the Library School graduates, as well as students, who worked last year for Novatron on the design and enhancement of Supplyline. Supplyline is a database of various products which may be purchased, plus the actual purchasing capability -- at the risk of offending the phone companies, it is an "electronic yellow pages". Another example is a personal one: when I worked for the National Film Board in Montreal my chief function was the implementation of a database of information about audiovisual products. The end was still access to records, but my concern was not with the actual films or tapes themselves. I did not work in a library. I was surrounded, in my office, by data-gathering forms, terminals, printers, input sheets -- but not a single film. Yet I was called a librarian, and I definitely was a librarian. Even more, increasingly my job included functioning further along the continuum, away from actual films altogether toward the design of systems solely to manage information about films -- the whole process by which films are entered into festivals and receive awards, for example. These were not bibliographic systems in any way, although they needed linkages to one from time to time. Yet I never felt, as I moved around from project to project on the continuum from films to information systems, that at some point I ceased to be a librarian. Perhaps, given the mental association of librarians exclusively with graphic records, some other label for me might have been more appropriate. What that label might be, I'm sure I don't know. What I was, as far as I was concerned in the light of all that I was trained for, was a librarian. The people I worked with on these projects, the computer programmers and the systems analysts, knew this too.

The problem of what to call ourselves is a vexing one, however, if only because we need to make ourselves clear to those outside the profession. We need to clarify that what many of us do today is really a kind of "extended librarianship". We need to shore up our boundaries, and make our position clear. For this reason, among other things we are in the process of changing our name to the School of Library and Information Studies. This initiative has been supported by many of you, and is also very much encouraged by Dalhousie's new President, Dr. Howard Clark. The name change has already been approved unanimously by the University's Council of Graduate Studies. It is on the agenda of the Faculty of Graduate Studies meeting to be held in October and, if approved there, will then be sent for approval to Senate.

We need to be especially clear because, even though there are no quantum leaps on the continuum from managing knowledge to managing information, the more we move toward managing information the more we discover other players in the field. Perhaps

(Continued on Page 8)



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we should remember that we have always had to deal with other players -- to this day for example there are still problems in the management of knowledge field in confusing our role with that of teachers. But the information management arena is much newer. In many ways, of course, it is still emerging. Therefore, there is much jostling for position here, some of it very aggressive. There are economic gains to be had in this arena, major markets to be wrestled down and won. When I worked with the Council of Ministers of Education recently, monitoring responses to a request for proposals for the design of a national bibliographic database for educational computer software, there were nineteen very serious bidders, the most aggressive being Canadian General Electric.

Our primary contenders are of course those with degrees either in Business Administration or in Computer Science.

The Dalhousie School of Library Service is in a particularly interesting situation vis a vis these two groups of contenders. In the first place, we are one of three Schools in the Faculty of Management Studies, the other two being Public Administration and Business Administration. In the second place, the new Director of the Computing Science division of the Department of Mathematics, Statistics and Computing Science has his Ph.D. in Library Science from the School of Library and Information Science, Western Ontario. A new course offered in the division this year is entitled "Information Retrieval".

One of our primary tasks, then, is the sorting out of the roles of the contenders in the "information" arena.

There is indeed some urgency about this task. Here is just a very small sampling of what various library educators and practitioners are saying:

Whether we like it or not, we are at a point of change, brought on for the most part by technology. With change comes rare opportunity. We have a chance now to redefine what we do, to provide what our users want, and to have our services valued at their true worth. We must not sell ourselves short. The future of libraries may depend on it.<sup>7</sup>

According to predictions based on research sponsored by the British Library, new technology will greatly expand information employment opportunities, but not in traditional library occupations...

Librarians will have to acquire new and different skills or these new opportunities will be closed to them, while their numbers shrink to "form a small residual part of the information complex".<sup>8</sup>

The occurrence of change in library and information science education, and in the profession itself, is a foregone conclusion. If educators and practitioners do not find a basis for agreement ..., our profession will be dramatically changed for us. Not by our enemies. We have no clearly definable opponents, perhaps we control no real power base. However, there are tasks and skills which are part of the information process which are ours both by historic tradition and professional qualification which others will gladly and eagerly wrest away from us. They include the "non-traditional" activities of information analysis, information intermediation, and problem solving, and they are not in any other profession's sphere of activity because they are too newly evolved to fit earlier definitions.

