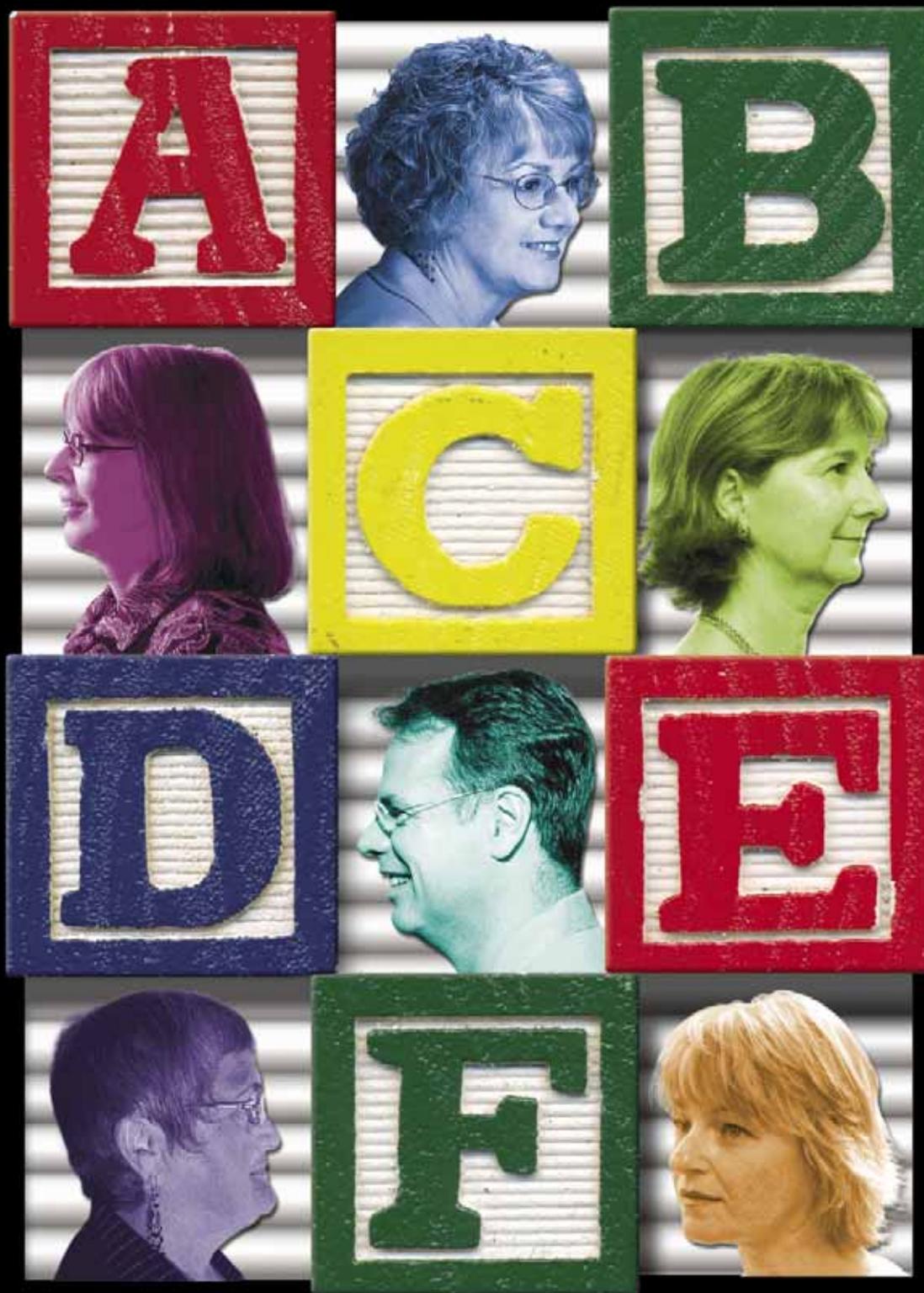


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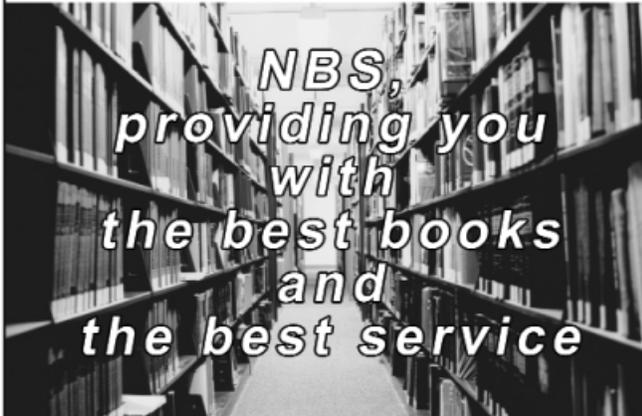
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Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION

Burlington Kids' Site Wins ALA Award

Burlington Public Library's Web site for kids of all ages is one of 16 winning Web sites selected from more than 500 entries across North America by the American Library Association's Great Web Sites for Kids Committee. Great Web Sites for Kids are those considered the best Web sites for children up to the age of 14, outstanding in both content and conception

"One of our goals is to provide access to quality resources suitable for elementary-level researchers," says Sandi Burgess, co-ordinator of Web & Electronic Resources. "We're delighted to have received this recognition from the ALA for our efforts." The new site includes special features that set BPL Kids apart from other children's sites as a learning resource, including the BPL Tots ePicture Book series, and the expanded and improved BPL Kids Book Reviews and Homework Help sections.

<www.bpl.on.ca> and clicking on 'Kids'. On the ALA Web site, go to <www.ala.org/greatsites> and look for Burlington Public Library under the 'Library Sites' section.

Lindsay Celebrates its 100th Birthday



On June 28, 1904, the Lindsay Public Library was formally opened to the public without fanfare. One hundred years later on Sat., June 26, 2004, the Friends of the Lindsay Library celebrated this official opening. Special guests in attendance