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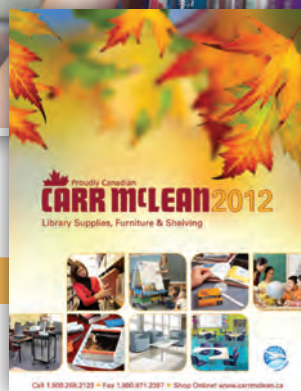
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**Access** is the official magazine of the Ontario Library Association, published quarterly for members as a continuing education service to keep them informed of its activities and of events, trends, and issues affecting the association as well as 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.



**On the cover:** Christy Den Haan-Veltman on the closure of school libraries.

Cover Photo created by Brian Pudden, OLA.

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# from the editor

## Welcome to the fall issue of **Access**.

Our cover story is about a school board that decided it could do without its school libraries and librarians, and probably got more media coverage than it had anticipated. It's an interesting example of what might have seemed like a practical, local decision, perhaps a little (or a lot) short-sighted on the part of school administrators – and with not only the media but also students having to remind them of what's really valuable and necessary in a student's education. Christy Den Haan-Veltman gives all the details (p. 11).

But of course we have other stories, too. On the public library front, Jane Hilton reminds us of an important division of responsibilities (p. 14). Just what is the CEO of the library responsible for, and what is the library board responsible for? And Courtney Lundrigan argues for the importance of incorporating GIS technology into your reference services (p. 16).

In this issue we also have the usual excellent and varied array of contributions from our columnists (starting on p. 22). Elizabeth Yates writes about a consortium which is helping to provide access to digital information in developing nations. Amanda Etches-Johnson wants you to consider whether you really need an app for that particular library service of yours. Catherine Coles writes about advising rural readers. Vivian Howard writes about her research and the development of a website devoted to contemporary Atlantic Canadian books for children and teens. Patrick Ellis and Jennifer Bayne tell us about Canada's first national virtual health library, which is now online. Katya Pereyaslavskaya writes about her efforts to become the ideal job candidate. Jennifer Dekker writes about the importance of having an open source blogging tool like WordPress. Maggie Weaver has something to say about DIY and NDIAA. Robin Bergart interviews another OLA member (only about 4,990 to go!). Michael Ridley wants you to join (and generally support) that other large Canadian library association, CLA. And Alessya Quattrociocchi has the last word, as usual: she has a secret to reveal about what one of the most dangerous jobs in the world is.

Don't forget to check out *Access Online*, too, where we post pieces that the practicalities of page limits don't permit us to

publish in the print magazine. Linda Ecclestone updates us on the Google Books Settlement. And we're also inaugurating a brand new column online: Greg Sennema is the column editor for POV: Interviews with Library Directors. Each issue, like the subtitle says, he'll provide an in-depth interview of a library director from any of the various sectors. See [accessola.com/accessonline](http://accessola.com/accessonline) for his first one, with the CEO of the Kitchener Public Library, Sonia Lewis.

And, both online and in print, that's just a selection of what *Access* offers. Many thanks to all contributors, and to you the readers for your attention and comments.

By **Wayne Jones**

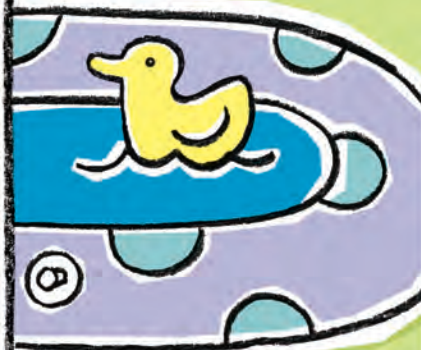
This is my last issue as Editor-in-Chief of *Access*. I've thoroughly enjoyed working with the whole team of people that it takes to put together the issues. They're all listed there just to the left of this page (if you're reading this in the print magazine), but I'd especially like to point out Lori Knowles, our Managing Editor, who reads and edits every piece, holds writers to deadline, and generally keeps the ship sailing. Natalie Marlowe does an excellent job with layout, as does Brian Pudden with all things web-related for *Access*. And final thanks also to OLA Executive Director Shelagh Paterson, who has provided the editorial team with general support, direction, and encouragement, but also has allowed all of us to make our own independent contributions.

Oh, and thanks, writers, for sending all those articles and columns.

.....  
*Wayne Jones is Associate University Librarian (Collections and Technical Services) at Carleton University, and Editor-in-Chief of Access. [wjones@accessola.com](mailto:wjones@accessola.com)*

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Illustration by Mélanie Watt

## Librarians Without Borders in Guatemala

LIS student members of Librarians Without Borders came together in late April to help the library at Miguel Angel Asturias Academy, a non-profit, non-government-funded school serving underprivileged children in Quetzaltenango (Xela), Guatemala. The majority of time was spent cataloguing, organizing, and developing sustainable information literacy and knowledge management programs. The group managed to donate 350 books to the library, and catalogued almost the entire collection (more than 1,000 books), assigned colour-coded labels to assist organization and re-shelving, and completely re-organized the space ... all in the span of a week. For more information visit [lwb-online.org](http://lwb-online.org).



## A Haven During a Time of Turmoil in Flames



TPL's St. James Town Branch reorganized its services, programs, and facilities to provide a safe haven for families suffering from the Toronto Community Housing fire at 200 Wellesley St. East last September. The library provided storytime programs to entertain children and adults, connected victims

with their families and friends, and provided resting and sleeping areas.

ABOVE: Jennifer Roy, Shinta Martina, and Wendy Chung (Clericals of the Toronto Public Library) assisted in the City Emergency Response. Photo by Susan Lai.

RIGHT: Children Services Librarian, Monika Conduit, speaking to students at Devins Drive Public School about the TD Summer Reading Club.

## Aurora's TD Summer Reading Club

The Aurora Public Library's Children and Young Adult Services

Department started the summer off with a splash by travelling to local



elementary schools and promoting the popular TD Summer Reading Club. After speaking to 1,300 students, Children and Young Adult Services staff were pleased to see that many children were eager to sign up for this program. Over the summer, children read a total of 12 library books each, and received reading incentives along the way. Last year, children read 3,480 library books; numbers are not in yet, but library officials are anticipating even more for this past summer. The ultimate prize children received was not a poster or stickers, but discovering that when you dive into a new book, the adventures are endless.

## St. Martin's Pajama-Ramas

St. Martin Elementary School in Smithville held Camp St. Martin Father/Son Literacy Night last March to focus on boys' literacy. The gym was decorated like a campground, complete with campfires, guest readers, and a pirate. After the guest readers were done, it was time for the dads and boys to



snuggle up together on their sleeping bags and read to each other. The event was attended by approximately 50 people. The St. Martin Mother/Daughter Pajama-Rama Literacy night was subsequently held May 17 and attracted approximately 120 people.

## Dufferin's One Book One County

The three libraries in Dufferin County (Orangeville, Shelburne, and Grand Valley), along with the local bookstore, BookLore, have worked together over the past three years to provide an annual reading program called One Book One County, Dufferin Reads! This year the group chose the book *Three Day Road* by Joseph Boyden. On June 23 Boyden entertained a full house at the Opera House in Orangeville with his amazing storytelling. Present in the picture with the author from left to right are Nancy Frater and Brenda Juno from BookLore; Grand Valley CEO, Shann Leighton; Shelburne CEO, Rose Dotten; and Orangeville Chief Librarian Darla Fraser.



## INGERSOLL'S HIGH-TECH LEARNING ENVIRONMENT

The Ingersoll DCI Information Centre has been transformed into a 21st-century learning environment. The space has been re-configured to facilitate better overall use. Posters, couches, bulletin boards, electronic info centres, and an expanded graphic novel section have been added to encourage students to use the library more. A SMART Board with SMART response systems, surround sound system, Wii system, and VCR and DVD players are located in the new multimedia classroom. A select group of students went on a book-buying trip to select books they felt were needed for assignments and pleasure reading. A display area has been created to showcase the new books. The Resource Centre has become the place to be before school or during the lunch time for research or leisure reading.



## Lincoln's Local History Talks

The Lincoln Public Library has held its Local History Talks once again this year. Nine speakers were featured, all focused on the community's schools. Held in the Jordan Museum School House, this annual celebration of Lincoln's history was a great success, attended by 70 people. The talks were a blend of childhood memories, amusing anecdotes, and historical facts. There was even a re-enactment of a Christmas concert rhythm band performance.



## Whitestone-Hagerman Receives Special Recognition

The Whitestone-Hagerman Memorial Public Library Board and staff were thrilled to receive the Angus Mowat Award of Excellence at this year's OLA Super Conference for its Celebrating Seniors event. When the group returned home with its award, it was invited to a council meeting where it was presented a certificate of recognition from the Municipality of Whitestone.

## Bothwell Gets a Facelift

In April, the Chatham-Kent Public Library celebrated the grand re-opening of its Bothwell Branch. The branch received a much-needed renovation in 2010. It is now located in the old fire hall, two doors down from its former location. The floor plan and layout are open and airy with plenty of natural light. There is a new circulation desk, shelving, and new carpeting and paint. The entire facility is now accessible to all.



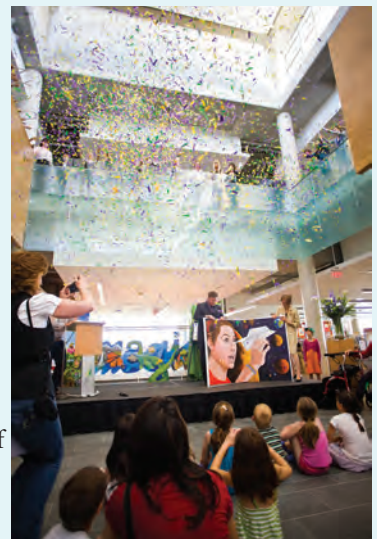
## NEW HOME FOR TWEED LIBRARY

After many years of planning, the Tweed Public Library has a new home. The new library is more than three times the size of the previous location and boasts a reading room, meeting room with SMART Board, children's area, youth area, and 10 new computer workstations.



