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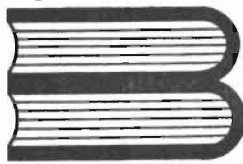
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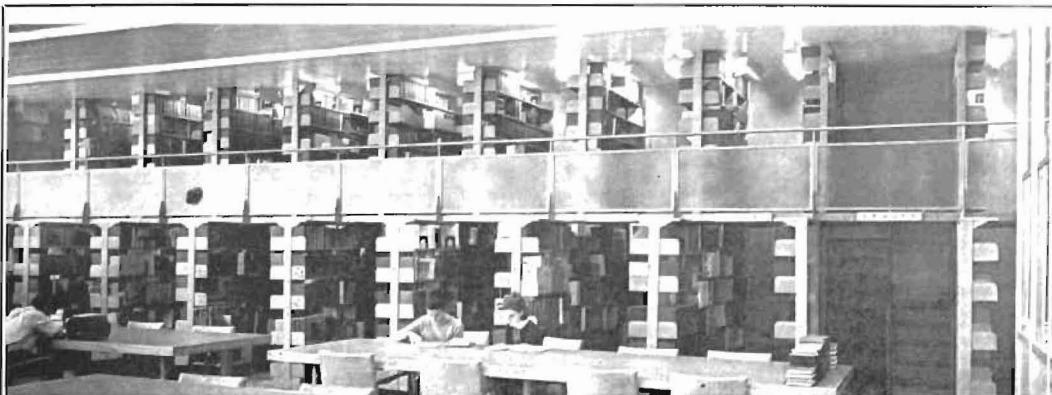
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APLA

bulletin

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

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

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atlantic provinces
library association

RED TAPE AND RETRIEVAL

Some problems of historical research in Public Administration

A. P. Pross

At first glance there is little to interest the librarian in an account of historical research that speaks more of the dusty files of government departments than of the library. However, an account of some of the problems encountered in writing the centennial history of the Ontario Department of Lands and Forests² virtually without the help of secondary sources, may serve to illustrate the processes through which the resources of the library are combined with those of other institutions in the compilation of an historical study. As such it may indicate a few opportunities for the library to provide a better integration of its research resources with those of archives, government departments and other libraries.

First, however, a brief outline is needed of the function, history and structure of the Department which was the subject of our study.

Its roots are found in the late eighteenth century, when Loyalist migration to Canada forced the British to begin the process of surveying and parcelling out the land of Upper Canada. The chief functions of the modern Department are very similar to its main functions then. Its Lands Branch has charge of surveying, exploring, mapping and disposing of land held by the Crown in Ontario. Timber Branch sells the right to cut timber on Crown lands; just as the Crown Timber Office once did. However, in recent years the branch's place in the Department has developed radically so that it now dominates and a great proportion of the departmental budget is spent on cultivating and protecting the forest as well as supervising those who crop it. These traditional functions have been fur-

ther supplemented by responsibilities in the field of fish and wildlife protection and management, while the recent development of Ontario's recreation industry has led to the addition of an entirely new branch, Parks Branch, which has charge of about a hundred provincial parks. In 1965, the year our study began, the Department employed 2,631 regular and probationary staff and another 2,500 temporary staff. It exercised its responsibilities in twenty-two districts stretching from one end of Ontario to the other, but its most important work was carried out in northern Ontario where the Crown still owns almost all the land.

Writing a history of this organization presented quite a large assignment; one that did not seem to grow any lighter when we considered the deadline we had to meet: the history had to be in the bookstores by July, 1967, less than two years away. Fortunately, the Department chose as principle author R. S. Lambert, an experienced writer who long ago mastered the art of writing to a deadline and in the process has produced over thirty books, one of which, *Franklin of the Arctic*, was awarded the Governor General's medal. He was primarily concerned with writing the history and determining its general scope and direction while I, as co-author, had some writing responsibilities but was more concerned with organizing the research that the history was based upon.

² R. S. Lambert with P. Pross, *Renewing Nature's Wealth: A Centennial History of the Public Management of Lands, Forests and Wildlife in Ontario* (Toronto: Copp Clark for the Ontario (Toronto: Copp Clark for the Ontario Department of Lands and Forests, 1967.)

During the summer of 1965 we had the assistance of nine 'research assistants', most of them graduate students at the University of Toronto, but one or two of them former members of the Department. Two of them returned in 1966 to help in the latter stages of preparing the manuscript.

Our general approach to the undertaking had to be fairly straight-forward and arbitrary because of the closeness of the deadline. We divided the period to be covered into four segments: (1) 1763-1841, the early period of settlement and exploitation when Upper Canada was a separate province; (2) 1842-1900, from the union of Upper and Lower Canada to the turn of the century, a purely arbitrary dividing point; (3) 1901-1940, the last date chosen because it was the eve of a major reorganization of the Department, and (4) 1941-1966, from the reorganization to the time of writing. Within this framework we made two more arbitrary decisions. The last two periods would receive the most attention, and we would divide the study up along the lines of the Department's various branches, so that one study covered the work of Parks Branch, another Timber Branch, and so on. A more sophisticated study might have intermingled the work of the branches to a greater degree to show the interdependence of policy decisions, but time limitations prevented such an approach. Furthermore, we felt that a 'branch-history' approach would allow us to take advantage of the fact that each branch retained the bulk of its records within its own offices, thus making the research task easier.

Our research resources were extensive, yet at the same time limited. Because virtually no secondary sources dealt with our field we were almost entirely dependent on primary sources, which we did not have the time to comb thoroughly. The resources were located in three principle places: the Department itself; the Ontario Archives; and various libraries, particularly that of the University of Toronto and the Toronto Public Library.

Although we carried out a great deal of our research at the Archives and the

various libraries, this account will be concerned with our experience within the Department. This is partly because archival and library research has been frequently and widely commented upon in the past, whilst very few students have explored the files of government departments, and partly because a number of practices and procedures employed in the Department can be related to systems used in libraries. The filing system used by the Department serves as an obvious example.

Within the Department we found four chief sources of information (1) individuals, (2) libraries, (3) files and (4) published documents.

1. INDIVIDUALS

Interviewing has become a standard technique of modern research and we did a good deal of it. Our subjects ranged from two former premiers to one of the last timber barons; from the deputy minister to a fire tower lookout. Nevertheless, in the context of this discussion interviewing has only limited relevance, as follows: First, some of the disadvantages of the interviewing technique point up the need for adequate back-up in the general and government documents collections of the library.

It is all very well to carry out a great number of interviews, but you must have other material to weigh against interview findings. Often men's memories play tricks with them, of subjects will tell only part of a story because they want to avoid appearing in a bad light or are afraid of being quoted. This means that the interviewer should have as much information as possible at hand before he goes to the interview; the better equipped he is in this sense, the better able he is to check the information he receives and to draw the subject along the most profitable lines. One of our major problems in carrying out interviews was this problem of not having sufficient information to hand; a problem caused by major gaps in public the library, the archives, and the Department.

