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ONTARIO LIBRARY ASSOCIATION

ALL EYES ON
HAITI

HOORAY
FOR
VOLUNTEERS

2010
LIBRARY
BUILDING
AWARDS

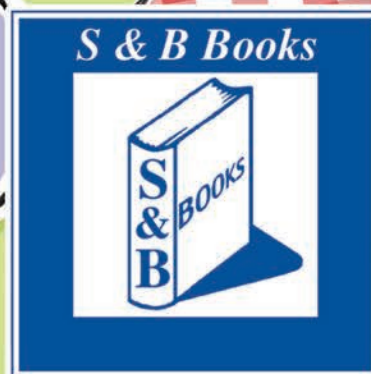
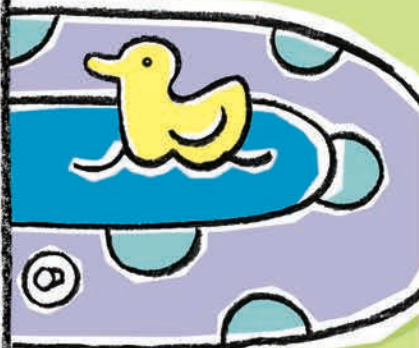


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Illustration by Mélanie Watt

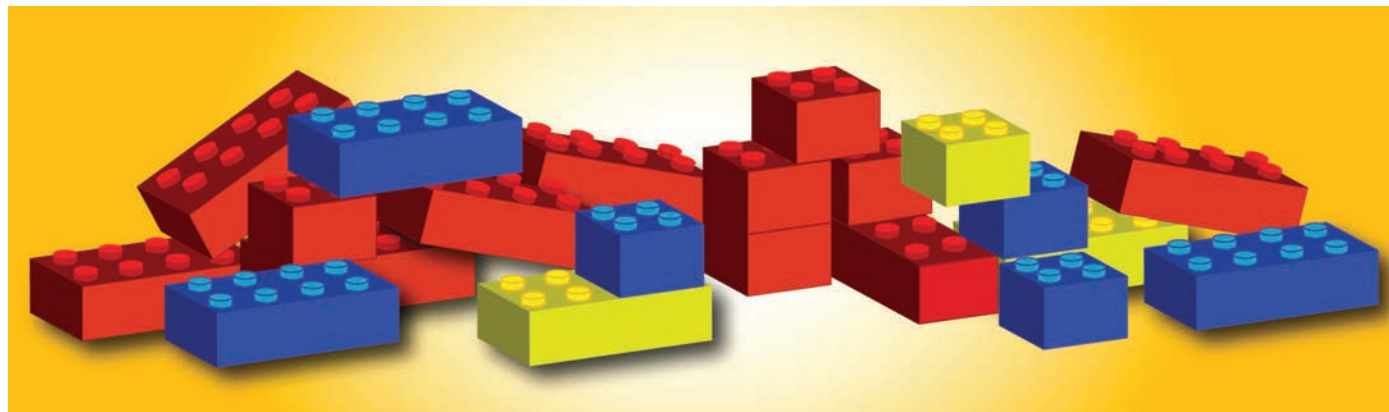


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Access is the official magazine of the Ontario Library Association, published quarterly for members as a continuing education service to keep them informed of its activities and of events, trends, and issues affecting the association as well as libraries all across Ontario and beyond. The magazine is a forum for discussion, a place for news, and a source of ideas for the development and improvement of librarianship in the province.

ISSN 1201-0472



On the cover: The new Toronto Public Library, Bloor and Gladstone Branch

Cover photo and architecture by Rounthwaite, Dick & Hadley Architects, Inc. and Shoalts & Zaback Architects, Ltd., in joint venture.

Please insert FSC Logo here.
(FPO Magenta)

from the editor

By **Wayne** Jones

Welcome to the summer issue of **Access**.

I've been pleased with the feedback we've received about the magazine over the last couple of years, especially as all of us on the editorial board have been working hard to implement some changes. The feedback has generally fallen into three broad categories:

- Readers have said they like the substantive content of the pieces, both the individual features and columns themselves, but also overall the cumulation of all that content from issue to issue which (we've heard from some readers) makes for a good magazine.
- Readers have really liked the redesign of the magazine which debuted with the fall 2008 issue, and which we have continued with only very minor tweaks since then. Content is most important, of course, but good design such as we have now for the magazine really goes a long way to making it all more readable – and more attractive to pick up in the first place.
- We get a lot more unsolicited contributions – that is, OLA members and readers who just send us a piece for consideration for publication in an upcoming issue, or who query about how to go about doing that. (I haven't done a survey of the reasons, so I don't know for sure, but I'm willing to assume that more people are liking the magazine and so willing to contribute. But of course I could be wrong about that, too.)

We are planning more changes, and I'm expecting that some time during the process we'll be calling on interested readers for your input in one way or another (yet to be determined). One suggestion from the recent editorial meeting of *Access* held during Super Conference was to come up with a marketing plan, in the broadest sense, for the magazine, and a small group of us – Catherine Baird, Cecile Farnum, and I – have already skyped ourselves into action. We have some ideas and questions, and over the next while we're hoping to work

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with Executive Director Shelagh Paterson and others on the OLA HQ team so as to coordinate *Access* changes with the association's overall plans as well. It's very important to see the magazine not just as a vehicle from and for members, and to look at it in isolation like that, but to be very aware of how it fits in with the overall communications strategy of OLA. More to come about all of this as things develop ...

As for the issue in hand, you'll notice a new column, **Connecting & Collecting**, which is jointly edited by Catherine Davidson and Jane Schmidt, and combines the former separate and somewhat overlapping columns which they used to edit (**Every Book**, **Its Reader**, and **Vendor View**, respectively). The tagline for the merged column sums up what the focus is going to be: "libraries, publishers, and vendors as partners in providing content." Take a look at the first column on page 38 and let us know what you think. And if you have ideas for future columns that you or someone else might contribute, please contact Catherine or Jane.

And, of course, that applies to all of the columns: contact the editor if you have a comment or an idea. There's a list of contact information on the contents page of every issue of the printed magazine, and online as well at accessola.com/accessonline/contact. And if you have any general comments or suggestions, please contact me any time.

.....
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ontario snapshot

LIBRARY NEWS, PROGRAMS,
AND RECOGNITION

OverDrive Gets into Gear on Electronic Highway

Windsor Public Library (WPL) customers now have the opportunity to download best-selling and classic audio books, ebooks, music, and video from the library's website, anytime, anywhere, 24/7. Staff, customers, and media gathered last month to launch OverDrive, experiencing first-hand how the new electronic service operates.

With hundreds of popular fiction and non-fiction titles to choose from, the new collection is guaranteed to have something for everyone. You can download best-selling novels, well-known classics, self-improvement guides, and much more ... and it's free!

In addition to being able to access the overdrive service from anywhere, day or night, WPL will also be providing designated overdrive download stations at all branches for those without internet access or for those who simply enjoy the library experience.



Windsor Public Library Board Chair Ray Guillet spoke of the implementation of various technological initiatives at WPL – all aimed at providing customers with added service, Overdrive being the latest undertaking.

Thorncliffe Opens Doors to Eager Community

Toronto Public Library re-opened its Thorncliffe branch April 13, 2010, after a two-year closure for renovation. Approximately 5,000 people went through the completely renovated, 10,000-square-foot branch, which is double its original size. The high-density surrounding community, home to the elementary school with the largest population of children in North America, demonstrated its eagerness for library service by registering for 197 new library cards and checking out 3,240 items on opening day.

The library is home to TPL's third KidsStop, a literacy-rich interactive centre where parents and caregivers can learn about the importance of developing pre-literacy skills in their children. With 21 public access workstations, free internet, a teen area with a plasma TV and CD listening station, and a meeting room which can be used for quiet study or booked by community groups when not being used for library programs, the branch has something for everyone!



Oshawa Tweens Win WrestleMania Reading Challenge

Oshawa Public Libraries (OPL), in conjunction with World Wrestling Entertainment and YALSA, sent two tweens to WrestleMania in Phoenix, Arizona. OPL participated in the WrestleMania Reading Challenge in which tweens were challenged to read 10 items in their free time between October and January. The Grade 5-6 regional winner was Gabriel Murell; the Grade 7-8 regional winner was Liam Jose. Both won ringside tickets for WrestleMania XXVI in Phoenix by answering questions about the books they had to read. They also each won \$2,000 for Oshawa Public Libraries to be used towards the tween collection.



Brantford's spelling bee champions of 2009 – the Bee Team. Pictured from left: Cliff Jones Jr., Gwen Hunter, and David Simpson.



Author Jeremy Tankard Visits Newcastle

The Clarington Public Library was thrilled to welcome award-winning author Jeremy Tankard to Newcastle, Ontario, on Friday, February 19, 2010.

Tankard spoke about his work and answered questions for an excited crowd of approximately 60 people. The author also read from some of his books, including *Grumpy Bird* and *Boo Hoo Bird*, the latter of which was recently nominated for the 2010 OLA Blue Spruce Award.

The highlight of his visit was a demonstration of how he creates his engaging artwork. With plenty of sketchbooks, doodles, and his electronic drawing tablet, he provided a behind-the-scenes glimpse of what goes into making an award-winning picture book!

After the session, Tankard stayed to speak with audience members and sign books. Olivia (2) and Ben Pross (4), as pictured, were eager to meet with Tankard and get their copy of *Grumpy Bird* signed.

WIARTON'S FRIENDS OF THE LIBRARY

Our group, the Wiarton Friends of the Library, is celebrating 25 years of service to our library and the community of Wiarton in 2010. Our group has grown from 16 members in 1985 to 21 active and 20 associate members today, with four original members still on the active list!

Our group's plans for this year were kicked off in March with a lunch at the library for all volunteers and the town council. In May an open house at the library was held to brag about our achievements and to show off the many services and programs on offer. A celebration luncheon will be held in June with guest speaker Dan Needles. Our annual book sale is in July – this year a bumper three-day event. August is children's month with local authors and entertainers on the agenda. In September and October we are inviting authors of adult literature to the library. By November we will, hopefully, be relaxing in the glow of our successful events!

I should add that the average age of our active members is in the mid-70s, our oldest being 95 this year. We are slowing down a bit but, as you can see, we can still put on a good show when one is expected.

– Submitted by Patti Roberts, Chair, Wiarton Friends of the Library

WHITBY DIGITIZES HISTORICAL PHOTOS

The Whitby Public Library has recently completed a massive project that saw the digitization of nearly 4,500 historical photographs in the public domain. The photographs are hosted on the Our Ontario website ourontario.ca/whitby and can be viewed by anyone with an internet connection and an interest in Whitby history.

Subjects range from pioneer families, railroads, Whitby downtown, schools, and community events. The most popular groups of photographs include Ontario Hospital Whitby/Military Convalescent Hospital and Trafalgar Castle/Ontario Ladies College, which are heavily viewed using the site's searching feature.

Our Ontario continues to allow Whitby's rich pictorial history to shine. Whitby Public Library's online historical photograph collection is funded by an anonymous benefactor through Durham Community Foundation's Whitby Public Library Archive Fund.



OLD Formats, NEW Technologies

Seneca Libraries has added a couple of new products to its suite of online resources to meet the growing demand for digital access to media resources.

Films on Demand has been at Seneca since February. It offers streamed, full-length humanities and social science videos that may be used in classroom teaching, research, and presentations. It's a convenient alternative to traditional tapes and DVDs for faculty, students, and library staff members alike.

OverDrive, already familiar to many public library users, went live at Seneca in May. Digital-format audiobooks are available that may be downloaded to patrons' computers and transferred to portable devices such as iPods and smart phones for offline listening.

Growing use of such devices and interest in digital access to media generally were the inspiration for these exciting new acquisitions.





Vaughan Public Libraries Helps Newcomers Transition to Canada

Throughout 2009, a settlement worker at Maple Library was available to provide newcomers to the city of Vaughan with one-on-one settlement information and

referrals to other agencies and services.

This unique partnership between the library and a settlement agency (Catholic Community Services of York Region) has linked many newcomers in the community to employment services, education opportunities, health services and social assistance information, housing agencies, and citizen and language training classes.