## BRADFORD'S NEW LEED BUILDING

Imagine ... a new, silver LEED-certified, world-class library coming to Bradford West Gwillimbury. Marking this new development were CEO Liz Fenwick and Mayor Doug White at the grand opening ceremony on June 3, 2011. Participation from local artists, singers, and dancers added a touch of class to the event and helped celebrate the culture in this community. Booktini mocktails, cake, and lots of family fun activities followed throughout the weekend.



## TERRACED GREEN OF ACTON BRANCH OFFICIALLY OPENS

The Terraced Green of the Acton Branch, Halton Hills Public Library, was officially opened on June 23, 2011. This beautiful outdoor space is a remarkable addition to the library and to the Acton community. Situated to the west of the branch, it was created with the sponsorship of Dufferin Aggregates, a division of Holcim (Canada) Inc. "We are excited to add this exceptional green area to our new Acton Branch," says Jane Diamanti, Director of Library Services for the Town of Halton Hills. "It will become a much-loved gathering place, a sunny retreat for enjoying lunch or a good book, and a unique outdoor venue for local arts and cultural events."



*Terraced Green Opening Official Photo*



## OLA Super Conference, February 1–4, 2012, Metro Toronto Convention Centre

### *Innovation – Imagine, Innovate, Impact*

Get prepared to be inspired, develop new ways of thinking, and spark your imagination. The OLA Super Conference Planning Committee is changing things up! This conference will feature the inaugural Super Saturday – a day of big thoughts, challenging questions, and intriguing speakers. The final day will be broad enough that you may want to invite someone to join you outside of our library sphere – a friend, relative, or business connection. During the four days you'll get a chance to meet Tom Wujec, Neil Pasricha, Nora Young, and Nancy Pearl – just to name a few! And did we mention the disco party Friday night? Check out the website for travel and conference bursaries and “bring a guest” programs. Early bird registration equals significant discount. Deadline: December 16.

## The Forest for the Trees

Can't see the Forest for the Trees? That's a good thing! The OLA Forest of Reading program launches its 2011/12 season. OLA members can register their school or public library for the program and have access to program ideas, contests, voting privileges, and advance Festival of Trees ticket sales. The nominated titles for each “tree” category are on OLA's website. Get reading!

## Award Your Colleagues!

Do you have a colleague who goes above and beyond and deserves the recognition of one of the OLA or OLA divisional awards? We have different awards for accomplishments in many areas available. Awards are presented at the Super Conference in February but **nominations close November 15!** Check out the award categories on our website and be sure to nominate a deserving colleague today.





### OLA Council Positions

Nominations are open and **accepted until November 15** for your divisional council positions and the OLA Vice-President position, terms commencing January 1. Volunteering with your organization is a wonderful way to expand your knowledge and increase your recognition in the field. Council positions are fantastic opportunities to network, learn, participate, and collaborate with colleagues from around the province on topics specific to your division. Check our website for open positions and more information.

Contact Beckie MacDonald, Manager, Member Services, with questions about OLA's award programs or nominations.  
[bmacdonald@accessola.com](mailto:bmacdonald@accessola.com)



### Human Library Toolkit

The OLA Human Library Committee, a committee of OLA members, has released their Human Library Toolkit to help you in organizing and implementing your own Human Library here in Ontario. Check out the toolkit on our website and send us your details so we can promote your event on our headline news and through our social network accounts.

### Online Social

Come schmooze with us *online*! We are active on Twitter (@ONLibraryAssoc), Facebook (Ontario Library Association Group), Flickr ([flickr.com/photos/onlibraryassoc/](https://www.flickr.com/photos/onlibraryassoc/)), and YouTube ([youtube.com/user/ONLibraryAssoc](https://www.youtube.com/user/ONLibraryAssoc)) !

### Member Discounts

Many external/non-library organizations approach us with discounts for our members. Check for the latest offers on our website under →about OLA/ membership→member discounts.



By **Christy** Den Haan-Veltman

# The Best of Times



*"It was the best of times, it was the worst of times."*

Though, as a reader I have never fancied Dickens, as a new teacher-librarian I have come to admire his prose. When I read the *Toronto Star* headline, "Libraries Shelved as School Board Considers Cutbacks," I couldn't think of a better way to voice my reaction.

When the Windsor-Essex Catholic District School Board (WECDSB) announced this spring that it was closing its libraries, I was just settling into a new position, the best teaching job I've ever had: working with teens in a secondary school library. Looking up from the paper that day, I noted the rapid clicking of keyboards, the consistent hum of students working collaboratively, the shuffle of student feet browsing the fantasy section for the next great book to read, the discreet queries from students at the reference desk – "Miss, where are the note-taking sheets? Can I get them electronically? How do I use them?" "Do you know how to make a graph in Excel?" "I need a book on the Edmonton Grads for my history project; where do I look?" Where would all these students go if we were closed down? It seemed impossible to even imagine.

“I had realized the joyful irony that I was responding to the issue with the tools I give my students who are learning to research in the library.”

Of course, being an “informationophile” (is that a word, yet?), I had to know more about what prompted this drastic measure. The WECDSB argued that they needed to cut costs due to dropping enrolment. In some of their libraries, few to no books had been checked out in a year. The Ministry of Education recommended that classrooms contain 1,000 to 1,500 books and they believed that by moving their library books to the classrooms, this would supply an influx of 250 more books per room. Some of the most startling arguments made by board executives to justify the closures were that visiting the school libraries were a waste of instructional time and that their interpretation of the OSLA document *Together for Learning* suggested that secondary school libraries should be re-tooled into computer labs.

As I continued to follow the story, I noted the response was equal to its catalyst. The *Toronto Star* featured this crisis (my words) on its front page. The *Globe and Mail*, *Ottawa Citizen*, *Hamilton Spectator*, and *Windsor Star* soon followed. Global TV interviewed a teacher-librarian. EFTO (Elementary Federation of Teachers in Ontario) issued a media release titled “School Libraries Serve Critical Role in Rapidly Changing Information Age” (“library closures moving in the wrong direction if we’re to graduate critical thinkers”).

Of course professional organizations weighed in as well: OSLA (Ontario School Library Association) and OALT (Ontario Association of Library Technicians) sent letters of concern to WECDSB. Ted Barris blogged about it; Jian Gimeshi introduced his show with a monologue about it; Margaret Atwood headlined at BookExpo America, the largest trade book fair in North America, and stated that “the librarian is the key person you don’t want to remove from a school.” A Facebook page Save Windsor Catholic School Board Libraries was created. Even my friends asked me if I was in danger of losing my job. (Happily my school board does value librarians more than WECCSB does.)

I followed the CBC’s extensive coverage: from “the announcement” to parent rallies, student walk-outs/protests, ministry intervention, MPP criticism, and finally to the board’s semi-retraction of the decision. In the end: the libraries seem to be staying open. But was that the last word? I was relieved that we had won the day in both the hearts and school rooms of Ontario’s taxpayers. But the teacher in me couldn’t help but reflect on how this had come to be. How had it happened that a board had been persuaded to close its centres of information and learning? Who had allowed this to happen and, more importantly, what could we do to ensure that it didn’t happen again?

We could continue to build on the momentum of this support and keep libraries front and centre of the political discourse. We could lobby the government. We could ensure that every student and parent accesses the school library and its expertise – both human and technical. We could enrich the power of the curriculum’s reach by engaging subject teachers and administrators in the process of information literacy. As I continued to brainstorm, question, evaluate, analyse, query, and summarize, I began to smile, then I chuckled, laughed, and (silently but exuberantly) guffawed. I had realized the joyful irony that I was responding to the issue with the tools I give my students who are learning to research in the library. Like the many teachers who are shaping the school libraries in Ontario, I was doing all these things and more every day. As long as we are true to our mission – to expertly guide the student through the maze of information, and to think critically about what they read and research – we will continue to prove our worth and sow the seeds for new visions of librarianship. Our best of times will outweigh the worst of times by a long shot.

---

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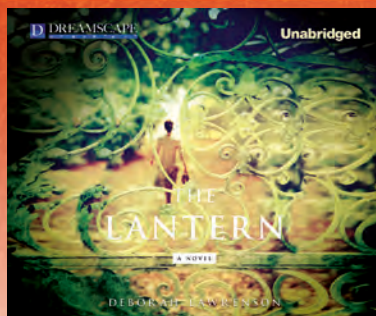
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# Governance 101

## Governance vs. Management

### A Cautionary Tale

By Jane Hilton

The governance model implemented at a public library will reflect the needs of the library it governs, however all boards should attend to the broader issues that affect the library's future success and leave the day-to-day managing to the CEO. Library board members come to the table with a host of experiences and a variety of skills and knowledge they want to use to benefit the library. After all, they became involved in the first place because they want to make a difference and know the value of the public library to a community. But it's tempting for board members to want to co-manage or second-guess how the library should be run. Therefore, it is important for board members to be informed and engaged so they can not only fulfil their legal obligations, but also effectively use their time and talent for governing the library.

Determining the difference between governance and management is difficult, and disaster lurks around the corner if board members sink down into the weeds of library operation. Crossing that fine line, either explicitly or inadvertently, could lead to an underperforming board that is not fulfilling their governance potential because they have traversed into CEO authority and are meddling in management decisions. It must be remembered that the board's role is one of oversight and decision making, which requires them to focus on high-level, future-oriented matters of strategy and policy.

