ACCESS

ola

mentors who made us

Lynne Howarth honours Marjorie Fleming by introducing a virtual Wall of Honour to OLA ...

Now you can bring your special collections out of the backroom

The **OCLC Canada Preservation Service Centre** in Winnipeg, Manitoba makes it easy for your library to "go digital." And with your photos, local histories, newspapers, maps and other special collections available online, they become more visible and accessible anytime, anywhere. We provide the technology, infrastructure, resources and services—everything you'll need to manage your digital collections.

Our digitization and archiving services are just one more way that OCLC Canada helps you. Learn more at **www.oclc.org/ca/en/preservation/** or send us an e-mail at canada@oclc.org.

OCLC Canada

www.oclc.org/ca/

O V I D.

Ovid Introduces a Next Generation Federated Search Solution: Ovid SearchSolver™
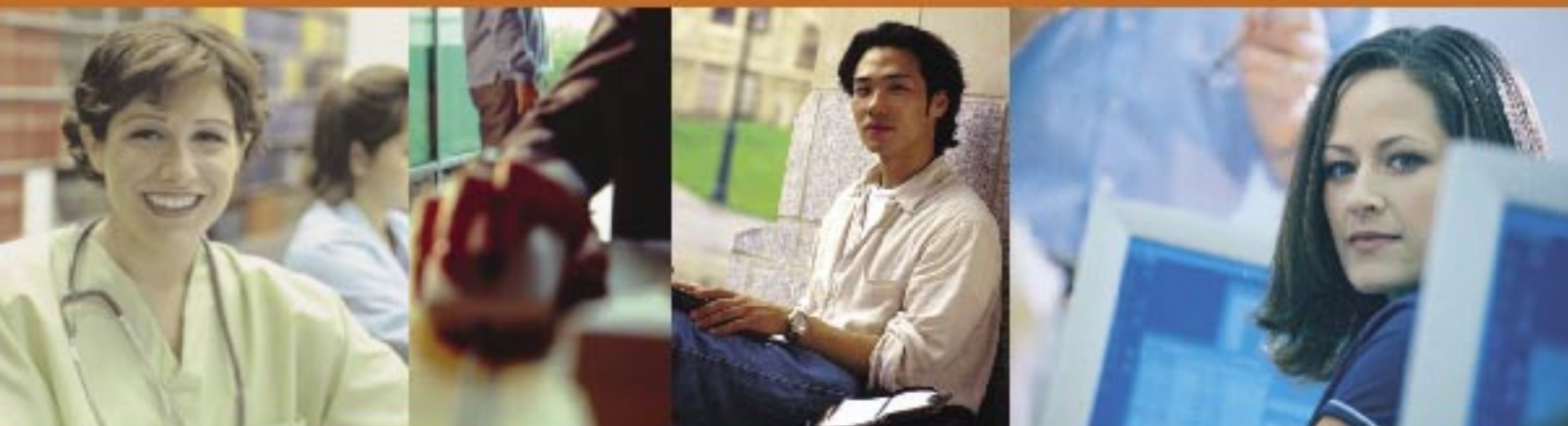
Ovid SearchSolver — an exciting new front-end resource discovery tool

Designed to easily fit into existing research environments, Ovid SearchSolver's advanced functionality allows you to:

- Search an unlimited number of resources simultaneously
- Display results, rank or export consistently across all interfaces in a single step
- Search across ALL types of sources, from multiple vendors, including electronic journals, bibliographic databases, Internet portals, and OPACs
- Refine and limit search results using the Ovid SearchSolver interface
- Explore a topic further using a specific database's own interface

Ovid SearchSolver™ and Ovid LinkSolver™

The Most Complete Precision Discovery Solution for the Research Community.

Combine Ovid SearchSolver with Ovid LinkSolver, our OpenURL link resolver, to experience the full power of information discovery, from precision searching to full text linking – aimed at helping your users find the answers they need to inform their work.

Contact Ovid for a custom consultation and see how cost effective and easy it is to bring this research discovery solution to your site.

ACCESS
the magazine of **ola**

contents

Features

ACCESS the magazine of ola

contents

Departments

On The Cover: Marjorie Fleming is the first mentor to enter OLA's new and exciting Virtual Hall of Honour. Let us praise our mentors—the not-necessarily-famous people who made our profession great! See the first story in

Ontario *Snapshot*

Ottawa, Innisfil: Summer Reading Program Blasts Off

In Ottawa at the Cumberland Branch, more than 75 aliens from Dunning Foubert Elementary School and Ecole publique Jeanne-Sauvé publique (see picture) launched this summer's reading program. Innisfil Public Library did not get a personal appearance but they did get a personal message on videotape from astronaut Dr. Dave Williams. The children loved hearing their town mentioned in the video. It was a great success.

Lindsay: Friend of the Year

The Friends of the Lindsay Branch Àof the City of Kawartha Lakes Public Library received The Random House of Canada "Friend of the Year" Award for 2004. "It is this versatility which makes us think that we are worthy of consideration for the Random House Award at this time," Lindsay's submission stated. Activities undertaken included the celebration of the 100th Anniversary of the Carnegie Library; hosting a meeting of Adjacent Friends Groups to discuss common issues; opening the library for the provincial "Doors Open Ontario" program; and initiating the Archival Material Preservation Project funded with $3,000 raised by the group.

University of Ottawa: Launch of Alumni Pilot Project

University of Ottawa Libraries have launched a database service for alumni as a pilot project that is a response to the growing demand by alumni for remote access to electronic resources. The first database to be selected is ABI Inform Global, based on its broad appeal to those interested in business information. Alumni are able to register and pay for an annual membership ($60) using the Alumni Relations Web site. An e-newsletter has been sent to 24,000 alumni.

UWO: Libraries Welcome Upgrade

The University of Western Ontario's networked public work stations will receive a major face-lift thanks to a $551,461 Gift in Kind from Sun Microsystems of Canada. Work on installing the 450 Sun Ray 170 Ultra-Thin Client workstations have been deployed throughout the seven libraries across campus. In conjunction with new servers and operating systems, the Sun Rays will provide the opportunity to introduce new functionality for all library users as well as increased reliability, faster response time and a better student experience.

Vaughan: Reaching Out to the Russian Community

Vaughan Public Libraries and the Russian Library & Information Centre recently presented The Russian Poetry Festival at Bathurst Clark Resource Library in Thornhill. The evening showcased Russian artwork and literature, readings by local Russian poets and entertainment by a musical ensemble, which performed traditional Russian songs. In Vaughan, Russian is the third most popular language spoken after English and Italian. The co-sponsorship of this program connected VPL to the local Russian community, most of which reside in Thornhill. It welcomed them into the library and introduced them to the collections and materials available to them in their own language.

Ontario Snapshot

Milton: Showcase Draws New Library Patrons

Milton Public Library recently participated in the 2005 'Milton Showcase. Library staff rented a booth and set up the library display board and a computer. The Milton Town IT staff offered a wireless network and staff were able to use a laptop computer for demonstrations. They registered patrons and handed out library cards. Teams of two from Information Services staffed the booth in four-hour shifts. Visitors to the library booth also had the chance to win a $150-book gift certificate from Chapters/Indigo in honour of Milton PL's 150th year). Staff counted more than 800 ballots from the draw, proving this year to be another successful Showcase for Milton Public Library.

Toronto: Library Wins Literacy Award

The Toronto Public Library won the Canadian Library Trustees' Association's Stan Heath Achievement in Literacy Award for three strategic outreach initiatives in adult literacy: TPL's Guide to Getting Good Information, The Golden Oak Award Adult Literacy Book Club, and the Learners' Learning Together Conference, at which the Golden Oak Award is given as a luncheon activity.

Oakville: Branch Expansion and Renovation

The Glen Abbey branch of the Oakville Public Library is undergoing an exciting expansion and renovation. The construction project at the facility, which is combined with a recreation centre, will add an extra 3,500 sq. ft. to the library, a second arena, and a new gymnastics centre. The $11.7 million project is generously supported by the Town of Oakville and the Canada Ontario Infrastructure Program.

Welland: Public Library Opens in New Civic Square

The new main library for Welland joins City Hall in a new Civic Square. Wayne DeMille, the library board chair, commented that "the windows, light and open concept designed by our architects (Carruthers Shaw) is a wonderful complement to the natural beauty we enjoy along the Recreational Waterway."

Belleville: Ground is broken for a new 38,000-square foot Public Library and Art Gallery that will be three times the size of the current facility.

Ontario Snapshot

Thunder Bay: Creating Family-Friendly Environments

The staff of the Challis Resource Library at Confederation College was recently commended for the Family-Friendly Environment that they have created. Their Director of Learning Resources, Laraine Tapak, says, "The space created in the Library is not only an area for children and families, but also a place where family literacy and numeracy skills are promoted."

The college Library has always contained a collection of materials for the Early Childhood Education program. Laraine and her staff decided to pull these resources from the regular book collection to create a child and family-friendly space, since many staff and students at the College are parents. They bought furniture, painted the shelves bright colours, and bought stuffed animals, wall hangings, bean bag chairs, cubes, etc. A literacy kit containing approximately 50 books for children and parents was donated by Communities Together for Children/Ontario Early Years Centre to add to their collection.

Whitby: Library Envy for New Building

The new 55,000-square-foot, $19.5-million library in Whitby has greatly enhanced collections and embraces the latest technology, including an RFID system and full wireless access. The library offers well over 100 public computers with full Internet access, a Computer Training Lab, meeting rooms, individual and group study rooms, abundant study and lounge space – complete with two working fireplaces, a local history room and the Town of Whitby Archives. The library also boasts a high-end café. Library CEO, Ian Ross, reports that the library was an instant success with library patrons. One teenage boy said it all: "I walked in... I almost started drooling ... I want to move in!"

Correction

On p.10 of the Summer 2005 edition of *Access*, an error occurred in the heading: Ottawa: World Wrestling Comes to the Library. The event actually took place in Oshawa. Access regrets the error.

Flash*point*
CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

The Cover Story:

Honouring the Mentors Who Influenced Us

Lynne Howarth, former dean of the Faculty of Information Studies at the University of Toronto, has pledged $25,000 over the next five years to establish a new mentoring endeavour of enduring significance. What makes it totally unique in OLA programs is that she is inviting Ontario librarians to donate to the Fund in the name of the person who was their mentor. These are not the people who necessarily were in positions where they could cause major changes but as mentors they may in the long run have had the most influence. These are the people behind the professionals who have made Ontario libraries the great institutions they are.

Lynne is naming the fund after Marjorie Fleming, the Head of Children's Services at the George H. Locke Branch of Toronto Public Library for many years. Lynne sees Marjorie as the mentor who influenced Lynne the most in her career. Most of us can instantly identify our mentors and have great memories of the relationship. Lynne's idea is such a fine way to acknowledge the impact these mentors have had on our lives.

The OLA will be creating a virtual Wall of Honour for all of the mentors identified by donors. This will include a picture if we can find one, a brief biography and a short comment from the donor. This is an enormously imaginative and thoughtful concept that does honour to us all.

Issue: The Library Book Rate

Since 1939, Canada Post has provided a special reduced postal rate for the mailing of printed library materials by libraries. Canada Post is in the process of removing all subsidized rates from its schedule, including more recently rates for magazines and newspapers. A CBC news story out of Manitoba this summer triggered major alarm across the country for the devastating impact loss of the rate could have on rural and remote libraries. The viability of interlibrary loan services at a time when public demand is rising became a major concern. The Hon. John McCallum, Minister of Finance, intervened and said that the book rate would be subsidized by the government causing a major sigh of relief across Canada. The Canadian Library Association and the Provincial and Territorial Library Directors Association decided to maintain a lobby to ensure that the government formally enshrined the subsidy and requesting that materials covered by the library rate be expanded to include other forms of materials besides books. The Ontario Library Association wrote to identifiably remote libraries in Ontario to promote their letter writing to tell their stories on these needs.

Community Access Program Youth Initiative for 2005-2006

The Ontario Library Association has again been chosen to administer the CAP Youth Initiative for Ontario in 2005-2006. The program provides youth (15 to 30 years old) with opportunities to work in Ontario CAP Centres (many of which are libraries) and to develop skills in information, communication and internet technologies. This is the eighth year that OLA has administered the program. In the 2005-2006 year, the pre-existing CAP Centre base that receives sustainability funding will be eligible for youth funding – almost 1000 centres in Ontario. The funding level for this program is very similar to last year with approximately 400 jobs being provided. The program will end earlier than usual on February 28, 2006, to coincide with the end of the sustainability funding term.

Flash*point*

School Libraries Look to the Evidence

While school libraries were doing their purchasing work in response to the special grant of $17,000,000 provided by the Ministry of Education to refresh collections, OLA met with the Organization of Book Publishers of Ontario, the Canadian Publishers' Association and People for Education to compare plans for research on school libraries. The OLA Board of Directors, who approved spending upwards of $100,000, gave People for Education and Queen's University the go-ahead to correlate EQAO literacy test results and information with the parents' tracking reports in a $40,000 first phase.

The Ontario School Library Association is asking members for their stories about the use of the materials purchased with the special Ministry grant. As well, an OSLA committee worked through the summer on creating an Evidence-Based Tool Kit for school staff to use this fall to start measuring the local impact of school library program on overall student achievement. The Tool Kit is available on the OSLA Web site www.accessola.com/osla.

Visitors from Uzbekistan

OLA has sponsored the three month CIDA-funded visit of Zulfiya Isamuhamedova and Sevara Zaynutdinova, two young librarians from Westminster University in Tashkent, Uzbekistan. The University of Guelph at Humber College, York University and Toronto Public Library have been generous providers of a wide range of experiences while the two young women have been in Canada. Their CIDA project is to present a series of one-day workshops for untrained librarians in small communities across their country.

OLA's Africa Project Develops Momentum

Donations to help the children of Africa continue to flow in. The OLA Board of Directors approved the establishment of the Africa Fund based on reactions of conference delegates to the extraordinarily effective and moving speeches of Craig Kielburger and Stephen Lewis (you can hear these speeches again and again at the Super Conference 2005 Web site www.accessola.com/superconference2005).

As its first act, the Board sent $13,520. to Craig Kielburger's Free the Children Foundation to purchase school and health kits for all children entering his four new schools opening in Kenya this fall. With the generosity of OLA members and Super Conference delegates, it is hoped to support the building of schools and combined school/public libraries in future months and years. Donate at the OLA's secure Web site or send a cheque or money order to the Association. Even better, pledge an amount per month, through your Visa or MasterCard or by post-dated cheque.