Second, our experience in interviewing brought home to me exactly how backward we in Canada are in what the Americans call 'oral history'. As far as we could tell, no one in Ontario had attempted to build up a library of taped interviews with men prominent in the province during the last thirty to forty years. This is a pity because there is a lot to be gained by hearing as well as reading, the opinions of such individuals. It is strange that so little has been done in this area, particularly in view of the current importance of radio and television. Archivists especially should be devoting as much time to collecting material of this sort as they do to collecting private and official papers. In addition, we should all be working to ensure that sound and video tapes used by radio and television are preserved for scholarly research.

2. LIBRARIES

The Department had four small libraries serving different branches. They were like many special libraries and do not merit extensive comment here. Their chief use to us lay in the fact that they contained many documents that the Department had published from time to time.

3. FILES

Three general problems commonly occur in connection with files. They are: (a) The problem of obtaining access to them; (b) the impact the organization of files has on research techniques, and (c) the problems posed by procedures used in disposing of dead files.

(a) Access

As we were writing an official history we were given a good deal of freedom to files. In general, however, although some students have been granted access privileges under special circumstances, only civil servants have regular access to files. This arrangement is extremely unsatisfactory. Research becomes a matter of knowing the right people. In addition, the degree to which the student can use information is left poorly defined. It is an arrangement that is proving increasingly cumbersome as more and more students undertake studies of public administration.

The obvious solution is to regulate the terms under which students may examine files, by arriving at some sort of contractual agreement with the departments concerned. An arrangement of this sort has been entered into by one federal government department and a student at the University of Toronto. It is still too early to say whether or not the agreement has been a success—the research had not been completed at the time of writing. However, it does serve as a precedent that might be used again, at the provincial as well as the federal level.

Contacts between researchers and departmental officials also need to be placed on a more regular footing. Official suspicion of student enquirers is quite justified and can only be set aside by establishing the terms under which a student, or academic, can interview a departmental officer. Very frequently officials are reluctant to discuss Departmental activities simply because the terms of the interview have been too vaguely defined. The irresponsible use of interview material by students has contributed to such suspicion. Here again, a contractual arrangement could be arrived at without compromising either academic standards or professional discretion.

(b) *The Impact of Organization of Files on Research Techniques*

The files of the Department of Lands and Forests were found at three levels: in the Central Records Section in each Branch and, often, in each Section or even with key individuals.

Central Records Section maintained several tens of millions of documents, organizing them according to the land divisions of the province (i.e. by townships and lot). A few of these files dealt with general subjects, but the great majority were concerned with land privileges. In other words the need for accurate information concerning the legal rights of landowners and lessees and the need for precise descriptions of industrial potential dictated the maintenance of extensive land records, but the absence of a similar need for policy information had led to the neglect of policy files. Some information concerning policy could be culled from these files but, on the one

hand, the bulk of the material that had to be sifted to reach policy items was overwhelming and, on the other, policy questions were often too general to be included in area files and were generally difficult to classify; their inclusion in the files was consequently discouraged. Hence even a careful culling of Central Records files would fail to produce a complete picture of policy decisions.

Affairs were a little better in the Branches. Their files were maintained relating to the Branches' particular fields of activity, as well as duplicates of documents affecting the privileges attached to parcels of land. As a result many Branch files related to policy formation. Nevertheless, there was no guarantee that they would be preserved. Some Branches apparently reviewed outdated files periodically and decided whether or not they were to be transferred to Central Records. The criteria for transfer (as opposed to destruction) seemed to be the file's relationship to land privileges; all those that did not deal with land privileges were more likely to be destroyed because they could not be classified easily. In addition we found that a number of changes of senior personnel in the branches had brought about periodic reorganization of branch files and the destruction of the policy files that were most important to us. Where this had not happened a committee called the 'Ban Red Tape Committee' had frequently preceded us and destroyed many files. Some documents survived this holocaust because individuals took the initiative and saved them for sentimental reasons.

All of this shows the inhibiting influence files organization can have on research. The procedure of diffusing policy documents throughout the filing system prevented us from acquiring an accurate, broad picture of policy development and the fact that the system had no place for dead policy files meant a large proportion of such files had been destroyed long before we could get to them. Obviously the historian or social scientist cannot expect government departments to arrange their files for his convenience. However he should be able to expect that the files will

not be destroyed before competent authorities have reviewed them and determined whether or not they have historical value; there should be a proper program of records management. Several provinces have statutory provision for such a review, but in Ontario's case the Archives was neither sufficiently powerful nor well enough staffed to carry out such a program. Furthermore, as a part of every program of records management a procedure should be established through which documents could be made available for use by scholars after a given period of years. For example, Ontario's Orders in Council dating back to Confederation are kept by the Clerk of the Legislative Assembly. Access to them is strictly limited; a policy that is understandable in the case of Orders of recent origin, but incomprehensible where the majority are concerned. Apparently microfilm copies of the Orders do not exist so that a fire at Queen's Park could wipe out a series of crucially important documents.

4. PUBLISHED DOCUMENTS

Locating published documents of provincial government departments is one of the most time-consuming and difficult features of research in the field of provincial government studies and our experience proved no exception to the rule, even though we were working within the department concerned. In Canadian federal government studies the Queen's Printer is an invaluable central source of most documents; in Ontario, and the majority of provinces, the Queen's Printer has only a limited responsibility. Except for the *Ontario Gazette*, which it publishes, the Queen's Printer's chief function is to award contracts for the printing of Departmental publications. Apparently it is believed that the Printer will be able to keep political considerations out of the decisions to award contracts. In effect, then, the Departments are responsible for arranging all aspects of producing, publishing and distributing government documents, except for the feature of awarding a printing contract. Because of this high degree of decentralization it is difficult to know precisely what Ontario government publications are available and even more difficult to actually obtain them. Hazel

MacTaggart's bibliography, *Publications of the Government of Ontario, 1901-1955*, has helped a great deal but it is still not always easy to obtain documents even when they are known to exist. Furthermore, government departments do not seem to keep lists of items still in stock. One example from our experience will illustrate the point. In the Department of Lands and Forests, the Conservation Information Section, which was responsible for Departmental publications, did not know precisely what was in stock in the Department's central stockroom, nor what stock was held by other offices of the Department. In the case of one item which had been reprinted in 1965, Conservation Information was unaware that a reprinting had occurred, and was unable to locate copies of the document.