Group programs and workshops have been offered on a variety of topics, including parenting, job search and resume writing, orientation to library services and resources, and citizenship and health care.

In 2009, 698 clients from 262 families received service from this settlement program. Approximately 25% of the clients had arrived in Canada in the past two years. The three highest percentages of languages spoken at home included 14.8% Urdu, 11.0% Dari, and 10.4% Spanish. This program continues to be offered in 2010.

ELGIN COUNTY'S OLYMPICS

Elgin County Library hosted a special winter reading program to coincide with the Olympic Winter Games. We received excellent prize donations from official Olympic sponsors and even held a torch run with one of our local torch bearers and students from Port Stanley Public School. The program was an incredible success with almost 500 children reading to win bronze, silver, and gold medals. The adults wished we'd offered a program for them, too!

— Sandi Lopenen, Library Coordinator. Photo credit: Jan Nicholson



WELLAND LIBRARY'S CELEBRATION OF EARTH DAY

The Welland Public Library celebrated Earth Day 2010 by hosting a Container Gardening Workshop. The workshop was organized and hosted by the library's Seniors Advisory Panel. The panel has been in operation since May 2009 as a result of a New Horizons Grant. The panel plans and organizes activities and events for seniors.

The workshop on April 22, 2010, was conducted by the owner of Vermeer's Garden Centre in Welland. Participants created an outdoor garden container featuring spring blooms. Instructor Karin Vermeer explained the care and maintenance for container plantings as well as providing the materials.

— Sandra Gaudet, member of the Welland Public Library's Seniors Advisory Panel



From left: Leanne, Linda, Viv, Karin Vermeer (instructor), Sandra and Elizabeth



German Canadiana in Ontario Bibliography

University of Waterloo librarians Helena Calogeridis and Jane Forgay recently released the *German Canadiana in Ontario Bibliography* (GCO), an open access resource to help researchers identify sources relating to the experiences of German speakers and their descendents in Ontario: gco.uwaterloo.ca.

"The GCO is of potential interest to researchers in a range of disciplines, as well as those with an interest in local history or the local community," Helena and Jane explain.

It contains records of historical, literary, cultural, linguistic, and biographical interest. A large number of these relate to the German-speaking community in Waterloo region. Records are derived from a wide range of sources, including Elizabeth Bloomfield's *Waterloo Regional History Bibliography System*, catalogues from around the world, and other research databases.

New records will be added to the GCO as they are identified. The interface also has a feedback feature for users to suggest records for inclusion in the database.

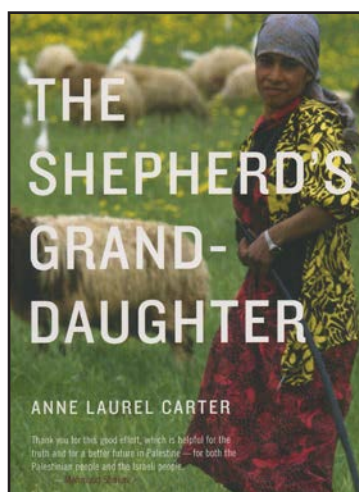
Recommended Reading

OLA's Red Maple program was under attack this year for including *The Shepherd's Granddaughter* by Anne Laurel Carter in the list of nominated titles. The award-winning title is a story about a young Palestinian girl and her family and how they are affected by the Israeli-Palestinian conflict.

Earlier this year the B'nai Brith and the Simon Wiesenthal Centre each issued a press release objecting to the inclusion of *The Shepherd's Granddaughter* in the popular reading program.

The controversy resulted in considerable media attention resulting in calls of both support and protest to the OLA office.

Ontario school library staff are to be commended for approaching the controversy as a learning opportunity for young readers and for defending our right to intellectual freedom.



Forest of Reading Festival of Trees and ALOUD: A Celebration for Young Readers

Close to 8,000 young readers descended upon Harbourfront Centre in Toronto May 12-13 to attend the award ceremony for their reading category and to participate in a variety of literary activities. The festival also had the highest attendance ever of all nominated authors and illustrators. The list of award winners is found on the OLA site.

OLA's Strategic Directions

The new OLA strategic plan was showcased at the OLA Super Conference with an invitation to contribute ideas for reaching the goals identified in the process.

Our Vision

In our vision all Ontarians are free to imagine, learn, and discover, and recognize and celebrate library and information services as an essential resource for realizing individual aspirations and developing communities.

OLA identified the following four strategies to realize this vision:

- Growing career paths and potential
- Collaborating to extend libraries strategic voice
- Strengthening our organization
- Transforming ideas into solutions

More detail is on OLA's website.

OLA Super Conference, February 2-5, 2011, MTCC, The Power of Collaboration

The Super Conference Planning team has just finalized the program and registration will begin in the fall. The theme is collaboration. Thanks to all 2010 delegates who provided invaluable feedback on the last conference.

OLA Awards

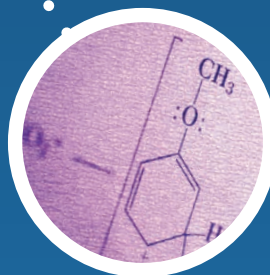
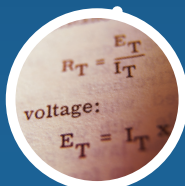
OLA members accomplish great things – consider nominating a colleague for their work. Check out the awards section of the website – all award nominations must be in by November 15. Recipients will be honoured at Super Conference.

Libraries and Culture Days – September 24, 25, and 26, 2010

Culture Days is a free, interactive celebration of arts and culture from coast to coast to coast. This fall, Canadians everywhere will participate in thousands of free events that bring creators and the public together to celebrate the creative vitality of our communities. A number of libraries across Ontario are in the midst of planning events that showcase the library role in the celebration and development of culture in communities. The OLA Human Library Committee is developing tools and resources for libraries to participate in Ontario's Culture Days – check out the website for updates.



make More connections



WorldCat.org gives your library more visibility on the Web. It showcases your materials within the largest library network in the world. Your users will connect with more of what they're looking for—more materials, more formats, more social networking features, more languages—in your library, your groups and beyond.

See how to make more connections for your library, at www.worldcat.org.

A cluster of stylized, light blue buildings with rectangular windows, arranged in a city skyline fashion. They are positioned behind the main title text.

2010 LIBRARY BUILDING AWARDS

The Ontario Library Association's Library Building Awards were created to encourage excellence in the architectural design and planning of libraries in Ontario.

"2010 was a banner year for the awards," says Tanis Fink, chair of OLA's Library Building Awards Jury. "Each submission is judged upon its own merit rather than in competition with the others. The jury had a challenging time due to so many notable submissions. This year 10 of the 25 submissions were selected to receive an award."

Reflecting expertise from the architectural and library sectors, the 2010 jury members included:

- **Tanis Fink**, jury chair, and chief librarian and director, Seneca Libraries
- **Maureen Barry**, chief librarian, Burlington Public Library
- **Christopher Hume**, Urban Issues, Architecture columnist, *The Toronto Star*
- **Gerrie Doyle**, president, Ontario Association of Architects
- **Gordon Grice**, member, Ontario Association of Architects

The following awards were presented at the Public Library Awards dinner at Super Conference, February 25. Many thanks to S & B Books for its generous support of the evening.

TANENBAUMCHAT KIMEL FAMILY EDUCATION CENTRE

CS&P Architects Inc. and Petroff Partnership Architects, in joint venture for their design of the CHAT Secondary School Library

Gordon Grice wrote: “The architects have set out to reflect the mission, values and goals of CHAT ... The challenge has been elegantly met. By being placed at the focal centre of the building, the library expresses the school’s belief that knowledge is central to its values. At the same time, it is directly adjacent to the front entry and opens onto two courtyards – one active, the other contemplative. As a double-height transparent volume, it makes its presence felt in all areas of the school. The library explores a variety of spaces and volumes in a warm, cheerful and airy space with beautiful detailing.”

MCMASTER UNIVERSITY, HEALTH SCIENCES LIBRARY

McCallum Sather Architects Inc., for their design of the Health Sciences Library, McMaster University

The judges wrote: “When you first enter the Health Sciences Library at McMaster, the first thing you will notice is how bright & open the space now is. With the addition of the Reading Pavilion, the emphasis is now on people space. All of the carefully designed features put into the Health Sciences Library make it a favourite among students and faculty alike.”



UNIVERSITY OF TORONTO, GERSTEIN READING ROOM

Diamond and Schmitt Architects Inc., for their design of the Gerstein Reading Room, University of Toronto

Christopher Hume wrote: “Blending history and modernity, this sensitive remake reminds us that the future of urban architecture lies not in obliterating the past but incorporating it.”

UNIVERSITY OF TORONTO AT MISSISSAUGA, HAZEL MCCALLION ADULT LEARNING CENTRE

Shore Tilbe Irwin & Partners Architects, for their design of the Hazel McCallion Academic Learning Centre, University of Toronto at Mississauga Centre

Gordon Grice wrote: “This striking building reflects the fact that an academic library is at the centre of student life. Accordingly, the new Academic Learning Centre at U of T’s Mississauga campus creates both a campus gateway, and a collection of public spaces to accommodate study and student interaction. The centre takes its form from the Japanese puzzle box – a shifting enigmatic enclosure designed to simultaneously protect and reveal a treasure within. The interior contains a wide variety of spaces and volumes and, like the exterior, is beautifully composed and crafted.”

TORONTO PUBLIC LIBRARY, DUFFERIN & ST. CLAIR BRANCH

Makrimichalos Cugini Architects, for their design of the Toronto Public Library, Dufferin & St. Clair Branch

The judges wrote: "Through redesign, the Dufferin & St. Clair branch library has been transformed into a vital, inviting, and visible presence in the community. The community is proud of its renovated library, making it a true home away from home."



TORONTO PUBLIC LIBRARY, JANE & SHEPPARD BRANCH

Cannon Design, for their design of the Toronto Public Library, Jane & Sheppard Branch

Christopher Hume wrote: "In its own quiet way, this heroic building proposes a new model of neighbourhood engagement in a part of Toronto that turned its back on itself decades ago. No wonder it has been such a success."



KINGSTON FRONTENAC PUBLIC LIBRARY, CALVIN PARK BRANCH

Shoalts and Zaback Architects Ltd., for their design of the Kingston Frontenac Public Library, Calvin Park Branch

The judges wrote: "Taking inspiration from the Crystal Palace in London, England, the Calvin Park Branch Library in Kingston explores ways of bringing natural lighting into the building and provides a warm, inviting space for the children & adults alike to enjoy."

TORONTO PUBLIC LIBRARY, BLOOR & GLADSTONE BRANCH

Rounthwaite Dick & Hadley Architects Inc. in association with Shoalts and Zaback Architects Ltd., in joint venture for their design of the Toronto Public Library, Bloor & Gladstone Branch

Christopher Hume wrote: "Not only has this beautiful restoration project brought new life to an old structure, the glass box addition opens up new possibilities. This is one of the best architectural examples yet of the TPL's new user-friendliness."



TORONTO PUBLIC LIBRARY, S. WALTER STEWART BRANCH

Philip H. Carter, Architect & Ellen Vera, Architect, in joint venture for their design of the Toronto Public Library, S. Walter Stewart Branch

Gordon Grice wrote: "Here is an instance of a renovation completely transforming a library space. By opening the ceiling to the sky, and installing a roof-light, supported by a simple, elegant tension/compression structure, the central space is transformed into a two-storey, light-filled volume. The architects also bring the building into the 21st century through conventional means (the installation of new computer stations) and through an entirely unconventional, inspired, and playful touch: installing a stylized 'spaceship' in the KidsStop area."



CAMBRIDGE PUBLIC LIBRARY, HESPELER LIBRARY

Kongats Architects, for their design of the Cambridge Public Library, Hespeler Library

Gordon Grice wrote: "In Hespeler, a historic mill town now part of Cambridge, a precious Carnegie Library has been both protected and extended by a high-tech transparent jewel case. The idea is bold, unique, and beautifully executed, and creates a striking civic symbol in the community. The interior presents interesting contrasts between old and new and complex elegant spaces. Although the glazed enclosure appears to be uniform, in a subtle gesture, the glass patterns generate differing degrees of transparency depending on interior requirements and exterior views."