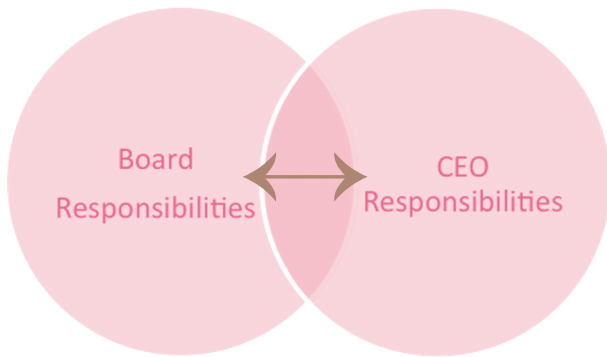


Figure 1

To prevent chaos and confusion and avoid blurring the lines of accountability, the board should clearly understand when a matter is a board responsibility and when it is within the CEO's authority. The board and the CEO work best as a partnership which involves a high degree of trust, confidence, respect, and inspiration. Generally there is a healthy tension between the board providing support to the CEO while at the same time requiring accountability.

However, some responsibilities are shared and owned by both the board and CEO who work together as an effective team. Such joint responsibilities, as indicated by the overlap in Figure 1, include:

1. Knowing the local and provincial laws and responding to new legislation
2. Understanding local issues and community demographics and identifying community needs and concerns
3. Promoting library services
4. Advocating the library's role in the community
5. Identifying funding opportunities or additional revenue sources

Understanding the distinction between governance and management can be challenging for any board. In the chart on the following page, delineations have been made between board responsibilities as they "steer" or direct the library and CEO's responsibilities as they "row" or manage the operations. Both are required in harmony to move the library forward.

It is the chair's role to conduct the business of the meeting, facilitate the discussion of all relevant matters and ensure the board functions with the legislation and its own policies. However, every board member has the shared leadership responsibility of committing to constructive debate and effective decision-making that conforms to the highest standards of governance. Knowing the roles and expectations of the various team members is half the battle. The other half is to consistently apply the knowledge and to keep improving governance practices. This is no small feat but "practice makes perfect".

	Board role - Steering	CEO role - Rowing
<b>Accountability</b>	<ul style="list-style-type: none"> <li>Legally responsible for the library and holds management accountable</li> <li>Oversees the library's operations and performance</li> <li>Reports to the community and funders</li> <li>Makes major decisions</li> </ul>	<ul style="list-style-type: none"> <li>Manages the day-to-day operations in line with board direction</li> <li>Reports to the board and acts as a liaison between board and staff</li> <li>Frames recommendations for decisions in context of the vision/mission with supporting documentation</li> <li>Advises the board on challenges and reciprocally seeks board advice</li> </ul>
<b>Fiduciary Responsibility</b>	<ul style="list-style-type: none"> <li>Establishes financial controls/policies for budgeting and financial reporting</li> <li>Analyzes and adopts financial plans (operating and capital budgets)</li> <li>Ensures there is an annual financial audit</li> </ul>	<ul style="list-style-type: none"> <li>Consults with municipal staff and advises board of procedures</li> <li>Prepares preliminary budget based on needs and directions in the strategic plan</li> <li>Expends budget and oversees all accounting functions</li> <li>Prepares financial reports</li> </ul>
<b>Advocacy</b>	<ul style="list-style-type: none"> <li>Communicates with municipal council</li> <li>Dialogues and demonstrates accountability to the community</li> <li>Develops strategic partnerships with community groups</li> </ul>	<ul style="list-style-type: none"> <li>Builds relationships with municipal staff and community leaders</li> </ul>
<b>Policy and Planning</b>	<ul style="list-style-type: none"> <li>Defines the mission and vision through a consultative process</li> <li>Assesses community needs</li> <li>Develops and approves strategic plan</li> <li>Evaluates progress of the plan</li> <li>Analyzes policy recommendations; debates and approves</li> </ul>	<ul style="list-style-type: none"> <li>Implements formal assessment of community needs</li> <li>Develops annual measureable goals based on the strategic plan</li> <li>Provides information and data on progress</li> <li>Recommends policies supported by background information</li> <li>Carries out and interprets policies for staff and the public</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>Appoints and evaluates the CEO</li> <li>Approves personnel policies, salary scales, union contracts</li> <li>Orients and supports new board members</li> <li>Promotes opportunities for board development</li> <li>Evaluates board</li> </ul>	<ul style="list-style-type: none"> <li>Has the delegated authority to hire, direct, and evaluate staff in accordance with approved policies</li> <li>Negotiates contracts, handles grievances, and keeps board informed</li> </ul>

.....  
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As information professionals, we are fortunate to work in an ever-changing field. We are constantly reminded of the dynamic nature of library and information science and this is something that is ingrained in library and library technician students. Indeed, as library students, we are told that we must remain flexible and willing to learn, as the field will continue to change.

# WAKING THE (ONCE) SLEEPING GIANT

## Incorporating **GIS Tech** Reference Services

*By Courtney Lundrigan*

Technological skills are becoming increasingly important as we strive to stay abreast of emerging technologies in the library world. For many, that means learning to build websites and databases, as well as creating and managing electronic books and other resources. Geographic Information Services (GIS) technology has greatly impacted research and library services over the last number of years, yet most library staff do not consider GIS as an integral part of library services. Consequently, GIS knowledge remains a mystery and a rare skill deemed to be the responsibility of the GIS or data services library staff. In reality, it should be the responsibility of all library staff.

As both graduate student and member of a reference team in an academic library, I have learned the value of GIS technology in libraries. From Foursquare to Google Earth to MapQuest, mapping has become an integral part of our daily lives and this is reflected in the changing nature of research and information needs. Most of us are already using GIS technology to perform daily tasks, whether we realize it or not.

During co-operative work placements and through my coursework, I have had the pleasure of working with and being mentored by highly knowledgeable GIS library staff. They have all influenced my view of map librarianship and demonstrated how GIS technology can benefit nearly every library user, from special and school libraries to public and academic libraries. Representing things spatially provides an added perspective that can facilitate data comprehension. In the same vein, it creates a unique edge to academic research that high-profile research institutions crave.

If GIS figures so prominently into our daily and academic lives, why are more library staff not taking the steps to become proficient in the technology? I once would have agreed that learning to use GIS technology and mapping tools was a daunting task for the beginner. Many complain that it is too difficult. Even 10 years ago this may have been the case.

CE)

## Technology into

However, the growth of GIS in the mainstream means that web-based mapping tools are much more user-friendly than they were several years ago. Programs like Google Earth provide an excellent introduction to GIS and are freely available with comprehensive help at the user's fingertips. Incorporating such tools into reference services will benefit our users and provide interested library staff with the foundation to learn more about GIS.

As reference staff, our job is to help users find and use information and also to introduce them to tools and research methods to meet their information needs. If a user is unaware that GIS technology could help their research or fulfill their information need, it is our job to introduce them to it. For example, representing research data spatially could mean the difference between a grade of A and B on an academic project.

If we fail to become proficient in the technologies that inform current academic research and drive information needs, have we failed our users? If we fail to create a useful website to extend access to our services, have we failed our users? These may seem like harsh questions to ask, but they reflect the changing information needs of our users.

While not every library staff member needs to become an expert in GIS and mapping services, every member of the reference team should acquire the basic skills. In the so-called digital or information age, we should strive to ensure that the potential of emerging technologies to change information services is realized by all staff. Such technologies now include GIS and it must be accommodated on the changing information landscape.

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# Digital Collections

## What Year Is It Again?

As more and more of the world moves digital, so too is the written word: and hence, significant library collect – Wait a second, what year is it again?

We've been saying this for 15 years. Can we all agree at this point that libraries are collecting and will hold, for the foreseeable future, significant electronic holdings? Fifteen years is a long time though, especially for digital objects, and the flood isn't slowing down yet. So, what are we doing to make sure that important digital collections are being handled in such a way as to give them the stability and permanence that we expect out of our physical collections?

There are any number of initiatives going on around the world trying to tackle this issue at some scale. Notable projects include NDIIPP in the United States and SHAMAN in Europe. Canada isn't getting left behind either, and one such project is happening right here in Ontario: Scholars Portal, a service of the Ontario Council of University Libraries, is in the process of integrating long-term preservation practices into its operations – and in the process ensuring that digital collections created now will still be around for future generations of students and researchers.

A bit of background on digital preservation ... Most current approaches to digital preservation have grown out of one important document: an ISO standard called the Open Archival Information System (OAIS) reference model. This document outlines a set of functional requirements for any system designed to hold digital objects for extended periods of time. The OAIS model describes, end to end, what needs to happen in order to keep these objects complete, findable, and usable. What it doesn't do, however, is go into the how, and that's where industry-specific guidelines have stepped in. In the library world, this has taken the form of the Trustworthy Repositories Audit & Certification (TRAC) checklist, which is slated to become an ISO standard in its own right. TRAC represents a much more prescriptive model for digital preservation, defining best practices – both technical and organizational – to help organizations achieve their goal of stable digital collections. It provides what many organizations without a lot of time and/or expertise needed: a rubric for evaluating how they are doing in their management of digital objects. It's also become a way for established archives to demonstrate, through its application in a rigorous audit, the validity of their approach to digital preservation, and expert organizations have stepped forward to handle the administration of these audits, including the Center for Research Libraries.

Scholars Portal has established a relationship with CRL and, using their guidance – as well as expertise from its member institutions – is preparing for this process. The audit will result in certification as a Trusted Digital Repository, a designation granted to those organizations that have demonstrated compliance with the requirements for managing electronic objects in the long term – a list whose members include well-known archival institutions such as Portico and HathiTrust. Scholars Portal seeks to become the first repository so certified in Canada. While it's fun to be forging a new trail like this, there's a serious reason to go through this process: Scholars Portal would like to demonstrate that its digital collections (starting with its approximately 22 million scholarly journal articles) are being maintained to such a level that collections decisions can be made based upon them, just as with the institution's own holdings.

In addition to benefiting our member libraries, OCUL would like the Scholars Portal TDR audit to help to propel the Canadian discussion of digital preservation forward by demonstrating the effectiveness of local approaches to preservation, and by making the audit and certification process as transparent and open as possible. To this end, we plan to make documentation of our preservation strategy available through the new OCUL website, with the hope that it can help other organizations think about their own digital preservation strategies, and help to promote a sustainable digital future in Ontario and Canada.