Flash*point*

Issue: The Fight for Fairness in Copyright Legislation

The latest bill to amend the Copyright Act emerged in June. The legislation implements provisions of the 1996 World Intellectual Property Organization (WIPO) Treaties, defines liability for Internet service providers, facilitates the use of new technologies for educational and research purposes, and harmonizes the treatment of photographers with that of other creators. The educational use of publicly available Internet material and private copying was not addressed. The legislation has been received with varying reactions from elation by recording industry interests to dismay by education interests.In a country where the federal government brought internet access to every school coast-to-coast and has worked hard at bringing excellent broadband access to every community (Canada ranks in the top five countries for bandwidth, at least for the moment), it is ironic to see all the restrictions on this huge infrastructure investment. Canadians need to benefit from greater access to educational materials and life long learning opportunities, not less.

Hearings on the legislation take place after second reading. Consultation on education exemptions should happen somewhat simultaneously. The likelihood of this legislation getting passed before a new election is called is low but comments to the government in the interim will set the groundwork for the version the next government will bring forward. A campaign involving CLA, ASTED and the provincial and territorial library associations in The Partnership, is tentatively set for after the election.

The Ontario Digital Library Refreshes for Start-Up

Now that the Ontario Digital Library is starting up, a fresh business case is being written to emphasize the social and economic value of the project to the government, to business and to everyone in Ontario from taxi drivers to students. The new case will be used to reintroduce the project to Ontario librarians and to support a targeted lobby of some half dozen government departments and projects being developed for the fall. An early summer think tank brought new eyes to the project which in turn has initiated a re-evaluation of the elements and their significance to a more knowledge management-based rationale.

The Really BIG Picture

By Stephen Abram

When Larry Moore invited me to write this View from the Top column for *Access,* I accepted quickly and then was paralyzed with writer's block trying to identify something that would be perceived as important and big picture. Then I remembered that scene from the movie Cleopatra in which Liz Taylor, as the title character, reacts to the burning of the Library at Alexandria. You know the scene. Cleopatra is angrily lamenting the loss of her library and the ancient knowledge it contained. Caesar has burned it by setting fire to the harbour and the fire spread to the library during his invasion of Alexandria in 47–48 BC. Few historians now believe that this fire spread into the city and destroyed the entire library. It likely just destroyed a library warehouse on the harbourfront since the historic record shows the Library at Alexandria existed well into the coming centuries. Nevertheless, this movie's scene serves to underline how much damage can be done to a culture through the simple destruction of its historic records and libraries.

Closer to home we know that during the War of 1812, the Americans came ashore close to my home at the foot of Roncesvalles Avenue and marched on York (Toronto) to burn our parliament buildings. This, of course was not the most critical damage to Upper Canada - politicians can meet anywhere! The real damage occurred when the American army destroyed Toronto's library. In retaliation the Canadian and British troops marched on Washington and partially burned the White House (It was only white after this attack when it was painted it to cover the charring). More importantly, the great retaliation was the burning of the young Library of Congress. It was of course restored quickly by giving Thomas Jefferson a choice between giving his large personal library to

When Larry Moore invited me to write this View from the Top column for Access, I accepted quickly and then was paralyzed with writer's block trying to identify something that would be perceived as important and big picture. Then I remembered that scene from the movie Cleopatra in which Liz Taylor, as the title character, reacts to the burning of the Library at Alexandria. You know the scene. Cleopatra is angrily lamenting the loss of her library and the ancient knowledge it contained. Caesar has burned it by setting fire to the harbour and the fire spread to the library during his invasion of Alexandria in 47–48 BC. Few historians now believe that this fire spread into the city and destroyed the entire library. It likely just destroyed a library warehouse on the harbourfront since the historic record shows the Library at Alexandria existed well into the coming centuries. Nevertheless, this movie's scene serves to underline how much damage can be done to a culture through the simple destruction of its historic records and libraries.

Closer to home we know that during the War of 1812, the Americans came ashore close to my home at the foot of Roncesvalles Avenue and marched on York (Toronto) to burn our parliament buildings. This, of course was not the most critical damage to Upper Canada - politicians can meet anywhere! The real damage occurred when the American army destroyed Toronto's library. In retaliation the Canadian and British troops marched on Washington and partially burned the White House (It was only white after this attack when it was painted it

to cover the charring). More importantly, the great retaliation was the burning of the young Library of Congress. It was of course restored quickly by giving Thomas Jefferson a choice between giving his large personal library to Congress or giving the government his extensive wine cellar. Being very bright he realized quickly that he could visit his library and donated the books. You can still view this collection at the Library of Congress. Presumably he enjoyed the wine long ago. By restoring the library at the centre of the nascent U.S. democracy and culture, the roots of their country were restored too.

The same cannot be said for some other cultures that are less with us. Inca, Aztec, Mayan libraries are mostly gone forever. The Conquistadores influence on the history of South America is probably unparalleled in human history. From the genocide of tens of millions of civilized, native people (possibly the largest in world history) to the destruction of cultures vibrant and diverse, it is clearly unimaginable what was lost. When the conquerors arrived, there was a vibrant continental mosaic of cultures—advanced and literate. Within decades, the destruction of all of their books and libraries was accomplished. Since the conquerors could not read the native books, they deemed them heresy. They were diligent in their haste and accuracy to destroy all of the written word of these cultures. Today, it is reported that only four books remain from the libraries of the indigent South American cultures! It's sad but true that this destruction of the physical record of a culture contributed in no small measure to its inability to sustain itself.

More recently we have the case of the Afghanistan libraries. Rebuilding Afghanistan will be a challenge without decent access to their cultural record. Most of the materials in the Kabul University Library were widely dispersed during the war; the National Archives has also been looted and its collections removed. During the five years of Taliban rule, most libraries were closed, and many irreplaceable

handwritten books and other examples of Afghanistan's cultural heritage were destroyed. A similar fate befell the Kabul National Museum which was looted by the Soviets before being hit by rockets. It's estimated that 90% of its collection was sold to wealthy collectors in other countries. The trade in Afghan antiquities has been reported to be one of the largest producers of illicit revenues after illegal drugs. UNESCO has been rallying support for Afghanistan libraries and museums to build even a modest new infrastructure for learning, democracy and research in a modern world. Again, we see that one of the biggest attacks on freedom and learning is on the library.

We saw television footage of the Iraqi National Library and the National Archives in flames and ruins. An inestimable corpus of our cultural history has been lost forever. For almost a thousand years, Baghdad was the cultural capital of the Arab world, the most literate population in the Middle East. Genghis Khan's grandson burnt the city in the 13th century and, so it was said, the Tigris River ran black with the ink of books. On the other hand, we are uplifted by the story of Ms Alia Muhammad Baker's house which is full of books. Nine days before the Basra central library burned she had spirited away 90% of the collection to her home. She is a true library hero and a hero to her culture and international librarianship. If you are inclined, purchase author Jeanette Winter's children's book called *The Librarian of Basra: A True Story from Iraq*.

Sadly, we see libraries worldwide under attack or being destroyed at unprecedented rates! In my lifetime through war, revolution, neglect or religious extremism we see the record of our culture and history being destroyed, rewritten or lost. From Romania to Moscow to Rwanda to Austria we see too much that is important to the sustainability of civilization being attacked and lost.

Indeed, until recently, on a somewhat smaller scale we risked

our own national heritage through the roof leaks that threatened the Library and Archives Canada. Thankfully, I'm told hat this problem has been wrangled under control and we can pray that the architectural infrastructure of our Library and Archives Canada soon matches its grand vision.

Recently, we've been shocked and saddened by the unspeakable loss of life and civilization due to the Tsunami disaster. The world community is trying to ensure that food, shelter and medicine reach the victims and the rebuilding can begin. It's heartening to see the world acting in concert to rise above petty differences to deal with this disaster. In our community, the library community, we are collaborating with out international counterparts to build a plan to assist in the restoration of the libraries of the countries and regions impacted. The Canadian Library Association will be announcing a collaboration with IFLA (The International Federation of Library Associations and Institutions) to raise funds for rebuilding destroyed libraries. Although the popular press has focused on the loss of life and homes, it is sobering to think that just one country, Sri Lanka, calculates that over 400 libraries of all types were destroyed. A global coalition of national and international library associations is also being formed to find ways that libraries and librarians can contribute in ways that aren't purely monetary – book donations, staff, research, technical support, etc. Please watch your e-mail and discussion lists as well as the CLA Web site (www.cla.ca) for details. Please contribute when asked.

We are fortunate to live where we do with our rich libraries. Recent local disasters like the floods in Peterborough or Hawaii, fires, mudslides, hurricanes in Florida have wreaked damage on our libraries. Mother Nature is an awesome reminder that we are small and weak in comparison. Natural disasters bring home to us the value of our libraries

View *from the* Top

and we are usually awed by the community support to restore and rebuild. It also shows the need for disaster planning and back-ups for our most valuable resources.

Then again, I don't think that we can ignore the man made disasters. And there are just too many of them lately. At the OLA Super Conference 2005, many of us were gifted with the honour of hearing Craig Kielburger (three time Nobel Prize nominee and founder of the Me to We Foundation www.metowe.org/, Free The Children www.freethechildren.com/ and Leaders Today www.leaderstoday.com/). His powerful stories talked about the impact of one person on another's life and the power of working together. I was particularly impressed on his story of how, at 12 , he attempted to save the Galineau library in Thornhill and how a year later a single reference question asked about abuses in child labour of a librarian at that branch set a 13–year-old off on a life of charity and great impact. Libraries and library workers should never underestimate the impact of our work.

This of course gets me to my central point, if you want to damage a culture – attack its libraries. Libraries can be as strong as a tree but they're as fragile as a flower. The great Indian librarian, Ranganathan, asserted, in one of his five laws, that libraries are a growing organism. Once they cease to grow and develop and evolve, they cease to be great libraries. In today's society we must attack the assumption that everything can be expressed effectively on a spreadsheet as having a clear economic value. Not everything needs to be seen strictly through the business case lens. Jane Jacobs argued effectively for balance in her book Systems of Survival where public and private space overlap and all players need to be kept in balance for a successful society. Libraries are major contributors to this balance. The pirates of the new millennium are trying to monetize everything and everyone one as a paying customer. Libraries must speak eloquently for the rights of citizens to unfettered

access to information, privacy protection, Canadian culture and more in a free democracy. We stand on the side of angels when we speak for intellectual freedom, protection of culture, learning, research, workplace information, the success of our neighbourhoods and more. This is not just our passion; it is our responsibility as a profession. And that is the BIG PICTURE.

So when anyone - some special interest, budget demon or politician - launches an attack on libraries, let's make no mistake, this is an attack on freedom, democracy, and our culture. When the unenlightened attack or close or under-staff or under-fund school libraries, they are attacking the future of our culture and the learning capacity of our schools and kids. When a public library's branches are threatened for purely budgetary reasons, it's an attack on our communities and neighbourhoods. When budget demons suggest that a community can only have what it can afford – despite other communities offering better services to their citizens and taxpayers – it's an attack on those residents' ability to succeed and participate equitably in our nation. When colleges and universities don't have the resources that they need to build the next generation, do applied and theoretical research, and to provide an environment for free thinking, then our culture is under attack at a most fundamental level.

As I noted early on in this column, when you want to attack a culture – whether you're American or British invaders, Taliban insurgents, revolutionaries or Conquistadores – you attack that culture's storehouses of their culture, their libraries. And, Mother Nature can destroy, and all the food and medicine and rebuilt homes cannot restore that culture until the libraries return. And, when libraries are hurt by a thousand cuts thoughtlessly promulgated by shallow thinking or unthinking bureaucrats or politicians, we must not let it pass without calling them task and shining a great light on their stupidity.

Our cultures are not trivial – art, film, reading, poetry, fiction, plays, music, entertainment, and more – they all represent the expressions of our diversity of thought and philosophy that makes the entire world so magical. Libraries animate that culture for all time. In this period of energizing change we must remember this basic big picture and protect any challenges to the basic premise of why libraries exist. I took a few courses once about being a change agent. One lesson has always remained with me: Culture trumps everything. If you endanger the repositories of our culture, you endanger everything.

The library movement is part of protecting human culture. Be a part of it.

Stephen Abram is Vice President, Innovation at Sirsi Corporation. He is Past President of the Canada Library Association and 2002 President of the Ontario Library Association. stephen.abram@sirsi.c om.

Demographics of the Profession Studied in Canada and the U.S.

By Vicki Whitmell
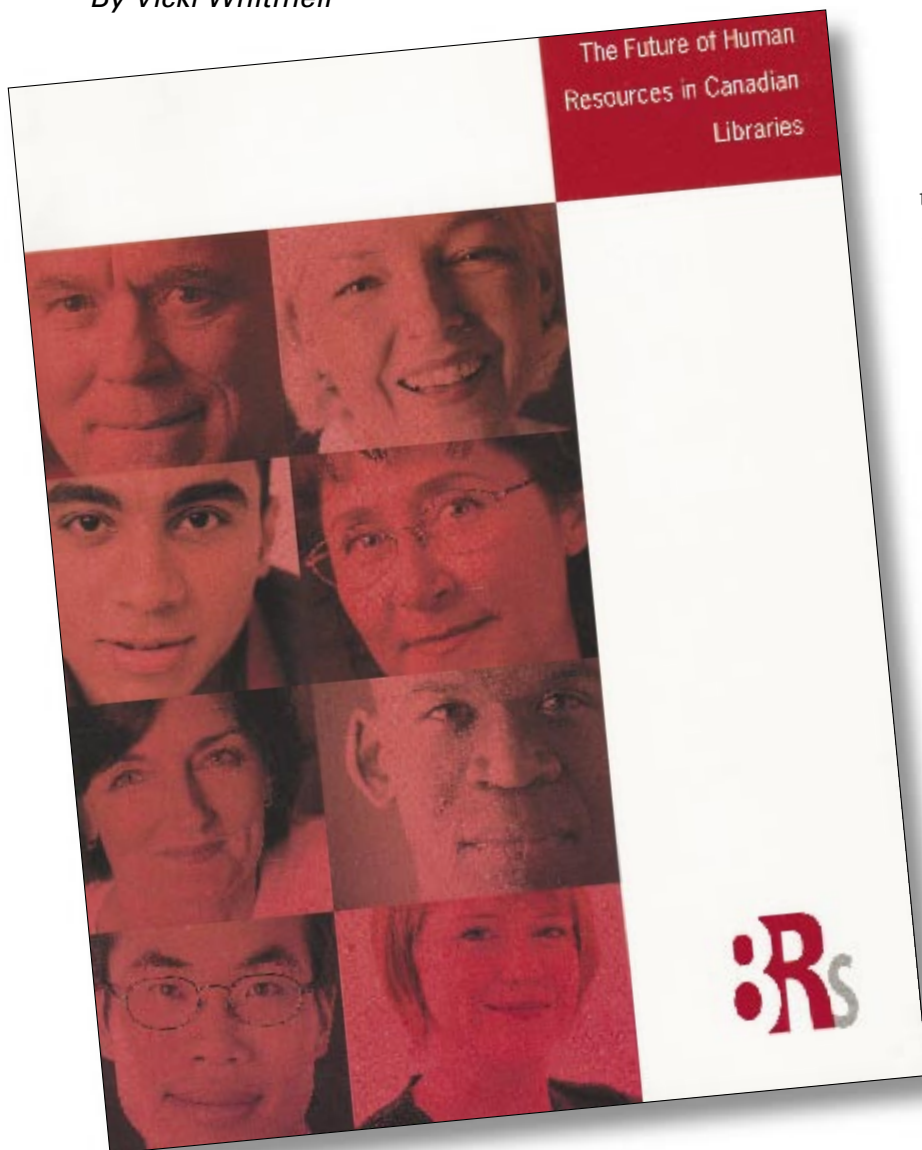
The numbers have always eluded us. Over the past few years there have been various reports on a looming shortage of librarians and paraprofessionals with a large number of expected retirements in the profession. However, until now an accurate survey of the demographics of the profession had not been completed.