LIFE = LITERACY

A Reflection by Marjorie Gibson

In his book *Nothing to Be Afraid Of*, author Julian Barnes paints a grim picture of what we have in store when we reach the end of life. His *nothing* in the title of his book is literally “no thing – the absence of anything at all.” To put it bluntly, Barnes doesn’t hold out any hope that heaven exists.

Hardly the sort of book to recommend to an ailing friend, but that aside, it’s a stimulating read – even entertaining and funny. For example, early in the first chapter, Barnes says he doesn’t believe in God, but he misses him!

Nothing to Be Afraid Of opened my eyes to a whole new idea. While reading it, I experienced one of those rare moments of insight that left me breathless. I was reading about a friend of Barnes’s who suffered from Alzheimer’s before she died. Barnes implied that she was already dead because she had no memory. For him, memory is life. What a thought! We are living our life in memory. Now, alone – this instant, without any past, up to and including the past millisecond, does not constitute life. Yes, a person would be breathing, but the ability to remember, moment by moment, year by year is what gives us life.

While you are living through an event, a vacation, for example, you experience the sights, sounds, smells, tastes, and feelings. And in memory, you can experience those same sensual pleasures over and over again. In fact, it is likely you will spend more hours remembering the event than you spent living through it. This is certainly true of a thrilling event of short duration, like say, for example, applause after a performance or a hole in one.

So if memory equals life, how is it that we express memory? In pictures and words. Through stories, painting, and song. The written word that fills our books and our libraries the world over is an expression of our communal memory, our civilizations. Librarians are memory keepers.

In *The City of Words*, CBC Massey lecturer Alberto Manguel quotes the 20th-century novelist Alfred Döblin: “Stories are our way of recording our experiences of the world, ourselves and of others.”

Manguel sums up the connection between memory and words:

“Stories are our memory, libraries are the storerooms of that memory, and reading is the craft by means of which we can

recreate that memory by reciting it and glossing it, by translating it back into our own experience, by allowing ourselves to build upon that which previous generations have seen fit to preserve.”

So, life is memory and memory is story. The ancient Roman poet Horace knew this:

“Vain was the chief’s and sage’s pride
They had no Poet and they dyd!
In vain they schem’d, in vain they bled
They had no Poet and are dead!”

With no poet to record the story, the victory and scheming of the chief and sage matter not at all. With no poet, the memory dies with them. The story preserves memory. And what is the other half of the preservation of memory? To read the story, of course. Writers make readers and readers make writers in an endless circle of life and civilization.

Samuel Johnson said, “The two offices of memory are collection and distribution.” What else is that but a library? Librarians are the collectors and distributors. They provide the foundations of literacy. We need a literate population to continue the story. Now more than ever, the librarian’s role as literacy-maker is critical. The internet and the digital revolution are creating volumes of material, the likes of which has not been seen before. People need advanced literacy skills to cope. Librarians now need to make readers with evaluative, inferential, and interpretive skills who can sift through the vast amount of digital material separating out the truth from lies, the good from bad, the correct from the incorrect.

If life is memory and memory is story, then literacy is life – or, at least, life-giving and life-sustaining. Promoting literacy is not just about improving scores on government-mandated tests. It has a higher purpose that goes to the heart of what it means to be human – what it means to be alive.

Marjorie Gibson is the head librarian at the Library and Learning Resources Centre, Hamilton-Wentworth District School Board. marjorie.gibson@hwdsb.on.ca

LITERACY = LIFE

HOORAY FOR VOLUNTEERS

By Catherine Harris

I am sure the question, "How on earth do you get all the work done?" is posed to all librarians, but never as heartfelt as when it is directed at elementary teacher-librarians. The unfortunate reality of teaching and prep coverage means that we, as teacher-librarians, have very little time to administer the library and we need our own preps ... well, to *prep*!

If you're like me, the answer is: I don't get everything done. However, I get much closer to doing that elusive perfect job thanks to volunteers. Running teams of volunteers does take time, but the return is well worth it. For students, volunteering is a great vehicle to promote leadership skills. For parents, volunteering can be a meaningful introduction to a culture, as well as providing another window to their children's lives. For the teacher-librarian and the school, it is an opportunity to further a rich sense of community.

My first team of heroes are my student volunteers, the Bibliotekkies. I like to put older students with younger to foster mentoring and school spirit. These young people do shelving, tidying, cleaning, and of course, their favourite task, checking books in and out. They also help with getting the library card binders in order and many other sundry tasks. The key to making Bibliotekkies helpful is to be clear about expectations and routines, to release much of the monitoring to the students themselves, and to convey status to their work. It also probably helps to have a party just for them from time to time. Interestingly, I have found this program extremely effective with those children who are uncomfortable socially. Providing a small arena to work with others responsibly can prove to be truly transformative.

I happen to also be the technology lead teacher, so my next troop of stars are my Tekkies and Supertekkies. From Grade 4 up, I have two volunteers from each class who are responsible for keeping the laptop cart in order and for filling out tech problem cards. These students are directed by the homeroom teacher and do not add to my workload, yet they save me lots of time and, more importantly, frustration. Supertekkies are selected from Grade 7 in the month of April, and trained by the out-going Grade 8 Supertekkies. They are a small group – usually four – who help teachers set up equipment in the classrooms and before assemblies. They also do

basic troubleshooting for teachers and students. They come to the reward parties, but I don't think this is a motivation: they are far too cool for that!

Since our board doesn't hire library technicians to work in our elementary school libraries, we have had no choice but to solicit parent volunteers to assist us. While they can't come close to fulfilling the many jobs qualified library technicians do, we are grateful for their help. The availability of parent volunteers does vary from school to school. I am lucky to benefit from an involved and capable parent community. My parent volunteers are stellar!

There are basically three groups. As in most schools, I have parents who help me run the book fair. This a monumental undertaking in a school with a second-floor library with no doors and no elevator. I have approximately 40 volunteers who supervise the floor during school hours and on parent conference night. Their efforts are amazing. My superstar volunteers are my regulars. Each day of the week one of the volunteers comes for a couple of hours and really keeps the library ticking. They shelve and do circulation duties – including that dreadfully time-consuming entry of all paper sign-outs. One very special volunteer helps me to stamp, label, cover books, and tackle other processing jobs. Her child is moving on to high school at the end of this year and she will be sorely missed, since she catches my mistakes and is so thorough that I can rely on her with total



confidence!

As a school we show appreciation to our volunteers, but I hope these parents and grandparents feel that their valuable contribution is recognized by me and by the students every time they come to the library. If I am teaching a class in the library and a volunteer is about to leave, we all say a big thank-you in unison.

There is no way I could do a fraction of the work all these wonderful volunteers do. It is essential that I put in the up-front organization and training to secure their effective help. Further, it is imperative to celebrate their contribution and make sure that they feel special working in our library. If I do that, the chances are that I'll get repeat volunteers next year.

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10 STEPS

FOR AN ENHANCED LIBRARY TRUSTEE ORIENTATION

By Ian Hunter

After this fall's municipal elections in Ontario, new city councils will be appointing library board members (trustees) to serve for the next four years. It is expected that the turnover in trustees from the last term will be large, and that many (or most) of the trustees will be new.

While many of these new trustees will come with impressive credentials, having a proper orientation is a key to their success. The orientation may be a passive exercise involving reading a pile of supplied material. Newly appointed trustees may take initiative to organize his or her own *enhanced* library board orientation.

Listed below are 10 suggestions or steps to get a new trustee started.

1

Make a list. Think about why you wanted to be a library trustee, and write down your personal goals and objectives for the coming four years.

2

Study your library. Carefully read the recent annual reports, strategic plan, governance and operating policies, bylaws, and, if it's available, the legacy report from the outgoing library board. At all times, note your questions, to be answered later.

3

Read orientation manuals/kits. This will be provided by the library CEO from the Southern Ontario Library Association (see: www.sols.org/publications/trusteetips), Ontario Library Service-North, or other similar organizations. As well, get or make a copy of *Cut to the Chase* (accessola.com/olba/pdf/cut_to_the_chase.pdf) and take it to every library board meeting. It's an invaluable reference.

4

Take a tour. Visit each of your library branches, on your own or with a group of trustees, and observe the activity, taking notes. Also, if you know of a high-performing library in a neighbouring municipality, make the time to visit it as well.

5 Talk to others. Take advantage of social situations to find out what the community thinks of its library, and how it could be improved. You can use this information at your board meetings as additional input for discussion items.

6 Talk with the CEO. It's useful for you to sit down and get to know the library's CEO, and vice versa. It's a good time to share perspectives on the big issues facing the library.

7 Talk with fellow trustees. Similarly, by meeting the other trustees in a non-board setting, you will learn about them and their interests. As a result, it should be easier for you to achieve common ground on contentious issues.

8 Find online resources. By searching the internet, you will discover numerous credible information sources. A good place to start would be the Ontario Library Boards' Association's free Leadership by Design program (accessola.com/olba/lbd). Also, become familiar with other websites and blogs that cover library board topics.

9 Gather the facts. Assemble a file of facts and figures relating to your library's operations, e.g., budget issues, per capita spending, library use and membership. You need to become a knowledgeable advocate for the library when speaking with community leaders, municipal councillors, and the public.

10 Update your list. To close the loop, based on the knowledge and insight you've acquired, review and update your list (see item #1), so that during your term in office you can focus on the important issues that fall within the influence of the library board.

The most successful library trustees are the ones who take the initiative to learn all that they can about the library board "business" and are able to work with the other trustees to proudly defend the library's and the community's interests. Municipal councils would do well for their Library to appoint library board members who have this drive to achieve ambitious goals.

Ian Hunter is a retired member of the Kanata and Ottawa Public Library boards (1995–2003). An Ontario Library Boards' Association (OLBA) volunteer since 2001, he was president in 2004. judyian@sympatico.ca



Screencasting at the University of Waterloo

Screencasting is currently a hot topic among academic libraries, and there has been a lot written about it already. This article is also about screencasting, but approaches the subject quite differently than most. An extensive literature exists about some aspects of screencasting, such as best practices, selection of software, and hardware. However, there is very little about other aspects of screencasting, such as tracking screencasting usage, using screencasting for more than the tried-and-true instruction, as well as using it to reach the ever-elusive distance education student. This article will examine some of these less-researched areas and provide examples of how they have been applied at the University of Waterloo.

Using the Medium as an Outreach Tool

There appears to be a great deal of interest in the use of screencasting as a teaching tool at the University of Waterloo. However, there were several information silos that had emerged on campus as each area was self-teaching screencasting in isolation. Faculty members in different departments were using different software and the quality of the screencasts varied quite a bit. Likewise, campus lacked direction in screencasting instruction and expertise was not shared between groups or even individuals within the same department.

In order to break down these information silos, librarians in the Library Screencast Group contacted known users of screencasting technology as well as people who had expressed interest in screencasting. We created a listserv to share screencasting literature and arranged to have a meeting of all interested parties. Our motto was “Busting Down Screencasting Silos at Waterloo.”

At our first meeting, we had staff from various departments, including Information Systems and Technology (IST), Centre for Teaching Excellence (CTE), Distance Education (DE, now Continuing Education), the Library, and several faculty members. The meeting provided an opportunity to

introduce accessibility guidelines (something that had not been considered by a lot of the participants) and demonstrate several examples of screencasts that had been created by faculty and used in their courses.

The results of a brief survey filled out at the meeting indicated that most of the members were interested in knowing about other screencasting projects that were being undertaken on campus. Consensus was that the group should meet every two to three months and continue as an in-person group. Of the projects proposed for the next meeting, the majority were interested in learning more about captioning and accessibility issues. There was also interest in evaluation techniques, such as tracking video usage. By hosting the event, we have ensured that the Library will be involved in screencasting discussions at a campus-wide level.