Again, lack of staff prevented the Department from carrying out an adequate distribution policy. Two people were responsible for distribution of the Department's publications; most orders were received by mail and often required time consuming and unnecessary correspondence as the would-be-purchaser attempted to establish the price of the items wanted. Obviously, because of this staff deficiency any widespread advertisement of publications would swamp the distribution facilities, and consequently is seldom attempted. Until the Department decided to publish its centennial history no established publisher had ever been commissioned to distribute Departmental publications, even though a number of useful books have been produced by the Department. So far as I know, no thought has been given to the possibility of asking the federal Queen's Printer to carry the Provinces' publications on its lists, although that agency does handle the publications of various international organizations. The distribution of publications to libraries is as chaotic as other features of the system. The Legislative Library seems to receive nearly all publications, but the Ontario Archives does not, even though access to the Legislative Library is restricted. Major university libraries in Ontario and elsewhere which have had the patience to

have themselves place on Departmental mailing lists often receive copies of important publications, but the officials who compile the lists are too often unaware of the needs of students and consequently frequently fail to send routine documents and other prosaic items.

The problems we faced in our search for published government documents pointed out a need that librarians and provincial governments can meet. Provincial governments could help immeasurably by adopting more efficient procedures for producing and distributing their documents. Librarians could help by acting as a pressure group to spur provincial governments to action; by compiling bibliographies of provincial government documents, and by ensuring that at least one library in each region of Canada has a good collection of documents from every provincial government. Similarly, as I have suggested, librarians could help the student by taking a greater interest in the gathering of oral histories and by lending their weight to the demands of students and archivists that governments adopt new and more open rules on access.

The greatest need of all, however, is the need for co-operation between the archivist, the librarian and the student. In some archives, archivists and librarians are perpetually at odds over details of collection organization, to the detriment of the collections and to the deprivation of the researcher. Lack of co-ordination between archives and libraries leads to the inefficient allocation of resources. I almost missed examining the papers of one nineteenth century official because they were located in the University of Toronto Library instead of the Ontario Archives, where they should have been. I do not mean to suggest that librarians, archivists and students never talk to each other. They do, and I have benefited from their joint efforts. But by achieving a greater degree of co-operation and understanding we could easily attain the solution of problems such as those I have discussed. Few governments attend to the needs of each of us; together we could form a pressure group powerful enough to achieve our aims.

THE NEW BEDFORD BRANCH, Halifax County Regional Library

The following is a summary of the address made by Dr. Harold Nason, Deputy Minister of Education, when he opened the Bedford branch of the Halifax County Regional Library on June 3, 1968. The new branch is in the Sunnyside Shopping Plaza where its bright and attractive decor will attract many adults and children.

In a world where the growth of knowledge is as rapid as it is today, the school library is becoming the center around which the whole educational program of the school will develop in the future. The public library will at the same time expand its traditional functions and become the center from which will develop the adult educational programs for the academic upgrading of adults in the community.

No one library will have the resources to store all the material necessary in one place, nor will it be possible to maintain separate libraries in all communities at the same time. The libraries of the future will be linked together, each specializing in different areas, each sharing in the responsibility of keeping people up to date.

The library of the future will be computerized. Information will be available in capsule form on the various components of each complex problem. People will be encouraged to use libraries more and more, and to accept responsibility for keeping themselves up to date.

The schools of today that are requiring their students to memorize materials from one textbook, a book based on a manuscript written a decade ago and modernized by changing a few words and the cover, are not preparing children to understand or live in the society of the present — much less the future. The responsibility of the modern school is to train

children from the elementary grades up, to know how to find material, how to organize it and how to apply it to current problems. Our high school graduates know that much of the material they have memorized is already useless; they know that the methods used to transmit it are sometimes antiquated. This I think is one of the reasons why our young people are rebelling and objecting to the status quo. They are being educated outside of school and university by new means of communication and by a new educational society with which some of our educational institutions have lost touch.

A desirable change is taking place in the elementary school. Here teachers are using methods designed to maintain and develop individual qualities, to use material and methods which do justice to each child's powers and abilities. As the child progresses up the educational ladder, however, he runs into a system which in some cases has not changed for a century.

Our library system is one place where continued reform can usefully take place. The nation whose educational leaders have the capacity to make appropriate changes will produce the leaders of the future. For some who have refused to change, it would appear that time is not on their side. I refer to the attitude of students in the Sorbonne.

Dr. Nason paid tribute to those whose foresight and work had brought about the establishment of this branch. He particularly commended Miss Letts, Director of the Provincial Library, for her awareness of the climate of change in which the libraries of the Province are operating and her concern that adjustments be made to meet the needs of the modern community.

POLITIQUE DE PRÊT DES PÉRIODIQUES DANS VINGT ET UNE BIBLIOTHÈQUES D'UNIVERSITÉS ET COLLÈGES DU CANADA

Raymond Robichaud

Dans l'établissement de toute politique, il y a des pour et des contre. C'est bien normal puisque tout règlement enfreint certaines libertés pour le plus grand bien de tous.

Ainsi professeurs et étudiants se sentent gravement atteints lorsqu'on leur supprime le droit de disposer comme ils l'entendent d'un service quelconque de la bibliothèque. Aussitôt ils s'empressent de condamner les responsables d'un tel affront. À la façon de certains petits êtres qui trouvent toujours plus attrayant et plus indulgent le règlement de la famille voisine, ils crient à qui veut les entendre qu'on est bien mieux traité dans tel ou tel autre institution. Comme de raison, ils n'ont pas vécu chez le voisin et bien souvent ils ignorent les raisons de telle ou telle façon de faire. Ils ne connaissent pas ou soupçonne à peine les raisons qui font qu'un tel règlement s'applique dans telle situation.

Dans le domaine des périodiques les plus "comme ça" soutiennent que dans les autres universités on laisse circuler les revues à volonté, d'autres moins radicaux, qu'on donne toute liberté aux professeurs, certains ont oui dire qu'il n'y avait pas de raisons pourquoi on ne laisserait pas circuler dans les chambres pour une semaine ou deux (à condition qu'ils ne les consacrent pas pour le semestre) les numéros courants des revues qui les intéressent, enfin d'autres prétendent qu'un tel prêt

au moins les volumes reliés (ce qu'est très justifiable) et dans certains cas particuliers les numéros courants, par exemple lorsque la bibliothèque ne donne pas immédiatement sur leur salle de cours! (question de profiter des cinq minutes!) ou qu'ils ne peuvent délaissier leur café pour un quart d'heure de lecture à la salle des périodiques!

Sans dramatiser tout ceci, il ne faut voir dans ces attitudes qu'une légère frustration souvent dûe à un manque ou telle politique. Pour ne citer que quelques exemples, la location des collections, l'état des collections, le manque de personnel, la valeur et la rareté de certains ouvrages, le tort que peut causer à une collection non reliée la perte d'un seul numéro et souvent le climat de confiance qui règne dans une bibliothèque pour les raisons qu'on imagine, font qu'une limite s'impose nécessairement et dans le prêt et dans l'utilisation de ces collections.