At the June 2005 Canadian Library Association conference in Calgary, the 8Rs study—The Future of Human Resources in Canadian Libraries—was released. It is the result of a three-year study undertaken at the University of Alberta that takes an intimate and comprehensive look at the profession.

The study looks at the human resource issues of recruitment, retirement, retention, remuneration, repatriation, rejuvenation, re-accreditation and restructuring (the 8Rs) and outlines implications for their future.

The study team conducted literature reviews, focus group sessions and interviews with key library stakeholders and surveyed 461 libraries and 4,693 librarians and paraprofessionals. The study found that although there is not an immediate crisis looming in the availability of librarians and paraprofessionals, there is urgency in a number of areas, including:

- Recruiting excellent students into the profession

- Ensuring that library staff have competencies in management and leadership skills

- Ensuring that the education provided by university and college library programs meets the needs of both students and employers

- Ensuring that staff working in libraries receive adequate and ongoing professional development and training.

The study highlighted the shifting roles of paraprofessionals and librarians and the need for building greater accessibility for paraprofessionals to library education programs. The study also focused on the need for greater diversity in the profession, including recognizing library credentials from other countries and funding programs to encourage aboriginals to join the profession.

Upcoming retirements are still a factor for Canadian libraries, although shortages are unlikely for the next 10 years. This length of time gives libraries a chance to put into place intelligent and comprehensive succession plans (only 10% of Canadian libraries now have such a plan) for all staff levels.

The study makes a number of good recommendations for both library employers and library associations, suggesting ways for both to work together to provide better education programs, more training and professional development opportunities and promoting the library as a profession to students. It also demonstrates that work must be done to overcome the misunderstandings around the profession. Changing roles of staff must also be addressed with greater training in the areas of IT, management and business skills and leadership. Understanding the competencies and skills that will be needed today and in the future are paramount for building the profession.

In response to the results of the study, CLA has established a President's Council on the 8Rs. Chaired by OLA member Wendy Newman, the Council has a large membership drawn from all types of libraries from across the country. The Council has created a number of sub-groups to develop toolkits addressing particular issues and recommendations arising from the report, focusing on areas such as recruitment, foreign credentialism, succession planning and developing opportunities for students through practicums, placements and mentorships.

The Ontario Library Association was a sponsor of the 8Rs study. The full report is available online (print copies are not available) at: www.ls.ulaberta.ca/8rs

Similar U.S. Study Underway

The American library community is undertaking its own study of library professional demographics. A partnership of organizations, including the University of North Carolina, Syracuse University and the Special Libraries Association has received a grant of close to $1 million US from the Institute of Museum and Library Services to conduct research on the future of librarians in the workforce.

Like the Canadian study, the U.S. study will identify the nature of anticipated shortages in the LIS field over the next decade, assess the number and types of jobs that will become available and the skills needed to fill them, assess the capacity and capability of schools to meet future demands, and recommend approaches to recruiting and retaining workers to fill them. The study will also look at the importance and value of libraries.

The study will survey all types of libraries, including special, public, academic and schools, with white papers on each of the sectors to be published by the end of 2005. The study is expected to be completed by 2007. For details visit www.libraryworkforce.org.

Vicki Whitmell is Executive Director of the Ontario Legislative Library and is a member of the President's Council on the 8Rs. vicki_whitmell@ontla.ola.org

Competing in an Ownership Society

Low res FPO
Photos.com

By James Buczynski

Critics from both inside and outside our profession have written extensively on the topic of "what's wrong with libraries today". Extremists have argued libraries are a relic of the past and like all relics will eventually vanish from existence. On the opposite side are those who believe the rise of the Information Age has created a cornerstone role for libraries.

The professional optimism felt by so many librarians in the mid 1990s as the Internet "changed everything," has waned somewhat after a challenging decade of transition. Thinking about the challenges we face, US President George W. Bush's 2005 inauguration speech offers insight into the challenges, on a more global or macro level. Bush specifically mentions "building an ownership society." Although Canada is quite different than the United States and he was referencing home ownership, pensions and insurance, the "ownership society" idea captures the shift in public attitudes, towards cultural products over the last decade.

In a cultural product environment best described as a tyranny of choice, both in terms of content and channels, people are collecting on a scale never seen before. Whether the objects are digital or physical, they are acquired by purchase, illicit copying or downloading. Technology enables anyone and everyone to paradoxically hoard and share. An ownership society has emerged and libraries need to adjust their tactics in competing for customers in this environment.

Given existing budgetary challenges, brought about by a variety of reasons including austerity measures, outsourcing, emerging technology requirements and shifting organizational priorities, we cannot afford to loose any of our customer bases. Libraries are a target for savings, in our ownership society. Having understood the challenges libraries have begun to address them.

To this day, text represents by far the largest proportion of a library's holdings. Libraries are known as text focused institutions. Home libraries in the Information Age, however, are generally dominated by images, music, video games, movies and recorded television collections. The phenomenal growth of DVD sales has closed many video rental enterprises. Given the low cost of DVDs, people prefer to own than rent.

Book sales, however, are sliding. A 2001 Statistics Canada household spending survey revealed that only 48% of Canadian households spend money on books. Newspaper and magazine subscriptions continue to freefall. Consumer's tastes have changed. Reading, while vital to daily life in the Information Age, has lost its dominance to other cultural media experiences.

The influence of this shift in demand varies by type of library. On a scale from low to high impact, corporate and specialized libraries have experienced a low impact while academic libraries are in the middle and public libraries are at the high end. Although academic and public libraries have significant media collections, their growth has not reflected the shift in demand by mass consumers.

Migrating funding away from text collections to new media formats and products, clashes with library traditions. It is the rare occasion you find the movie you

seek at your library, and increasingly the local video store. It is, however, generally available for purchase. Lending and renting has lost traction in the ownership society. The reproducible nature of digital media, and the ease of sharing copies via networks makes the traditional idea of lending and renting irrelevant.

Barriers in the Marketplace

Libraries willing to allocate substantially increased funding to media collections face numerous frustrations with today's marketplace. An increasing percentage of products have usage limited to consumer or home use. Libraries are forbidden from holding these materials. Licensing is not available. Compilations of television shows on DVD, audio ebook files, ebooks from small publishers like professional societies, and music files are some examples.

The business model reflects the problems producers and distributors face with easy reproduction and release onto file sharing networks. Libraries are viewed as a small customer base that both undermines sales and offers source material for copying. Libraries have experienced the pressure by vendors to police users of ebook collections. Widely available Web crawlers are being used to systematically download ebooks limited to online viewing. These same books appear on file sharing networks prompting publishers to pressure libraries to investigate infringers. Until such time as robust and ubiquitous digital rights management systems are in place, this barrier to media content will remain.

The increasingly high pace of innovation, both in terms of technology and business models makes it difficult for libraries to compete with emerging products and services in the marketplace. Video-on-demand (VOD) has enormous potential to meet the digital library expectations of patrons. While educational producers and distributors are beginning to address the needs of libraries, through licensing and VOD services, feature film providers are focusing exclusively on the direct-to-home market. Libraries cannot compete with the cable company. Streamed music services, available to libraries focus on classical not popular music.

Media and search tools sold through mobile telephone service networks are unavailable to libraries. Examples include images, exclusive music tracks, audio search engines (play a song into a telephone's microphone and the service retrieves the name of the song and performer!) and video clips. Competing with home library collections is difficult when using the library involves a commute and the content you want is not available. Furthermore, large quantities of media content held in home libraries are not even available to anyone in the marketplace.

Consumer recording devices, creative software, digitization technology and file sharing technologies have converged to create a vast universe of freely available text, image, audio, video and multi-media content. Some of the content is legal, most is not. Paper books have been digitized to text or audio, translated, or altered. The new Harry Potter book will be available in numerous foreign languages up to a year before publishers release official translations. Fans will use collective effort to roughly translate the book and make it available. Fans will write new stories based on the book. Images have been digitized from paper sources.

Television shows, films, talk radio and music have been digitally recorded from analog sources or copied from digital media. Some may have been altered or used as source material in derivate works. Concerts, lectures, political or cultural events, natural disasters, and experiences from daily life, from around the globe have been recorded in video or photographs. Trademarks, copyrights and contracts are violated on a mass global scale.

Very little of this material, routinely found in home libraries, can be collected by libraries. No matter what your need, chances are it is available outside the marketplace. Somebody, somewhere on earth, owns a copy and is willing to share or give a copy to you. You don't even have to commute to obtain it. Didn't libraries used to offer a similar service called inter-library loan? How do libraries compete with this digital universe of products?

New Concepts of "Circulation"

Mobile computing devices have changed how people experience cultural products. Films, thousands of songs and images can be stored on hand-held devices. Although digital rights management technologies can limit file migration from physical media or computers to hand-held devices, unauthorized solutions are widely available. Migrating a movie from DVD to a mobile phone is one example. The digital collections of libraries support file transfer for many text and image files, but licensing generally prohibits video and audio transfers to portable devices. Although patrons can easily bring a laptop with all the hardware and software needed to copy a file, libraries cannot support this largely illegal activity. The complexity of the challenge is evident.

You Want It When?

Consumers in the Information Age are very impatient. Products and services are easily sourced and quickly delivered. A book ordered from Amazon.ca, can arrive in three days if in stock. Library collection development, on the other hand, generally remains archaically slow. Requests by patrons for specific materials not held in the collection can take months to acquire and catalogue, even though they are widely available for sale. (Although materials may be in print they may not be widely available). Primary collection material suppliers often lack holdings of titles more than two years old. Online sellers often have in stock new or pre-owned copies of a desired title. Although many libraries were slow to add online stores to their purchasing operations, many now use them as

suppliers, and some libraries are even promising 10-day delivery of requests that are widely available.

Libraries have realized that to compete in the ownership society, they have to address customer service expectations. If the patron can purchase and receive delivery in a week, on a continuum, a library should be able to deliver closer to the week than the traditional standard of several months. If video rental stores can hold 30 copies of a popular new film, surely a specific library branch can hold dozens of copies of the latest Harry Potter novel, near the same time it goes on sale. Image is everything.

Risk Management

Libraries generally hold items for much longer periods of time than consumers in our throw away society. New media products are specifically designed to address decreasing product life cycles. Rapid technology and content refreshing keeps shareholders happy. The pace of technological innovation, combined with existence of competing alliances of technology and media companies, results in format wars. The lifecycle on new media is difficult to predict. While some libraries are very conservative in their collection policies, others take risks. Movies are available in a new media format for Sony's new PSP, a hand held media device. Public acceptance of the format is still uncertain. Should libraries collect in this format? (assuming there are no barriers to purchase) It would bring in tweens and teenagers to the library. The question more libraries should ask during visioning exercises, is how aggressive do we want to be competing for attention in our ownership society?

Competition is entrenched in our way of life. Although library services have traditionally had few rivals, a shift in consumer tastes and expectations, has created a new environment rife with predatory competitors. Declining or stagnant customer bases don't bode well for continued library funding. Viewed at the simplest level as an expenditure, libraries are constantly a target for budget cuts by municipalities, corporations, institutions and schools. To effectively compete, libraries need to focus attention on their competitors in our ownership society. Libraries have begun to acknowledge the tactics of their competitors. Merchandising strategies used by book stores are being deployed successfully. New types of materials are appearing in libraries; graphic novels, for example, are appearing in the collections of colleges and universities. Hand held storage and playback devices like Apple's iPod, are loaded with audiobooks, and are being made available for loan.

Competing in the ownership society is difficult, but not impossible. Our collections need to reflect the shift towards non-textual materials that has taken place. As a group, librarians need to derive solutions to the competition barriers we currently face. We will never have collections to compete with file sharing networks, but our collections mix can change to better reflect shifting consumer tastes.

James Buczynski is the Information Services Librarian at Seneca@York

Beyond Bricks and Mortar:
Alternate Service Delivery

By Rudi Denham

New technology offers a vast range of previously unimagined possibilities, and reliable, high-speed connectivity is more widely available. As the costs of staffing, building maintenance and utilities rise, library administrators are driven to investigate alternatives to bricks and mortar library service, and re-think the entire concept of what a library is.

Do-it-yourself Libraries

Imagine a do-it-yourself library, a self-serve deposit: no staff required. While many libraries have self-serve components, few are entirely without staff. Many busy urban libraries, such as Ottawa, have self-checkout stations. All recent library automation systems offer database searching and renewal from home, but fully staffed libraries are still required. Or are they?

An exciting and entirely unmanned library opened recently in China. Located in a busy commercial centre, Sengkang Community Library offers visitors a browsing and lending collection of 100,000 titles. Telephones facilitate immediate contact with an off-site librarian, who will provide assistance in locating material by displaying a shelf-by-shelf schematic of the library's collection. The only on-site staff is a concierge who provides security. Visitors can register as a new member, pay fees and fines, search the catalog, checkout material and then relax with a cup of java from the café.

Micros or minis...

The Sengkang Community Library is beyond most library boards' imagination, and thousands of square feet of radiant, opulent space and scores of books are beyond most libraries' budget. Frequently, alternate service delivery options are explored for the potential for cost savings. To reduce expenditures, smaller is better. Mini- or micro-libraries, the smallest of libraries, ranging from a few shelves to 2000 square feet are common, especially in rural areas where sparse population is widely dispersed. Populous locations such as Oakville are also investigating mini-libraries.