Using Screencasts When It Is Impossible to Meet in Person

The challenge has always been to offer the service/information where and when people need it. With screencasting, we have been able to get the class-specific videos added directly into Distance Education courses. Prior to the launch of a recent course, the instructor, DE consultant, and librarian sat down and created an outline of the videos that would be used. The instructor was concerned that the DE course would be lacking the personalized attention that was provided on campus. The on-campus version of the course included an information literacy component that had not been available to earlier versions of the DE course. The screencasts that were created for the DE course covered the material in the same manner and used the same examples as the on-campus instruction. As has been noted in the literature, screencasts offer the advantage of being able to re-wind and re-play any aspects that were missed. It would be interesting to see if students start to prefer screencasts to live sessions.

In some cases, due to scheduling conflicts, opportunities for

BUILD IT, HOST

librarians to meet classes in person are not possible. In September 2009, one of our psychology classes offered an orientation session for new thesis students, as it has each semester for the past several years. The librarian was unable to attend in person but was able to create a screencast for the students in the class. It included parts that were normally interactive such as passing around handouts and sign-up sheets. With assistance from the staff in attendance, it was as if the librarian was in the room presenting live. The session was very well received by both the staff and students. O. B. Sparks encourages the use of screencasts whenever there is an opportunity for a librarian to be included in a class, but where scheduling conflicts will not allow it. "With screencasting, a librarian can be in two or more places at once" (Sparks, 2010).

Evaluating Screencasts

At University of Waterloo, we are exploring the evaluation of screencasts as a teaching tool through empirical methodology, and we are interested in monitoring screencast usage. How many videos are started and watched through to completion? Is there a point at which most viewers shut a screencast off? Is there a specific section that is watched more than the rest of the video? By determining the usage of screencasts, we may be able to determine sections with which viewers require more assistance. If the last 10 seconds of all of our videos are always content review, it may not be bad that people do not watch to the end. Based on the work of Paul Betty (Betty, 2009) at the Regis University Library, we are working with YouTube EDU (youtube.com/edu) to track the usage on our videos. In order to have Google Analytics monitor the in-depth tracking that we are interested in, we are embedding the YouTube interface within some of our websites. This will allow us to embed the additional code we need to track usage at whatever time points we want (five seconds into a video, 10 seconds, and so forth, with as many data points as we want).

The University of Waterloo Library Screencasting Group

The email libscreen@library.uwaterloo.ca is also interested in busting down screencasting silos within academic libraries. If you are interested in learning more about screencasting at Waterloo, or have screencasting experiences and expertise you are willing to share, please contact us.

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Tim Ireland is the liaison librarian for psychology, anthropology, sociology, and legal studies at the University of Waterloo. His interests include trying to make information resources available to distance education students similar to the access available to on-campus students, and keeping up with as many techie toys as a non-millennial can. To these ends, he is involved in the virtual reference and screencasting groups at the uWaterloo Library.
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YES We Can Tech Support Evolution of F

By **Kayhan** Boncoglu

It is a known fact – and ugly secret – that many public libraries have been suffering from a steady decline in reference questions over the last decade. Theories as to why are plentiful: affordable broadband internet, 24/7 access to online research databases, Google and search engines, social networking sites, etc. Reality bites, but does that mean libraries should just stand idly by and do nothing? Should libraries be just “about books” and keep quiet (pun not intended)? Of course not. Libraries need to move forward into the future and be proactive and visionary, and most importantly, open to new ideas and new paradigms.

Being an avid traveller, I make it a habit to stop at local libraries while on the road. I am always amazed at the similarities between the services that most libraries offer. Libraries offer internet access and Office applications, but not much else in the way of technology. With an aging population and the prospect of a second digital divide in an increasingly gadgetized and socially networked world (thanks, Twitter), digital literacy advocacy becomes not a novelty but a necessity. It could be argued that libraries have always been the purveyors of knowledge, not just pointing someone at an answer but providing the answer itself.

Enter iHelp, Pickering Public Library’s new digital reference desk and media centre. IT tech support at a local public library would have been unthinkable just a short while ago, but barriers have been broken and a new paradigm created.

At iHelp, our “experts” are not afraid to crack open computers to bump up the RAM or explain the differences between GSM (Global System for Mobile Communications) and CDMA (Code Division Multiple Access) cellular technologies to clients. In fact, “nerd-speak” is strongly recommended and openly en-

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couraged in this new digital commons. Recently, clients engaged in an open debate about the merits and shortcomings of the Apple iPad. No shushing going on here.

iHelp staff are passionately invested in keeping up to date with current trends in computers and technology. Training is an ongoing commitment, and for some of us, a lifelong endeavour. Staff religiously follow various tech blogs and RSS feeds, and (to fill in the gaps) supplement their knowledge with books, online tutorials, and services such as lynda.com, which provide an excellent source of cost-effective video training.

The services and equipment provided at iHelp are unique when compared to other public library offerings. In addition to the digital reference services mentioned above, iHelp is a full-blown digital media creation centre with audio, video, and photo editing offered as standard fare. Need help cropping photos or removing some red-eye in Photoshop? Scanning and photo printing? No worries. Help is just a shout away – literally. iHelp staff are trained in digital media software such as Adobe Creative Suite (CS4), iLife (e.g., iMovie, Garageband), and Final Cut, and willing to sit down with clients one-on-one to show them the ropes. One client wished to remove an “unwanted” relative from a family photo using Photoshop and iHelp staff happily complied with this special request in a non-judgmental manner. Admittedly, we did have a little chuckle afterwards.

Personal empowerment in digital literacy is a basic philosophical belief at iHelp. We provide workshops ranging from digital photo editing to vector graphics to video editing and more. These workshops are powered by two large LCD televisions where students watch how a specific task is done, then do it for themselves on one of several Apple iMac computers. For those clients whose digital skills are limited, iHelp staff

get personal. For example, a local artist who had never used a computer prior to January 2010 is now able to download digital photos from his camera, organize these photos into folders, and email his portfolio out to potential clients after just one month. He is also able to video-chat via Skype with his daughter living and working overseas, saving him huge amounts in long-distance charges.

One of the more unique services offered at iHelp is the iPod audiobook service. Clients owning an Apple iPod or iPhone can check out audiobooks onto their own device. This provides clients with the convenience of having their music and other media files alongside library-owned content on a device they are familiar with. For those without an iPod, the library loans them out. While services such as OverDrive have been much hyped recently, it is the personalized assistance that differentiates iHelp’s audiobook service. Clients do not need a computer or special software, and no technical knowledge is required. Staff take care of the entire transaction from start to finish.

iHelp strives to be proactive in providing quality digital reference services now and into the future. Services and equipment will naturally evolve, expand, and change, but what remains is the unrelenting commitment to digital literacy for our clients. Power to the people!

Kayhan Boncoglu is an MLIS graduate of McGill University. His professional library career began in 1999 as an Assistant Systems Librarian at Trent University. In 2000, he moved into the public library world where he is currently Digital Services Librarian at Pickering Public Library.

Des ressources

Par **Alfonsina** Clemente

Avec de plus en plus de gens se tournant vers Internet pour répondre à leurs questions, il ne suffit pas de lancer une recherche: il faut repérer les meilleurs sites. Cet article propose une sélection de sites concernant l'actualité littéraire et les livres jeunesse, qui deviendront certainement des incontournables pour les enfants, parents et enseignants.

Communication-Jeunesse communication-jeunesse.qc.ca

Communication-Jeunesse sert à promouvoir la littérature jeunesse québécoise et canadienne-française. Ce site propose des programmes d'animation de la lecture, des nouveautés, les sélections annuelles de livres choisis par un jury, le palmarès des livres les plus aimés des jeunes ainsi que des répertoires d'animateurs, de créateurs, des maisons d'éditions et de prix littéraires.

Livres ouverts livresouverts.qc.ca

Site créé par la Direction de la formation générale des jeunes du Ministère de l'Éducation, des loisirs et du sport du Québec. On présente des livres québécois, canadiens et étrangers s'adressant aux jeunes du préscolaire, primaire et secondaire. Chaque livre est doté d'une fiche: notice bibliographique, commentaire critique, public cible (niveau de difficulté, niveau scolaire), regroupements thématiques, mots-clés, pistes d'exploration.

Bibliom@nes sdm.qc.ca/bibliomanes

Ce site présente des documents tirés de la base de données *Choix jeunesse* produite par SDM. Les personnages suggèrent des ouvrages, avec informations bibliographiques et résumés, selon leur caractère (rêveur, scientifique, dynamique, aventurier, etc.).

Ricochet ricochet-jeunes.org

Site de référence de l'univers du livre jeunesse, développé par le Centre international d'études en littérature jeunesse.

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Choisir un livre

www.choisirunlivre.com

Ce site contient une sélection de livres, avec fiches critiques, pour enfants et adolescents. On peut effectuer des recherches selon différents critères: genre, type, thème, âge, auteur, illustrateur ou éditeur. On propose également des «nouveauautés»: livres publiés au cours des quelques derniers mois.

Bibliothèque et archives nationales du Québec (BANQ), Le portail des jeunes

banq.qc.ca/portail_jeunes/livre.jsp

Ce site propose maintes ressources littéraires pour les jeunes. Quoique certaines soient ouvertes seulement à la clientèle du Québec, le 'Village des suggestions' est accessible à tous les internautes. On présente des auteurs et des illustrateurs, des suggestions de lecture, des thèmes et des activités amusantes.

Bibliothèque numérique internationale pour enfants (International Children's Digital Library)

en.childrenslibrary.org

Ce site met à la disposition de tous des livres numérisés pour la jeunesse, dans différentes langues, de tous les pays du monde.

Le libraire

lelibraire.org

Ce site regorge d'informations sur les livres écrits en français au Québec et à l'étranger. On présente les actualités, les nouveautés, des entrevues, des dossiers thématiques, des critiques, etc.

Association nationale des éditeurs de livres (ANEL)

anel.qc.ca

Ce site présente des maisons d'édition de langue française au Québec. La majorité des maisons d'édition jeunesse proposent des animations, des activités pédagogiques et des jeux.

Bibliothèque et archives nationales du Québec (BANQ), Prix littéraires du Québec

services.banq.qc.ca/sdx/prix/accueil.xsp?db=prix_litteraire

Ce site présente l'historique, les règlements et les lauréats des prix littéraires décernés au Québec depuis 1958.

Alfonsina Clemente détient un baccalauréat en éducation et une maîtrise en sciences de l'information. Durant la première partie de sa carrière professionnelle, elle a travaillé dans les bibliothèques publiques dans le domaine de la littérature jeunesse. Elle travaille présentement dans une bibliothèque spécialisée.

contournables

By Michael Ridley

DIGITAL PERMANENCE

Trying to Remember and Trying to Forget

The pervasive and enduring nature of digital artifacts will allow us to remember more (far, far more; maybe everything) and forget less (perhaps forget nothing at all). And therein lies an interesting problem.

Digital Lives

Digital Lives is a research project led by the British Library (www.bl.uk/digital-lives). Its focus is personal digital archives. The initiative has investigated the emerging concepts of personal informatics and personal curation. As we live more fully in a digital environment, we produce, collect, and retain various digital pieces and artifacts about our lives that endure as digital archives.

The project is trying to understand how research libraries will collect, maintain, and support access to personal digital archives. What are the challenges? What does it mean for all of us to have an archive? Topics of interest include authenticity, ethics, contextual information, i-curation, lifetracking, and the nature of metadata for personal curation. Headly stuff.

Digital Lives provides important insights into thinking about individuals as archives. However, this perspective is dwarfed by another project that envisions the personal digital record in a vastly different way.

MyLifeBits

Gordon Bell is a 76-year-old former computer engineer with DEC who is digitally capturing everything he has or does: documents, photographs, music, conversations, even his actions (he wears a video camera around his neck). He has been doing this for more than 10 years now as part of a Microsoft research project. He has amassed a lot of digital data; it is a “life” captured.

Unlike the Digital Lives project, Bell isn’t interested in the niceties of curation or metadata – for him it’s all about volume and completeness: all digital, all the time, full and complete. He wants to have a transcription of what he has done. He wants to remember it all. In their recent book, *Total Recall* (Penguin, 2009), Bell and Jim Gemmell provide the details of this project.

Bell says his archive is for him alone; he isn’t intending to make it public. The folks at the British Library aren’t likely to agree with him. Just like the personal letters of individuals in the analog world, the future digital archivists will source out and reveal Bell sooner or later.