Tout en voulant informer, les quelques tableaux qui vont suivre permettront de confronter certains jugements quelque peu trop hatifs, ou viendront appuyer d'autres témoignages plus valables sans toutefois justifier aucune critique car les pantalons de Pierre ne font pas nécessairement à Paul.

La plupart des données constituant ces tableaux ont été prises à même les réponses

reçues à la suite d'une lettre circulaire envoyée dans la plupart des institutions mentionnées et dont l'unique question était: "...serait-ce possible de connaître la politique de votre bibliothèque dans ce domaine? (c'est-à-dire le prêt des périodiques)". Quant aux elles ont comme source des guides de bibliothèques. Malheureusement, ces derniers ne sont pas nécessairement tous les plus récents. C'est un peu à la lumière de ces réponses et des guides en main que le choix s'est fait. Il s'agit surtout de bibliothèques d'universités ou de collèges de l'est du Canada.

Nous nous excusons auprès des autres qui n'ont pas été contactés.

Au terme de ce travail, quelques comparaisons ont permis de regrouper certaines caractéristiques communes qui pourraient à la rigueur laisser deviner un certain nombre de tendances.

Si des statistiques mentionnées paraissent un peu floues, c'est que les éléments ressortis n'apparaissent pas tous bien identifiables.

Conclusions

En examinant la politique de prêt des périodiques de ces quelques vingt et une bibliothèques, il est possible de dégager les données suivantes:

- | | | | |
|--|--------|--|------------|
| 1. Prêt aux professeurs et aux étudiants selon le même mode que les livres | 0 | des cas particuliers) | 5 |
| 2. Prêt à la fois aux professeurs et aux étudiants des revues reliées et non-reliées (y compris les cas exceptionnels) | 9 à 10 | 5. Prêt aux étudiants diplômés ou bénéficiant de la signature d'un directeur de travaux | 6 |
| 3. Prêt aux professeurs des revues reliées seulement | 3 | 6. Prêt à tous les étudiants des revues reliées seulement ou des revues autres que celles d'année en cours | 7 |
| 4. Prêt à tous les étudiants des revues reliées ou non-reliées (en tenant compte | | 7. Prêt systématique des derniers numéros de certaines revues | 2 |
| | | 8. Durée maximale de certains prêts ordinaires | 2 semaines |
| | | 9. Durée minimale de certains prêts ordinaires | 2 heures |

Institutions	Politique de prêt des périodiques dans les bibliothèques en question			
Références	Prêt aux professeurs (avec ou sans réserves)	Prêt aux étudiants (avec ou sans réserves)	Prêt aux professeurs et aux étudiants (avec ou sans réserves)	Remarques
Mount Allison University Memorial Library Lettre de M. Himansu Metra, Technical Services Librarian, le 19 mars, 1968			Périodiques reliés (sauf ceux qui sont en réserves pour un cours) pour une nuit seulement. Périodiques non-reliés de l'année en cours (sauf le dernier numéro) pour 1 jour seulement Périodiques reliés seulement	"We do allow both students and teachers to borrow periodicals of current year for a period of four days only. But we insist on keeping the <i>latest issue</i> on the shelves." (1)
Université de Moncton Service des périodiques. Le responsable	On fait circuler le dernier numéro de certaines revues spécialisées parmi les professeurs intéressés, pour une période de deux semaines. Le numéro suivant est retenu jusqu'au retour du précédent.			Les collections étant encore beaucoup trop incomplètes et pour la grande majorité non reliées, ce qui occasionnerait d'autres lacunes si on les laissait sortir. Il est temporairement exigé de consulter toute revue sur place.
University of New Brunswick "Student Library Handbook" 1967/68, p.16				"Current and unbound issues do not circulate" p.15. Some incomplete, rare, or little-used periodicals and all back issues of newspapers are in the closed periodicals stacks. (...) "These items may be used in the building but may not be taken out." (Et pour ces derniers) "no service is provided on Saturday" (1)
Memorial University of Newfoundland <i>Students Manual of the use of the Library</i> P.4	Prêt des numéros antérieurs pour deux semaines			"No person may borrow the current issue of any periodical title". (1)
St. Dunstan's University Kelly Memorial Library Lettre de Mrs. Mariédith Crockett, Periodicals Librarian, le 19 mars 1968	Prêt avec signature et possibilité de rappeler en tout temps	Prêt avec réquisition d'un professeur		

St. Mary's University The Library, Lettre de Mrs. Joan A. Browne Administrative Assistant, le 20 mars 1968	Pour quelques revues on fait circuler le dernier numéro parmi les professeurs intéressés tout en déplorant cette habitude. Sauf les numéros récents, on prête les revues pour une période ordinaire	Prêt aux étudiants diplômés par l'in- termédiaire d'un directeur de thèse ou superviseur		
Université de Montréal Bibliothèque Centrale Lettre de M. A. Ponay, Chef du service du prêt, le 20 mars, 1968	Prêt des périodiques reliés pour un mois au plus (En cas exceptionnel, avec signature du chef du service, le périodique peut être prêté même s'il n'est pas relié.)	Diplômés seulement! Prêt des périodiques reliés pour 2 semaines		“(....)” A l'Université de Montréal, ac- tuellement on ne prête que les périodiques reliés et cela uniquement aux professeurs et aux étudiants “gradués” (diplômés) ... en rédaction de thèse. <i>En cas exceptionnel</i> , avec le consentement du chef du service (sa sig- nature) le périodique peut être prêté même s'il n'est pas relié.” (1)
Université de Sher- brooke Bibliothèque “Renseignements aux Professeurs” P.5				“Les ouvrages de référence et les périodiques doivent être consultés sur place.” (1) (N.B. Cette politique n'est pas nécessairement la plus récente.)
Université Laval Bibliothèque générale Lettre de M André Beaulieu, Service de référence, le 1 avril 1968			Prêt aux professeurs et aux étudiants <i>diplômés</i> (en préparation de thèses de doctorat) pour 3 jours, sauf les numéros de l'année en cours	“Aucun périodique relié ou non n'est prêté aux étudiants” (il y a exception pour les étudiants diplômés) “Aucun numéros des périodiques de l'année en cours n'est prêté que ce soit aux étudiants ou aux profes- seurs.” (1)
Sir George Williams University Lettre de Mlle Jocelyn R. Andison, Service des périodiques le 22 mars, 1968	Prêt des revues reliés ou non, pour une semaine, avec prolongement possible sauf les derniers numéros			“... (Depuis quelque temps)” on fait cir- culer certaines revues parmi les professeurs intéressés mais ce n'est pas de pratique courante.” (1)
Collège Jean-de-Bréboeuf Bibliothèque du Pavillon Lalemant Lettre de Victor Cou- lombé, S. J., Directeur, le 22 mars, 1968	Prêt des périodiques reliés pour deux semaines			En général et presque partout, on ne laisse pas circuler les numéros courant d'un pé- riodique, i.e. ceux de l'année en cours: sou- vent même on ne laisse circuler aucun numéro isolé ou non relié.” (cf. Lettre du 22 mars, 1968) ... “Pour le reste, les volumes reliés, la durée du prêt est moins longue ou non renouvelable.” “La circulation restreinte parmi les professeurs existe ici et là: elle n'est pas sans inconvénients et sans dangers réels. Mieux vaut, alors, un coin ou une salle particulière où sont exposés et conservés les périodiques destinés aux profes- seurs: mais ils ne circulent pas.” “La raison de cette réglementation est évidente: Les numéros récents des périodiques doivent être <i>aux cesse disponibles pour tous</i> , tout comme les ouvrages de référence.” (1)