That will not deter them, and it should not deter us. If we lose the vision and the will to fight for our share of this spectrum what will remain to us will be a set of clerical and housekeeping functions increasingly prescribed by national and international standards. If that were to occur, both librarianship as a profession and its graduate educational component would become increasingly irrelevant...<sup>9</sup>

And more specifically in the area of Information Management:

Education for Information Management falls logically into the domains of education for library and information science and of education for business and management. This introduces problems and opportunities, the potential both from competition and for symbiosis and cooperation...

For a number of reasons, (School of Business) education for information management is at a transition point, about to embark on a path that will direct it squarely into the domain that graduate schools of library and information science have regarded as their own.

Two questions were proffered at a recent conference. They were: Will the library become the museum of the book? and, Can the library transcend its name?

These two questions strike at the heart of the issue facing (Graduate Schools of Library and Information Science). If the answers to the questions are yes and no respectively, GSIs can continue as before but face the possibility that they will merely educate or train the journeymen while GSBs (Graduate Schools of Business) will educate the leaders and managers. If GSIs wish to address a world where the answers are no and yes, then it is clear that both GSIs and GSBs will be educating for information management.

...The key to a viable and dynamic future for graduate schools of library and information science is likely to be a dynamic GSI-initiated program of joint development with graduate schools of business. The window of opportunity for affecting such a cooperative program is open now and will be closing soon.<sup>10</sup>

And finally:

A blueprint for remedial action ... is certainly possible. A number of broad recommendations suggest themselves including:

- development of synergistic links between academic departments, within and across institutions;
- encouragement of inter-disciplinary teaching and research...<sup>11</sup>

I think we are extremely fortunate at Dalhousie that the School of Library Service and the School of Business Administration exist in the same Faculty, the Faculty of Management Studies. Already there is a successful inter-Faculty interest group in the area of information systems. As a result of our activities last year, the Business School's course, Management Information Systems, is cross-listed this year in the three Schools. Three Library School students, and three Public Administration students are now taking this course. We have already discussed possibilities for new joint courses with the Business School, for team teaching. These cooperative linkages must continue, and every encouragement must be given to strengthening them further.

An excellent working relationship also exists already between the School of Library Service and the new Director of the Computing Science Division. The lines of demarcation between these two fields are perhaps easier to define, since the overlap has already existed for a while and has begun to sort itself out. Librarians do not need to be programmers or hardware experts, for example. But clearly there are opportunities for cooperation and interdisciplinary research which will be eagerly pursued.

So far I have concentrated upon linkages with our contenders in the information arena. But there are many other linkages and cooperative efforts already in place as well, several of them innovative and exciting. During the past year, on the initiative of the Dean of the School of Law, we have developed a new interdisciplinary course in Legal Literature and Librarian-

ship. The course will be offered in the School of Library Service for the first time in the Winter Term, and will draw upon the expertise of practicing lawyers and law librarians as well as the services of the Law Library. We are continuing to meet with the Dean of the Law School -- the next item on the agenda is the implementation of a joint LLB-MLS degree.

Upon the initiative of the Director of the School of Public Administration, one or two of our students this year are taking the MPA course in Policy Analysis. These students will be members of policy research teams in the course, in a role designed specifically for them, functioning as they would be as librarians on research teams in municipal or provincial government departments.

Dr. Raymond continues our links with the Sociology Department by teaching "Formal Organizations" there. Dr. Amey's courses are cross-listed with the Education Department. Professor Siegert's students are doing "real live" database searches for students in the Education Department this Fall. We are fortunate in being able to continue offering our students the chance to take the non-credit Practical Printing course offered by Professor Dawson of the English Department (Professor Dawson is now also the Master Printer for the University), and Dr. Burt of the Nova Scotia Teachers' College will once again offer his course in Non-Print Media.

Our already strong links with practicing librarians in the area are being maintained. In addition to the new Legal Literature and Librarianship course which is being coordinated by practicing librarian and alumna, Kathryn Arbuckle, the very popular Health Sciences Literature and Information Sources course will again be offered by Ann Manning and her staff at the Kellogg Health Sciences Library. Charles Armour's Archives course is another very popular offering again this year. We enjoy the excellent cooperation of so many area librarians who are asked to give lectures in our courses from time to time and to assist us by taking our students into their libraries for Work Experience programmes. I would like to strengthen the ties between our Faculty members and area librarians in another way, by having them involved together in various areas of research.