We are on the edge of a world where everything we do, see, hear, say, read, think (?) will be captured and preserved. How cool. How scary. And that’s where the interesting problem comes in. Do we really want to remember everything?

Forgetting

In a world of complete digital capture with easy and permanent preservation, does forgetting exist? What is the human price of total recall? Have we forgotten the value of forgetting? That's the core message of Victor Mayer-Schönberger's *Delete: The Virtue of Forgetting in the Digital Age* (Princeton, 2009). His point is simple. In the analog world (i.e., everything until very recently) remembering was the human challenge; it was easy to forget, hard (and yet very important) to remember. All that has changed. Now with high-capacity storage, easy access, and global reach, remembering (full preservation) is the default; forgetting or deleting is the difficult thing to do.

Our lives are forever on Twitter, YouTube, and Facebook. Those pictures of your drunken escapade at Super Conference are going to endure, like it or not. You may delete an email message but there is almost always a backup, a copy, a digital trail somewhere that will bring it back or recover it. Nothing is forgotten, even if you try.

But forgetting has played a powerful role in our lives. It allows us to risk, fail, and move on. It allows for redemption and growth. History and memory are the imperfect tools we use to make sense of the world in retrospect; both fail to capture the

actual but both succeed in capturing the important. Will digital permanence capture everything but leave us mired in data and regret?

Recently William Sims Bainbridge speculated that there is enough information about us on the net (e.g., thoughts, opinions, attitudes, ideas) that after our deaths an avatar of us could probably successfully continue to be us in digital space without many even realizing we were dead. The avatar would simply data-mine your digital life, and use that to construct and extend your life going forward. Yikes.

Comprehensive digital permanence, through initiatives like Digital Lives and MyLifeBits, is very exciting. It comes, however, with an important insight. As we wrestle with the implications of all this, we will have to be even more tolerant of the human condition. Since we can no longer forget, we must hone our capacity to forgive.

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INDISTINGUISHABLE FROM MAGIC

When Web 2.0 Goes Mobile

By Amanda Etches-Johnson

If you've read this column in the last few issues, you know that I've been spending an inordinate amount of time thinking about mobile technologies. You might blame it on the media for its ongoing love affair with the ubiquity of mobile devices. Or you could blame it on the recent launch of the iPad (the device that most reviewers and technology pundits are claiming will change the face of computing). Or, you might look closer to home and just blame it on an unhealthy attachment to my own mobile phone (the less said about that, the better). Whatever the reason, if I get excited about a new technology, application, or interface these days, it is very likely that it is a *mobile* technology, application, or interface.

You might be thinking that the connection between web 2.0 and mobile devices is somewhat tenuous, but I'm starting to believe that, in many ways, the recent advances in mobile development (hardware, operating systems, design) can be credited with saving web 2.0 from a decline into relative obscurity. In the past couple of years, the web 2.0 story has started to get stale. Early adopters (who used to sign up for the newest social network or microblogging tool right out of the gate) started to become fatigued with web 2.0 offerings not too long ago, either

because they simply couldn't keep up with the explosion in 2.0 applications, or because they just stopped caring. But then the iPhone landed, followed a couple of years later by the Android operating system (Google's open source OS for mobile devices). With both of these operating systems, we are finally seeing multi-touch computing done right, as a result of the wonderful marriage of well-designed hardware and thoughtful operating systems that afford elegant interactions.

It has been fascinating to watch the resulting impact on web applications. The smart web 2.0 companies and platforms have responded by retooling their applications so that they now function just as well (if not better) on your mobile device as they do in your regular browser. If you've ever used Wikipedia, Facebook, or Twitter on an iPhone, BlackBerry, or Android device, you've already experienced the magic of thoughtful mobile interface design, where the bells and whistles of full-featured websites are traded in for the bare essentials.

If you have a smartphone handy, try this: launch the browser and go to amazon.com. Give yourself a minute to marvel at the complete absence of the usual amazon.com clutter. Take a good, long look at that large, simple search box. Lovely, isn't it? Now think about why they dropped their usual navigation-rich interface (tweaked and perfected for years) in favour of the

sparse one you're looking at. It's not just that Amazon designers respect the limitations of screen size, or that they are sensitive to their users' mobile data usage (although both are important considerations when designing mobile interfaces, to be sure). More importantly, they have probably done enough user research and testing to know that when someone visits amazon.com on a mobile device, they probably do so to simply find something in the store, at least nine times out of 10. So why not cater to that goal by producing the simplest interface possible, with additional functionality available another click away? This is Amazon bringing thoughtful design to mobile users while being mindful of the limitations of small-format devices.

There are all sorts of other fascinating examples of web applications reinventing their interfaces and functionality to suit mobile content delivery. The most exciting ones I've seen harness features like GPS functionality and your phone's camera to deliver truly rich experiences. **Yelp.ca**, a site that gathers user-generated reviews for just about any business, has built a mobile application that uses a phone's internal GPS as well as the built-in video camera to provide information on businesses in your current location. This sort of functionality is called "augmented reality," where reality is augmented by data. Remember the *Terminator* films, where the cyborg assassins had data overlaid on everything they saw? That was an early science fiction incarnation of augmented reality.

Nowadays, when I think about the mobile web, I am often reminded of Arthur C. Clarke's words: "any sufficiently advanced technology is indistinguishable from magic." I'd like to think that libraries could reinvent themselves in light of mobile development, in much the same way that web 2.0 applications have enjoyed a renaissance as a result of the mobile web. If we remember to keep things simple, build thoughtfully, and try not to be everything to everyone, we can build little pieces of magic ourselves.

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"We are finally seeing multi-touch computing done right."

By Cort Egan

A I E S E C

If you're like most libraries today, you're struggling to keep up with the need for more constant and more targeted communication. It seems that we're always introducing new services, events, and projects in order to remain relevant to our user community – but how do we find time to communicate with all of our stakeholders? And how do we stay on top of all of the latest and greatest modes of communication? If we only had more staff.

The University of Guelph has a long-standing commitment to global citizenship. Internationalism is one of the university's key institutional objectives. U of G founded Veterinarians without Borders and we were one of the first universities to manage Canadian aid projects through the Canadian International Development Agency. We are lending expertise to the development of a new university in Botswana as well as scientific advisers to the United Nations Environment Programme. Our faculty and staff are leading and collaborating in international research projects around the globe and many of our students participate in international travel opportunities as part of their educational experience.

This is the third year that U of G has participated in Leave for Change, which promotes short-term volunteer opportunities for people to help out with meaningful projects in international settings. The program is run through Uniterra and was created by World University Service of Canada and the Centre for International Studies and Cooperation. Uniterra mobilizes people and organizations in Canada and the developing world to reduce poverty by achieving the UN Millennium Development Goals.

What does all this have to do with improved communication? Quite a lot. Global citizenship runs both ways. As much as we can provide leadership, support, and expertise to various countries around the globe, we can also *gain* knowledge, expertise, and support from our international partners.

AIESEC is the world's largest student-run organization. It is a global internship program providing a platform for young people to explore and develop their leadership potential to have a positive impact on society. The Canadian office for AIESEC is located in Toronto, but there are chapters at 26 universities across Canada.

Two years ago, having recently taken on the communications role at University of Guelph, I soon realized that I needed help meeting the demands of the job, particularly as it relates to reaching our student users. Our university's commitment to international partnerships led me to engage with the local chapter of AIESEC – the prospect of a one-year internship seemed like an option worth exploring. As a student-run organization, most of the AIESEC interns are very in touch with the student experience.

I met with the local AIESEC chapter and we started with a needs assessment. I was provided with a detailed checklist of skills ranging from "Market Evaluation & Research" to "Journalism," "Photoshop," and "Community Development." You can choose from more than 200 areas of expertise and select a total of 26 qualifications, ranking them as either "preferred" or "required." AIESEC then takes your checklist, runs it through its system of thousands of eligible interns, and returns to you with a shortlist of the most qualified candidates to suit your needs.

Crossing the International Communication Line

The Bogdan Factor

I was extremely impressed by the quality of the applicants from which I had to choose. Not only did all of the candidates have all of my required skills, most of them also had my preferred skills. From the dozen or so highly qualified applicants, I decided on a young man named Bogdan from Romania. Bogdan had worked for several large companies throughout Europe and even had his own consulting firm. Before long, Bogdan was creating and editing videos for YouTube, surveying our users, analyzing survey results, developing an e-database, updating our website – you name it, Bogdan could do it. We started calling our additional productivity “the Bogdan factor.”

Passing the Torch to Aman

We extended Bogdan’s stay with us to a full 18 months – the maximum term for an AIESEC placement – and expressed our interest for a replacement after Bogdan’s departure. After a similar process with AIESEC, with an equally qualified group of applicants, we selected a young man named Aman who had been working in Switzerland for the past several years. Aman brought with him most of the skills that Bogdan had, with an added talent for writing excellent press releases and other copywriting duties. Aman has been with us now for almost six months and he has become an integral part of our communications team.

Edit: Special Events Coordinator

As our needs continue to expand, we have reached out again to AIESEC and have hired Edit to assist the library in developing and managing a robust program of special events – this ties in with our vision of the library as a vibrant Academic Town Square. While it’s still early, Edit is also proving to be an excellent addition to the communications team and brings her own unique and welcome perspective.

AIESEC interns are available to public and university libraries across Canada: aiesec.ca.

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A PASSION WITHIN Developing

Despite what some customers may think, library staff do not spend all day reading ... although they need to provide readers' advisory services as if they do! Building a good team – one that can handle all types of readers' advisory – starts with the hiring process and is maintained through ongoing efforts to support a passion for reading.

Hiring the Right People

Libraries haven't always put "a passion for reading" at the top of their requirements for new employees. Determining a candidate's ability to inspire readers to find their next great read is as important as knowing whether or not they can effectively conduct the reference interview. "What's your favourite book and why would I enjoy it?" allows candidates to identify their reading interests and share their selling skills with you. "Name five bestselling authors you would recommend to customers" should be easily handled by someone applying to work in a fiction department. "Talk about a recent book that might appeal to our business community" should be handled easily by someone looking to work with a specialized collection. In addition to aiding customers in readers' advisory, an avid reader can also inspire the team to discover their passion for books.

Developing a Passion Within

Adding "readers" to your team through the hiring process is a good tactic, but managers also need to work with their existing teams, some of whom may show little interest in reading. It is critical that all members of the team develop a good working knowledge of their collection. They also need to be familiar

with the types of questions customers ask. At a basic level, staff should be comfortable enough to make a few suggestions of popular titles to readers, referring complex questions to staff with more expertise. How can this knowledge be developed in staff who may span the spectrum from voracious to uninterested readers?

First, the manager and senior staff need to create an environment that supports reading. Reading books and magazines or listening to audio books should be an activity that the manager models for staff. Established readers will likely read on their own time, but reading while on the job should be encouraged to further support staff who are in the initial stages of developing a passion. Having a book in hand while on the information desk allows for a natural dialogue between staff and customers. Staff need to feel that reading is an integral part of their job and that assisting readers is fundamental to library service.

Second, books and reading need to figure prominently in staff discussions and training opportunities. Staff meetings should include standing items which encourage staff to share their knowledge and passion with each other. In addition to sharing information about books, discussion can include movie tie-ins, publishing trends, and author's events. By taking a more holistic approach, staff can better understand the ways in which customers read and participate in related activities. Training opportunities should focus on building the skills of staff in the area of readers advisory. These opportunities can include publishers' reps, teleconferences, webinars, and related in-house opportunities such as databases and self-directed learning.

J a Team of Readers

Third, your library's design should support easy access to reading material for both your staff and your customers. Attractive displays that collect items on a theme can be a good starting point for staff who wish to develop more knowledge about a certain genre or type of book. Staff can utilize these to begin conversations with customers and talk about books they have read or know about. Reference resources should be a shared resource that customers and staff alike can use to find the next book. Comfortable spaces should be made available for customers to test-drive their selections. These should also be used by staff to help them appreciate the experience of reading from the customer's perspective.