Institutions	Politique de prêt des périodiques dans les bibliothèques en question			
Références	Prêt aux professeurs (avec ou sans réserves)	Prêt aux étudiants (avec ou sans réserves)	Prêt aux professeurs et aux étudiants (avec ou sans réserves)	Remarques
Collège Saint-Laurent Lettre de M. Jean-Bernard Léveillé, Directeur de la Bibliothèque, le 27 mars 1968	Prêt des numéros courants (i.e. à l'étalage) pour la fin de semaine seulement			"Nous croyons que les collections de revues font partie de la catégorie de la documentation qui doit être consultée sur place par les professeurs comme par les étudiants." (1)
Collège Sainte-Marie, Bibliothèque Lettre de M. Cyril Voyer, Service des périodiques, le 1 avril 1968	Prêt des périodiques reliés et dans des <i>cas particuliers</i> , des numéros courants			"Les professeurs peuvent sortir les périodiques reliés et dans des cas particuliers, les numéros courants." "Aucun prêt n'est consenti aux étudiants sauf dans de très rares exceptions." (1)
Queen's University at Kingston. Lettre de Mlle H. M. Smith, "Serials Librarian" le 28 mars 1968	Prêt des revues non- reliées dans certains cas particuliers avec la permission de l'Assistant bibliothécaire en chef	Prêt aux étudiants "diplômés", des revues non-reliées pour une semaine dans les "Alcôves" avec permission et possibilité de rappel. Dans des cas particuliers prêt à l'extérieur avec la permission de l'assis- tant bibliothécaire en chef	Prêt ordinaire pour ce qui est des volumes reliés	(Sauf les exceptions mentionnées ici). "Unbound journals may not be taken out on loan by anyone. This rule applies equally to the main Douglas Library Collection and to the collections in our numerous Branch Libraries. (1)
University of Calgary <i>Guide to the University Library 1966-67</i>			Revues non-reliées prêt pour une période de 72 heures. Revues reliées: Prêt ordinaire	"Loan period: Although the official loan period for periodicals both bound and unbound, is 48 hours, the General Faculty Council has authorized that, for a trial period until the end of December, this be extended to 72 hours." (1)
University of Victoria. <i>Guide to the McPherson Library 1966</i>	Pas spécifié	Revues non-reliées: Prêt des numéros courants pour une nuit ou trois jours pour ceux qui font de la recherche. Ces derniers doivent obtenir la signature du professeur	Revues reliées: prêt ordinaire	... "Periodicals may not be reserved"... "Newspapers may not be taken out of the library"... (1)
Université d'Ottawa La Bibliothèque Lettre de M. Roland Labonté, Service des périodiques, le 11 avril 1968	Par exception, lors- qu'un article est trop long à photo- copier, on prête un numéro de l'année en cours		Prêt de tous les périodiques sauf les numéros de l'année courante	Voir l'exception pour les professeurs

1.) cf. Références dans la première colonne à gauche.

<p>University of Toronto Library <i>A Student's guide to the University Library</i></p>			<p>Prêt ordinaire pour les volumes reliés. Prêt d'une semaine dans le cas des revues non-reliées sauf le numéro courant et quelques exceptions. prêt d'une nuit seulement</p>	<p>...Certain periodicals for which there is great demand are restricted to use within Periodicals room. Newspapers and airmail editions of periodicals do not circulate outside the Periodicals rom. (1)</p>
<p>University of Waterloo <i>Student Library Hand- book P.22</i></p>			<p>Prêt des périodiques reliés seulement. Limité d'une semaine pour les diplômés et d'une nuit pour les "sous-gradués"</p>	<p>"Current issues of periodicals may not be borrowed. However, Xerox copies of desired articles may be borrowed at a cost of 5 cents per page." (1)</p>
<p>University of Windsor The Library, Lettre de Mlle Judith Doig, Responsable des périodiques et des publications du gouvernement le 19 avril 1968</p>	<p>Prêt de 48 heures pour les périodiques reliés seulement. Le samedi et le dimanche pas de prêt à l'extérieur. Une amende de 35 sous l'heure sanctionne ce règlement</p>			<p>...They (the regulations) were instituted at the instigation of the University Senate and are, indeed, a little stricter than we ourselves feel desirable. It does appear at the moment that they may be modified as the enforcement has caused considerable controversy. (1)</p>
<p>UBC Library 1966-67</p>			<p>Prêt de deux heures ou une journée pour toute revue</p>	<p>"All journals and reserve books may be borrowed for one day or two hours as indicated on the date due slip inside the back cover of the book." (1)</p>

LIBRARY EDUCATION

an approach for tomorrow

Susan Whiteside

There are many approaches to tomorrow but too often they are obscured by the tangle of yesterday's excuses and today's preoccupations. The conception and implementation of a Library School for the Atlantic Provinces is a case in point. When the Dalhousie University School of Library Service welcomes its first class in September 1969, librarians and interested laymen of the region will have fulfilled a collective dream, too long pursued around a vicious circle of inadequacy and apathy. Plagued by the problems of inadequate library service due to poor facilities, a shortage of trained library personnel, and a lack of funds, librarians have been unable to rally a disinterested and uninformed public to their cause. Good will and good intentions must be demonstrated if they are to be understood and encouraged — but demonstrations require the wherewithal of money and manpower. Excuses, pre-occupations and problems have thus littered the road to tomorrow, but a professional commitment to provide the library service that is essential to a healthy society has been the goad to persevere and succeed in this undertaking. And with the approach carefully selected, it is possible to translate "tomorrow" into the realities of today.