Speaking of research, there is so much of it our Faculty could do, whether as team members with area librarians or not. The impact of public access catalogues upon information retrieval performance, upon reference service, upon bibliographic instruction, and even upon collections development are ideas for major research which come readily to mind. Then there is the whole question of the impact of electronic publishing upon libraries. And what about the impact of video and optical disc technology upon collections development? Or upon reference service? Or what about the initiation of pilot projects in the cost-sharing of DIALOG, CAN/OLE, etc., between librarians and university departments, or between public libraries and institutions in the private or public sector? The possibilities for major, meaningful basic research as well as for specific projects, are open for any of us with imagination, curiosity, commitment and resolve. I would like the Library School to occupy a place of leadership in this research.

Our research efforts could be described in seminars and other forums for discussion and stimulation. There is nothing more exciting than being on the "cutting edge", discovering new insights and possibilities. Sharing these could strengthen our offerings in continuing education, which has become more important than ever before. Incidentally, we have yet to exploit the new modular system for continuing education purposes, as was originally planned.

I don't offer you a vision tonight of a School embarked upon a dramatically different course. Our School has been well

conceived and expertly managed. We have a rich seventeen year heritage, and strengths upon which to build.

But I do offer you a vision. Build upon our strengths we must. Circumstances beyond our control have determined that we have serious and able competitors in the marketplace. We need to use and sharpen and adapt our skills as perhaps never before. We need to reach out to those in neighboring disciplines, to redefine our roles in these contexts, to blend our expertise with that of other specialists, to contribute as members of interdisciplinary teams. In order to do this we can't just be good. We have to be at our best. We can't merely plan and discuss and ruminate. We have to get out there and produce.

Once upon a time we said:

Our goal, then, is to prepare librarians for the world of today and tomorrow. Librarians who are equipped not for a type of library service but for service of any type. Librarians who understand that librarianship is a demanding profession, not a sinecure.<sup>12</sup>

Striving for such a goal required hard work and commitment in 1969. If anything, it requires even harder work and more commitment now. We have to be at our best in a world of every increasing diversity, prepared extremely well for a great variety of opportunities. Yet at the same time we must remember who we are, what our professional roots are, what our skills are for. It's a blancing act we must master: on the one hand we must always keep ourselves alert and astute as to new opportunities, while on the other hand -- as these opportunities arise -- we must constantly be defining and refining our professional role, keeping our purpose clear as circumstances change, never falling for the lure of confusing means with ends. Quite simply, we must do what we do best, as best we can -- increasingly in partnership with other team players.

With your help, with the continued support of every one of you in this room, we can do it.

#### FOOTNOTES

1. Dalhousie University. School of Library Service. **Looking Back and Looking Forward: the First Three Years**, p. 7.
2. Dalhousie University. School of Library Service. (**Calendar**) 1969-70, p. 8.
3. *Ibid.*, p. 10.
4. Jesse Shera, "On the Value of Library History", **Library Quarterly**, v. 22 (1952), p. 247.
5. Jesse Shera, "Social Epistemology. General Semantics, and Librarianship", **Wilson Library Bulletin**, v. 35 (June 1961), p. 770.
6. Henry Evelyn Bliss, **The Organization of Knowledge in Libraries**. 2nd ed. (New York: H.W. Wilson, 1952), p. 3.
7. Emily Gallup Fayen, "Beyond Technology: Rethinking 'Librarian'", **American Libraries**, April 1986, p. 242.
8. **LJ Hotline**, v. xv, no.3, (1986), p. 3.
9. Herbert S. White, "Future of Library and Information Science Education", **Journal of Education for Library and Information Science**, v. 26, no. 3 (Winter 1986), p. 179.
10. Blaise Cronin, "Future Users: How Can we Plan, Train and Educate?", **Library Association Record**, v. 87, no. 11 (November 1985), p. 460.
11. Michael E. O. Koenig, "Education for Information Management: Competition or Cooperation?", **Library Trends**, Spring 1986, p. 715ff.
12. Dalhousie University. School of Library Service. **Looking Back and Looking Forward: the First Three Years**, (cover quotation).