included Robert McConney from Barrie, grandson of Edwin Austin Hardy, secretary of the library board in 1904 (and president of OLA in 1925-26); and Mrs. Dorothy Sylvester from Markham, granddaughter of William Flavelle, member of the Library building committee in 1904. Also in attendance were City of Kawartha Lakes Mayor Barb Kelly, MP John O'Reilly, MPP Laurie Scott and representatives from the Historical Society, Lindsay Gallery, LACAC, and members of the Friends wearing period costume. All enjoyed musical entertainment from Tunes From the Past. Historical information was on display in the Carnegie Library, which currently houses the Boys and Girls Department, and invited guests enjoyed a light lunch and social time.



Picton's new Cyber Room for Teens

Staff and patrons of the Picton branch of the County of Prince Edward Public Library have a new teen room. Given the Teen Advisory Board, Summer Book Club and 10 summer programs, the Teen Room has been a busy spot. The computers never go unused, the large meeting table is the hub for hanging out and the summer reads are flying off the shelf. Consciously striving to add teens to the mix has been a new growth experience for both the library and its expanding group of teen patrons. The ways teens can grow are only limited by their own imaginations and by the effort made by library staff to offer them books, programs and behaviour guidelines that suit them. Mutual growth projects include the Mehndi Creative Body Art program, Manga Mural Madness, and the Summer Art Show for Artists Under 25. <teenroom@peclibrary.org>