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# La promotion de la culture

## Le marketing des services et ressources de la Bibliothèque auprès de la jeunesse francophone, incluant celle issue des familles exogames.



Convaincre les élus politiques de l'importance de l'existence de bibliothèques est un défi en soi. En faire la promotion des services et ressources auprès de la communauté représente un autre défi d'envergure. Il est encore plus ardu d'en faire valoir la prépondérance auprès de la jeunesse francophone. En position minoritaire, ici à Ottawa, les francophones sont davantage exposés à la réalité culturelle anglaise; là, le défi !

Abordons un phénomène grandissant présent dans cette communauté francophone : les familles dites « exogames ».

«L'exogamie est l'union de deux individus de langue première et de cultures différentes. <sup>1</sup>» Nombreux enfants sont issus de ce type d'union. Ainsi, à la maison, ils reçoivent une éducation en deux ou plusieurs langues. Nous pouvons affirmer avec certitude que l'apprentissage du français relève d'une certaine complexité dans ces foyers. Pour parfaire cette langue, les jeunes sont inscrits dans des écoles d'immersion ou des écoles françaises. Certes, le français prédomine dans ces institutions. Toutefois, la réalité est tout autre lors des récréations et des activités sociales, par exemple.

1. Louise Choquette, « Ressources pour familles exogames et autres - Centre de Ressources Meilleur Départ de Nexus Santé, » *Le Bloc-Notes*, [lebloccnotes.ca/node/2527](http://lebloccnotes.ca/node/2527).

# re française, quel défi!

Par Julie Desmarais

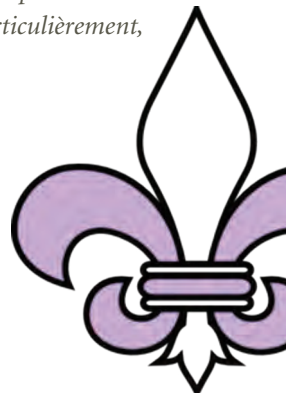
Pour ma part, voici en quoi consiste mon emploi du temps. Je suis responsable de promouvoir la Bibliothèque et ses multiples facettes auprès de la jeunesse issue de cet environnement. La méthode utilisée pour encourager la lecture ne diffère pas entre les familles exogames et les familles francophones. La plupart du temps, ces jeunes se retrouvent sous un même toit, une même école. Ainsi, aucune distinction n'est créée. Il s'agit d'une entité francophile qui reçoit la même approche, si je peux dire. Dans les écoles élémentaires francophones que je visite quatre fois par année, je me plais à vouloir simplement démontrer aux jeunes le plaisir et les bienfaits de la lecture. Pour les tout-petits, je les anime par la lecture de livres rigolos et par la reconnaissance du rythme en chansons. Je présente et discute de piqures de lectures sur un thème donné avec les jeunes. Certes, ma sélection de titres met particulièrement l'accent sur des ouvrages canadiens de langue française suivis de titres européens. Il va de soi que je n'exclue pas les traductions. Toutefois, je m'efforce de présenter des auteurs de chez nous dont la plume est aussi talentueuse que tout autre écrivain de renommée mondiale.

Je participe également à des événements culturels communautaires ayant lieu à l'extérieur de l'enceinte des écoles. Ainsi, parents et enfants constatent que la Bibliothèque est partie prenante de la communauté francophone et qu'elle se soucie de faire reconnaître son existence, son utilité et ses bienfaits. La clé de cette réussite découle de l'origine et de la qualité des contacts établis durant la dernière année. Il me fut impératif d'entretenir des liaisons avec des gens influents dans la francophonie tels que des membres des Conseils scolaires, des agents communautaires, des éducateurs de Centres pour la Petite Enfance, etc.

Gardons en mémoire que notre rôle est de convaincre, persuader, faire réaliser aux parents et enfants que lire en français valorise le maintien d'une certaine compréhension de la langue et correspond à un enrichissement de notre culture individuelle.

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*Julie Desmarais est bibliothécaire jeunesse à la Bibliothèque publique d'Ottawa depuis Septembre 2010. Auparavant, elle le fut à la Bibliothèque publique de l'Arrondissement St-Laurent à Montréal, et ce, pendant plusieurs années. Son travail consiste à promouvoir les services et ressources de la Bibliothèque auprès de la communauté francophone de l'Ouest de la Ville d'Ottawa, plus particulièrement, aux jeunes des écoles élémentaires francophones.*



# JOIN THE CANADIAN LIBRARY AS NOW! YES, RIGHT NOW!

Yes, you are reading the magazine of the Ontario Library Association. And yes, I'm encouraging you, well admonishing you really, to join the Canadian Library Association.

## SURPRISED? YOU SHOULDN'T BE.

The OLA is an extraordinary organization. It is an exemplar of what professional groups can contribute and how they can make a difference. Even at the national level, OLA, through the Partnership, has provided leadership to develop a pan-Canadian perspective and capacity. I am a past president of OLA, and I am firmly committed to the future of the association. OLA, however, is not a national organization; librarians and libraries need a national organization.

Canadian libraries, librarians, and those who care about both need a strong, committed, and engaged national voice. A place where a national conversation can occur. So I want you to join CLA, and I want you to continue to be a member of OLA. It's not about either/or. It's about both. CLA is reinventing itself; it needs members (new and current) to be the catalyst for those changes.

Perhaps you already belong to more than one library association. The old joke says that if you get more than three librarians in a room they will form a new library association. That's not as funny as it appears; there do seem to be a lot of library associations.

## SO WHY JOIN OR RE- JOIN YET ANOTHER?

BTW I get it; people don't join organizations because of obligation. That's so 10 minutes ago. And yet some associations behave as if there is a moral responsibility to pay their dues. Nope, not happening. Not any more. Associations have to earn their keep. However, members also have to *be* the association. It is not what can the association do for me but rather what opportunities can I create with my association.

## SOME POSSIBLE OBJECTIONS TO JOINING CLA.

"Aren't OLA and CLA in competition for my dollars and attention?" Yes, perhaps, but more critically, no. They play different roles and offer different outcomes. They are complementary: we really do need both.

# SOCIATION.

By **Michael** Ridley

“CLA is too expensive.” Compared to what? Seriously. What should a professional organization cost? Think of it as an investment, an entrance fee. You get a ticket to participate. It’s an opportunity to change your profession or advance your concerns about libraries. So viewed that way, it’s cheap, a bargain in fact.

“All they do is the national conference and it’s in another part of the country and I can’t afford to travel.” Fair enough; attending conferences is expensive. And that’s why CLA is investigating other ways for members to engage and participate. Electronic communication may not be for everyone, but increasingly the net is where stuff happens and where members ought to be.

“I used to be a CLA member. It sucked.” I’m not going to defend past practices. I was a member of the old CLA and I didn’t like it either. Forget the past. This isn’t about looking in the rear-view mirror as we drive forward. Let it go. Now. Seriously. I mean this. Ditch the baggage.

If CLA fails to reinvent itself in the image of its new members, its focus on issues and its commitment to a national voice, then quit. I know I will. But I also know that I have a responsibility to do as much as possible to make it succeed. CLA might fail, but that failure will say as much about me (us) as about the organization.

A critical change in CLA that encourages me is the decision to abandon the divisions. No more CACUL, CASL, CAPL, CASLIS, or CLTA. The alphabet soup has been replaced by networks. Networks form around issues, problems, and opportunities, not the nature of the building we work in. Networks are focused, agile, relevant, and inclusive. Networks are where your issues are being discussed and decided.

We need CLA. Not the old CLA that had a small membership, a perpetual budget deficit, a disconnected Executive Council, etc. We need the revitalized CLA that the Executive Director, the new President, and the new Council will facilitate. The one that breaks down barriers, empowers members, and does cool stuff.

**SO, GET ONLINE AND JOIN:  
WWW.CLA.CA.  
NOW. YES, NOW.  
SERIOUSLY. I MEAN  
THIS.**

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When I got my first smartphone a few years ago, one of the biggest “wow” moments for me was getting lost in the app store. I distinctly remember spending hours in the app store, filling my shiny new device with apps that did everything from translate English to Japanese, to teach me how to make the perfect martini. It was a revelation! My new phone quickly became my digital Swiss Army tool (yes, there’s an app for that, too).

In fact, that very marketing tagline is now so accurate that it has become part of our common parlance. There is, indeed, an app for every possible task you’d like to accomplish on your mobile device. Want to find the closest restaurant with the best review? There’s an app for that! Curious about the last sale price of every house on your block? Yep, there’s an app for that, too! Want to learn how to play the ukulele? Hie thee to the app store! If there isn’t already an app for whatever it is you want to do on your phone, chances are someone is working on it or it is moments away from being released (industry sources tell us that there are

## THERE’S AN APP FOR THAT! (EXCEPT WHEN THERE DOESN’T NEED TO BE)



anywhere from 300 to 1,000 apps released every day, and that’s just for the iPhone; add in the open source Android platform, and we’re probably looking at thousands of daily app releases).

In addition to their prevalence, mobile apps tend to be well designed and, as a result, provide an enjoyable user experience. A good newspaper app, for example, makes for a much more pleasurable reading experience than your average newspaper website. Toss in all the additional functionality you get from an app (integration with other apps, the ability to share articles you like via social media sites, etc.), and it’s no wonder that app stores are bursting at the seams.

It’s not surprising, then, that libraries are keenly eyeing app development as they plan for mobile-ready resources and services. What library wouldn’t want a presence in every app store, alongside all the other shining stars of mobile functionality? If apps provide such a superlative user experience, shouldn’t we be aiming for a library app on every smartphone? You might want to consider the following issues as you answer these questions for your library.



# App or mobile?

By **Amanda** Etches-Johnson

## 1. WHAT YOUR USERS USE

All of a sudden you're seeing more and more of your patrons using their iPhones in the library, so you might be tempted to take that as a sign to develop an iPhone app. While anecdotal evidence can be useful in some scenarios, you should really keep an eye on your web traffic using a good analytics tool (like Google Analytics) that can tell you how much of your website traffic comes from a mobile browser and what operating system(s) most of that traffic comes from. Then build accordingly.