The Dalhousie University School of Library Service represents an approach from within the profession. Through the channels of professional education, librarians will pursue a manpower increase in quantity and quality sufficient to justify the profession's public appeal and thus break the vicious circle. The establishment of this School is the culmination of three decades of investigation by Atlantic Provinces librarians, educators and administrators. It comes in response to an accumulation of evidence indicating that not only does the Atlantic area share a na-

tional problem, but that it must begin to solve that problem in its own way, with its own resources wherever possible.

In January 1967 the Canadian Library Association conducted a survey of the library personnel situation, with 23 libraries responding from the Atlantic Region. (1) The number of needed professional positions estimated by this group totalled 195; the number of needed professional positions vacant totalled 100—and this response was from but 9% of the Atlantic libraries. In the past the Atlantic Provinces could look to the established schools of central and western Canada for a partial solution of this supply and demand quandry. This option is no longer open. The accredited schools at McGill, Toronto and U.B.C. are operating at capacity and turning away qualified applicants. Expansion of these institutions, though possible, would not provide a happy solution for there are other factors which have contributed to the emergence of a harsh reality: library schools tend to nurture the needs of the area immediately surrounding them. Contemplating the drift of U.B.C. library graduates to British Columbia jobs, one Prairie librarian observed that "once you send them over the hill they stay over the hill", and accepting reality, the Prairie Provinces have opened their own school at the University of Alberta in Edmonton.

The Atlantic Provinces have responded in a similar manner, encouraged by recommendations such as that of the Council of the Canadian Library Association which in 1966 urged that a school be established in the Maritimes. (2) In 1966 a score of librarians representing various library systems and types of library service in the Atlantic region were polled concerning the desirability of a library school and the pre-

ferred location. A majority vote favoured a School, and Dalhousie University was the overwhelming selection for location. The Atlantic Provinces Library Association endorsed these decisions in a November 1966 resolution (3) which was forwarded to the Dalhousie University administration. The resolution was warmly received, indeed regarded as additional incentive to investigations which the University had begun in 1957 through a committee of the Faculty Senate. Studies of feasibility began in earnest in the early 1960's, resulting in a proposal accepted by the Faculty Senate in December 1962 that Dalhousie organize and maintain a library school if government support were forthcoming and qualified specialists found it practicable and desirable.

The question of government support is a part of the broader question of university finance which need not be discussed here. But "practicable and desirable" has been the response of library specialists approached. In 1964 Dr. Samuel Rothstein, Director of the U.B.C. School of Librarianship stated "Maritime Libraries immediately and Canadian Libraries ultimately cannot but gain from the establishment of a school at Dalhousie". The Canadian Library Association has regarded a graduate library school at Dalhousie as of paramount importance to provide the organization and leadership for academic and continuing educational programmes so needed in this area. Dean Jack Dalton of Columbia University School of Library Science underscored these opinions in the spring of 1968 when he was asked to review the School's plans. He reiterated the necessity of a school in this area and his belief that Dalhousie University was equipped to provide a programme of highest standards. His final observations indicated a course that has guided the School's conception: "It should, of course, be mindful of the special problem of the area it will serve most directly, but it should develop its plans with the needs of Canada and all Canadian libraries in mind." (4)

Mindful of this precept, the School will offer a programme departing from the general pattern of those found in other

Canadian library schools. Emphasis will be placed on the development of the individual student within a curriculum structured to accommodate a variety of approaches to the problem of librarianship. Organization and administration of information retrieval and transfer, subject-depth study of library resources, exploration of the varying character of community demands and of user needs with emphasis on specialized services, inquiry into the structure and methodology of information handling — these are facets of librarianship which the School seeks to embody in a programme that can be tailored to individual needs and abilities. The curriculum offers a variety of courses reflecting these aspects of professional concern, arranged with sufficient flexibility to allow each student to establish his own field of interest and pursue its problems to a depth and at a pace of his own choosing. But theory will be given substance in a basic structure of professional techniques by means of which students might grasp the general principles and logic of their profession.

The School has interpreted "library service" in its broadest sense, striving to project the fusion of past tradition and present evolution. The future problems and challenges of the information marketplace are rooted in current developments within and beyond the traditional boundaries of library concern; but just as surely are they the product of and variation upon yesterday's philosophy and technology. If the future is to be welcomed rather than feared, then, its problems must be understood in their historical perspective and their solution must be built upon a re-interpretation of traditional formula. If there is any justification for a programme of library education it lies in the necessity of interpreting this progression from past to future; it lies in the necessity of giving reason and extension to the otherwise static details of procedure and system. Such is the objective of this School as it strives to answer students' "how" only to stimulate their "why"; yet it will try to firmly plant the theory of "why" in the practicalities of "how" that its students might graduate

with a balanced view of both the trees and the woods. The School hopes to avoid the criticism of technical training by nurturing an appreciation of the inter-play between man, his racial records and his social needs. The School will have succeeded if its graduates are masters of a specialized body aware that their knowledge is nothing more than a curiosity until it is applied, with skill and selectivity, to human problems of communication.

Fulfillment of these objectives will be pursued in a programme integrating practical application with academic requirements. Special attention will be given new techniques and devices to solve some of the age old problems of the profession, while the requirement of 100 hours of varied library working experience during the course will provide the demonstration of applied technique and theory. Students will be required to take four courses in the history and basic principles and techniques of librarianship with six additional courses chosen from a wide range of electives. These will include an optional thesis credit, providing for a considerable degree of individual research, and encouraging exploration in both professional and academic spheres. Greater attention than is usual will also be given the pursuit of academic specialties through co-operation with other faculties of the University. It is through such measures that the School will endeavor to translate library training into library education, and to introduce its students to the reconciliation of their professional ethos with its wider community.

Accreditation for the School will be sought as soon as is feasible. It is hoped this request can be made within three to five years at the latest, with no serious difficulties anticipated as the programme has been designed to meet most of the standards of the relevant accrediting committees. The teaching staff will be comprised of five full-time faculty supplemented by lecturers drawn from eastern North America.

Admission standards will require a Bachelor's degree from a recognized university with at least a good second class

standing in the major part of the degree work. In addition each candidate will be required to present evidence of one or two years employment depending on whether it succeeds the professional course of study. Candidates applying with an honours degree or coming to the school with a record of considerable working experience represents cases to be considered for possible exemption from some part of the admission requirements. In all cases the candidate's academic record and working experience will be judged in relation to one another and to the curriculum. Provision has also been made for the admission of part-time degree students, and for the inclusion of occasional students interested in specific courses, wherever space conditions permit. Successful completion of the course, which is offered on the basis of a trimester year and will require at least three full terms that could be spread over five calendar years, will confer a degree of Master of Library Service.

The projected enrolment of the first class is 25, building toward an eventual maximum of 100 that will always allow for small classes with many courses presented on the seminar basis.