According to recent research by Stan Skrzeszewski of ASM Consultants, mini-libraries are a new concept based on market demand. A mini-library or kiosk would:

- have drop off and pick up capacity
- be based on self-service and self monitoring
- have a small popular collection of paperbacks and periodicals
- operate from a pushcart until usage demonstrates the need for a permanent kiosk
- provide OPAC service

Prime locations for a micro- library would be:

- Town Hall -focusing on material relevant to the needs of municipal departments
- Rail station
- Major employment centre
- Shopping malls
- Senior centres

Control and security could be achieved by using Community Smart Cards, which could limit access to the mini-libraries. For Whitchurch Stouffville, where the many residents are train commuters too busy to stop in at the library, Deputy Director Catherine Sword's ideal concept is a kiosk at a train station where patrons can place their holds/reserves in the morning, and pick up their material from a staff member on the return journey.

In Oakville smaller is better in their *Book Nooks.* Mostly geared to parent and child, book nooks contain picture books, puppets and toys. Oakville operates four book nooks at a market and at Early Years Centres.

Allannah Hegedus, now of Waterloo, reports that Bradford West Gwillimbury used to have a *Booketeria* in the Bond Head post office. This self-serve library consisted of one bookcase of mass-market paperbacks signed out on the honour system. In those good old days, books still had a book card in the pocket. A lockable cabinet had a book return slot, as well as small slot for the book card with borrower's name. Dare I call this a mini-library?

In county library systems such as Stormont Dundas & Glengarry County Library many branches are less than 1,000 square feet, which begs the question: If 2,000 square feet is a micro library, what's 1,000 square feet? Truth be told, even in our smallest branches our staff can talk and smile better than a kiosk!

Deposit Stations

According to our annual survey, libraries are defined not by size, but by hours open. As defined by the Ministry of Culture, a branch library must be open twelve or more hours a week, and anything less is a "deposit station". In fact, "deposit stations" offering a range of services from limited to full branch service, exist in many variations in Ontario. Kathryn Goodhue and I attempted to define a deposit station for the Association of Rural Urban Public Libraries, and found the diversity too extensive. Most would fall into the mini-library category with small but varied collections.

Marigold Library System, in Strathmore, Alberta, which I visited during my recent CLA trip, operates many paperbacks deposits stations, with collections restricted to bestseller paperbacks. Open hours range from three to 60 per week, depending on the location. Initially, a staff member visits the site to help in the set-up. A letter of agreement defines the expectations of the library system and the local community organization responsible for the collection. Organizations include a home and school group, a municipal office, a women's institute and recreation association. Paperback racks or shelves in the back of the firehall or school library are self-serve and circulate on the honour system. Although borrowers are not required to register, some deposits use a sign-in sheet where borrowers record the number of items and genre, providing some helpful usage information.

Borrowers are expected to return as many as they borrow, though the collection in fact tends to grow with donated material. A library staff member weeds the collection annually, ensuring the collection retains its currency and paperbacks-only status. Marigold provides seven to ten new bestsellers monthly. Marigold added two deposit stations in 2005.

With the local villages or hamlets providing space and volunteer staffing, the majority of the cost to the library system is in the materials and staff time.

According to system director Rowena Lunn, there has been some discussion of adding a CAP site to the deposit stations to enhance the level of service. The addition of a computer complicates the self-serve paperback arrangement considerably, increasing cost and security concerns.

Books By Mail

If you can't get to the library, the library may come to you. Consider spending weeks in a fire-tower, scanning the horizon for the suspicion of smoke, but miles from your nearest public library and without a single book to read! Marigold has an answer. Marigold is one of a number of library systems offering paperbacks by mail service.

Users select from a 60-page catalogue produced three times a year. The paper catalogue lists more than 400 titles, each with a short summary, in 15 categories, including easy readers, non-fiction for adults and children, bestsellers and genre fiction. Users choose up to six titles and six alternates. If users are Marigold members, staff will place a hold for a requested item currently unavailable. Marigold also provides service under contract to members of other library systems in the province as well as non-members, such as those in fire towers!

The little catalogue contains more than a selection of paperbacks to choose from. In addition to system information for each of the participating regional libraries, the catalogue includes information on health databases available through Marigold, seasonal programmes and even favourite recipes.

When a request arrives, staff retrieve requested titles from the headquarters shelves designated for paperbacks by mail, or PbM, parcel them and send, enclosing a free return address label. Costs of providing the service include staff time, purchase and housing of a separate collection and a small postage fee. An analysis hasn't been done recently, according to System Director Rowena Lunn, but circulation has remained steady. She cautions that some users are experiencing difficulty with pick up as postal service is being reduced in rural and remote areas. Some rural postal centres are only open two days a week, not including Saturdays, restricting parcel pick-up.

In Ontario many libraries also offer books by mail, but few library systems maintain a separate collection (and none have the fancy catalogue!). In Middlesex for example, library members fill in an application form and a preference sheet. Many users require large print and/or talking books, but the service is available to the general membership who are unable to visit a local branch.

Cybrarian

Catalogue searches, library card sign-up, self-checkout, virtual reading clubs, chat reference, e-books, and access to subscription databases are already available in libraries, creating that new entity: a cybrarian, substituting a computer terminal for a librarian. Ottawa Public Library's Director Barbara Clubb says that exploiting technology to provide as much customer-driven service 24/7 is Ottawa's goal.

Virtual reference service such as Ask A librarian is available through many library websites. Global librarian, provided by Vaughan Public Library and their partners worldwide, including Surrey Public Library in BC, Southampton City Libraries in the U.K, and Eastern Regional Libraries in Australia offers reference assistance on-line 6 days per week. Check out their Web site at www.vaughanpl.com/services/ask.php. Toronto Public Library's Virtual Reference Library, "*the best of the library and the internet, brought to you by librarians*" has been redesigned with new features and added content. It contains subject portals, research advice, advanced search capability on each search page and much more. A bilingual counterpart is being investigated. For smaller libraries a simple e-mail connection from the home page to reference staff would be a good start.

What will the future of libraries bring? Large centralized branches offering full service? Many unmanned high-tech kiosks? Will books by mail make a comeback?

A kiosk in a shopping centre with a computer terminal and no books – is that a library? Sitting on the beach reading an e-book on your palm pilot – is that library service? Changing technology is forcing the library community to re-invent themselves and re-think library services, *beyond bricks and mortar*.

The author would like to extend her thanks to everyone who assisted with this article, including Barbara Clubb, Alannah Hegedus, Rowena Lunn, Murray McCabe, Stan Skrzeszewski, Catherine Sword, Pam Warzecha and numerous others.

Rudi Denham is CEO of Stormont, Dundas & Glengarry County Library and is Ontario Public Library Association Councillor for Eastern Ontario. She has been a county and regional librarian for more than 25 years.
rdenham@sdglibrary.ca

Why Aren't Standards *Standard*?

On a daily basis I find myself helping my customers overcome confusion regarding connectivity standards. There is a disparity in understanding how these may be useful, and what standards a library may be licensed to use. In a recent survey that was sent out as part of this article, the responses were too varied to draw relevant statistics, but did highlight that many didn't know what interfaces they had or how they were licensed. I hope I can communicate my experience and illuminate the issue from the technical, but more so the marketing perspectives.

By Allison Standen

Putting the Pieces Together

For those needs in your organization that are best addressed by technology, decision makers strive to allocate funds to solutions that will provide best advantage to your patrons. They look for "best of breed" solutions in terms of their technical and financial applicability, ideally regardless of manufacturer. Standards can increase your options, enabling you to choose the best tool for the job. If each application supports the same connectivity standards, it is not necessary to purchase the integrated library system (ILS), web portal, digital archive or federated search from the same vendor.

We already take advantage of open standards in many ways. Proprietary systems transitioned to open systems and open connectivity through the 1980s. Today's commodity O/S and database software and hardware have reduced overall system cost while increasing the options available.

Licensing Mysteries

Connectivity standards such as ODBC and SIP for many are shrouded in mystery. A library I worked with was interested in purchasing a PC booking system with patron authentication against their (ILS). Their ILS vendor recommended the Standard Interchange Protocol (SIP: Originally created by 3M to exchange circulation data between the ILS and their self checkout machines, it has been extended as SIP2 and is now a de-facto standard for circulation data exchange). The Library thought they had a site license for the SIP2 interface. They discovered they only had a license to run their self-checkout stations. The added cost for additional licenses for all branches for use with their booking system was going to cost many thousands of dollars—more than the booking system!

Ask Questions!

Find out what standards can do for you, if they are available for your system, and how your vendor markets them.

In the case of a PC booking system, can the application authenticate against the ILS or do you even require that level of patron authentication. Not every library does. If you do, then odds are SIP2 will be the connectivity standard your ILS vendor will recommend. There is little transparency in SIP2 licensing. Most vendors do not post pricing publicly. Even within a vendor's customer base a common pricing structure may not exist. With an ever increasing number of specialized applications compliant with SIP2, this is one area we, as a community, need to have a more open understanding. Ideally, to avoid cost surprises down the road, the following information would be ascertained prior to locking in your ILS system. How is the protocol licensed for your system: a fixed cost for each license or a declining scale for additional connections; a site license, a per building license or more likely a per device or application license? Are there service fees? How portable is the license? Can a SIP license purchased for one application be transferred for use with another at no cost?

ODBC (Open Database Connectivity) is an industry standard and many databases including those that support library systems are compliant with this standard. However, not many vendors advertise this as a means of interfacing disparate systems. Ask if your database is ODBC compliant. This can be a low cost and maybe no cost alternative to SIP2 for read-only applications such as PC Booking and is essential for modern reporting applications such as Crystal Reports.

Just as check-in and check-out are considered to be core functionality in a library system, so too should be the above standards. The library community as a whole needs to help make standards standard not only to meet your needs today, but to position your organization for the future.

When your ILS system was purchased, compliance with these standards was likely part of the mandatory requirements (or should have been). If so, make sure your vendor delivers on them. If you are in the process of buying a new system, you are in the best position to negotiate the inclusion of standards. Make sure they are not only possible with your ILS but form an integral part of the application that is delivered to your library. To do otherwise can mortgage your library's future ability to expand cost effectively with the many great enhancements that are on the market today and those that will no doubt arise in the future.

Allison Standen, MLIS, is an OLITA Councilor and co-founder of Convergent Library Technologies Inc. which distributes technology focused on enhancing public service. astanden@clibtech.com

The Care and Feeding of Your Library Technician

Library Technician (li'brer i tek nish'an) *n.*
Genus: Paraprofessional. Species: Library Technician.
Thrives in libraries, learning resource centres,
and information centres.

By Deborah Hazell

Since graduating from the Seneca College Library and Information Technician diploma program, I have become acutely aware of a lack of understanding that exists around what library technicians are and what we do. Friends and acquaintances who are not in the library field invariably pose one or both of the following questions upon hearing my job title: You're not a librarian? What's the difference?

Working in a college setting, I have the job title of library technician, and am fortunate to be part of a system that recognises the training library technicians receive and the skills we bring to the workplace. Colleagues working in special libraries are not so lucky, and frequently deal with clients who have little or no understanding of the library technician designation.

SECTION 1: Basic Understanding

1.1 You're a what?

I am a library technician, variously referred to as a library paraprofessional, a library technical assistant, a library media assistant, a library aide, a library assistant, a library associate, or library support staff. Definitions usually include reference to the idea that we are trained to do the practical, day-to-day tasks involved in library operations. "Library technicians and assistants assist clients in accessing library or information centre materials. They are involved in locating, purchasing, cataloguing and circulating these library materials. Library technicians and assistants usually work with a librarian, although in small libraries they may work on their own[2]."

Many non-library people I speak with have a difficult time grasping the concept that library staffing includes anyone other than librarians. If I had a nickel for every time I have explained that I am not a librarian, I could afford to go to library school and thus avoid the issue altogether. But I enjoy my chosen field, I enjoy speaking with people about what library technicians are and what we do, and I enjoy praising the wonderful Library and Information Technician education programs offered in Ontario.

1.2 You Went to School for That?

In Ontario, there are currently three colleges offering the two-year Library and Information Technician diploma program: Seneca College in Toronto, Algonquin College in Ottawa, and Mohawk College in Hamilton. Classes cover topics ranging from client services, information work, database searching and ready reference, to acquisitions, circulation, interlibrary loan, MARC coding, copy cataloguing, descriptive cataloguing, and subject analysis and classification. Computers feature prominently in the programs, and courses covering computer support and HTML and Web page design are also included.

Throughout the programs, practical skills and hands-on labs are favoured, and graduates are prepared to start work with little additional training. Programs "provide intensive skill-based training intended to prepare graduates to work as paraprofessionals in all types of libraries and in varied positions," and while there is no accreditation process for library technicians,

all Canadian programs follow the Guidelines for the Education of Library Technicians of the Canadian Library Association[3].

SECTION 2: Growth and Development

2.1 Professional Development

Like librarians, library technicians benefit from the opportunity to engage in on-going professional development. Upgrading skills and knowledge not only helps long-term employability, but has an immediate impact on daily work. A recent article published in es it well: "Across the country, library paraprofessionals face the challenge of finding ways to educate themselves. ... As the electronic age brings change at an ever-increasing rate, it is all the more imperative that we keep learning, so that we can provide our patrons with the kind of service they deserve[4]."

Unfortunately, technicians are often overlooked when conferences, workshops, and seminars are offered, and those who are able to attend often feel that program offerings do not reflect their needs or interests. Some would argue that this is a result of not having enough technicians speaking out and becoming involved in committees and planning. And here the vicious cycle begins: how can someone become involved when they're not given the encouragement or the time to pursue these opportunities?

In academic culture, librarians are entitled to academic freedom and are encouraged to participate actively in research and professional activities. While I consider myself quite lucky to have the number of professional development opportunities I do, technicians are not encouraged to pursue our interests in the same way, and I would love to see this change.

At the 2003 joint ALA/CLA conference in Toronto, tickets for one of the few events geared towards library technicians – the Library Technicians Networking Breakfast – quickly sold out and many interested technicians were turned away. It would be wonderful to see more technicians speaking at library conferences, to have more library technician events at these conferences, and maybe even a technician stream.

With proper care and access to development and learning opportunities, your library technician will become and will continue to be an invaluable member of your staff and a true asset to your library. Understanding and supporting library technicians can only strengthen our libraries.

Still Have Questions About Library Technicians?

Please visit the Web site of the Ontario Association of Library Technicians/Association des bibliotechniciens de l'Ontario at http://www.oaltabo.on.ca/ for more information.

Deborah Hazell, an ardent cataloguer and former newsletter editor for the Toronto chapter of the Ontario Association of Library Technicians/ Association des bibliotechniciens de l'Ontario, is a graduate of the Seneca College Library and Information Technician program. She is currently working at the University of Oxford's Bodleian Library. She can be reached at deborah.hazell@bodley.ox.ac.uk.