Making It a Habit

To reinforce the importance of reading and having knowledge of current titles, staff need to receive feedback and be challenged to continue their development. Yearly appraisals and regular feedback sessions offer a good opportunity to discuss reading development with staff members. In addition to individual commitments, teams can develop a reading goal that everyone participates in, such as reading 200 books in a year, reading all the Forest of Reading picks, or reading local authors. Developing and supporting a team of readers affords customers more knowledge and expertise while benefiting staff personally and professionally as they grow their reading lists.

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By **Diana Krawczyk**

“An avid reader can
inspire the team to
discover their passion
for books.”

By Jennifer Dekker

The French Enlightenment

As governments and societies in the Western world struggle with the challenges of a global population, it can be helpful to consider how “western” values developed. Democracy, free commerce, freedom of the press, religious toleration, freedom of expression, secularism, and the scientific method were intellectual arguments constructed by European thinkers in the 17th and 18th centuries to challenge corruption in monarchies, aristocracies, and religious institutions. Although the shift to democratic systems began earliest in the Netherlands, the French Enlightenment is particularly compelling for those affiliated with libraries because one of its most important contributions was the watershed notion that all of human knowledge ought to be widely available and disseminated. Here are five great sites for an introduction to the French Enlightenment.

1 The Encyclopedia of Diderot & d’Alembert: Collaborative Translation Project

quod.lib.umich.edu/d/did

One of the most important legacies we have of the French Enlightenment is Denis Diderot and Jean le Rond d’Alembert’s *Encyclopédie*, published 1751-1777. As documentary evidence of this period, it is regarded by many as the definitive primary source since it embodies all of the core values of the French Enlightenment. Though it was originally modeled after Chamber’s *Cyclopaedia* (published

in England in 1728), the French *Encyclopédie* was far more ambitious and didactic. The editors aimed to synthesize, organize, and disseminate all of human knowledge; to educate readers and give them the skills to develop critical thinking; and to provide connections between theories and concepts that would enable readers to challenge society. The project was officially condemned by the Jesuits and later the Crown. This electronic edition offers English readers hundreds of translated articles by notable historians.

2 The ARTFL Project

portail.atilf.fr/encyclopedia

ARTFL (American and French Research on the Treasury of the French Language) is a collaboration between the University of Chicago and the ATILF (Analyse et traitement informatique de la langue française) in France. The website gives users access to the full-text, digital edition of the first Paris printing of Diderot and d’Alembert’s *Encyclopédie*. Note that scanned images are not available from this public site – only the text is offered here. Naturally the searching and results are in French. For those willing to make the effort, this site offers quite sophisticated searching as well as related-term browsing. This last feature is invaluable when using the encyclopedia, as Diderot himself noted that the “renvois” (see-also references) are the most important components of an encyclopedia, as they offer relationships between concepts that the reader might not have considered. This site is the primary research point for anyone studying the *Encyclopédie*.

3 Gallica: Bibliothèque numérique gallica.bnf.fr

The National Library of France has an unparalleled digital library. Digital documents are clearly scanned, and readers are able to view them screen-by-screen or with page-flip functionality. There is a voice feature for accessibility. Documents are easily embedded in other web pages (useful for subject guides or course sites). Most of the key documents of the French Enlightenment will be available here, including images, maps, and sound recordings (for music composed during the era but recorded later). A drop-down table of contents is available in many individual works and is exceptionally useful for books that have complex sections or parts. Individual texts are easily searchable and retrievable in text, image, or audio mode (but beware the text mode: the optical character recognition files have not been cleaned up). The metadata is far more reliable and consistent than that found in the Internet Archive or Google Books. Downloadable e-books are also being added in EPUB, MOBI, HTML, and text formats.

4 Mapping the Republic of Letters toolingup.stanford.edu/rplviz

A most innovative project in the growing field of digital humanities is Stanford University's Mapping the Republic of Letters. The first breakthrough in this project is the Visualization of the Republic of Letters. Researchers re-used data from the subscription-based Electronic Enlightenment database to create a new tool for the visual display of letter writing in the 18th century. The challenge of the project is explained in its introduction: "Over 55,000 letters and documents exchanged between 6,400 correspondents in the Republic of Letters presents a typical challenge ... How can humanities scholars trained in close reading of individual documents make sense of patterns in large sets of data?" As an example search, I selected Voltaire for the period 1715-1762, and the locations of Versailles and Geneva (he lived in the royal court at Versailles for a few years and owned an estate near Geneva). It is immediately apparent on the map produced that in Versailles he received 396 letters and sent 76, but in Geneva he received only 100 and sent 355. One could then analyze where the letters travelled, to or by whom they were written, or compare Voltaire's letter writing to any of the other authors in the database. This project represents a new genre of humanities research enabled by digital tools for re-use of humanistic data.

5 Recherches sur Diderot et sur l'Encyclopédie persee.fr/web/revues/home/prescript/revue/rde

This online journal, part of the Persée open access journal collection, is a strong source of research on 18th-century French history and culture from a multidisciplinary perspective. A complete run is available online, which goes back to 1986. Articles are in French and many highly regarded 18th-century historians publish in this journal. Persée has provided the collective table of contents as well as an integrated author index (in 10-year bundles). There is an index to illustrations, unpublished works, little-known works, as well as a general index. Permanent URLs are available for articles, as are RSS feeds.

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By **Laura** Banfield and **Ariel** Lebowitz

ALL EYES

On January 25, 2010, the headline of *The Onion*, an American satirical weekly, read “Massive Earthquake Reveals Entire Island Civilization Called ‘Haiti.’” Unfortunately, this is funny because it is almost true. Many people in North America had never given any consideration to the poorest nation in the western hemisphere until a 7.0 earthquake on January 12, 2010, made it impossible to ignore it any longer. Haiti’s government has reported more than 200,000 people were killed, a greater number injured, and around 1.5 million were left homeless. Homes, schools, and hospitals collapsed. Even the presidential palace and parliament were destroyed.

Before the earthquake, the 2009 Human Development Report ranked Haiti, a small island nation with a population of approximately 10 million, 149th out of 182. Half a million children aged six to 12 were not in school, and 38% of the adult population was illiterate. Less than half the population had access to drinking water. Haiti’s recent history has been one of conflict and disaster necessitating an armed United Nations presence since 1993. However, unless there was a tropical storm or a particularly deadly clash with UN forces, news of the plight of Haiti’s population was largely unreported in Canada.

Since the earthquake, world leaders have come together to discuss Haiti’s future; international institutions and foreign governments have pledged hundreds of millions of dollars in aid; musicians and celebrities have held massive benefit concerts; Canadians have donated more than \$154 million, to be matched by the Canadian government; ALA midwinter participants collected \$27,084.50 USD just days afterwards; and there are new stories of generosity and hope everyday. World leaders convened a major conference in New York to pledge assistance to Haiti and figure out how to shift their focus from humanitarian aid to rebuilding a country.

Though the basics of food, water, shelter, and medical aid remain critical, education, schools, and libraries are going to help the Haiti of tomorrow fulfill its potential as it rebuilds. If you are interested in helping, there are a number of organizations and programs that you might consider.

Here are just a few to get you started:

The Blue Shield

The Blue Shield, along with an affiliated network of member organizations, has been actively engaged in relief and recovery efforts targeting heritage and cultural properties in Haiti. To assist in the coordination of such activities and promote the sharing of information, the Blue Shield is maintaining an online directory of damaged cultural properties, which includes libraries, archives, and museums. For each cultural property, the directory provides photos, a description of the known extent of the damage, details of the efforts thus far, and information about which organization is leading the recovery and rehabilitation. In addition, the Blue Shield and its member organizations have also put out a call for volunteers to register online. This registry is being used to link potential volunteers with the organizations overseeing and supporting the various efforts. To date, more than 700 people from around the world have registered.

For more information and a link to their online volunteer form, visit haiti2010.blueshield-international.org.

IFLA - International Federation of Library Associations and Institutions

IFLA is working collaboratively alongside various other organizations affiliated with the Blue Shield to provide both people and funds. People wishing to donate their time and expertise are encouraged to register with the Blue Shield. Donations to Haiti libraries are being received through the Stichting IFLA Fund. From the beginning IFLA has been engaged in efforts to determine the extent of the damage to both the collections and the people and to assist in sharing such information across sectors.

To learn more about IFLA and stay up to date on libraries in Haiti, visit ifla.org/en/haiti-earthquake-2010.

ON HAITI

dLOC - Digital Library of the Caribbean

The Digital Library of the Caribbean, dLOC, has devised a Protecting Haitian Patrimony initiative in consultation and collaboration with local, governmental, and non-governmental partners. A report outlining the initial assessment and recommendations is available through the website. Like the Blue Shield, dLOC has created an online registry for volunteers, specifically archivists and librarians. They are also looking for people to assist with packaging and sending materials, organizing fundraisers, and travelling to Haiti if needed. dLOC is accepting financial donations.

Visit dLOC at web1.dloc.com.

Other organizations such as the American Library Association and Libraries without Borders (Bibliothèques sans frontières) are accepting donations towards the recovery of libraries and archives in Haiti. Visit ala.org/ala/aboutala/offices/iro/iroactivities/haitirelieffund.cfm and www.librarieswithoutborders.org/haiti.php.

And as a final note, you may remember hearing something at Super Conference this year regarding fundraising for Haiti by OLA through UNICEF. Online donations are still welcome; the pledge page is available at my.e2rm.com/personalPage.aspx?registrationID=818583.

Libraries should no longer be a luxury in Haiti. Let's help them become an important part of the rebuilding process.

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Another Wage FREEZE

By Mary McDiarmid

As part of its provincial budget, the Ontario government announced plans this spring to pass legislation freezing compensation for all non-bargaining employees in the broader public sector (including provincial civil servants, teachers and other school board employees, nurses and hospital workers, and college and university employees) for two years. While current collective agreements would remain in place, the province has also indicated that when contracts are being renegotiated, they will work with the employer and bargaining agents to seek agreements of at least two years that do not include any net increase in employee compensation. The government has said that this will help "redirect up to \$750 million toward sustaining schools, hospitals and other public services."¹ Hospital funding will rise by 1.5% on average, well below the estimated 4% rate of inflation in provincial hospitals.² The funding shortfall is expected to lead to cuts.

As any hospital library worker knows who has been in the system for ten years or more, when hospitals are squeezed for cash, the first place they look to make cuts is in the non-clinical programs, under which libraries fall. A hospital library is hard pressed to make a case for sustainable funding of its staff and resources when they are competing with a clinical care area. A similar situation exists for other public sector libraries as well, since there are always some who view the library as an expendable service.

So once the weeping, raging, and wringing of hands are over, what are the top five things any librarian can do to ensure we will be around in two years when the freeze is hopefully lifted?

5. Buy that Lotto Max ticket and make sure you keep your fingers, toes, and eyes crossed.
4. If you have a choice between cutting staff and cutting resources, cut resources. It is easier to re-subscribe to products once the money flows again, than it is to get approvals to hire new staff.
3. If you have not already eliminated duplication in titles, such as a print journal and an electronic journal, cut the print and keep the electronic as it is accessible to multiple users at the same time.
2. Rethink the offering of the value-added services you are

providing and get back to your basics.

1. Make nice with the decision makers in your organization. It is all fine and good if your users love your service, but they are not the ones who usually hold the key to the money vault. If the decision makers do not know where the library is, nor view it as the go-to place for information, then you need to promote and market the library to them.

At the Super Conference I attended a session given by a for-profit corporate librarian. She mentioned one idea that has stuck with me and would be useful in these coming lean days. Whenever she provides someone with a literature search, article, or book, she makes a point of following up with them and innocently asking how the information helped in their project. She then uses their quotes in the internal newsletter of the corporation to demonstrate how the library has impacted on the goals of the department she has helped. By quoting them she is able to share her success stories with the organization and at the same time does it in a manner which is not obviously self-serving.

It is a mistake to think that you are safe in your library by keeping a low profile and by planning to fly under the radar for the next two years. We need to be visible, build relationships, and have the library perceived as the "fun place to be" when the overall morale of your co-workers and colleagues is likely to be negative.