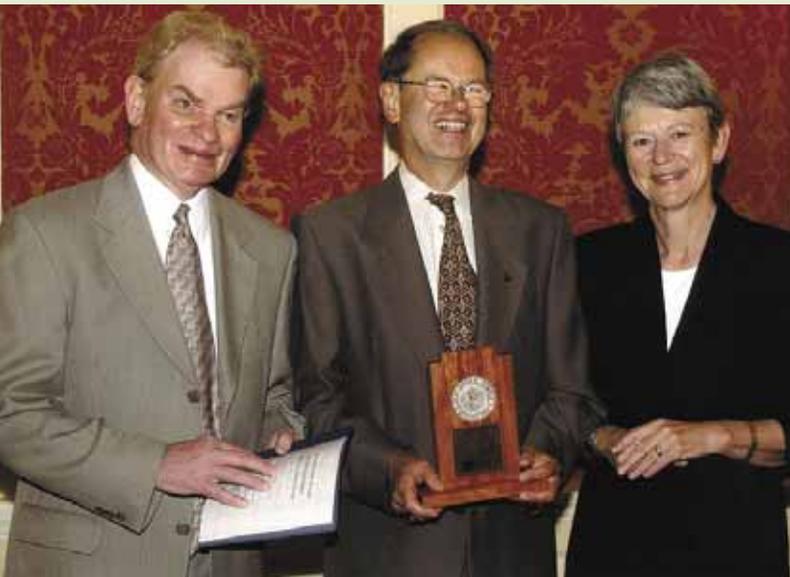
Seneca College Launches ENCompass for Resource Access

Seneca College has deployed a federated search service powered by Endeavor's ENCompass Resource Access product. Federated search services (also known as broadcast, meta or multi-protocol searching) such as ENCompass enable digital libraries to develop a single, simple user interface to search library catalogues, popular Web search engines, literature abstracts and indexes, information aggregator

services, e-journal databases, and local digital information repositories. Although the technology (and its deployment) is in its infancy and is fraught with developmental limitations, it provides a simple user interface to digital libraries for searchers. One search is required, and there's only one list of retrieved alternatives to consider, based on submitted search criteria.

Ontario Snapshot

National Broadcast Reading Service Wins Dayton Forman Award



CNIB's Dayton M. Forman Award was presented to The National Broadcast Reading Service (NBRS), which operates VoicePrint Canada and AudioVision Canada to overcome the problems of access to materials for blind, visually impaired and otherwise print-disabled Canadians. VoicePrint Canada uses hundreds of volunteers to produce audio versions of news information from more than 100 daily and community newspapers and magazines. The audio, popular with many sighted people, is heard through cable companies, direct-to-home satellite audio channels and on the VoicePrint Canada Web site.

The described video service created by AudioVision Canada under the NBRS mandate was the subject of an article in the last issue of *Access*, v. 10.4: pp 40-41. The service adds verbal descriptions to films that clarify what is happening, particularly important in passages where there is little or no dialogue or where visual elements are important to the flow of the story or information.

The award had other connotations for many people since Dr. Dayton Forman, whose rich life the award commemorates, was instrumental in helping establish NBRS in 1989, being its president from 1991-1993.

Editor's note:

Access apologizes for the mangled attribution line that says Ronald Trimbee, purported author of the article on described video, won the Forman award. NBRS actually won the award. A phone miscommunication as we went to press led to the error. "Video Description", *Access*, v. 10:4, pp. 40-41 was written by Arnold Chiari, not Ronald Trimbee, whose name *Access* had been given when we went to press.

A Guide to Getting Good Information

Staff in Toronto Public Library's Adult Literacy Services Department compiled and tested the *Guide to Getting Good Information: A Step-by-Step Manual for Literacy Instructors* as part of its mandate to connect adult literacy learners with library services. The goal of this curriculum guide is to create an opportunity for adults to learn the skills they need to access information and, ultimately, to make independent use of the public library. Suitable for classroom or class-visit instructors, the guide offers exercises for developing basic library and research skills, definitions of key terms, and strategies for locating government, health and community information. Exercises are intended for adults in literacy programs, but can be easily adapted for ESL students

and young adults.