## 2. MOBILIZE YOUR WEBSITE

Sure a mobile website might not be nearly as sexy as a mobile app, but there are many reasons why you'd be better off spending your development time and dollars on a mobile website rather than an app. The most important of those reasons is that apps are platform specific, whereas mobile websites are not. Unless you are absolutely positive that all your mobile users use the same platform (iOS, Android, BlackBerry, etc.), it's just smarter to build a mobile version of your website, which can be used by all mobile platforms, operating systems, and browsers.

## 3. HTML 5 IS A MOBILE WEBSITE'S BEST FRIEND

You probably already know that HTML is the language of the web – it's what enables your browser to read the content of web pages. Well, HTML 5 is the latest version of the markup language and it is, indeed, proving to be a boon to the mobile web because it allows for things like multimedia content to be embedded into web pages without the use of Flash (a non-starter on some mobile operating systems). Prior to HTML 5, we couldn't provide the rich experiences afforded by mobile apps in the browser, but with the new standard, we can now bake app-like functionality right into web pages, making them the better mobile option in many cases.

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## Pin on Your LIBRARY PRIDE

They're cute, small, and in demand. These days many libraries are using buttons to promote everything from new services to special collections. What is it behind this current trend in library marketing that has us eschewing bookmarks for buttons?

At the University of Waterloo Library, we adopted buttons as a focal point for our most recent marketing campaign geared toward generating and celebrating library pride. Launched during our Library Day celebration last fall, the campaign features 13 designs that aim to capture the visual identity of the six library locations that uWaterloo students, faculty, and staff have grown to love – all in one-inch buttons!

Since we launched the buttons, library visitors have picked up close to 30,000 of them in under 10 months – a considerable feat, given that uWaterloo's student body is just over 26,000.

### Anatomy of a Library Button

**Smart and community-minded.** At their best, library buttons are like their libraries – smart and connected to their community. They showcase or celebrate ideas or services in a creative way. The idea for our library buttons came from a similar campaign launched by *Spacing* magazine that featured TTC buttons ([spacing.ca/store/buttons](http://spacing.ca/store/buttons)). *Spacing*'s campaign captured the visual identity of Toronto's subway stations in one-inch buttons and was so successful that the *National Post* declared it “the civic pride fashion statement of the year” in 2005. We thought something similar could work at our library to celebrate the allegiance that members of our community feel toward uWaterloo's different library locations.

**Mysterious.** By the nature of their size, most buttons resist disclosing their full meaning right away. They might only include a picture or URL. They make people look closer. In our campaign, buttons feature pictures of minute details from our physical locations that visitors will only recognize upon closer inspection – the edge of students' study carrels and the distinctive arches framing one library's windows are a couple of examples.

**Well-spoken and succinct.** Buttons need to say a lot without saying much at all. What they do say has to resonate with people. The text on our buttons features abbreviated names of our library locations. For example, “DP” and “DC” are abbreviations for our “Dana Porter” and “Davis Centre” libraries. The chosen abbreviations were selected primarily from student feedback. We conducted a brief survey to see what students call the library's locations in their own words. We found out, for example, that the majority of students call the Dana Porter Library “DP” even though most staff refer to it as “Porter.”

**Elusive.** Button collecting isn't much fun when the buttons are too easy to find. Buttons need to occasionally elude those that seek them. Since our buttons were location-specific, we distributed the different designs only in their respective locations. To further the challenge, each location had more than one design and we distributed only one design at a time, always somewhat sporadically. The result saw people discovering library locations they didn't even know existed (“there's an optometry library?” “what's the map library?”) and frequenting all locations more and more to complete their collection.

The buttons campaign at uWaterloo has generated the interest not only of students, but also of faculty members, staff, and even one of our university's top administrators, who has been spotted visiting our various locations to complete his collection. We have been contacted by alumni living out of town and have been frequently asked if we sell a collector's edition containing the entire set. It has been a lot of fuss over things about the size of a quarter and worth much less!

For more information on our buttons campaign, visit [lib.uwaterloo.ca/buttons/](http://lib.uwaterloo.ca/buttons/).



By **Nancy Collins**

*Nancy Collins is Communications and Liaison Librarian at the Dana Porter Library, University of Waterloo. If your library has created promotional buttons as well, Nancy would love to hear about it. [ncollins@uwaterloo.ca](mailto:ncollins@uwaterloo.ca)*

# random library generator

MEET ONE OF  
OLA'S 5,000  
MEMBERS

## An interview with random OLA member #9: **Gisella Scalese**

By **Robin** Bergart

I spoke to Gisella one beautiful May morning – equally beautiful in my kitchen in Guelph as at Gisella's home base in the Education Library at Lakehead University in Thunder Bay. I started by asking her the same nervy question I asked Laura Prinselaar, the subject of my last column:

**How in the world did you wind up in Thunder Bay?**

I'm from Thunder Bay. I went to library school at Western and I wanted to stay in that area and work. I did work in Ottawa for some time, but the funding ran out. When a job came up here, I applied and got it. And it's been great. I can try out a lot of things, particularly around orientation and instruction. It's my goal to get students on board using the library and helping them understand how important the library is. If I can do that, my job's done.

**How do you keep up your enthusiasm for this, particularly when students often don't see the need for the library?**

It's been a passion of mine forever. I relate to kids this age. They can roll their eyes, but I don't care. I've learned over the years to cut out extra information and make it relevant to what they're doing. It really makes me sad sometimes when students don't see what we have and how the library can make their lives easier. And now that I have children of my own I know how important it is. I want them to succeed.

**How old are your kids?**

Eleven and seven. My oldest son came home from school with an assignment on owls and told me his teacher said he could only use Wikipedia, which is fine for some things. I called the teacher and she clarified that that was just one source they could use. I told her that I am going to show him other sources of information like the public library online indexes and reputable websites.



# Gisella

Yeah, he'll be the only kid in his class using Biological Abstracts for his assignment. So tell me, I know you work in a special library of sorts – the Education Library at Lakehead University – but what makes your library special?

We have a great staff that knows the collection inside and out and they're willing to help.

**How do you express yourself creatively at work and at home?**

At work I love to write, create web pages, put together displays, and do marketing. At home? I'm very crafty. I love to sew. I love to make things. I do a lot of crafts with my kids and I've started into gardening.

**What crafts do you do with your kids?**

We paint things. I mean, not landscapes, but we paint on objects, like rocks. We have lots of painted rocks in my house.

**What's the most surprising thing about your career so far?**

Just how much change there has been since I went to Western. Twenty years ago there was no internet – the internet just exploded the first year I was on the job. The way we deal with information has changed. The other surprising thing is how much I love it. I've been here for 20 years and I can see myself doing this a lot longer. It's what I want to do, and it's now part of my being.



Image credit: M. J. D'Elia

But do you ever, like me, speculate about alternative careers from time to time? What would you do if you weren't a librarian?

Oh there are so many things you could do! I would probably love to work in retail – in a sporting goods store, or in a movie theatre. That way I could be close to things I love. I love to run and I love to see movies.

How does being a librarian affect your private life?

My passion for books and reading has taken over every part of my life. I have been a member, and started, many book clubs/reading groups in the last 15 years. My children know that it is the start of summer vacation because we make a trip to the public library and stock up on books and movies and magazines. And, it's funny how everyone thinks you know everything and can do anything because you're a librarian.

What's the most spontaneous thing you've ever done?

On the way back from a trip to visit a friend in Australia I stopped over in Hawaii for four days by myself. No one knew where I was. It was so nice to be so free. I walked from sunrise to sunset. I people-watched. I did some shopping. I tried to avoid getting sunburned (not very successfully – I did get a major sunburn). It's absolutely stunning there. The wide openness of it. The skies. The trees. Thunder Bay is beautiful too, but it's a different kind of beautiful.

As lunchtime approached, we wrapped up our conversation

and with food on my mind, I asked her "What is your dream lunch?" Her answer surprised me.

My dream lunch? Being able to put on my running gear and go on a 30-minute run and be back at my desk within the hour.

Can you give us a teaser about the next OLA member you've picked to be interviewed for this column?

I'm going to suggest Mark Mueller. He's the Education Librarian at the Tyndale Education Library in Toronto and he has been doing some great work developing a database for education resources called EDULinks.

*Robin Bergart is a User Experience Librarian, University of Guelph Library. [rbergart@uoguelph.ca](mailto:rbergart@uoguelph.ca)*

# Scalese



# Haliburton County RA: Serving Rural Readers

By Catherine Coles

In my past year working at the Haliburton County Public Library as a new MLIS grad, I have witnessed first-hand the trials and tribulations of a rural library system. There are budget constraints that affect operating hours, facilities that are not always up to par, issues with conflicting jurisdictions – but, as was made evident to me in compiling the results of a recent system-wide user survey, rural patrons still have a lot to love about their library.



In the surveys, patrons consistently provided encouraging comments about the obligingness of branch staff. Time and time again, they expressed that staff not only knew their names, they also knew their reading tastes to a T.

As far as I've seen, rural library staff provide a level of personalized readers' advisory service that goes above and beyond what can feasibly be achieved in larger, urban systems – and many staff members may not even be aware that by simply doing what comes naturally to them they are, in fact, performing readers' advisory.

Their patrons are their friends, neighbours, and, surprisingly often, their brothers, aunts, or second cousins. They know what their regular patrons have and have not read, what they've enjoyed, characteristics of a story that would limit their enjoyment or offend, and whether they prefer or require a specific format.

I've witnessed a staff member remind a patron of which Danielle Steel books she had previously borrowed; I've also witnessed staff members take note of titles that they just knew so-and-so would love. Some might not be able to provide a technical definition of the "appeal factors," but when recognized in a patron's reading history, they instinctually know these as well. It doesn't stop in the library either; they'll give book suggestions at the grocery store, hairdresser, or the bank. For library staff in a small town, readers' advisory is simply a part of life.