Notes

1. 2010 Ontario Budget FAQ: Public Sector Compensation Restraint to Protect Public Services Act, 2010, www.fin.gov.on.ca/en/budget/ontariobudgets/2010/faq.html.
2. Lee Greenberg, "Ontario Freezes MPPs, Public-Sector Wages," *National Post*, March 25, 2010, nationalpost.com/m/story.html?id=2726090.

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MANAGING EXPECTATIONS

By Maggie Weaver

Early in my career I had no expectations, no plans. Back then, most of us were happy to get any job at all, and I had found the perfect one, except it was temporary and poorly paid. My current job is also perfect, though poorly paid. I've had a lot of jobs in between – I have no expectation that I will ever have the perfect, full-time, well-paid position.

Nor do I have an expectation my garden will ever look like the pictures in the seed catalogues. It has taken me a long time to learn that English wildflowers don't like Toronto summers or winters, that grass needs too much work, and that "low maintenance" gardens have more rocks than perennials. What I have now is perfect ... for me.

Not that I haven't tried hard in both areas of my life to do the best that I can do. It's just that now I've set my expectations to match reality.

Our employers also have expectations of us, based on their prior experience. We may perceive those expectations to be *impossible*. Once, for example, a client offered me a permanent job after a terrifically successful research project, but I felt I would never be able to match that achievement.

More often, though, employer expectations are low, simply because our contribution is hard to measure. This is as bad as having expectations too high, though it might not seem so. In the long run, low expectations lead to low achievement, low employer esteem, and even low self-esteem.

The garden that came with my house definitely had low self-esteem. The previous owners had gravel in the backyard to accommodate a very large puppy. At the front were interlocking bricks and some prickly shrubs. When I moved in, our community had very low expectations for local gardens. That's since changed. The fitness movement brought waves of joggers past the gardens. And, as neighbours got older, they spent more and more time walking themselves and their dogs past those gardens. As a result, standards went up. We all put in more effort, shared tips and cuttings, and passers-by expressed appreciation frequently. The value of our properties rose, too.

As LTs, we need to set expectations high, for both ourselves and our profession. This will encourage our employers to express appreciation more often, and the value of our contributions will rise.

How do we know what current expectations are? How many times does your boss pop in and see how things are going? How many times do you have scheduled meetings to discuss progress? If expectations are high, such informal and formal meetings will be frequent.

How often do "repeat customers" come back for more? If expectations are high, visit/request frequency will be high, and a large portion of your user group will be frequent flyers. High expectations generate high interest, a high level of anticipation, and a keenness to experience the same good service again.

Elevating your boss's and users' perceptions of your service to match your *preferred* vision of your service is called *positioning*. It's achieved by ensuring that your own expectations of your service are as high as you can manage, without being unrealistic. It's achieved by sharing those expectations with users and bosses, and encouraging them to challenge you to meet those expectations again and again and again. No slacking!

Occasional bouts of weeding or pruning will only make the neighbours wonder if you're expecting the in-laws or about to sell. But we're not talking strategic planning or professional landscapers, either. Even small amounts of effort can make a huge difference: try a new service and a big bag of new bulbs each spring; try ditching a moribund service and cutting out dead shrubs; or consider reading the library literature and the garden décor magazines for ideas on how to put *Wow!* into your service and your garden.

One final, very important, tip: make sure you're highly visible to your users and your neighbours. How else will you hear the compliments on your stellar service and your charming garden?

Maggie Weaver is the Chapters Coordinator on the executive of the Ontario Association of Library Technicians/L'Association des bibliothécaires de l'Ontario (OALT/ABO). She has her own firm, offering business information services to governments and entrepreneurs. kweaver5478@rogers.com

connecting & collecting

LIBRARIES, PUBLISHERS, AND VENDORS
AS PARTNERS IN PROVIDING CONTENT

By **Lei** Jin and **Laine** Gabel

CREATING SYNERGY

TEAM NETWORKING AT OLA EXPO

While OLA Super Conference attendance is commonly known to be an important aspect of a librarian's career, there is little discussion of the value of the conference's Expo.

This year we discovered the Expo not only provided a great platform for networking, it was also an excellent teaching and learning opportunity.

We, Lei Jin and Laine Gabel, are involved in the acquisition and maintenance of electronic resources for Ryerson University Library. Lei has been in her position for several years, while this is Laine's first year on the job. Similarly, this is Lei's seventh OLA Expo, and Laine's first.

Yearly visits to the OLA Expo are an important part of our job. Meeting with representatives regularly and in person is the best way to ensure a successful relationship with the resource providers for our library. We attended the Expo this year as a team – a seasoned expert who has set up routine visits, and a first-timer with questions and fresh perspectives. This approach provided training for a new librarian in the art of networking while still allowing a seasoned pro to get the most out of the Expo experience.

Conference and Expo attendance can be an intimidating prospect for a new librarian. Strolling around a crowded and noisy environment with more than 700 salespersons strategically positioned and vying for attention can be overwhelming. To help alleviate those first-time jitters we started by creating an "A-list" of vendors with whom we have kept in close contact. Next, we circled names of those we might find useful to meet. We found many benefits in our team approach. Right away we noticed that it is much easier to strike up a conversation with busy vendors when approaching them as a team. There is always power in numbers. This combination creates an environment of teamwork and encourages new librarians to network on behalf of their institution.

The Expo can be a great opportunity for evaluating existing resources, or to learn about new and upcoming products, deals, and promotions. It is also an excellent opportunity to provide important user feedback to the vendors and get first-hand reactions. The Expo is a time to groom existing relationships with vendors and colleagues while building your network by creating new connections. Taking a junior staff member along enhances this experience, creating a built-in conversation starter by introducing them to vendors with whom you already do business. Our experience at the OLA Expo got us talking about the importance of networking within our field. We agreed that while to some the art of networking comes naturally, it is cer-



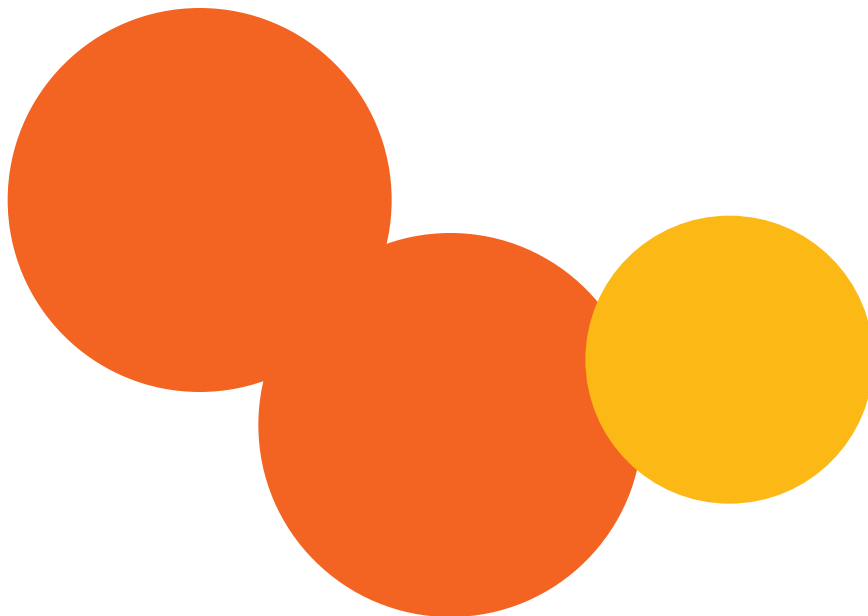
tainly a skill that can be taught.

In an age when most of our interactions take place over email, it is a refreshing change to meet with vendors in person. Taking the time to place a face to a name, especially when you are new to an institution, can be a worthwhile interaction. It is also a way to get to know the business culture of a company. You will learn how formal or informal you should make your approach, and you will gather names and contact information in order to personalize future interactions. We found that our approach to talking to vendors adjusted naturally according to obvious cues, including how sales pitches were delivered, their manner of dress, or the formality of their particular booth design. Making note of the guidelines, norms, and values shared by a particular office, or the corporate culture of a vendor, can be a key factor in knowing the most appropriate way to interact

with them in future.

Considering today's bleak economy in which most libraries (and vendors) are struggling, and that the work of licensing content grows more complex daily, the prospect of attending the Expo at a conference can feel daunting. However, by networking as a team at the 2010 OLA Super Conference Expo we were able to turn the experience into a positive one, strengthening our ties to vendors, developing new relationships and resources, and creating a valuable learning opportunity for a new librarian.

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OCCUPYING THE GREY ZONE

Information Professionals in the Health Sector

By Nadine Wathen

Health information science is a rapidly expanding field of practical application and scholarly inquiry that traditionally has been situated within multiple disciplines, and several relatively new lines of thinking converge to argue for the need for professional practice and applied research at the nexus of “health” (broadly defined) and “information practice.” There is emerging consensus among information professionals, health care providers, policy makers, and researchers in a variety of fields that this type of specialization would fill an important gap, and add considerable value to processes including health care delivery and health policy and planning (see Figure 1).

The concept of the “informationist” (or “clinical knowledge worker”) was first described by Davidoff and Florance (2000) as a professional role to bridge the chasm between the available research and other data that exist in specialized databases, and the hands-on needs of medical practice. A growing focus on patient participation and shared decision making places an increased burden on the patient – and by extension the public library – to access and understand complex medical and health information. Various applications of the role described in this essay would facilitate both the synthesis and uptake of health data, information and knowledge, as well as communication between patients and health care providers, and between these actors and health policy makers.

The argument for this new role is often made in the context of evidence-based medicine – the judicious application of best available (usually research-based) evidence in medical

care. Evidence-based medicine developed with the explicit involvement of library and information science (LIS) professionals, and has since evolved to encompass health-related decision-making well beyond specific clinical contexts, including health policy, planning and management, patient/consumer education, and patient advocacy. So-called evidence-informed decision-making in health care has rapidly developed to be an established part of the discourse of public health policy, management, and practice and has spawned areas of research and practice of its own, including the field of knowledge translation, which has been a priority area for the Canadian Institutes of Health Research and other national and provincial agencies such as the Canadian Health Services Research Foundation and the Ontario Ministry of Health and Long-term Care.

A key driver of health care restructuring in Canada and beyond has been the enthusiasm for the potential for technology-based information systems to revolutionize many (if not all) aspects of health care. The area of health informatics includes: developing and implementing electronic medical records that link patient charts across health care providers; consolidating vast amounts of health data (e.g., within and between hospitals and hospital systems) to analyse such things as health outcomes, disease surveillance, costs of care, and wait times; and creating patient/consumer-oriented tools, including Patient Health Records, that allow access to health information, and enable informed decision-making. However, the use of new technologies and approaches to linking people with informa-