The first session, How to Choose a Good Book, was offered during the first Metro Toronto Movement for Literacy Learners Conference, Learners Learning Together in June. Based on the enthusiastic response from participants, the session became the initial chapter in the guide. Sessions two through eight were tested by six Toronto District School Board Literacy and Basic Skills classes. Suggested revisions were adopted and classroom comments from instructors and students appear throughout the text. The guide is now available chapter by chapter in .pdf format on the Toronto Public Library Web site <www.tpl.toronto.on.ca>. Select Special Services and then go to Adult Literacy Services to find the guide.



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The One Tonne Challenge

Vaughan Public Libraries is leading community participation in the One Tonne Challenge, part of the federal government's program to achieve the national Kyoto Protocol commitment to reduce greenhouse gas emission in Canada to 1990 levels. The One Tonne Challenge draws attention to the average Canadian's responsibility for generating, on average, five tonnes of greenhouse gases annually. The 'challenge' is to reduce these emissions by one tonne (1,000 kilograms) per person.

For the last 12 months, Vaughan Public Libraries have been building Access Kyoto, a special collection focusing on the human impact on air quality and the environment, and on resources that offer practical solutions to the challenge of reducing emissions in industry, business and daily life. Integral to the vision for the collection is that the

libraries will proactively engage residents and corporations in using the information in Access Kyoto as a resource for initiating change. The library will develop teams of local residents who will use the information resources available through the library to find out how to make changes in their daily lives to reach the one tonne target.

Frances Stocker, strategic development officer at VPL is responsible for the Access Kyoto project. "Vaughan Public Libraries believe that this is a model program," she says. "It will provide an excellent opportunity to demonstrate in the most practical way that information obtained from the public library can be key to achieving personal goals. Once the teams are established, they will be encouraged to spread the word, and act as catalysts for further participation throughout Vaughan."



Book Clubs in the Bag

Thunder Bay Public Library has inaugurated Book Clubs in a Bag. With the support of the Friends of TBPL, the library purchased 10 paperback copies of 10 titles, and put them in Friends of TBPL book bags with discussion questions and author information. Each bag has a luggage tag with a barcode for signing out to individual book club members. To allow for reading and meeting time, the bags are loaned for six weeks. To get book clubs to register, the library is planning a mass book club meeting this fall during Public Library Week. <www.tbpl.ca> Search under Find Books, then Book Clubs.

Library Wins Ontario Genealogical Society's Award of Merit

The Mississauga Library System received an Ontario Genealogical Society Award of Merit "for supporting the establishment and operation of an extensive regional genealogical research facility in the Mississauga area by providing space, equipment and staff support, thereby furthering genealogical research in Ontario." Ted Sharp and Karen Black from the Central Library's Arts and Literature Department accepted the award in the spring. <www.mississauga.ca/library>.

Markham's Past Comes Alive

Markham Public Libraries has partnered with Cold North Wind Inc. and the York Region Newspaper Group to make 140 years of news in the *Markham Economist & Sun* available on the Internet. Anyone with an MPL card can now access the newspaper's content through MPL's Web site <www.markhampubliclibraries.ca>. All Markham's Libraries offer free Internet access, as well as in-house access to the documents of the Lunau Heritage Resource Centre. The information will also be accessible through the community Web site of the *Markham Economist & Sun*, <www.yorkregion.com>.

TALES from the FRONT LINES All True!

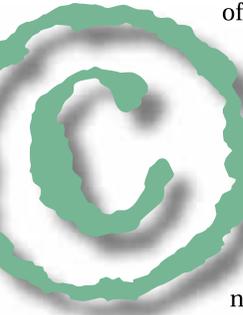




Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

Copyright ©



Liza Frulla, a Quebec-based Liberal who was Minister of Social Development in the last government, is the new Minister of Heritage. She sat on the standing committee on Canadian Heritage during last year's disturbing copyright debates. The minutes of the committee's deliberations on June 17, 2003, show that she supported the inclusion of the infamous Clauses 21 and 22 defying the agreement that had been reached with the opposition members of the committee at the previous meeting. Both the new Minister and the new parliamentary assistant, Sarmite Bulte, strongly supported the passage of these clauses. At first glance, this is not encouraging for users of copyright looking for a fair hearing and balanced legislation.