I'd argue that branch staff are so knowledgeable about their patrons' reading habits that perhaps a readers' advisory interview isn't always necessary. Long-held relationships have been formed between patrons and branch staff to a point where, in many cases, patrons don't even have to ask for assistance in finding their next great read. Suggestions are provided in natural conversation, books thoughtfully selected and set aside – and because of the rapport that library staff have established with their regular patrons, built over years and often decades of being fixtures in their small communities, their suggestions are trusted.

Case in point, we at the Haliburton County Public Library administrative centre have dubbed Vicki, supervisor of Dysart branch, the Oprah of Haliburton County because of her ability to effectively promote books to her loyal and dedicated patrons. She can really get people excited about what they are reading. When we notice that holds are skyrocketing on a particular title for no apparent reason, it can often be traced back to Vicki. We've asked her to warn us in advance.

Like a lot of library staff, Vicki is an avid reader and when she discovers a book that she has really enjoyed, she tells people. That is not to say that she would suggest Michael Connelly's latest legal thriller to a patron who primarily enjoys Regency romance simply because she, herself, loved it. Rather, she has an awareness of which patrons are drawn to the same genres, writing styles, subjects, and appeal factors as she is. If they are not, there's no judgement. She can just as easily find a patron a satisfying novel from any other number of genres because as much as she doles out suggestions, she also listens to what others, both patrons and staff, have said they enjoyed. The point is, when Vicki suggests a book, you can take her word for it.

There is also the fact that she, like the rest of our rural library staff, knows her collection very well. When you are working in a small branch, often alone, you get an opportunity to be involved in all areas of its operations. The person working the circulation desk is the same person doing the shelving and weeding so, in theory, every book available in branch has passed through their hands. Awareness of one's collection is, of course, a very important factor in readers' advisory. Staff of small libraries know exactly what they have on their shelves to offer patrons.

Although it may not be explicitly written in their job descriptions, it is the responsibility of library staff to get books into patrons' hands. At least in the Haliburton County Public Library system, it is clear that branch staff, as valued members of their tiny communities, feel this is as much a personal responsibility as it is professional.

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*Catherine Coles is Branch Services Librarian at the Haliburton County Public Library. ccoles@haliburtonlibrary.ca*

This column departs from a subject-based resource list to focus on the value of an open source blogging tool, WordPress.com, for an online project.

I was at the University of Illinois when a colleague suggested WordPress for the project on which I was about to embark. The project entailed a collaborative space for posting and commenting on primary texts, and a mapping feature to show how ideas spread across Europe and America during the French Enlightenment. I was initially quite surprised that a blogging tool could be useful for the project, but when I returned to Ottawa and looked into WordPress, I decided to give it a try and I've been happy with the results. Below are a few notable features of WordPress for an online project.

## 1 Community

Although I developed my project over a year ago, the greatest imprint that is left in my mind after using WordPress is the WordPress community. There are Google Groups, Twitter Groups, and tons of online discussion groups for help and support with your project. Beyond the support, there is also a very strong community of users who call attention to new blogs and point traffic to them. This was most helpful in my case, and within three weeks of creating my blog, I already had comments from international readers who had linked to my site. This stimulates site traffic, and quite frankly helps you feel a lot less lonely.



## 2 Dashboard

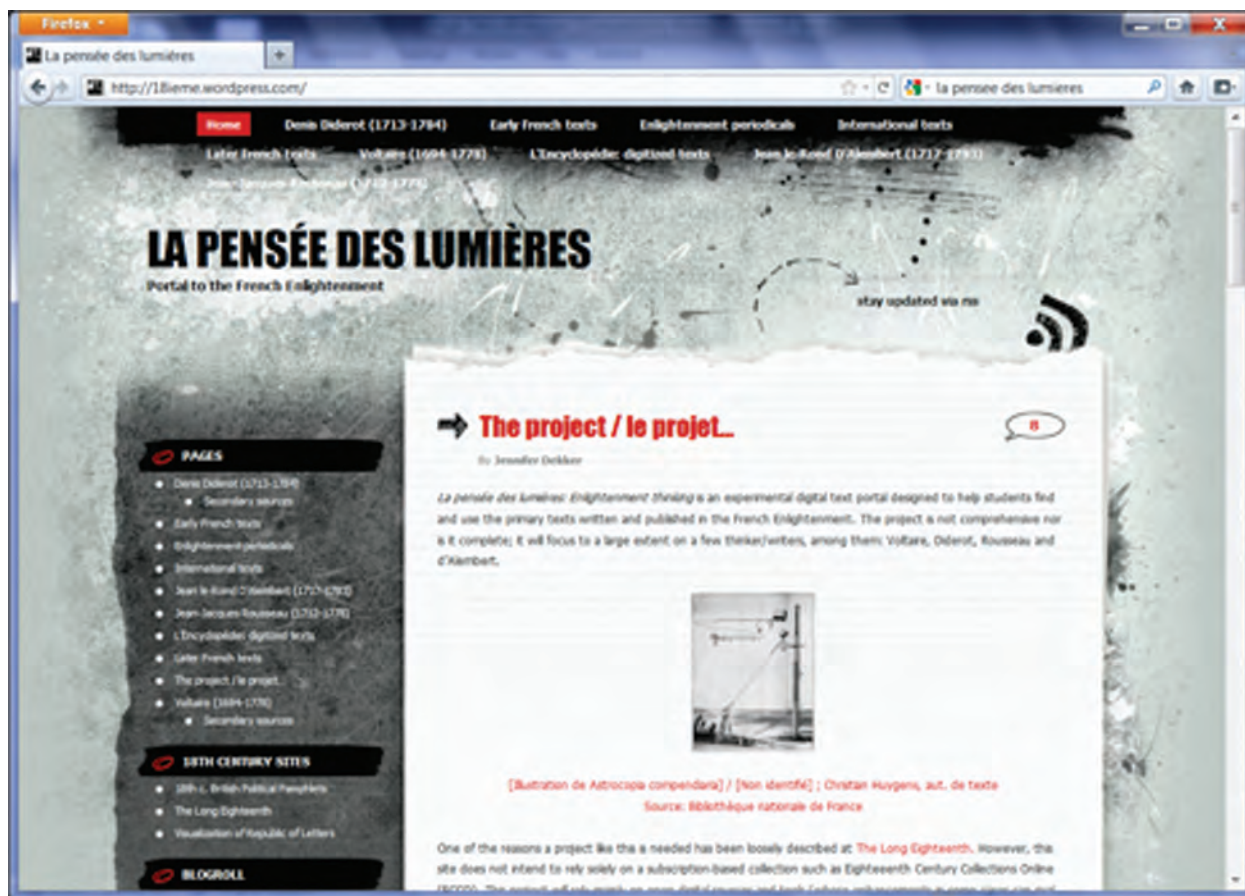
As a new user of WordPress, the dashboard was my teacher. One of the early features I learned to appreciate was the “blog surfer” (which in the current version of WordPress is no longer available, but an equivalent feature exists), where I subscribed to other WordPress blog content to monitor based on my chosen keywords what others were posting. This encourages exchange between bloggers. For example, I chose to follow the blog of a professor from the University of Houston who writes on the 18th century, and just this one act deepened by knowledge of my own subject area tremendously, even providing different directions for the content. The dashboard also has analytical tools and can tell you how readers found your site and how much traffic your site generates day to day. According to the WordPress support site, “You can catch up on news, view your draft posts, see who’s linking to you or how popular your content’s been, quickly put out a no-frills post, or check out and moderate your latest comments. It’s like a bird’s eye view of operations, from which you can swoop down into the particular details.”

### Ease

WordPress is probably the least intimidating online blogging application out there. Within minutes you can develop a good-looking site with a moderate amount of functionality. There are books to help with advanced features (don’t buy them because they likely deal with [wordpress.org](http://wordpress.org), and not [wordpress.com](http://wordpress.com)), but for your basic site, WordPress couldn’t be any easier. It’s incredibly satisfying not to have to spend a lot of time on mastering the technical side of WordPress before getting your content out. And it can look quite professional rather easily, thanks to the many templates available for free through [wordpress.com](http://wordpress.com).

## 3

# WordPress and the Value of an



By **Jennifer Dekker**

**Cost**  
**FREE!**

#### Potential for going deeper

There are two versions of WordPress available, depending on how much customization of the site is required. **WordPress.org** is the site for downloading the self-hosted version and offers the greatest amount of flexibility such as being able to customize a template or add a plug-in to the site. A server with specific technical requirements is required. A local developer can also help with downloading a self-hosted WordPress site for a fee. But for many projects, this just isn't necessary. Use **wordpress.com** – the quickest and least intimidating way to start a project. If need be, all content can be easily transferred to something more customizable later.

5

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# n Open Source Blogging Tool

# Electronic Information for Libraries Knowledge without Boundaries

Libraries everywhere share the same concerns: dwindling budgets competing with escalating demands for expensive electronic resources. In Ontario, consortia formed by organizations such as Knowledge Ontario and the Ontario Council of University Libraries have been established to share expenses and increase access. But what about our counterparts in less privileged countries? In these areas, libraries are not taken for granted, and funding for these institutions may seem a luxury when the basic necessities of life, such as clean water, food, and shelter, are not guaranteed.

There, as here, consortia are the answer to conserving costs and sharing resources. Leading the way is Electronic Information for Libraries – known as EIFL. Based in Utrecht and Rome, EIFL is an international non-profit organization which works with libraries to enable access to digital information in more than 45 developing nations in Africa, Asia, and Europe. Founded in 1999, EIFL's programming now focuses on access to knowledge to fulfill two broad mandates: education, learning, and research; and sustainable community development.

## Education, Learning, and Research

EIFL facilitates libraries' access to resources, information communication technology (ICT), and skilled staff. Its initiatives include consortium management, licensing, open access, fair copyright, and open source software.