The vote of Atlantic Provinces librarians favouring Halifax as a location for a library school was based on its central position, its variety of library facilities, and the availability of graduate faculties in a wide range of disciplines. The Killam Memorial Library, now under construction on the Dalhousie campus, will provide a highly developed physical plant to support the demands of the curriculum and to meet the accreditation requirements for space and facilities. Moreover, Dalhousie can provide a rapidly developing collection of library science materials to meet the demands of the School and of all librarians of the area.

With such supporting facilities the Dalhousie School of Library Service will be able to realize another objective — the provision of lecture series, workshops and conferences in areas of concern to the profession, which are being planned as an integral part of the School's programme. In

such market places it is hoped librarians will meet to pursue varying courses of continuing education and in so doing will generate discussion and exploration within the profession.

It has been a dream of many years that in such a school as the Dalhousie University School of Library Service the Atlantic

Provinces could find a centre for their professional development and some solution to their library dilemma. Yesterday, today, and tomorrow must now be fused into one force capable of fulfilling that long-sought dream. And with the approach chosen, librarians of the Atlantic Provinces must now demonstrate courage and imagination in support of their School.

FOOTNOTES

- 1) Unpublished survey of the Canadian Library Association, January 1967. The survey questionnaire was directed to provincial libraries, public libraries in population centres of 25,000, university and college libraries of institutions with an enrolment of over 500, selected school and special libraries.
- 2) Letter written on behalf of the Canadian Library Association by Elizabeth Morton, Executive Director, to Dr. H. D. Hicks, President, Dalhousie University on January 4, 1967. This letter conveyed the resolution of the 1966 Annual General Meeting of C.L.A. urging the need for study of library schools in particular areas, including the Atlantic Provinces. Miss Morton also relayed the unanimous opinion of the C.L.A. Council Meeting of October 1966 that a school in the Atlantic Provinces should be located at Dalhousie University, because of: the variety of libraries in the city and surrounding area, the extent and kinds of book collections, the existing staffs.
- 3) Letter written on behalf of the Atlantic Provinces Library Association by Mrs. D. L. Cooke, President, to H. D. Hicks, President, Dalhousie University, November 24, 1966.
- 4) Letter written to Dr. MacLean, Dean of Faculty of Graduate Studies, Dalhousie University, May 13, 1968.

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FROM THE PAST-PRESIDENT'S DESK

The 29th annual conference of the Atlantic Provinces Library Association was held at the Digby Pines September 6th to 8th., 1968. It was nice to see those who were there, and we missed those who were absent. Of the ninety-one members who registered, about a third were attending their first APLA conference.

Mr. Clifford Currie, the new Executive Director of the Canadian Library Association gave the keynote address on Saturday morning. Father Hallam chaired a panel on Library Cooperation, and after lunch we continued the discussion in two subject groups. After dinner, Dr. Harold Nason, the Deputy Minister of Education for the

Province of Nova Scotia, spoke on The Role of Libraries in Education.

At the general session Sunday morning, Mr. Vagianos reported on the Dalhousie Library School, and your President reported on her term as APLA representative on the CLA Council Advisory Group. Mr. Robert Fairfield, from Toronto, with a running commentary to accompany coloured slides, took us on a tour from the banks of the Annapolis River to Europe and Asia, and then back to libraries in Canada.

With the installation of the new Executive, the conference came to its conclusion, with the promise of a bigger and better conference in September 1969.

Our Contributors

Dr. Pross is Assistant Professor of Political Science, Dalhousie University; Raymond Robichaud, Periodical Services, Champlain Library at the University of Moncton, Moncton, N. B.; David E. Coates is Associate Professor of Engineering, University of Waterloo, Waterloo, Ont.; Miss Susan Whiteside is Assistant to the Director, School of Library Service, Dalhousie University, Halifax.

THE RABBIT HOLE

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

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

IF I WERE A UNIVERSITY LIBRARIAN,

Almost everyone seems to enjoy making life miserable for librarians. As if the annual budget trauma were not sufficient, every so often some well-meaning soul collects some numbers and writes a Report loudly and publicly bewailing the terrible state of our university libraries. An impossible dilemma, of demands for service, and denial of resources, is the source of constant frustration.

An outsider receives the strong impression that librarians are (most of the time, but not always) reacting to this situation by retreating within the solid walls of their buildings, there to grumble amongst themselves about the unfairness of life. Desmond Morris in "The Naked Ape," Cape, 1967, has recently supplied a number of nice words to "explain" certain phenomena long associated with libraries. The attitude that students and faculty should educate themselves to understand the LC or Dewey or UDC systems, is probably an unconscious effort to establish "dominance" over these people, who are continually invading the "territory" of the librarian. Territoriality may well underlie most of the reluctance with which access to stacks, to carrels, and even to the office of the head librarian, is granted. The above-average volubility of many librarians may be a "displacement activity" or perhaps an attempt to avert aggression (I'm not a zoologist). That librarians enjoy a strong hierarchical structure in their

organizations is a possible technique for supplying some measure of dominance within the group, while the group itself is dominated by its environment.

Librarians, in general, do not go out to hunt. Why not? Faculty do — to get research grants, consulting work, and good students. The students themselves do, on occasion. Certainly the administration does — a university president not on the hunt for money is a most unusual one. Well then, why not librarians? In all seriousness, the opportunities for breaking out of the budget/service dilemma, through some aggressive hunting, are getting better all the time.

Consider: the university can be regarded as, in effect, an "information utility" — a generator, processor, preserver, and supplier of information, the latter mostly in the form of teaching services. The operating elements in this utility are the faculty, the libraries, the computing centres, the bookstores, the reproduction and printing services, audio-visual services, and physical plant. There are other elements, of course, which serve internal social, supporting, or management needs, but which do not directly contribute to the "information" function.

The general trend of technological development in the educational process is toward higher student/faculty ratios, with more load thrown onto capital-intensive facilities such as audio-visual aids, computer-assisted instruction, etc. (cf. O. H. Levine, NRC 9197, Aug., 1967.)

Furthermore, as the social investment in universities grows, greater pressure will come onto these institutions to justify themselves—as it already has in Saskatchewan, for example. “Pressure” is perhaps the wrong word, since most universities are rather democratic and responsive institutions. There is a trend toward a wider variety of information services: continuing education, more “professional” graduate courses, more research on problems of socio-economic value, such as housing, and information services to local communities.

Changes in technology seem to be regarded mainly as a threat by librarians, and they seem to expect the computer science people to capture most of the opportunities for growth and development that automation, data banks, and computer-assisted instruction allow. This is really rather surprising. Granted that the Computing Centre Directors have been very successful at obtaining capital funds and special grants for ever bigger, newer, and faster machines — an object lesson in tactics which librarians should carefully study — what have they done with their machines? Many computing centres provide erratic and undependable service while their staffs amuse themselves writing software for ever more rapid processing of problems of continually decreasing relevance. The field for application of new technology to libraries, whether to improve existing operations or to develop new services and new functions, has by no means been pre-empted.