1 Fox, Charlie. "What's in a Name? Revisiting the Question." Library Mosaics 10.1 (1999): 8.
2 BCLA Library Technicians' and Assistants' Interest Group www.bcla.bc.ca/ltaig/Cbryson.html, accessed June 1, 2004.
3 Davidson-Arnott, Frances and Deborah Kay. "Library Technician Programs: Skills-Oriented Paraprofessional Education." Library Trends 46.3 (1998): 540+
4 Gibson, Rita. "Scratching Each Other's Backs: Staff Development is Working Together." Library Mosaics 13.6 (2002): 15.

Creating a Literacy Carnival

Promoting Student Success on the Ontario Secondary School Literacy Test

By Breen Bernard and Susie Plumpton

At Oshawa Central Collegiate Institute, we wanted to further develop a school based strategy to help our students be more successful on the Ontario Secondary School Literacy Test (OSSLT). The following article outlines how we created a Literacy Carnival, which included the training of staff and students, to help us meet this objective.

Since students are asked to write a newspaper article on the Literacy Test using the five Ws, we thought it would be fitting to use that model to explain our initiative.

WHAT is a Literacy Carnival?

Our Carnival was set up to help train the students with various strategies that could be used on the OSSLT to ensure they were answering the questions in a manner E.Q.A.O. would deem acceptable. Our Carnival was set up so that a group of approx. 25 grade 9 students would spend the day with us in the library training for the various parts of the Literacy Test. We knew we had to create an atmosphere of fun and inspiration if we were going to survive an entire day of practising. From this concept, our Carnival was born. We created a prize table and had lucky draws throughout the day to help promote energy and fun. We used motivational music and video clips to provide inspirational messages and to break up the monotony. Our goal was to "Coach" the students into believing they could beat this test.

WHEN is the Literacy Carnival?

We booked out a week in May to invite the eligible grade 9 students to our Carnival. In October of the following year, just prior to the actual test days, we invited the students back into the library for a shortened review Carnival to refresh their memories on the necessary strategies. It was at this time that we laid out exactly what was going to happen on the test days. By doing so, we alleviated much of the stress related to the test days.

WHERE is the Literacy Carnival?

Teacher-librarians know that there is a direct link between literacy and libraries, so it only seemed natural to run this event in our library. It is a wonderful opportunity to advocate the important role the library and teacher-librarians play within a school.

WHO comes to our Literacy Carnival?

We sat down with guidance and our administration and created a list of grade 9 students who were not only eligible to write the test but also would benefit from this Carnival. Using discretion, we only invited students who we thought would participate willingly. The Carnival would not work if we had to deal with behavioural issues all day. Our administration team was very supportive in enforcing the importance of the Carnival and helping us set the tone each day.

WHY do we run a Literacy Carnival?

This challenge of training our students and improving our overall success was too big for any one department or any committee to undertake. With this is mind, we set forth to train our entire staff on what EQAO. wanted to see in the writing and reading answers of the test. Our goal with the staff was to ensure that every one was teaching the four types of writing and reading strategies in the same manner. Most importantly, to

help get staff on board with this initiative, we divided the reading and writing components amongst each department to ensure the task was not too overwhelming for staff who also had to deliver their own curriculum.

By using the EQAO models for writing and reading, we could then ensure that students were receiving the same message in each and everyone of their classes, be it Science, Geography, Math etc. We asked staff to set up their practice lessons following the layout from EQAO. Their assignments then mimicked the layout of the actual test.

By training our staff, we created a sense of consistency throughout the school. There were no mixed messages about how to write in any of the four types of writing. This proved to be a great service to students when they came to write the OSSLT. We have recently been involved with training our feeder schools using the same models and methods outlined in this article to ensure consistency at an even earlier grade level. This became a truly meaningful link with our feeder schools.

HOW do we run a Literacy Carnival?

We booked out one week of the library to run the grade 9 Literacy Carnival. We divided the eligible students into five groups and in turn, we would invite each group in to spend an entire day in the library learning strategies on how to be successful on the test. The main strategy of the day was not to have students write a mock test, but to practice strategies for answering the various parts of the test. By showing students how to write the answers so they would be acceptable by

EQAO standards, we ensured that no matter what the topic was on the next test, students would know what was required.

Preparation For Test Day

Lists were posted outside of classroom doors three days before the test days so students could check to see where they were writing. Just knowing where to go can reduce stress. Students were told that when the entered the room they would find their name on a desk with a test, pen and hi-lighter. Again, these little gifts had a huge impact on creating confidence.

Perhaps the greatest impact on the test days happened in our cafeteria. All students who were writing the test were invited to have a nutritious breakfast in the cafeteria. We know from studies how important this is for success and energy. We had the cafeteria set up to show our motivational video clips. We calmly reviewed some of our strategies and asked students to visualise opening the test booklet and seeing a task in front of them. How do you start? What exactly are they asking? What

are the strategies for answering this question? How much do you have to write...etc. Lastly we told the students that they were surrounded by their guardian angels that day in the form of all our Staff. As students were leaving the cafeteria to go to their assigned rooms, our entire staff lined the hall and "clapped" them onto the playing field just like a football team. As corny as this sounds, both staff and students were touched by the event. If nothing else, our students felt good about themselves when they went into the room to face the test. Self-confidence had a huge impact on our results.

We were thrilled when we received EQAO's preliminary results, which indicated we had a 90% success rate on the October 2004 OSSLT. We had achieved more than a 30% increase from previous years.

Breen Bernard and Susie Plumpton are teacher-librarians at Oshawa Central Collegiate Institute.
breen_bernard@durham.edu.on.ca
plumpton_susan@durham.edu.on.ca

Toronto Public Li

Recognizing the important role played by branches in neighbourhoods across the city, Toronto Public Library (TPL) has undertaken a branch renovation, revitalization and expansion program over the last few years. Each branch is unique and the projects are designed to respond to local communities, while addressing the specific requirements of the building in question as well as accessibility and sustainability, within the framework of TPL's service delivery model. As important community cornerstones, TPL strives to create branches with beautiful, innovative and flexible public spaces where people from all backgrounds, cultures, ages and walks of life feel comfortable and at home. We are everyone's living room. We believe that good public space in library branches is integral to renewing, revitalizing and inspiring local communities and enriching the quality of life. Library branches and services make an enormous contribution to the social development, cultural landscape and economic growth in the city. Some of TPL's recent building projects illustrate what we are striving to achieve in our branches.

McGregor Park Branch

Originally opened in 1960 as a stand-alone building located in a park and situated back from the street on Lawrence Ave. East, the branch was reconstructed and relocated on the site, joined to an existing and adjacent community recreation centre. The architects were ZAS (Zawadski Armin Stevens) Architects Inc. The $2.3 million 7,500 square foot neighbourhood branch, which re-opened in 2004, was designed to showcase the library's functions, providing transparency and visibility to the street. The library is linked to the secondary entrance of the community centre's interior street and provides an identifiable entrance from Lawrence Avenue. The sidewalks, parking and nearby bus shelter are linked with walkways in a convenient manner. The space inside is bright and airy with good sight lines and clear signage. Community meeting space, quiet study space and places for parents and children to read together are featured in addition to space for collections and computers.

By Anne Bailey

Photos: Brenda Liu/A-Frame

brary Revitalizes Its Branches...

St. James Town Branch

TPL's 99th branch, St. James Town, opened in October 2004 and is the first new branch to be built in Toronto since 1998. This 7,800 square foot neighbourhood branch is located in the Wellesley Community Centre and is situated in one of Canada's most densely populated neighbourhoods – ten times the City of Toronto average. The library is in a prominent position right at the corner of Wellesley Avenue and Sherbourne Street with good street visibility and access. Within the center, the library is accessed from a spacious central lobby that connects with exterior entryways and provides views to all major building components. The architects for the project were Maclennan, Jaunkalns Miller Architects and ZAS (Zawadski Armin Stevens) Architects Inc. in joint venture. The budget, including the collection was $3.2 million.

St. James Town Branch features a children's area with a parenting collection, a separate teen zone, multicultural collections of books, periodicals and newspapers in 10 languages, adult literacy and English as a second language materials, 14 computers with high speed internet access and four kid friendly computers, materials for employment and career information and two quiet study/seminar rooms. Self-serve radio frequency (RFID) based circulation and collection security are incorporated into the design.

Photos: MJM/ZAS Architects in joint venture

The Beaches Branch

The 7,800 square foot Beaches Branch was renovated with extensive community input and a desire to maintain the architectural integrity of the original structure designed by architect Eden Smith in 1915. It was one of three identical Carnegie libraries in Toronto: Beaches, Wychwood and High Park. The new design restores the building to its earlier 1915 style while allowing it to function as a modern library. The renovation features a new 2,000 square foot 2-storey addition which replaces an earlier addition, and a complete restoration of the original 1915 Arts and Crafts style incorporated into the brickwork, windows, circulation desk, lighting features, shelving and seating. The front entrance is relocated to Queen Street with a descending staircase and a walkway from Kew Beach Park and the street sidewalk provide easy access. The number of levels within the branch is reduced and service is provided on two floors, with a mezzanine for quiet study. The project architects were Phillip H. Carter – Architect and Kingsland+ Architects Inc. in joint venture. The project budget was $2.1 million. The branch re-opened in January 2005.

Photos: Brenda Liu/A-Frame

Malvern Branch

Responding to the needs of a rapidly growing population, the Malvern Branch was renovated and expanded to 25,000 square feet all on one level. The Malvern community has the highest proportion of children and youth in the City as well as a high proportion of recent immigrants for whom English is a second language. With a new entrance to enhance visibility and street presence, this district branch features a computer learning center, 43 public computers, quiet study and group study space, an interactive story/play room for children, dedicated space for Adult Literacy Training, children's tutoring and reading help and a vibrant section just for teens. Self-serve RFID circulation and collection security are included. The design incorporates timbers from the original structure and the interiors use the original green colour and comfortable furnishings to create an ambiance designed to make local residents feel at home. The project architects were Phillip H. Carter – Architect and Kingsland+ Architects Inc. in joint venture. The project budget was $5.2 million. The branch re-opened in January 2005. Photos: Insight Media.
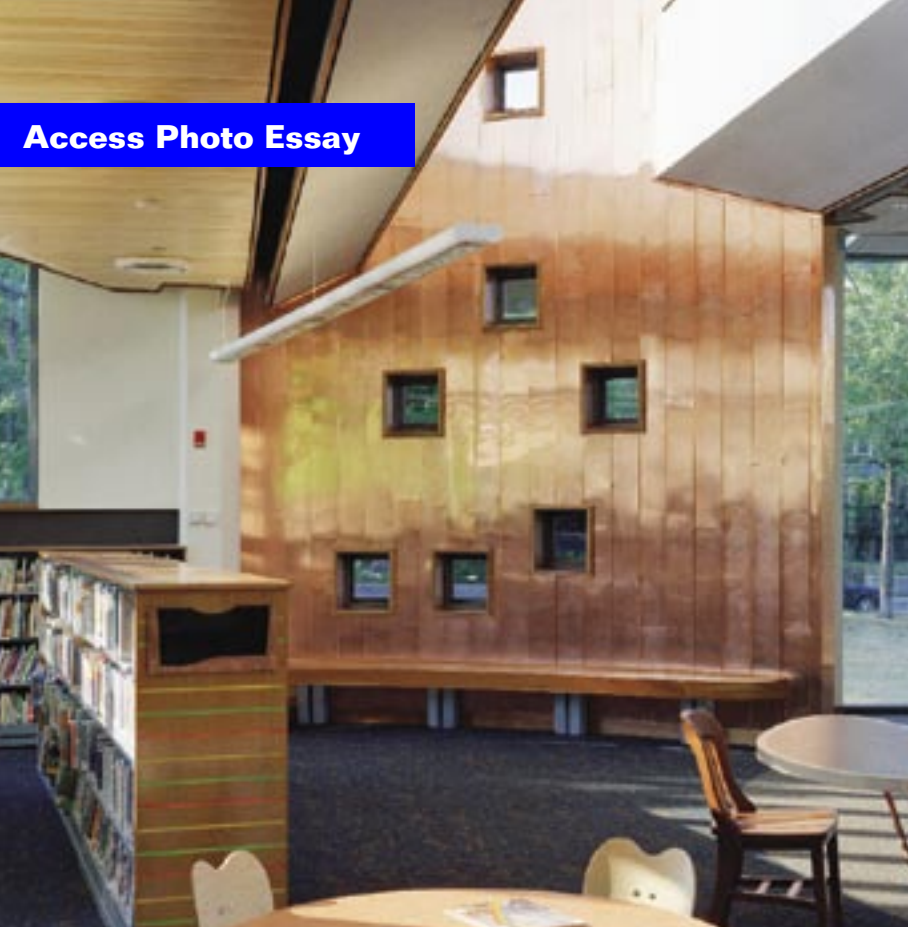

Anne Bailey collated this photo essay and wrote the text to support it. Anne is Director of Branch Services for Toronto Public Library.

Runnymede Branch

Runnymede Branch was constructed in 1930, designed by noted Canadian architect John M. Lyle in the style of French chateau with Canadian themes and motifs including totems, local animals and native reliefs. The recent renovation and addition by G. Bruce Stratton Architects restores the original 1929 structure and replaces an earlier addition. The 4,000 square foot addition on the main floor is cantilevered over the subway. While the addition uses Credit Valley Stone and copper, it deviates in form and formal arrangement from the original structure. The intent is to create a whole whose parts are easily distinguishable and identifiable, supplementing the integrity of the original building through contrast. The interior of this 10,000 square foot neighbourhood branch is opened up on the main floor all on one level with a view from the front entrance through to the lounge area overlooking the adjacent park. A large curved copper wall serves as an anchor for both the north end of the library and the south end of the park. A clerestory window runs along the spine of the addition, providing daylight to the stacks and serving as a beacon after hours. Branch service functions are all located on the main floor. A new community meeting and quiet study room as well as a small gallery and display area have been created on the second floor. Runnymede branch re-opened in June 2005. The project budget was $3.4 million.

If community response is any indicator, these recent branch building projects have been a great success. Use is up and people in other communities across the City are asking when their local branch will be renovated.

See McGregor Park, Malvern and the Beaches firsthand on the Super Conference tour, Feb. 1, 1-5 pm. It is free but you must register. See p. 13 of the Conference flyer.

Good Library Board Members Make a Difference

Many people who have been elected or appointed to a volunteer board have heard this advice: "Your most important job is to find someone to replace you!" This may be true, but of course your replacement should not be the proverbial "warm body." You want someone better!

These days, with the myriad of demands on people's spare time, the supply of able and available candidates ready to fill vacant positions on non-profit boards is often quite low. The consequence for any organization that isn't successful in attracting a core of good board members is that it will flounder.