Through EIFL's licensing program, more than 50 e-resources from more than 20 vendors are available to library partners. In 2010, the organization negotiated savings of more than \$135 million in e-resource costs on behalf of consortia in partner countries. In addition, EIFL mentors libraries in efforts such as e-resource negotiations and licensing, and provides small start-up grants to assist new consortia.



By Elizabeth Yates

Building capacity for open access publishing and repositories helps developing countries counter the high costs of commercial publishing: there are 390+ open repositories and 2,500+ open access journals in EIFL partner countries. Training and advocacy – nationally and internationally – have been a major focus.

Open source software can help libraries in developing countries combat inadequate ICT infrastructure and technology, exorbitant licensing fees, and lack of relevant IT skills. EIFL provides guidance so partners can implement open source software. Successful project sites include the University of Zimbabwe, where two computer accessibility products – Virtual Magnifying Glass and Balabolka, a text-to-speech tool – have been enthusiastically received by patrons with disabilities. The university's experience with these free alternatives to costly commercial screen-reading software has attracted widespread interest.

Copyright is another priority. EIFL provides training and resources, including Copyright for Librarians ([http://cyber.law.harvard.edu/copyrightforlibrarians/Main\\_Page](http://cyber.law.harvard.edu/copyrightforlibrarians/Main_Page)), an online, open curriculum course developed with the Berkman Center for Internet & Society at Harvard University. EIFL copyright librarians are present in most partner countries and the organization has been involved in international policy-making at the UN World Intellectual Property Organization.

## Sustainable Community Development

Technology can help public libraries reach out to under-served communities. But in some countries where communities' needs are greatest, libraries do not have adequate resources. EIFL's three-year Public Library Innovation Program – funded by \$1.4 million from the Bill & Melinda Gates Foundation – attracted more than 300 applicants from around the world. The 12 successful grant recipients included projects in Africa, Asia, Europe, and Latin America. In Chile, the Panguipulli Public Library uses ICTs to reach farmers in remote regions who can then access agricultural information to improve production and marketing techniques. More than 200 farmers have been trained in digital literacy and many are participating in a social network on rural agribusiness. In the town of Radovis, Macedonia, where the unemployment rate is 20 percent, the public library partnered with local organizations to develop a career training centre: dozens of job-seekers have since found work. And in a remote district of Cambodia, an oral history project at Lveate Centrestone Library is preserving the stories of survivors of the brutal Khmer Rouge regime.

EIFL is financially supported by foundations, private donors, and membership fees. Calculated according to a country's gross domestic product, gross national income and the education index, yearly membership fees range from 371 to 5,304 EUR. To learn more about EIFL, visit [www.eifl.net](http://www.eifl.net).

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# CANADA'S FIRST NATIONAL VIRTUAL HEALTH LIBRARY

We all hope that our health care is based on current best practice. Yet, while 50 percent of health practitioners in Canada have extensive access to services and e-resources via university affiliations or association memberships, many have limited, or no, access to the information needed to support such practice. Practitioners, like everyone, have access to a myriad of free online resources. However, there is no collection that aggregates the highest quality information from all these sites. To address such challenges using a coordinated approach, the Canadian Health Libraries Association (CHLA/ABSC) initiated the Canadian Virtual Health Library / Bibliothèque virtuelle canadienne de la santé (CVHL/BVCS). Recently, the CVHL/BVCS became a non-profit corporation and a 12-member board of directors took up the work of the CHLA/ABSC Task Force. Funded in 2010 for three years by the Canadian Institutes of Health Research (CIHR), CVHL/BVCS will become self-sustaining over time.

Through a national licensing program that administers Canada-wide licenses to core information resources, Canada's health professionals, wherever they are in Canada and whatever their affiliation – university, hospital, or other organization – will have ready access to the information they need.

As the concept for CVHL/BVCS developed, we received many questions from librarians and decision-makers across Canada. We present a selection of those questions below. If you have other questions, please contact the authors or submit feedback through the bilingual website ([cvhl-bvcs.ca](http://cvhl-bvcs.ca)).

By [Patrick Ellis](#) and [Jennifer Bayne](#)

## What is the CVHL/BVCS vision?

To support equitable access to high-quality health information resources for all Canadian health professionals to improve health outcomes and patient safety.

## What is the business model of CVHL/BVCS?

The CVHL/BVCS model is library-based, a network of networks. Initially focused on health libraries, it enables consortia to work together to consolidate licensing at the pan-Canadian level for selected resources. Participating consortia are called Network Subscribers. The model is structured as a cost-recovery, opt in/out network of networks with no membership fees. Revenue to support the operation of the CVHL/BVCS is generated from savings from consolidating licensing. Over time, the Network Subscribers will determine how health practitioners with “unmet information needs” will be served.

## How will CVHL/BVCS impact provincial consortia and local libraries?

The primary role of CVHL/BVCS is to link, leverage, and coordinate the strong base of health resources and services already in place to create a suite of resources and services that

will be nationally accessible. Our goal is to enhance and expand access, while reducing costs for consortia and libraries. Individual libraries will continue to subscribe to their health information resources directly through their consortium or association. Through CVHL/BVCS, network consortia will in turn have the opportunity to participate in nationally coordinated purchases and services. CVHL/BVCS will not work directly with individuals and individual organizations (e.g., hospitals, colleges) but instead, when possible, will direct them to an appropriate licensing affiliation.

### Will consumer health content be included?

Although CVHL/BVCS's initial focus is health practitioners, we anticipate that the content provided via the website (and eventually a portal) will be shared with consumers and patients through their practitioner. And of course, the free content is accessible to all who wish to search it.

### What other services are planned?


Over time and with the participation of the Network Subscribers and board, the CVHL/BVCS hopes to offer referral and ask-a-librarian services, document delivery, and training, particularly for practitioners without such services now.

### How can I participate?

Visit and register at [cvhl-bvcs.ca](http://cvhl-bvcs.ca). Tell us how we can improve the site and how we can best serve your users who may be the very health practitioners we are focusing on. Please direct your users to the site. The free resources gathered there were selected by an expert panel of health librarians. Those resources are continuously updated and will be supplemented by licensed content as it becomes available. We want to hear from you!

.....  
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“The content provided via the website (and eventually a portal) will be shared with consumers and patients through their practitioner.”



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# We're in the Service Business, and So Are DIY and NDIAA

By Maggie Weaver

When I worked in the business library of a chemical company many years ago, it bothered me that the masses of material on marketing didn't seem relevant to my library.

That's because we're a service business, and services have unique attributes that make their marketing, and indeed their survival rates, totally different from goods-producing entities.

Some of the attributes work for us, and some against us.

Working for us is the attribute of "indivisibility" – the customer doesn't distinguish the service from the server. The credit for good service is all ours. We just have to make sure that we servers are clearly identified with the service. One US government agency tried to replace its library with an online service, not realizing that the online service came from that same library. Visibility is everything – we can't just be names on an organization chart and numbers on a payroll.

But another attribute works against us: All services are easily matched by competing suppliers.

Services often don't have big start-up costs, so new competitors appear quickly. In Toronto, discount bookstores set up casually in empty stores with trestle tables, until a "real" tenant is found. By contrast, a manufacturer must make a significant investment in equipment, so an established manufacturer faces less competition from pushy newcomers.

Some services have technology as a competitor – employer investment in smart software causes layoffs in many industries. RFID is probably an example in our industry. But mostly, smart software means people move to a different kind of work – think of the way cataloguing has been changed by database technology. As long as training (whether employer-provided or done on our own dime) keeps us current, we can work alongside the new technologies.

However, the two biggest competitors of a service are Do-It-Yourself (DIY) and Not-Do-It-At-All (NDIAA).

Special libraries particularly are victims of competition from DIY. The special library's clients often know how to do their own research, and will continue to do it even if the employer stops providing library staff to perform that specialized service. But even in an entrenched library system, such as an academic or a public library, DIY competes with library staff. In fact, over the years many libraries have invited DIY in as a partner, as a way to keep total costs under control. We do our best to show that "real" library staff provide a better service than DIY services such as the internet, but our clients and employers often have no way to verify that relative quality.

Competition from NDIAA is inevitable in services whose value is perceived to be relatively low. If my cleaning lady ever leaves me, NDIAA will come right in and take over. Before the dust-bunnies reach ankle level, a “stakeholder” will step in to assess my mental competency, just as parent groups step in when school libraries are disbanded. So it’s important to come to grips with how our own stakeholders measure value.

My house was painted this summer. NDIAA had been on the job for the past 15 years. DIY wasn’t competing for the work, because I’m afraid of heights and don’t have the technology (a long enough ladder). I have no way of telling if Mario and his professionals did good work or excellent, because I know nothing about painting houses. But they kept in touch between the order and the painting date, turned up when they said they would, used drop-cloths over the perennials, laughed at my jokes, and took my cheque with a thank-you and a promise to come back any time. I would recommend them.

We won’t win orders for our services by relying on certificates that testify to what we learned some years ago, or by insisting that “your house really needs professional painting.” We win orders, and repeat orders, by demonstrating that we have an edge over the competing technology and DIY. We should use specific examples of direct impact (“Let me show you the house down the road that I painted last year”), and ask clients to provide references and speak up for us whenever the service we provide comes under scrutiny (“Here’s Mario’s phone number – he’s good, you’ll like him”).

Most importantly, we should work with our stakeholders, whether that’s parents, or scientists, or students, or councillors, so that we understand and influence how they measure the value of our service, and in return ensure their vocal and forceful support for us.