Why should not librarians take advantage of these trends, and the rules of the

budget game, and the administration game — and go out to win. For example:

— You need more technical services staff, and have no money? Why not sell technical services to schools, public libraries, corporations and other institutions in your area (at a profit, of course)? You will be able to justify added staff, and improved methods and equipment, by income generated.

— Become a licensee of, say, the Institute for Science Information. If you can find about 50 subscribers to the ASCA Service in your community, you can make money to put into improving other services. Faculty research grants should easily cover the break-even requirement, anything else is gravy.

— Make a bid to take over audio-visual services and the bookstore, on the grounds that you can eliminate duplication of purchasing functions and achieve faster response to changes in course content. With audio-visual under your wing, or even just on friendly terms, you can apply for research grants for development of improved devices such as “teaching carrels”.

— Appoint service representatives to carry your new, aggressive, outgoing image to the faculty, students, and anyone else who might become a paying customer. Remember the well-known adage: an industrial corporation produces two things — its product and its securities. An improved image will earn you much at budget time.

You will think of others. Good luck and good hunting . . .

D. E. COATES

OUT of the IN box

a sampling of notes from the library world.

From Newfoundland/Labrador

Our congratulations and warm welcome to Mr. Colin William Clarke, Fellow of the Library Association of Great Britain, with a background of experience in England, United States, Nigeria and Tanzania, who has been appointed Director of Provincial Library Services of Newfoundland and Labrador.

The same to Mr. Donald Leo Ryan, graduate of Harvard and Columbia, and most recently Head Librarian of the Newark Colleges of Rutgers University, who has been appointed Director of Libraries at Memorial University, St. John's.

Reprints

Lists of reprints in the Portway and La Academic series are published regularly in the Library Association Record.

Two other series of reprints noted in British journals are the "Doughty Library" which reprints fiction of the Victorian era such as Mrs. Henry Woods' "The Channings"; and the "First Novel Library" which has just published George Douglas Brown's "The house with the green shutters".

Reference

A major reference reprint: Aldis' "List of books printed in Scotland before 1700" which is being prepared by the National Library of Scotland in collaboration with the Edinburgh Bibliographical Society.

School Libraries

The pamphlet "Patterns of development in elementary school libraries today" by Prof. Mary Gaver of Rutgers Library School is available for 50c from the Encyclopedia Britannica Inc., School Library Awards, 425 North Michigan Ave., Chicago 60611.

Library Automation

Two relatively new journals in this field: "Program: news of computers in British Libraries" (University of Belfast); and "Journal of Library Automation" (A.L.A.)

Ins and Outs

A librarian with ambition, energy and perhaps a touch of bilocation: after seven "Librarians Wanted" ads in the Newsletter of I.P.L.O. is the solitary ad under "Positions Wanted".



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Letters to the Editor

Many thanks for sending me the copy of the Ettlenger article, "Through a Glass Darkly." (32.2) Not only do I think it excellent and full of things that badly needed saying, but also its arrival was particularly opportune. At the time the *Bulletin* arrived I was working on some problems in book selection for the Carnegie Study of Education for Librarianship, so I could make good use of a citation to Ettlenger. Again, thank you very much for thinking of me. . . .

J. H. Shera,
Dean, Library School,
Case Western Reserve University,
Cleveland.

Many many thanks. I was as surprised to see these, giving the fact that we haven't been able to get mail in and out of Canada for some weeks, as I was delighted by the Ettlenger article which you had mentioned to me at Kansas City. I also read with pleasure Mr. Miller's letter about the Krazys article. . . .

Jack Dalton,
Dean,
Columbia University School of
Library Service,
New York.

Dear Mr. Ettlenger,

Louis Vagianos has thoughtfully sent the June number of *APLA* containing your excellent article "Through a Glass Darkly".

You state the problem in a most cogent manner. So much so that your article should be compulsory reading for every

librarian.

Dr. Miller, Director of Libraries at Indiana, discussed the same problem in a recent lecture at Louisiana State University. His lecture will be published by the library there, but I am sending you a typescript copy of his talk.

I hope your paper receives the widest possible circulation and that you will continue to explore this vital library topic.

Cecil K. Byrd
University Librarian
Indiana University Libraries
Bloomington, Ind.

Many thanks indeed for sending me the copy of the June 1968 *APLA* Bulletin. The Ettlenger article is a significant contribution on a neglected subject and the Parker paper is an admirably lucid and informative report. If you can maintain this quality, the *Bulletin* will certainly be exempt from all further criticism by me.

Mind you, however, I find plenty to disagree with in Ettlenger's article. He makes light of the faculty members' wish to keep book selection in their own hands; my experience suggests that many university instructors want to do more than be consulted in the choice of books—they want to control it. That is, when a conflict in views arises as between themselves and the librarians (and such conflicts do arise), they want the power of decision. In making this observation I do not wish to imply that the library should not have the responsibility and ultimate control in book selection. Like Ettlenger I think that it should, but unlike Ettlenger, I think that the assumption of such responsibility will not be easy.

A second point: Ettlingle wants the university library staff to choose books but he does not say how this is to be done. In a public library, the staff actually *reads* the books or at least reads reviews about them. Is this process really feasible for a university library, where the stock of titles from which the selection is to be made may comprise 100,000 titles in twenty languages? I would like to have Ettlingle be more specific on the process of book selection.

A third point: Ettlingle wants "all qualified professionals to participate in the distribution of subject specialization" (page 39). Given the hard facts of life: a high

rate of staff turnover, considerable overlap between subjects and the claims of other duties (for none of these people is apparently to work full time on selection), would the system work in a largish library such as U.B.C.? I doubt it.

Still and all, I enjoyed the article and I am going to use it in my courses. Please give my compliments as well as my *caveats* to Ettlingle.

Sam Rothstein,
Director,
School of Librarianship,
University of British Columbia

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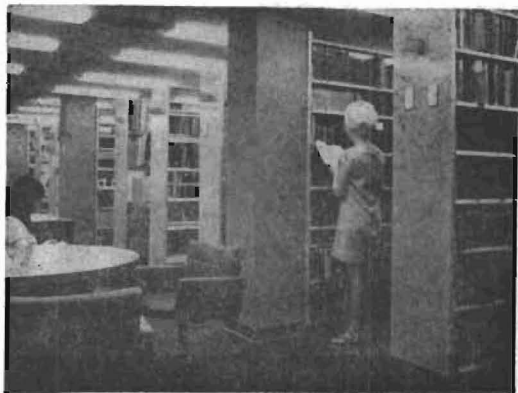
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