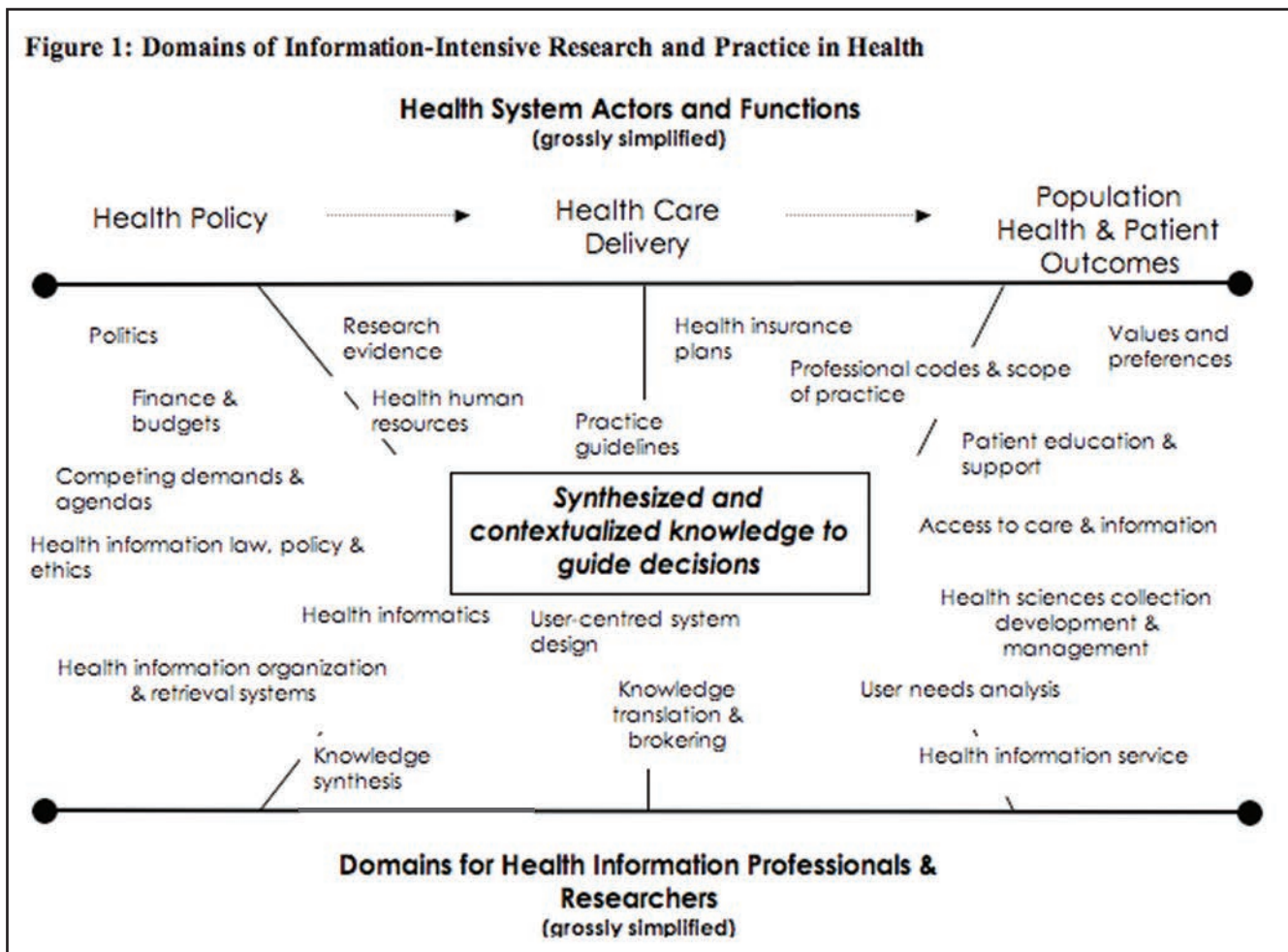


Figure 1

tion, and data with data, and converting information and data into “knowledge” require critical examination in the context of evolving health information policies and legislation, including acts governing the sharing and use of personal health information.

Scholarly activity in these areas is still evolving and graduate specializations in health information science (including “health informatics”) are rare in Canada. No Canadian program, and very few international programs, combine a focus on the broad health context, with expertise and perspectives derived from information science, including fundamental processes for knowledge organization, retrieval, and management, and none focus specifically on the role of knowledge brokers, who can mediate the processes of health knowledge organization, retrieval, and synthesis for specific user groups.

It is set within this context that the University of Western Ontario’s Faculty of Information and Media Studies (FIMS) and Faculty of Health Sciences (FHS) will introduce a new Joint Graduate Program in Health Information Science, including Master’s and Ph.D. degrees. Scheduled to launch in fall 2011, the program will provide students with the necessary knowledge regarding health and health care, including public

health, health policy, clinical health care, etc., combined with expertise regarding knowledge organization and management, and “information ethics” (broadly defined), through courses available in FIMS within the professional MLIS program. Linkages with other UWO faculties will ensure that students can access opportunities to build research and content expertise suited to their future goals, including health and medical informatics, legal and business aspects of health systems, clinical medicine and research, and health psychology and sociology.

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Nadine Wathen is with the Faculty of Information and Media Studies, University of Western Ontario.

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the next generation

STUDENTS LOOK AT THE LIBRARY
AND INFORMATION COMMUNITY
WITH FRESH EYES

Searching for the REAL L

By Lynne Thorimbert

It is a challenge to succinctly articulate the mechanisms, methods, principles, and functions of any profession, and librarianship is no exception. Librarians remain an enigma to the general public, and disagreement on the definition of librarianship abounds, even within the field of library and information science.

While many LIS professionals believe that librarians should prioritize technology- and/or consumer-oriented roles, others argue that librarians should emphasize community relationships, social exchange, and the preservation of cultural heritage. Given the range of complex and often divergent ideas about librarians, the scope, scale, and needs of individual libraries, and the more abstract aspects of the profession, it is no surprise that the definition of a librarian is difficult to establish.

Without a unifying agreement among librarians about librarianship, how can librarians successfully convey their value and purpose to society? LIS professionals tend to define the role of the librarian in LIS jargon that has limited meaning for the general public. Is it possible to define what a librarian is – and what a librarian does – in a cogent and comprehensive manner?

The *Oxford English Dictionary* (2001) defines a librarian as “the keeper or custodian of a library.” In the context of the modern library, librarians may work in virtual libraries or environments outside traditional institutions. *Information specialist* and *information professional* are modernized titles also used to describe librarians working in libraries, although it is difficult to pin down features that distinguish these designations. To label a librarian as a “keeper or custodian” fails to address that librarians have also taken on roles as teachers, mentors, advisors, facilitators, missionaries, and advocates.

Describing a librarian as someone who collects, organizes, and disseminates information marginalizes the nuances inherent to the human experience of librarianship. Without cultivating

an authentic social exchange with other professionals and the public, librarians may become catalysts for the commoditization of information, the view of a library patron as a consumer, and the library as a place of disengagement. There appears to be a degree of disconnect between librarians and longtime professional allies, such as teachers. This may be a result of internally directed discussions among LIS professionals, the use of jargon with limited transferability to other fields, and rapidly changing LIS technology and formats.

Contemporary debate focuses on whether digital culture and technology will make the role of the librarian obsolete. Although librarians have become some of the most technologically skilled professionals, they have failed to convince the general public of their technological expertise. In M. H. Raish’s *Musings, Meanderings and Monsters, Too: Essays on Academic Librarianship* (Scarecrow, 2003), Bill Badke’s suggestion that library instruction “humbles freshman know-it-all and elevates the student’s perception of library professionals” is a detrimental one that encourages librarians to act as intellectual superiors to their patrons. A more constructive approach would be for librarians to promote their expert knowledge of issues, subjects, and people. Michael Gorman’s *Our Enduring Values: Librarianship in the 21st Century* (ALA, 2000) promotes the merits of expressing what is “intangible and important behind the work.”

What is important in librarianship? Librarians may embrace emerging technologies without allowing those means to dominate the core values of the profession. Librarians are capable of a dynamic, participatory engagement with patrons, peers, organizations, and governments through collaboration and other activities unmatched by technology. Conversely, a librarian may provide value to a patron simply by facilitating an environment where possibilities, opportunities, and serendipity can take place. In *Self-Examination: The Present and Future of Librarianship* (Libraries Unlimited, 2008), John M. Budd explains that “librarians make the place: they take space and shape it, imbue it with texts, add their professional expertise, and open it to people.” Librar-

ians may form and maintain a library for the transmission and acquisition of knowledge, but the librarian may also contribute to a site of routine, safety, familiarity, and even inaction.

Librarians may never capture popular imagination as a profession, but librarians have the potential to provide

LIBRARIAN

incomparable worth to patrons and communities. Librarians as individuals and as a professional group serve as ambassadors of libraries and everything libraries represent, including lifelong learning. Without those who defend and advocate for libraries, access to information may become dependent on a person's ability to afford it, information may not be balanced or offer alternatives, and, for public libraries, one of the last public spaces may cease to exist. Librarians are not isolated individuals. They are an integral part of the communities they serve, be it public, academic, or special libraries. How to clearly and concisely define a

librarian should be considered by all those entering and working in the LIS field. It may be a small but fundamental first step in conveying the value of librarianship to the general public.

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Lynne Thorimbert is an MLIS student at the University of Western Ontario, and will be entering the field of librarianship in consultant services with the Marigold Library System in southern Alberta.



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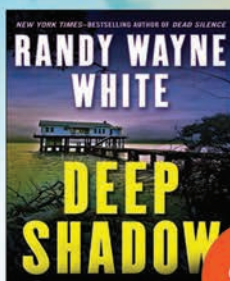
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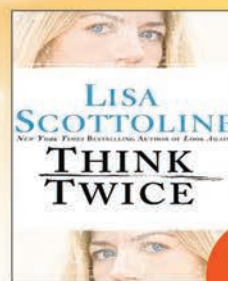
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Saying No to STATUS QUO

By **Angelina** Pizzirusso

YOUR LIBRARY CARD IS GONE.

There's a pile of DVDs you are ready to sign out and it's not in your wallet! Could you imagine life without a library card and not having access to the millions and millions of resources?? I can't. I value this piece of plastic just as much as my credit cards, social insurance number, and health card.

Now picture your wallet without a library card and then think about what that means. Not only does it mean you're not borrowing, but it also means you're not reaping the benefits of your tax dollars. If you're not using a library card then where are you getting your information from?

Does this mean that people without library cards are limiting their knowledge base to just Google? How can we, as librarians, ensure that every Canadian has a library card? This may seem like a large undertaking especially since libraries have been tackling memberships for quite some time, but I think it is very possible.

WANT A MEMBERSHIP?

Many people come into the library asking "How do I get a membership?" A membership? This isn't Costco, nor do we reward patrons with Air Miles. In fact, they are *entitled* to a library card, especially because tax dollars are paying for it. I dislike the fact that people are considering library cards as "memberships" when I think they should actually be putting them in the same category as health cards.

Perhaps libraries should approach the application process for library cards in a new way. For example, instead of waiting for patrons to want a library card, libraries should begin the process in the same manner that Canadians receive health care: when they are born or when becoming a Canadian newcomer or citizen. Parents of newborns are required to register for a birth certificate and a health card. Well, why not have them register for a library card at the same time? Once the application form is processed, a welcome package can be mailed to the patrons inviting them to visit their local branch. This library card for the newborn may also be the key to reintroducing the new parents

to the library world. The same can apply to Canadian newcomers as they can complete their application form, amongst others, when first arriving to Canada.

INCREASING THE STATUS

Many people identify logos and plastic cards with a particular institution. Library cards and library logos should be no different. For example, many Ontarians are well aware that their OHIP card entitles them to health care services by highly educated medical professionals. When Canadians think of library cards, they think of librarians; however, how many people are aware of the fact that librarians are highly educated professionals with a master's degree? How many times have you heard someone screech, "You need a masters degree to be a librarian?" Or how many people think that everyone who works in the library is a *librarian*? To put it bluntly, many people don't know what we do or what libraries have to offer.

Frequently, newly registered borrowers are amazed at the fact that their library card gives them access to so much stuff and that we are not simply about books anymore. How disappointing that so many people are clueless about our growing and changing profession.

I say it's time to start over! Time to think of new ways to educate people about who we are and what we do, and I suggest the first step is changing the status of the library card. Shifting how Canadians get a library card can give us a fresh and new opportunity to reintroduce ourselves.

So, let's move away from putting the onus on the individual: why not give everyone a library card? They are entitled to good-quality information just as they are entitled to good-quality health care. Let's hope that next time we're working in the library, we'll hear, "Hey! Why didn't I get my library card yet?" instead of "How do I become a member?"

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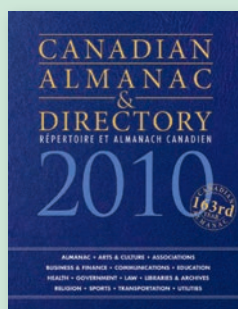
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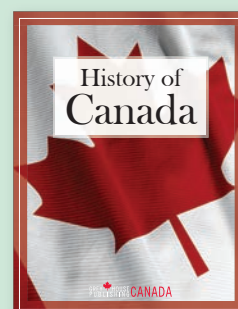
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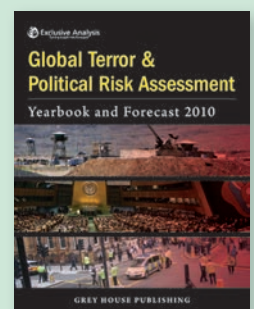
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