David Emerson, the new minister for Industry Canada, is new to the House of Commons and is not a known quantity on copyright issues. Former Minister Perrin Beatty is quoted as saying Emerson's appointment is a "major step forward."

In the meantime, Access Copyright has filed its request with the Copyright Board to increase fees to schools from \$2.30 per full-time student to \$12.00 per full-time student. This staggering increase was greeted at the Canadian School Boards' Association conference this summer with intense distress. The OLA board of directors has registered its objection to the board and OLA school members have been asked to protest before a decision is made.

School Libraries

OLA subsidized and designed a booth for school libraries at the Canadian School Boards' Association conference in Toronto this summer. Officially featured in the booth were the Canadian Coalition for School Libraries, the Ontario Coalition for School Libraries and the Ontario School Library Association. Volunteering were university librarian Janet Kaufman, former OSLA president Sya Van Geest, current Ontario Coalition co-chair Liz Kerr, Canadian Coalition executive director Helena Aalto, and current OSLA president Roberta Henley. The booth was the only one devoted to a major school issue and enjoyed considerable traffic and interest. Planners were very pleased with the quality of discussion and see this advocacy effort as a very positive venture. Personal letters have been sent to all delegates to reinforce the booth's messages.

The Ontario Digital Library

The Ontario Digital Library working group has met with Toronto Public Library to discuss the role of the Virtual Reference Library in ODL services. Other interesting programs that have been visited include the Virtual Call Centre of the Ontario Rental Housing Tribunal, and the Bibliocentre's federated searching and video streaming capabilities. Meetings with IBM and Microsoft have discussed commercial partnership. Government meetings have also continued with the Ministry of Training, Colleges and Universities, the Ministry of Children's Services and the Ministry of Culture. Benchmarks for proceeding with the ODL Project were to be established with the government at the end of August.

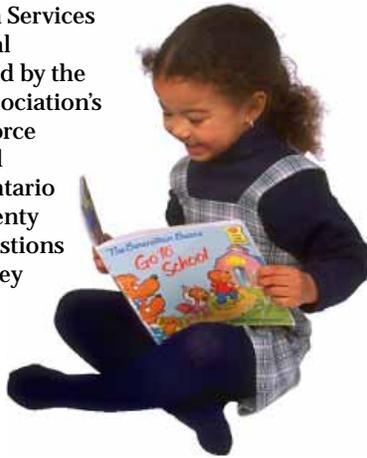
Radio-Based Marketing Program for Libraries Being Tested in OLA Pilot This Winter

OLA's Libraries Advance Ontario Task Force was besieged with offers to host a pilot for a new radio-based marketing campaign for libraries. The regionally based project will co-ordinate local efforts to further public recognition of the @ your library brand. OLA will fully fund the radio announcements targeted to happen in January and February. A range of materials developed to support the radio commercials will be tested in the chosen area's public, school, college and university libraries. The OLA will provide matching funds to support specific value-added local activities that augment the radio messages. The name of the winning area chosen for the pilot, a profile of what is planned, the obligations of area libraries and of the OLA, and other details may be found at the @ your library® pages on the OLA Web site.



A new OLA Ontario Survey of Public Library Services for Young People

The Children's and Youth Services Benchmarks and Statistical Report has been completed by the Ontario Public Library Association's Children's Services Task Force from information received from public libraries in Ontario in 2003. One hundred seventy libraries participated. Questions were based on a 1997 survey of children's services that were expanded to include youth services.