Public libraries are not immune from this problem. They need board members (trustees) with good skills, insights, aptitude, and commitment in order for the library to thrive.

Have you witnessed a public library system that is stagnating? The visible evidence may be that the branches are crowded, unkempt, understaffed and dreary. They simply lack energy. Often when we see this, the finger is pointed at the funding body, principally the municipal government. "The Library needs more money!" we say. Yes, the municipality's spending restraints or priorities may represent part of the problem, but perhaps the library board is also contributing to the library's malaise.

This list of library board errors could go on and on.

It is fortunate, however, that boards can and do take positive steps to become better qualified. Board training (professional development) is very important for orienting a new board and rectifying the board's deficiencies. It certainly helps, though, if the board is composed of individuals that have the potential to make excellent board members. This is where board recruitment comes in.

Every three years, new library boards are appointed by the newly elected municipal council. Ideally a new library board should be composed of a blend of experienced trustees, plus qualified and eager new recruits. This portends success for the library.

Too many outgoing library boards, however, take a passive approach to board member recruitment. They do nothing to attract good people to the board. This inaction does not make sense when the success of a board depends on the qualifications and quality of its members.

Proactive library boards search out qualified candidates – shake the bushes - by inviting the community to library "information nights." Residents are invited to learn about the library and its issues, and are asked to consider applying for membership to the next board. This recruiting effort takes place before the municipal election, so that the candidates will be ready when the municipality invites applications.

Library boards would do well to take time now to develop a strategy for board member recruitment. They should as well consider what qualities they are looking for in the ideal trustees. By enacting a recruitment plan, the library board is making it easier for the municipal council to make top-notch selections. The Library will be the winner!

Ian Hunter is a former trustee with the Ottawa Public Library Board and Past President of the Ontario Library Boards' Association. judyian@sympatico.ca

By Ian Hunter

Here are some ways an unqualified library board can hurt its library. The board:

1. Does not understand its governance role or how to delegate authority.

2. Does not define the library's future direction.

3. Ignores policy development and review.

4. Fails to build communication bridges to the municipal council and the community.

5. Relies on the CEO to do library advocacy, and forgets the board's role.

6. Abdicates the responsibility for budgeting to the municipality.

7. Allows a less than positive working relationship with the CEO to fester.

8. Fails to "speak with one voice" (after making a decision), or worse, practice forced conformity through "groupthink."

The Partnership / Summer 2005 / Toronto

Back row: Jefferson Gilbert OLA Deputy Director, Michael Colborne, NSLA/APLA Continuing Education, Allie Douglas, BCLA staff, Trudy Amireault, NSLA President, Michael Burris BCLA Executive Director, Michael Hohner MLA President, Judy Moore LAA President, Ivan Douthwright, APLA VP.

Front row: Meredith Gilbert OLA staff, Larry Moore, OLA Executive Director, Anne Carr-Wiggin LAA VP, Jennifer Richard APLA President, Judith Silverthorne SLA Executive Director, Mary Landry NSLA VP.

Sitting: Inba Kehoe, BCLA VP, Colleen Murphy SLA VP.

The Partnership: A Tranformation Through Teamwork

OLA members join their provincial counterparts in the ultimate collaboration.

For a decade and a half, provincial and territorial library association presidents have dreamt of working together. But how to do it has eluded them over the years. In an extraordinary series of events over the past two years, the provinces have found what ties them together.

As a member of the Ontario Library Association, you are now part of the 7,500-member network known as The Partnership. This network of provincial and territorial library associations across Canada are working together to share programs and services with all of their members, including you.

Why Has This Taken So Long?

The provincial and territorial library associations of Canada have informally met for years – from the moment in the late 1980s when the Canadian Library Association made a constitutional change that removed provincial presidents from its Board. All the years of meeting in the '90s, it turns out, was focused on the wrong things. Because Presidents came together from across the country, it was assumed that the issues that should be worked on were national in nature. Since this was really CLA's mandate and there was no real connection between CLA and the provinces, nothing jelled.

What finally brought everyone together was a wholly different set of considerations – the promise of new revenue, new program, new services and a potential for new growth – all of which might create newfound stability and purpose in every province. The emphasis is totally on what provincial associations historically have done for their members and on how they might collectively do that better. The result is that experience and expertise is being shared across the country.

OLA's Misfortunes Created Business Innovation

It took OLA's near-bankruptcy in the late '90s and the subsequent reconstruction of the OLA as a business enterprise to change the direction of these meetings forever.

Without going into detail, the reconstruction of Super Conference, Super EXPO, the reading programs, the employment database as businesses and the development of two new businesses in the OLAStore and the Education Institute has created envied stability after years of being on the edge of the abyss. Today, OLA members provide barely 10% of the OLA's operating funds through membership fees, explaining why there has been no increase in fees since 1992. And almost all revenue goes back into program and, for the first time, into investment in OLA's issues, only 25% going to salaries, another remarkable achievement.

OLA's New Businesses Became the Key to National Collaboration

The two new projects – the OLAStore and the Education Institute – are by definition national from the very beginning.

The Store had been developed as a business by negotiating the Canadian rights to the majority of North America's professional library publishers and producers. When you have Canadian rights you must market nationally.

The Education Institute's first program of 95 sessions was brainstormed by OLA staff during the BCLA Conference in 2002. BC Culture was in the next booth to that of the OLAStore and they responded strongly to the concept of the Education Institute, asking that the new program be extended to them if OLA actually got it going. Another national need.

A national promotion of the OLAStore and of the new Education Institute was launched across the country that fall. After an astonishingly successful two years for both projects, OLA nevertheless felt that its promotion lacked the knowledge that each provincial library association must have.

BCLA, LAA (Alberta) and SLA (Saskatchewan) were the only provincial library associations that had staff, albeit small in all cases. OLA approached

them about the possibility of collaboration in these businesses. In return for marketing, OLA offered to pay a fee for every sale or registration attracted from a particular association's province. The argument was that this would improve their stability (no provincial association is stable) and would improve OLA's overall sales. It was not a very elaborate offer, but, as it turns out, it was powerful for reasons we did not anticipate.

The Partnership is Born

OLA agreed to do the leg work on the OLAStore and on the Education Institute because OLA was already doing the work for its own members. At an historic meeting in Vancouver, The Partnership came into being.

As the year progressed, it became clear that no one was going to get rich quickly. What emerged was that profit-sharing was only the tip of the iceberg. BCLA, LAA and SLA now had programs and services to offer their members even though they had no resources to produce such programs. They had a larger package with which to attract members. And they had the long-term potential of a brand-new revenue stream.

At this point, everyone still thought in terms of the programs being OLA programs that they were marketing. As events unfolded, it became clear that the development of these programs could actually be shared and that everyone could be an owner. One of the principles around which the Education Institute had been developed was identification of commercial partners who might develop a number of programs for the Institute. Rita Vine's Workingfaster.com was pivotal to the Institute's initial success. Presidents were asked to identify a colleague from their province who might be a program developer. This has led to extraordinary people like the astonishing Darlene Fichter in Saskatchewan. Provincially-based continuing education committees started to see their work having much broader ramifications and were excited with the potential. This was no longer OLA giving and provinces taking. OLA was just as big a winner and The Partnership took on a true collegial shape – the stage that was necessary for it to succeed.

The Partnership Now Creates its Own Programs and Services

The Partnership includes all but one of the nine provincial and territorial library associations in the country as members. This August, 18 Presidents, Vice-Presidents, Executive Directors, staff and volunteers of the provincial and territorial library associations that are members of The Partnership descended on Toronto for an intensive two-day retreat.

A whole day was spent on The Education Institute, the most important of the two OLA programs that were the initial basis of The Partnership. Already the Education Institute has been transformed by this collaboration. Although the OLA had been offering the Institute on its own nationally for two years, the creation of the Partnership has deepened and enriched what is being offered – a rewarding window on provincial experience and expertise from coast-to-coast.

In its new collegial form, the retreat also showed that The Partnership can produce programs that the OLA does not originate and from which OLA members stand to benefit. An example is the Career Centre. Most associations have career information on their Web sites and over half have a job databank. A national committee is assessing everyone's information to put together a Partnership Career Centre that will be the "best of the best." A national job databank, in which a member in any given province can see the jobs that are available from coast-to-coast-to-coast, or can simply search locally, is a wonderful addition to the Canadian job search scene.

An electronic journal for encouraging building-level research and the sharing of best practices in all of our provinces has an advisory committee in place and a committee to vet possible articles. A writing team to help practitioners who are not used to the research process is a unique feature.

A Vision that Makes Sense

Not all Partnership projects will be of equal value to every association. Provincial and territorial library associations will present to their members those services that further the work and success of libraries and library staff in their particular jurisdiction.

The Partnership has no formal constitution, no formal structure, no formal agreements. It just has a vision that makes sense to every province and territory taking part! This is a project directed by the country's provincial and territorial leaders – the ultimate collaboration.

Riding *the Wave*

PROFILES OF AN EMERGING LIBRARY LEADERSHIP

That Sinking Feeling?

It's A Good Thing!

Catherine Steeves

By Catherine Steeves

If I were to choose the one most important thing I've learned in life so far it would be this: that the sinking feeling you get in your stomach when you face a new challenge or opportunity for the first time is a good thing. If it is accompanied by butterflies, a nervous grin, and the sudden inability to sit still, it is a very good thing. If it is also accompanied with self-doubt, internal arguments, and finally the desire to seek counsel it is a very, very good thing.

Although, I could be describing the affliction of a person with either a physical or mental health condition, I am actually describing how I have felt before making every critical decision in my life or before tackling an overwhelming challenge. I've learned that important decisions should not be made lightly. I've learned that through preparation and by seeking appropriate support I can (eventually) tackle any challenge that comes my way. I've also learned that I will make mistakes and not everything will run as smoothly as planned but that each and every experience is a growth opportunity and adds to future preparedness. And finally, I've learned that sometimes you just have to jump in and ride the wave. Opportunities, when they present themselves, should not be passed up.

I think I first experienced this sensation through team sports. I've played many: volleyball, basketball and soccer. My passion is soccer. Before a big game I wondered if I would play my best, if the team would gel, if we would reach our goal, and if I would be a leader in the day's victory. Butterflies meant I was taking the game seriously and that I would likely play well. I've recently returned to playing competitive soccer and feel it has helped me to stay sharp, not just physically, but also by requiring me to think on my feet (literally), to anticipate the actions of other players, to make a play happen and to always keep the team's success my focus.

I can follow this feeling of uneasiness and anticipation through all my life decisions: selecting a university, finding my first apartment, deciding to marry, contemplating parenthood, buying our first home, contemplating parenthood a second time, and moving our family across the country, twice.

I can definitely follow this gut wrenching experience throughout my career. Like many students do, prior to graduation from library school I sent my resume far and wide. In the spring of 1995 I flew to Cape Breton to be interviewed for a Systems Librarian position and returned convinced that I did not get the job, and even if I had, there was no way I could live there. It was so far from home and it was in a relatively small city in an isolated community. But it was a great opportunity. The position would give me a foundation in academic librarianship and information technology that would

most definitely serve my career well. I was offered the position. I felt awful. Did I really have the skills they were looking for? Could we actually live in Sydney? Thankfully my partner fully supported any decision I arrived at and was willing to come with me. I decided to ignore my fears, take the job, and make the most of it. We rented the U-Haul and drove to the east coast, six weeks later we married and two years later our first son was born a "Caper." Moving to Cape Breton was a great decision. The position was challenging and rewarding. My colleagues were top notch. Cape Breton is beautiful and the community and our neighbours were so welcoming. It was hard to leave.

In 1997 we packed-up our belongings and our newborn and moved to Edmonton. This time we moved across the country for a career opportunity my husband could not refuse. When I was ready to return to work, I found a position as Technical Support Analyst for an integrated library system thus keeping my technical skills up to date and taking the opportunity to work for a library system vendor. A perspective that I still value having and that helps me in negotiations and vendor relationships.

In February of 1999 I had the privilege of attending the Northern Exposure to Leadership Institute (NELI). It was at NELI that I learned to identify the characteristics that mark a leader and how to recognize the potential I held. In order to succeed in the latter, intense self-reflection and honesty is required. Again, that nasty feeling surfaced and just before I committed to the process, my stomach dropped. I put myself out there and my personal growth probably doubled. NELI opened my eyes to the importance of taking risks and learning from experiences, both positive and negative. It also revealed the many different types of leadership that exist and the variety of personal styles that embody it. The mentor participation was invaluable and the connections made with them and the other participants provided support and encouragement to pursue professional goals with confidence. These connections are still strong today. In 2002 I was offered the unique opportunity to return to NELI as a Facilitator and it was another rewarding, if exhausting, experience.

In 1999 I started in my first position at the University of Alberta Libraries as Government Documents Librarian, and in the spring of 2000 put my resume forward as a candidate for the position of Operations Manager for their Information Technology Services unit. I wasn't sure I was ready (that sinking feeling…) but I wanted to return to information technology services. Management was new to me and the thought of managing a department of 24 people was daunting to say the least. I was, however, the successful candidate. From the beginning I sought out the resources and

support I needed to learn on the job and endeavoured to manage with honesty (admitting when dealing with a new or difficult situation) and integrity. My Director, the Personnel Administrator, and the Staff Training and Development Officer were all valuable guides. The staff themselves were highly skilled IT professionals, and through focussed team development activities, together we raised the standard of IT services, implemented new technologies and services, and improved client satisfaction. I also learned how to deal with emergencies (in a fashion uniquely experienced in IT shops!) and how to enable the staff to respond to pressure well when services went down.

We enjoyed living in Edmonton and bought our first home there. Our second son was born in 2002 and our first son started school that year. Edmonton was cold but beautiful, and the community and our neighbours were so welcoming. It was hard to leave.

In the spring of 2004 the University of Guelph posted the position of Associate Chief Librarian for Information Technology Services. I was happy at the U of A. I worked for an inspirational and supportive Director. Our family was settled. Still, I could not ignore the allure of the position, the opportunity to work under the leadership of the Chief Librarian, Michael Ridley, and the good reputation of the University of Guelph. Once again the symptoms set in, harder this time than ever before and I knew I couldn't ignore the posting. I sought counsel, first with my husband and then with my boss, next with my closest colleague and finally with a NELI mentor. All of whom encouraged me to put my name forward. So I did.

Last year at this time I started in the position. I haven't looked back since. My role is dynamic and challenging. Helen Salmon, the Associate Chief Librarian for User Services is great to work with and the staff at the University of Guelph is truly engaged in the provision of learner-centred services and has embraced technology as an enabler and change agent. The Chief Librarian has since become the CIO which has provided us with the opportunity to participate as part of the Office of the CIO and opened up a whole new realm of possibilities. I still have a lot of room for growth to reach the full potential of the position but am confident that I will continue to put myself out there, take risks, and yes, continue to make mistakes and learn from them. By doing so, I hope to provide the leadership that is required of me and to enable others to push their own limits and ultimately improve library services.