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*Maggie Weaver is a self-employed special librarian, who writes in a personal capacity on behalf of OALT/ABO. [kweaver5478@rogers.com](mailto:kweaver5478@rogers.com)*



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# SEA STACKS: Documenting Atlantic Canadian Books for Youth

By Vivian Howard

I have been working with co-researchers Andrea Schwenke Wyle (Acadia University), Sue Fisher (UNB), and Keith Lawson (Dalhousie University) to develop Sea Stacks ([seastacks.ca](http://seastacks.ca)), a website devoted to contemporary Atlantic Canadian books for children and teens. Contemporary Canadian regional literature has flourished in the past 50 years through the development of small presses, literary journals, and provincial writers' associations. Since 1978 (the publication date of Kevin Major's novel *Hold Fast*, widely considered to be the first contemporary Atlantic Canadian book for youth), Atlantic Canadian authors and illustrators have produced a wide range of quality books, both fiction and nonfiction, in a diversity of formats, which can help young readers to develop their sense of regional culture, identity, and heritage at a time when the globalization of publishing and exposure to non-Canadian media content introduce young people to diverse cultural experiences.

Despite the richness of literary traditions in Atlantic Canada, it appears that local children and youth are not consistently exposed to their own regional literature in classrooms or school libraries. In 2009, I conducted a survey of K-12 public school teachers and school library staff in the Atlantic provinces which revealed that while 94.6 percent of respondents said that it was theoretically important to include regional authors and illustrators in their classrooms, only 48.2 percent reported that they had actually done so in the previous year, and only 19.6 percent stated that they felt well informed about Atlantic Canadian books for youth.

One respondent commented: "It is important for children to see that there are many people in their own geographical area that write, illustrate, and publish literature. I find this encourages young writers and lets them see that this is a viable profession to pursue." Another respondent noted that "children need to see the connections of where they live to the rest of the world. Sometimes children know more about other places than where they live." When asked about their knowledge of Atlantic Canadian children's books, respondents expressed the need for a web-based resource listing regional authors, illustrators, titles, and themes as well as information about curriculum links. One



teacher stated, “I would love to have a list of local authors on a reference website I could go to to search for books related to what I am teaching at any given time. [At the moment] I don’t know who the authors/illustrators are and what their books are called. I would have to have time to do research to find out, and I don’t have that time.”

This study clearly demonstrated that, although information on some well-known regional authors is available on the internet, this information is scattered, inconsistently organized, and erratic in currency, quality, and authority. Teachers and school library staff do not have the time to search out information on a variety of widely dispersed sites and strongly expressed the need to have it collected and organized in an accessible and authoritative online resource.

My survey research provided the impetus for a successful 2009 SSHRC Standard Research Grant proposal, which resulted in a one-year research grant to begin work on a database and prototype web interface for contemporary (1978-2011) English language Atlantic Canadian books for children and teens. The first phase of the Sea Stacks website is now almost complete and includes selected profiles for 25 Atlantic Canadian authors and illustrators (seven from Nova Scotia and six from each of the remaining Atlantic Provinces). The Sea Stacks site provides author or illustrator entries that consist of a brief biography, an annotated list of primary works, and a bibliography of secondary works. The bibliography of primary works is searchable by theme, genre, format, and reading level, making it a valuable

curriculum resource. The longer-term objectives of the project include expanding the website to include videotaped interviews with all profiled authors and illustrators, and including information about the history and context of children’s publishing and book culture in the Atlantic provinces.

### Further Reading

Bainbridge, Joyce, Mike Carbonaro and Nicole Green. “Canadian Children’s Literature: An Alberta Survey.” *The Alberta Journal of Educational Research* 51, no. 4 (2005): 311-327.

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*Vivian Howard is an Associate Professor in the School of Information Management at Dalhousie University, where she teaches classes in reading practices, services, and resources for youth, and management. She is also Associate Dean (Academic) of the Faculty of Management at Dalhousie. [vivian.howard@dal.ca](mailto:vivian.howard@dal.ca)*

# the next generation

STUDENTS LOOK AT THE LIBRARY  
AND INFORMATION COMMUNITY  
WITH FRESH EYES



## Becoming t

What does it take to be a librarian in the 21st century? "A whole galaxy of multi-coloured uppers, downers, screamers, laughs ..." Alas, the field of librarianship is much more staid than the adventures of Hunter S. Thompson in *Fear and Loathing in Las Vegas*.

### Or is it?

As I nervously peruse the job listings across Canada, I am overwhelmed with the degree of versatility and multitasking which most job listings include – you would need to be a one-person library robot to select, acquire, process, catalogue, weed, and reference all at once. You would also need to be a skilled promoter, ideally you'd have tech skills, and would love hustling people for money. I think to perform all these tasks successfully some uppers must indeed be in order!

Seriously, I have spent the past two years doing what a lot of my classmates have labelled as "crazy." I have organized and executed two high-profile internships at the University of Chicago and Harvard, managed a small library on campus (Hart House Library), worked as a virtual reference assistant for askON, co-founded the Toronto Desk Set with Stephen Spong, and worked as a reference assistant at both the Petro Jacyk Centre at the University of Toronto and at the Ontario College of Art and Design University.

By [Katya Pereyaslavskaya](#)

# he IDEAL JOB CANDIDATE

Am I mad? Probably, yes! Is it necessary to acquire these professional skills while at school? Absolutely!

Honestly, I cannot go about parading myself as an ideal example of a librarian, as I have not tested myself in the “real world” and have not yet secured a full-time contract. However my experience seems to make a certain impression. The truth is, I am exceedingly impatient and I have never been able to wait for the iSchool to offer opportunity – I usually make these opportunities myself. In April 2009, when I was accepted to the iSchool, I started making a spreadsheet of the institutions at which I would love to work as an intern in the summer of 2010.

I had a vision of going off somewhere sexy and exciting, where people were edgy and totally awesome. I came up with Chicago. I started contacting librarians in May 2009. I planned ahead five to nine months, so as to create a rolling agenda of deadlines and targets. Starting with zero connections and looking to build my own network, I jumped right in attending events and conferences, writing and publishing, and starting my own blog (<http://socialitlibrarian.blogspot.com/>).

I did everything I could. Going to conferences alone will not allow you the type of opportunities and learning that organizing a Dine Around event through SLA would. You have to keep in mind that as a student, you typically have zero certainty as to where you will eventually find employment, so diversifying skills

is a must. I had a checklist of practical skills I wanted to build: reference, cataloguing, promotional work, and management were at the top. The likelihood of taking Introduction to Bibliographic Control and somehow miraculously knowing how to put the theory to practice is very slim. Cataloguing is really picky, detail-oriented work, especially in foreign languages or in working with rare books. Reference work is no walk in the park, either. When a patron is impatiently standing in front of you, you know you are running out of time and have to present some results. Management? Let's not even go there!

What I am trying to convey is how multifaceted a fresh graduate has to be in order to even be eligible to apply for a job, let alone secure something quickly. In an increasingly competitive economy, you have to be able to offer something more than the other applicants in your “maybe” pile – charm, tact, good people skills, and most importantly a wonderful sense of humour. While I may not have been able to tick off every box to become the ideal candidate, I have certainly done my best to try.

.....  
*Katya Pereyaslavskaya holds a B.A. Hons and M.A. in Fine Art History, University of Toronto, and an M.I., Faculty of Information, University of Toronto. [katya.pereyaslavskaya@gmail.com](mailto:katya.pereyaslavskaya@gmail.com)*

# the last word

## THE LIBRARIAN'S SECRET

By *Alessya* Quattrociochi

I was curious (and perhaps bored) one day, so I decided to Google what the most dangerous and violent jobs in the world are. Some of the obvious came up, like police officer or miner, but then there were some that I had never really thought of, such as fisherman or garbage collector. And then I thought of one more: librarian! Now, I can feel some eyes rolling from the other side of this magazine, but I am being serious! Customer service is not all peaches and cream. I am willing to argue that the job of librarian should be in the top three of the most dangerous jobs in the world. And the only thing keeping it from first place is the fact that I don't actually know a librarian who has literally died on the job ... yet.

### Never Cross a Customer

If you haven't heard of the infamous "crossbow incident" that recently occurred in a public library, there's no need for me to recap because it's easy to find the story online. But it was a story that shed light on a secret that library workers have been keeping for years: that violence in the library occurs regularly. Strictly from my own personal experience, I have witnessed a librarian being punched, had coffee thrown at me, books dropped on staff from the second floor, large knives found in children's knapsacks, and of course, verbal abuse, which is now so common that it's not even blinked at. Librarians have to have a very thick shell or the job inevitably becomes emotionally volatile and can drain the life out of you.

Now it's obvious that a lot of the animosity coming from the other side of the reference desk is because we're in customer service and so any time one works in that industry there are going to be good and bad days. But I am willing to go out on a limb and say that working in a library sees more bad than good days, as compared to let's say the retail industry. Whether it's a by-product of the government's beliefs or something society created, libraries are held to a high standard within their communities. Libraries are given the reputation that anyone can walk in and get help with anything they want and that the friendly librarians will be able to do this for them. Unfortunately, although this isn't the reality, because people truly believe it. Some ask for résumé-typing, archival inquiries, computer

software assistance, and phone calls to their probation officers, to name a few. We are expected to be experts in everything and when the patron realizes that we are not, this is when the tension begins. It is the discrepancy between the expectations people walk in with and the reality that is. And unfortunately for me, this can sometimes mean a phone being thrown across the desk.

### You're So Lucky You Read All Day

My intention was not to create an article that discouraged or depressed librarians or future librarians, but the more I hear others make the comment that being a librarian must be such an ideal job because "you get to read all day" and because "it must be so quiet and relaxing," I have this desire to bring them for Take Your Kids to Work Day so they can see what really goes on!

But what can truly be done about violence in this workplace? I would say the main thing is raising awareness about what's going on and getting the message across that it's not okay. There are friendly librarians who go above and beyond their duties because they love what they do, but if for some reason they're unable to fulfill a patron's desires, it's not the end of the world. Canada is full of services paid for by your tax dollars that may actually specialize in what the patron is looking for. If a librarian refers a patron there, it shouldn't be okay for them to get upset because they have to make another phone call – and hopefully they will be appreciative of the directive reference help that the librarian was able to provide. It may be surprising to learn that not all those at the top of the hierarchy feel this way and I think that greater staff support can help workers build that extra skin to deal well with emotional situations when they arise.

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