The Education Institute

The catalogue of sessions for the 2004-2005 Education Institute is being distributed to members in this mailing if everything has gone according to plan. The list of program providers has expanded dramatically with the inclusion of the British Columbia Library Association, the Library Association of Alberta and the Saskatchewan Library Association in the planning process. The Education Institute's Canadian program development partners include such prominent library people as Pat Cavill (Alberta), Ken Haycock (BC), Darlene Fichter (Saskatchewan), Jane Dysart, Rebecca Jones and Ken Settington (Ontario). Rita Vine's Workingfaster.com and Sya Van Geest, OLA's first program development partners, have more than 30 sessions of remarkable quality in this year's schedule. Since this is a dynamic program, new offerings will appear throughout the year

First Steps to a New Program

The first investigative stages of a year-round mentoring program for OLA have been set. Teleconference discussions are planned with those who have participated in conference mentoring, both mentors and mentees, to gain some perspective on attitudes. A request for current OLA members to buddy new members as they join went out in August. The emphasis of the mentoring program will be on those already working in positions, who need help establishing themselves or working with their new peers.

Research Projects Receiving Funding From OLA

The 3Rs project surveyed those actively working in library and information services during the summer. A second report is to be available this fall.

The Public Library Children's Services project led by Adele Fasick is nearing completion.

Literacy: The OLA's Forest of Reading programs

All six reading programs have had large and small committees working throughout the summer to select the titles for the 2004-2005 year. All lists of nominated titles are to be completed by mid-September to allow them to be included in the general promotion of the programs in the fall. The target for distribution has been the OLA booths at Word on the Street in Toronto and Kitchener in late September.

The new program for adults is being called Evergreen. The forest grows.

OLA and AlphaPlus have applied for a Canada Post literacy grant to pay for the books used in the Golden Oak program. The result of the application was not known at the time of writing.

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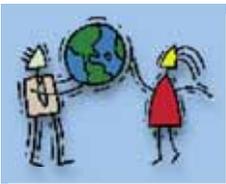


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The World Outside

OBSERVATIONS ON NATIONAL AND INTERNATIONAL LIBRARY EVENTS AND PROGRAMS

News From The World's Library Associations



This issue's column brings news of a number of activities of other library associations and groups at the national, provincial and local levels. As you might expect, our associations focus on a wide breadth of issues that are of concern to their members. However, as with much of the work that OLA does, the results of these activities can be beneficial to other associations and groups and to the profession at large.

TALL Advocates for Policy on Government Web sites

The Toronto Association of Law Librarians, an association of 280 law librarians working in law firm, academic, government and corporate legal libraries, recently undertook a significant advocacy effort aimed at ensuring that electronic government documents published by the Province of Ontario are available on a long-term basis to Ontario's libraries.

In their letter sent to Members of Parliament and ministries, the association noted that following the recent provincial election "access to many documents such as press releases and government background papers [had] disappeared from ministry websites as new government ministers overhaul department Web sites."

The association has called for the development of an official retention policy for Ontario Government Web sites and a reinstatement of the documents removed. The letter also contained an evaluation conducted by TALL members of Ontario government Web sites that ranked the performance of each departmental site in archiving government press releases and documents.

The issue was raised in the Legislative Assembly and has been referred to Ontario's Information and Privacy Commissioner for consideration.

OGLC is Revitalized

The association for Ontario's government libraries has been revived and revitalized. Created in 1970, the Ontario Government Libraries Council (OGLC) has long been a networking group and advocate for libraries in the Ontario Government. Since the late 1990s the council has been less active, but plans are underway to change with the recent election of an executive who is preparing a new set of bylaws and will be undertaking a number of activities to get Ontario's government libraries working more closely together and with other library partners. The new Chair of the OGLC is Simon Loban of the Ministry of Education and the Ministry of Colleges, Training and Universities.

CNSLP Changes Name and Expands Membership

The Canadian National Site Licensing Project has a new name and has been incorporated as a not-for-profit program of Canadian universities. CNSLP was created in 2000 with seed funding totaling \$50 million from the Canadian Foundation for Innovation, provincial and regional government sources, and 64 of Canada's research universities. Through the consortia more than 2200 scholarly journals and research database have been made available to university libraries across the country.