Catherine Steeves is Associate Chief Librarian for Information Technology Services at the University of Guelph. csteeves@uoguelph.ca

Back to School:
Sites Serving Students and Teachers

By Amanda Wakaruk

For some, fall is a time of harvest, thanksgiving and reflection following the heat and energy of summer. For more than two million Ontario K-12 students, however, fall marks a return to classrooms and libraries. This column will focus on Web-based resources of use to K-12 students and the librarians that will be working hard to help them both survive and succeed in the 2005/06 school year.

Portals

Canada's SchoolNet

www.schoolnet.ca/

Learning Resources

www.schoolnet.ca/home/e/resources/

Canada's SchoolNet is the product of an Industry Canada partnership with other federal departments, provincial education ministries, education and library associations (including OLA), and an impressive list of corporations. Their collective goal is to promote the effective use of information and communications technologies in learning. This initiative has evolved to include a comprehensive e-learning portal for Canadian students and educators. The *Learning Resources* section, linked from the top of the main page, provides access to over 7,000 educational Web-based resources, almost 3,000 of which are identified as being relevant to K-12 students and educators.

Browsing these resources is an option but, given its girth, may induce a state of frustration for some users. The simple search function defaults to the Boolean OR but supports both AND statements and phrase searching through the use of quotation marks. The advanced search is definitely the recommended course of action, as it includes both keyword search options and an extensive list of search limiters. Users have the opportunity to limit by curriculum area, age/grade range, jurisdiction (e.g., Ontario), information type (e.g., games, lesson plans), availability (e.g., free, commercial), and provincial learning outcomes.

While most resources are obviously educational in nature, it is not immediately clear why others are included. For example, the Canada Post site has merited an entry but, when you follow the link from SchoolNet, you are left on your own to meander until stumbling upon the *Postal Planet,* a section of the Canada Post Web site dedicated to educational activities and lesson guides. For the record, *Postal Planet* is linked near the bottom of a list of options under the shortcut pull-down menu. Unfortunately, there is no mention of the *Postal Planet* in the Canada Post record on the SchoolNet site.

Finally, and like most Web portals, numerous dead links will be found -- although I do hope someone has updated the links to the "National Library of Canada" and "National Archives of Canada" before this column hits the press!

Government of Ontario, Ministry of Education

www.edu.gov.on.ca/eng/

Students

www.edu.gov.on.ca/eng/students/

Parents

www.edu.gov.on.ca/eng/parents/

Teachers

www.edu.gov.on.ca/eng/teachers/

The Ontario Ministry of Education has revamped and relaunched their Web-site. It is now organized by audience, with separate entry points for teachers, parents, and students.

The Students portal headings are: General Info; Getting Great Grades; Cool Tools; High School 101; Life Beyond School. Highlights of this section include links to exemplars (samples of student work with grading comments from teachers), preparatory student guides for the Ontario Secondary School Literacy Test (OSSLT), links to "cool" Web-based educational resources (don't

miss the federal "index of Web sites" for grade 9-12 students), detailed information about the secondary school program, and practical guides for finding both seasonal and full time employment opportunities.

The Parents portal headings are: General Information; What's My Child Expected to Learn?; How Can I Help?; Special Education; Focus on Literacy and Numeracy; Safe, Healthy Schools; Get Involved. These links provide access to directories, curriculum guides, yet more links to Web-based educational resources, information about volunteer opportunities, as well as online publications such as, "Helping Your Child Learn to Read" and "Helping Your Child Learn Math."

Finally, the Teachers portal headings are: General Information; Curriculum; Teaching Tools; The Teaching Profession; Literacy and

Numeracy; Safe, Health Schools; Special Education. As expected, this section provides access to practical tools including curriculum documents and links to Web-based educational resources.

Other professional resources in this section include detailed information for aspiring teachers and supportive programs for practicing teachers. Note that some portions of this Web-site are similar if not identical to those in the Parents section; e.g., Special Education, Literacy and Numeracy.

Gems on the Web: Three Exemplary Web-Based Educational Resources

The portals noted above provide access to a plethora of Web-based educational resources. Three A+ examples are summarized below.

Elementary Grades

Campsite 24 for Kids (grades 2-6)

www.campsite24.ca/

Ontario Parks, a branch within the Ontario Ministry of Natural Resources, has partnered with The Pepsi Bottling Group and Lucid3D Inc. to create a highly interactive tool that introduces elementary students to Ontario's parks, plants and wildlife. A virtual frog leads students through the lessons and virtual library (in the Visitor Centre), while teachers are prompted by an owl that provides access to lesson plans, information about planning park visits, and resources for parents. Although wonderfully executed, this site might prove painful for those with slow Internet connections.

Secondary Grades

Statistics Canada Learning Resources

www.statcan.ca/english/edu/index.htm

The Learning Resources section of the Statistics Canada Web-site assists users who want to learn

about and use Canadian federal, provincial and municipal statistical information. There are three main entry points: Students, Teachers, Post-secondary. Created to assist with the completion of homework assignments, the Students section allows users to browse through free articles and data by subject. The Teachers section provides access to lesson plans and teacher's kits. There's even a Learning Resources Bulletin to help teachers stay informed of changes to the site. Don't miss the cumulative list of all learning resources linked from the main page, noted above.

Something for Everyone

United Nations Cyber School Bus

/www.un.org/cyberschoolbus/index.asp

Like most UN Web sites, the main page for the Cyber School Bus pummels the user with competing blocks of information. Student resources are primarily for secondary students and, for the most part, linked on the left side of the page. InfoNation and Country at a Glance provide older students with basic country and city-level information while the Quizzes and Games are geared to younger students. Curriculum links cover all grade levels and are found on the right side of the page. These lesson plans cover many important issues including peace, poverty, world hunger, human rights, and discrimination. Do not miss the "Other UN Educational Web-Sites" link from the "more curriculum" section – the IMF, UNICEF, UNEP (Environmental Protection), UNCHR (Human Rights), and UNESCO all provide access to Web-based educational resources relevant to their mandates.

Amanda Wakaruk is the Reference and Government Information Librarian, Scott Library Reference Department, York University awakaruk@yorku.ca

Health *Watch*

KEEPING WATCH OVER LIBRARIANS' HEALTH ISSUES

The New Sherman Library Opens at St. Joseph's Healthcare Hamilton

By Jean Maragno and Kyla Szymczyk

In 1964, St. Joseph's medical director Dr. J. D. Galloway recognized a need for a library at St. Joseph's Healthcare Hamilton to support the residency and training program. Located in the original hospitals centre building, the space was a mere 1,000 square feet in size. Over the years, as the hospital grew so too did the demand for academic health resources. A move to the Fontbonne building in 1982 doubled the size of the library. More recently in 2002, the library was moved to a temporary location on the 8th floor of the Mary Grace wing to make room for the PET Scanner.

During the past five years extensive planning was done through a needs assessment, several visits to other new health science libraries to look at the functionality and layouts as well as a literature search of new facilities in Canada and the US. Several discussions with comparative size hospitals took place during the initial planning phase. One of the most important components of the planning of the facility was the availability of a dedicated architect to the project. Cathy Capes' library knowledge from the firm Moffat Kinoshita was a great asset through the entire design process with me.

Today, the Sherman Library has a new and permanent home in the new The Juravinski Innovation Tower at St. Joseph's Healthcare Hamilton. The new library combines spacious and modern facilities with enhanced access to hard copy and electronic resources making it the largest and busiest hospital library in Hamilton.

The new facility was designed with a variety of features to meet learner needs. Along with a quiet study area, the new library includes a multi-purpose/AV room set-up with learning CD/DVDs for residents to complete tutorials on-line. A new computer lab will enable more evidence-based practice teaching for nursing, allied health staff and medical learners. The total library area is approximately 5,000 square feet.

The new library also offers strong aesthetic appeal to improve the learning environment. The space features warm and soothing colours and new, more comfortable furniture purchased from Global and custom designed shelving purchased from Brodart Inc.

The new library has all the right elements in place to foster learning. Along with having new state-of-the-art

technology, a comfortable, relaxing environment has been created that is conductive to learning. The new library is part of the Academic Centre at St. Joseph's Healthcare, which includes a 200-seat Amphitheatre and several smaller classrooms on the same floor with easy access from the research and critical care areas at the hospital.

The Sherman Library was made possible by a generous donation from the late Mr. Lewis Sherman, prior to his death in 2004, to honor the many contributions his late wife Ruth made to learning. Ruth Sherman worked as a Library Technician for many years at McMaster University.

The Sherman Library currently houses more than 3,000 books, 135 printed journals in medical, nursing and allied health, and 100 videos and CDs/DVDs. Learners can access more than 1,000 electronic journals and a choice of numerous electronic databases available in clinical care areas at the desktop to support patient care, education and research.

The Hospital Archives have also found a new and permanent home in the Library. Pictures, artifacts, financial ledgers and medical equipment dating back to 1890 have been collected together, preserved and catalogued. The library will be introducing an on-line catalogue for all sites including the Centre for Mountain Health Services, Centre for Ambulatory Health Services, the Brantford Hospice and Brantford Long-Term Care Facility proving patron access to all book and journal collections. The new system will also include an archival component to house all archived information. Library Staff will scan archival photographs into the database for staff and the community to access online.

Future plans include the purchase of a fully automated circulation system and book security theft device.

As they say " If you build it they will come". So if you are in the area please feel free to come and see us.

Jean Maragno is Director, Library Services at the Sherman Library (jmaragno@stjosham.on.ca) and Kyla Szymczyk is a Media Relations/Public Relations Associate at the St. Joseph's Healthcare Hamilton. Photography by Craig Peters.

The Next *Generation*

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

Take Us Under Your Wings

Apprenticeship is not dead. There was a time when I thought it was – when the prospect of finding another like-minded person who could show me the ropes seemed a flight of fancy, a naïve ambition amid my wider studies at the Faculty of Information Studies. But the impasse was imagined, and I'm glad. When you're a student at FIS there are more opportunities than you can count to sit with librarians and watch what they do and learn how they do it.

As interesting and engaging as the courses are, they always fall short of the thrill of actual work. And since most students enrol at FIS so that they may one day work as librarians, archivists, or information professionals, the problem of experience looms like a dark cloud over every lecture and seminar. After all, isn't the Master of Information Studies a vocational degree? Aren't we learning special skills for an understatedly difficult and demanding job? Are we in fact called to be librarians? I know my answers to these questions, and I suspect most of my classmates do as well. How then can we latch on to the profession in a way that will help us in the early phases of our careers?

To begin with, there are the professional associations; their listservs, newsletters, and magazines are boundless sources of information on current trends, opportunities, and developments. It is here that we learn what is not being taught in our classes: what sorts of jobs exist, what administrations require of a candidate, what it will take to be considered, how the jobs can finally be gotten, and – frankly – how much we stand to get paid. There are also the free lunches, workshops, non-faculty lectures, and – dare I say – conferences where, although we're not standing with someone and watching them do their job, we're at least listening to them talk about work and learning what we can. Is all this what we call 'networking' or is it actually something else?

I think there are too many attendant problems with networking as an idea and practice. Many of us see the 'networker' as a kind of supra-professional Spider-Man who indiscriminately throws webs here and there hoping to snag a job through sheer attrition. This can't be the image we want to portray. If we encourage a more understated approach to meeting information professionals, we may be better served in the end. Let's just call ourselves fledgling librarians who care about our studies, but want to apply them in a meaningful and productive way. After all, we can't really say "I like your job; can I have it?"

Job shadowing is the best, most immediate solution to the experience problem, and FIS and the FIS Alumni Association have made excellent steps in this regard. This is the palpable sense of doing we long for. These are things we can say we actually did, and these are professionals we can say we actually met.

A while ago – in a desperate plea to get some last-minute professional experience – I approached the three reference librarians with whom I work as a circulation supervisor at Victoria College's E. J. Pratt Library. I asked them flat-out if I could do what they do, and if they would be willing to show me how. Within a week I was sitting with the librarians in the office of the head of Reader Services going over a rough plan for weekly volunteering. They were willing and eager to mentor me in this awkward stage of my career, and I was deeply touched.

Here's the catch: librarians are sometimes too busy to think about this, or to ask you first. If you don't ask, it won't happen. But professionals also need to consider who will replace them when they're gone. The academic faculties and alumni associations cannot alone be responsible for this. Let us stand in your shadows. Take us under your wings. We want to fill your shoes. Yes, the clichés are true.

Eric McDonald is a recent M.I.St. graduate at the University of Toronto's Faculty of Information Studies. eric.mcdonald@utoronto.ca

By Eric McDonald
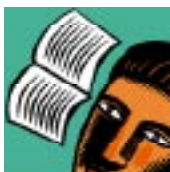
Readers' *Advisory*

PROMOTING ENJOYMENT AND PASSION FOR THE WORLD OF BOOKS

Hear All About It!

Serving the Audio Book Reader

By Bessie Sullivan

Two weeks before Book Expo Canada 2005, I received e-mail from my friend Sharron Smith. It turns out that she has written a book called *Canadian Fiction: A Guide to Reading Interests*, and she couldn't pass up a promotional opportunity at the American Library Association's conference in Chicago. As this was in direct conflict with her obligation at BEC for the Ontario Library Association, she asked me to take her place. I'm not really sure how anyone takes Sharron's place, but I love to speak and I love the subject matter, so I agreed.

I had two weeks to prepare for the presentation, and having so little time meant that I was rather single purposed; otherwise the stellar nature of the rest of panel might have sunk in and caused me a little anxiety. Realizing that my role on this panel was one of reader's advisory, and knowing from my own experience as a public librarian that audio books represent a diverse and growing collection that meets the needs of many library users; the question remained: what to say? Sharron came to the rescue by providing me with an article by Kaite Mediatore titled Reading with Your Ears: Reader's Advisory and Audio Books from the Reference & User Services Quarterly [v. 42 no. 4 (Summer 2003) p. 318-23)]; she felt that the article really encapsulated what we wanted to say in this session. Mediatore begins: "Imagine sitting in rush hour traffic and not getting frustrated, or walking an extra mile and not realizing it, or folding the laundry and not feeling bored."

I thought to myself, I can elaborate on this concept. Imagine travelling with your children and not hearing the phase "Are we there yet?" all the way from Napanee to Parry Sound? Or, more importantly, imagine losing the use of your eyes or your hands and still being able to consume literature. All these things are possible and are contributing factors to why people choose to listen to audio books. Other reasons why people choose audio books are:

◎ For travel, or commuting,

◎ To multi-task or be hands free,

◎ For literacy training, for reluctant readers, or for language instruction,

◎ When a disability is present, or

◎ Simply for the pleasure of being read to.