As the new Canadian Research Knowledge Network (CRKN), the program will continue to develop partnerships among university researchers, librarians, administrators and national associations. CRKN will open its membership to

By Vicki Whitmell

additional degree-granting institutions and has expanded its board of directors to include designates of regional and national organizations, including the Canadian Association of Research Libraries, the Ontario Council of University Libraries (Michael Ridley, a past president of OLA, is the OCUL representative), the Council of Prairie and Pacific University Libraries and the Association of Universities and Colleges of Canada.

Seen as a model for many other library consortia because of the success that it has had in gaining access to a large number of electronic products, this move by CRKN will be watched as it moves to a new stage of activity and reviews its revenue models and product offerings.

Succession Planning Study Released

The issue of succession planning is moving to the forefront of the library profession's issues and concerns. To date, much of the thinking about the possible impact of the retirement of baby boomers on all types of libraries has been hampered by lack of detailed information and statistics on the numbers that are anticipated to be leaving the profession in the next few years. It is hoped that a joint study by the Canadian Library Association, the Canadian Council of Archives, L'Association pour l'avancement des sciences et des techniques de la documentation, and the Canadian Museums Association, entitled *The Future of Heritage Work in Canada*, will provide the information needed for libraries to plan in anticipation of those retiring from libraries as well as preparing for those who will be joining libraries over the next five to 10 years.

A draft report on the project was released this spring, with additional surveys being carried out across the country in heritage institutions during the summer months. Rather surprisingly, early results indicate that there is not a looming staffing crisis in libraries given that less than 10 per cent of the librarian workforce have retired in the past five years and that libraries have not had difficulties in recruiting for the vacant positions. This counters much of the writing in the library literature, business journals and media about the huge impact on libraries and the general workforce with the expected retirements and a smaller workforce that follows the baby boomers. Academic libraries, in particular, have shown evidence that a large number of its professionals will seek retirement in the next few years. It is hoped that the next phase of the study will be able to provide more detailed statistics and analysis of the situation.

Vicki Whitmell is Legislative Librarian of Ontario and was Executive Director of the Canadian Library Association.

Travels Abroad: The London Library

By Frances Davidson-Arnott



Late on a wet and dull Friday afternoon in November, with the light failing and evening approaching, my entrance into St. James's Square had the air of a classical British mystery novel. Despite its proximity to Piccadilly Circus, the elegant and beautifully proportioned square is a quiet refuge from the noise and activity of London. The London Library occupies one corner and appears small from the square but it goes back a long way and is surprisingly large inside.

This is not a public library but a rare beast in the library world, an independent library with members who join for a fee. Started in 1841, its subject areas are largely in the humanities—especially literature and history—but it has books and periodicals on a wide range of topics, including science and technology. Most of the material (more than one million volumes) is housed in open stacks using an idiosyncratic classification system that works. It is very much a working library and materials are there to be used and borrowed, even quite rare materials.

Inside the library the feeling is electric. Even late on a wet Friday afternoon there were a good number of readers busily searching the online catalogue, finding books and working quietly in the reading room. It was joyous to be in a library where people are happily occupied pursuing their research interests.

Most of the members are writers who live in England. The circulation limits are very generous and mail service is available, mainly within England. The current basic membership fee is 170 pounds a year (\$415). Not bad! Short-term memberships are available.

For the members, this library supplements other specialist libraries and serves a client base not well-served in public libraries. They are often without access to academic collections. This library has fast access and personal service not found at the British Library. The customer service attitude demonstrated by staff is remarkable. They display service without servitude and there was respect and warmth in the interactions, a sense of camaraderie in the pursuit of knowledge. The staff and patrons are on the same team! The staff is well-qualified and well-paid and stay for a long time.

This library is a librarian's vision of heaven, a beautiful, lively but quiet library with a great collection and intelligent, pleasant clients who appreciate the staff.

For more information visit www.londonlibrary.co.uk.



View from the Top

LIBRARY LEADERS COMMENT ON THE PROFESSION AND THE FUTURE

Or... A View from the Side!