As audio book collections and demand grows, so too does the need for the librarian to develop a RA strategy that gets the right

audio book into the right listeners hands. It is fortunate that the book Reader's Advisory Service In the Public Library by Joyce Saricks and Nancy Brown has already put in place a formula to help determine what readers like about certain books. Examining a book's appeal can be divided into four elements: pacing, characterization, story line, and frame. If readers' advisors are going to use this formula on audio books then a fifth appeal factor has to be taken into consideration and that is audible presentation. Audible presentation actually affects all the other appeal factors. In essence, if you can't stand listening to the voice, you can't listen to the book. The primary focus for evaluating the book's appeal becomes oral rather than visual.

Next to speak was an audio book marketer, Nolan Machan, the director of Sales and Marketing for Goose Lane Editions. The gist of what he had to say was that without the CBC there wouldn't be much production of these materials in Canada. The success of the audio book industry in the US has not been duplicated in Canada. Nolan thinks that in general Canadians have a more sophisticated ear. The largest selection of audio materials in Canada is found in public libraries.

Damianon Pietropaolo, an audio book producer from the CBC, who suggested that while we live in an age that is dominated by the retina, hearing is our first and last sense, followed Machlan. He very clearly articulated the important fact that "With audio, you don't have to be victim to the screen or the printed word."

The final panel member was Susan Coyne who delighted us with a reading of letters from the Kingfisher Days. I was star struck; of course the voice was exactly right, and the story came alive.

What this session reminded those of us in attendance is that as our culture changes, our entertainment adjusts to reflect these changes and people find innovative ways to fit more into their day; and audio books helps achieve this. Therefore, those of us providing readers' advisory service must also change our techniques to reflect the needs of our users.

Bessie Sullivan is Branch Librarian for the Calvin Park, Pittsburgh, and Kingscourt libraries of the Kingston Frontenac Public Library. bsullivan@kfpl.ca

MISSING AD

CRUSWALL

Market*ing*

THE LIBRARY BRAND @ your library®

By Paula de Ronde

While reminiscing with a colleague about working in a public library, the many funny instances of reference gone wild came up. She reminded me of the occasion when I ran off all gung-ho to find a book on the lumber industry in Canada when what the child really wanted was information on the composer Chopin. After a good laugh I remembered "Oranges and Peaches" and decided to look it up and make it the basis of this column.

"*Oranges and Peaches: Understanding Communication Accidents in the Reference Interview*" is an award winning article by Patricia Dewdney and Gillian Michell, (RQ, vol. 35, no.4, summer 1996, p.520-536)*. In the article Dewdney and Michell, after reviewing numerous examples of reference missteps and categorizing them into four broad categories, illustrate that any number of factors can impact the very simple act of answering a question. I would recommend that every librarian, in fact anyone working with the public, read this article. There is much to learn from it.

The article begins with an example. Briefly, a young undergraduate is very frustrated at not being able to find what is supposed to be a very well known book. The librarian offers assistance asking for the title of the book and is told "Oranges and Peaches". A search turns up negative. Further probing is fruitless until the student rants: "What kind of library is this? T.A. swore you'd have hundreds of copies. This book is supposed to be legendary! Professor said it's the 'Bible of evolution'!" Then the penny dropped and our superhero librarian was able to make the cerebral leap from oranges and peaches to Charles Darwin's On the Origin of Species. Another reference interview successfully completed. Another customer satisfied.

One of my favourite taglines is: The human interface is @ your library®. The library is incomplete if there is no librarian in it. I use Google a lot but we go way beyond Google. Learning how to conduct a reference interview goes beyond hearing a question and rushing off to find an answer. As I told my former colleague, I am sure she was not the only librarian who beetled off to the insect section instead of to pop music when first asked for information on the Beatles.

Now back to Chopin and the Canadian lumber industry. It was a busy afternoon. We soon realized that a nearby school must have been given a project to do on Canadian trees as everyone was looking for that subject. We were at the point of photocopying vertical file materials and placing a few books on temporary reference to meet the demand. The little fellow came in and asked: "Miss, do you have any books on chopping?" "Oh yes", I said: "come with me." I was thinking that here is a fellow who will go far since he had expanded the teacher's request for information on trees to include the uses of trees. I was already giving him an A for creativity. As my friend said, I was off and running with a smile on my face chattering about the importance of trees and the lumber industry to Canada when with a very puzzled look on his face the young fellow said: "But Miss, I do not want a book on lumber. I want a book about the music guy from a long time ago". Then he

showed me his notebook and sure enough his teacher wanted three paragraphs on Chopin. This is pragmatic information interfering with the communication process as explained in the article. I was focused on trees. My client mispronounced a word, ergo a leap to the wrong interpretation since I thought I needed no further clarification.

Now it is your turn. Though "Oranges and Peaches...." is serious, scholarly and well researched I would like to focus on the fun. There are many examples in the article but I want your own anecdotes of 'communication accidents' as Dewdney and Michell calls them. I know there are many out there. When I mentioned that this would be the topic of my next article I immediately heard of 'mating angels'. Not to worry, I intend to share the gems with you so these special angels will be the codicil to the next column.

My email address is appended. Please take a moment and send me your gems. Let laughter live even as we learn @ your library®!

RQ is now called *Reference and User Services Quarterly*.

Paula de Ronde is a former Outreach Co-ordinator from Toronto Public Library and is a former President of the Ontario Library Association. deronde@netrover.com

The Last *Word*

We *Can* Make a Difference

By Margaret Campbell

Recently, my husband and I were asked to be delegates with the Canadian Aid for Chernobyl (CAC). The CAC is a non- profit charitable organization centred in Brockville, Ontario. Since its beginning in 1998, it has delivered more than $25 million in aid directly to the people of Belarus. Operating costs are less than 1% of donations.

In 1986, 70% of the radiation from the Chernobyl Nuclear Disaster fell on the land in Belarus. Radiation exposure has led to chronic health problems: leukemia, thyroid cancer and juvenile diabetes. Agricultural land has been taken out of production. The collapse of the Soviet Union has added to the economic instability.

Our days in Belarus were spent delivering food boxes to the hungry, wheelchairs and walkers to the elderly and disabled, medicines and supplies to hospitals and clothing and supplies to orphanages.

Delegates stay with local families. This meant living without running water and effective heating systems. Not speaking Russian meant that we communicated using body language and dictionaries, picking word by word.

Living in the community allowed us to experience conditions first hand. It was difficult to witness a house with children and absolutely no food; disabled children who lived in their beds as they didn't have wheelchairs and they were too big to be carried. The pediatrics unit at the hospital was filled with children who had been abandoned by parents who couldn't look after them. Newborns had been left; their mothers didn't take them home.

After six months these children are sent to orphanages. A highlight of the trip was meeting two orphans that we have been involved in sponsoring.

Orphans must leave orphanages upon the completion of grade 9; 17% of these orphans will commit suicide within seven years and 38% will commit crimes and serve jail terms. Their most common crime is stealing food. The CAC has a fund that allows individuals or groups to sponsor orphans and assume their living expenses so that they may complete at least high school.

Sponsors may choose to help with college or university. Letters are exchanged between the parties and real relationships can develop. Upon hearing of my plans, fellow health librarians sent me with some funds. These were added to funds raised by a Brockville elementary school designated for books for the Chaussy Orphanage Library. (FYI - the books were purchased in Belarus so the language and social context of the books were suitable).

There is so much need in the world. If we can show others that we care and think about them, we will make the world a better place. Get involved.

Donate to the OLA's Africa project or find your own project. It is a wonderful feeling. We CAN make a difference.

For further information on the CAC, contact mcampbell@ckha.on.ca Margaret Campbell is with Library Services at the Chatham-Kent Health Alliance.

Library Marketplace

Associations

Organization of Book Publishers of Ontario
Tel: 416-536-7584
info@ontariobooks.ca

Books

Publishers

H.W. Wilson
Tel: 718-588-8400
Toll: 800-367-6770
custserv@hwwilson.com

University Of Toronto Press
Tel: 416-978-2239

Wholesalers

National Book Service
Tel: 416-630-2950
Toll: 800-387-3178
www.nbs.com

Library Information Online Services

Micromedia ProQuest
Tel: 416-362-5211
Toll: 800-387-2689
www.micromedia.ca

Library Automation Systems

OCLC Online Computers
Toll: 800-848-5878
www.oclc.org/ca/

Executive Search

Ken Haycock & Associates Inc.
Tel: 604-925-0266
www.kenhaycock.com

Library Security, Self Check and Inventory Systems

Sentry Technology Corporation
(Formerly ID Systems)
Toll: 800-461-2803 ext 130
www.sentrytechnology.com

Library Services

Coutts Library Services Ltd
Tel: 905-356-6382
Toll: 800-263-1686
www.couttsinfo.com

Online Research Services

Ovid Technologies Inc.
Toll: 800 343-0064
www.ovid.com

Library Supplies, Furniture & Shelving

3M Canada
Alex Isings
1840 Oxford Street
London ON N6A 4T1

Carr McLean Ltd.
Tel: 416-252-3371
Toll: 800-268-2123
www.carrmclean.com

Safety

Education Safety Association of Ontario
Tel: 416-250-8005

Publishers

EDU Reference Publishers Direct Inc
Tel: 416-674-8622

Information Services

Ebsco Subscription Services
Tel: 205-991-1276

Cataloguing, Processing and Database Services

Bibliocentre
Toll: 800-268-5560 ext. 305
www.Bibliocentre.ca

Duncan Systems Specialists Inc.
Margot Keuper MLS, Vice-President
Tel: 905-338-5545
Toll: 800-836-5049
www.duncansystems.com

EBSCO Canada Ltd.
John Lumsden, General Manager
Tel: 416-297-8282
Toll: 800-387-5241
lumsden@ebsco.com

Campus Bookstore

Special Orders

U of T Bookstore
Tammy Little
Tel: 416-640-5822
sorders@uoftbookstore.com
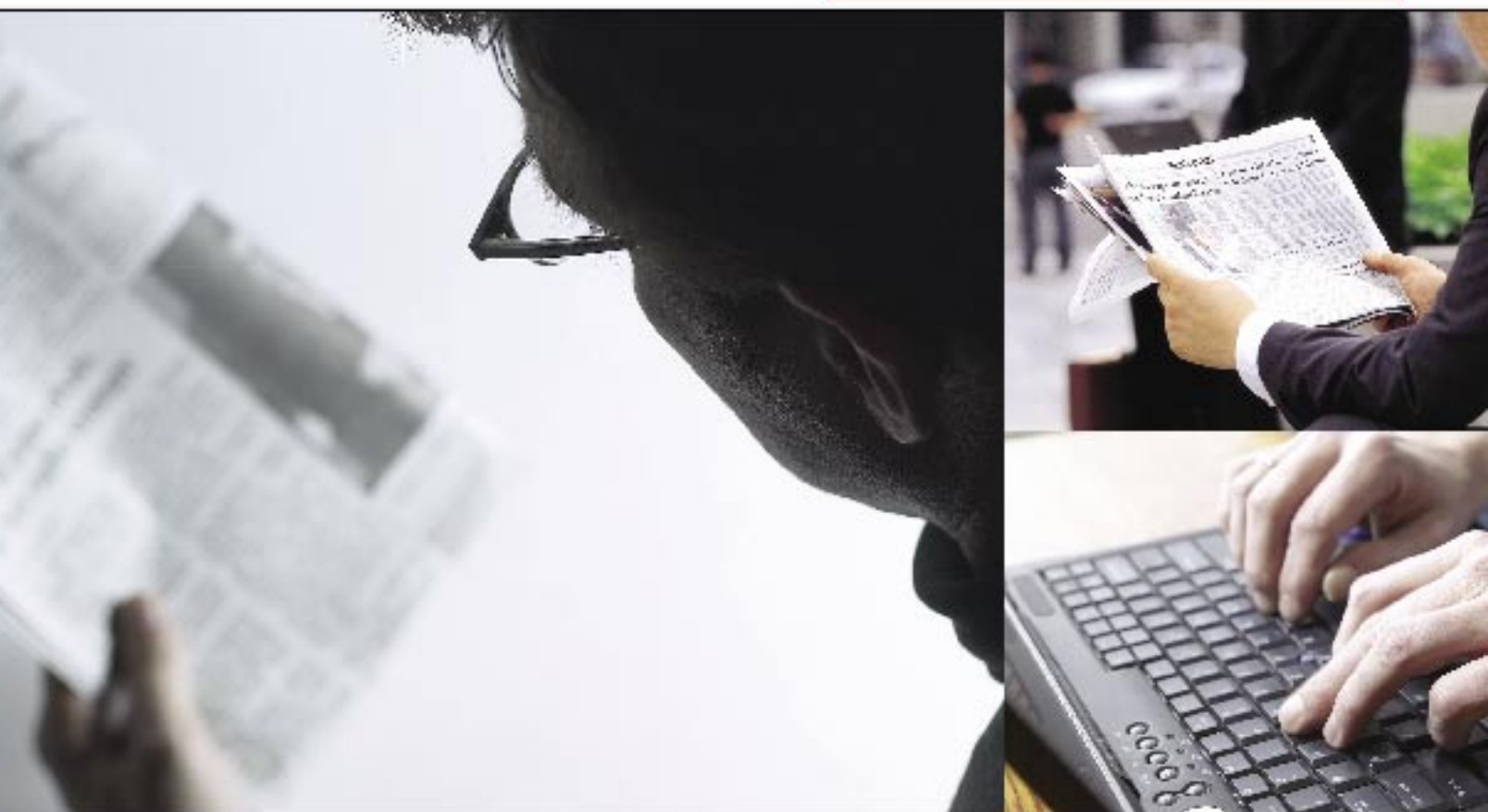
TAKE A BOOK BREAK
YOU NEVER KNOW WHAT WILL HAPPEN!

Canada's innovative National Book Wholesaler, S & B BOOKS LTD. continues to lead the industry for service to the Public and School Library communities. With a complete selection of Juvenile, Adult pre-publication Bestseller catalogues, O.L.A. Reading Programs, Audio, Video, CD Music, Large Print and much, much more...

S & B Books

The National Book Wholesaler

3085 Universal Drive, Mississauga, ON L4X 2E2
Telephone: 905-629-5055   1-800-997-7099
Facsimile: 905-629-5054   1-800-826-7702
orders@sbbooks.com   www.sbbooks.com

VISIT OUR SHOWROOM
Open Monday - Friday
8:00am - 5:00pm
1st Saturday of each month

Illustration by Ian Wallace

H.W. Wilson