Richard Malinski is in golf and travel mode having just retired from Ryerson University. However, retirement for Richard is probably going to follow in the mode of his career: variety and lots of it. Throughout the last 35 years of his career, Richard has attended and/or worked at six universities across Canada, completed a stint as a cartographer in his early years, of late been Director of Distance Education within Continuing Education at Ryerson, and recently returned to the ranks as a librarian in Ryerson University Library. Richard continues to teach organizational behaviour online, to participate in course development projects locally and internationally, and to volunteer his time.

By Richard Malinski

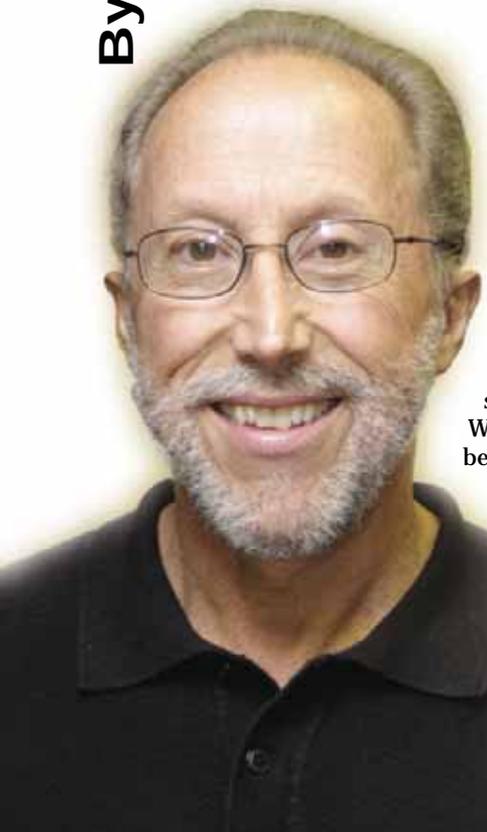
In the whirlwind days of my first month of retirement, I'm struck again and again by the relevancy of a library career. Really! Don't just take it from me, look back at some of these columns. Lynne Howarth notes that nearly half of the FIS graduates are employed outside the field. Wisdom applied no matter the venue! Wendy Newman brings us back to the suitability of our values in this turbulent information age. Sound principles provide a touchstone for life! Ken Roberts sees the worth in developing and sustaining our relationships and recognizing our obligations to others. Librarians as builders of community! In other words, we are more than markers and parkers of books. We are an integral and vitally active part of our ever changing world. What could be more relevant than that?

This position has not come recently or easily. Librarians stay in touch with the goings-on in the community to understand it, to serve it and to incorporate those techniques from it that assist us. Looking back over the last 30 years, the integration of computers for circulation, in cataloguing, and for database searching are most evident. Before that there was just as much use of different technologies because we were and still are inveterate experimenters. We didn't just use the technologies because we liked new technologies. Hmm? Perhaps for some that was the reason! We didn't use them just to make our work easier. Ha! Implementing new technology and ease of work

probably seems like an oxymoron to many. No! We did so because we were and remain curious about our community. Knowing who they are and what they want pushes us ever onwards to service that fits. It is this broader perspective, a looking outward with strong values and a purpose to serving our community that was and is our mainstay.

How does the library world continue in this vain? Library work draws many of us because we already have, either consciously or unconsciously, an inkling of some of the benefits. To some it may provide the link to the world of information out of which come belongingness and connectedness. I can attest to this after having returned to library work from my non-library positions. To some, however, there may be a sense of structure and control. In my early days it was the cataloguers who were the nit-picky types with a copy of AACR under their arms but today it is the systems types with their arcane scripts and algorithms. From this, I guess that you can infer I spent most of my time in reference. Nevertheless, the structure and control issue led us to clarifying our positions and developing a strong set of realistic, achievable goals. The free access to information, for example, is one that is held strongly by most of us! Many of use just like to work with others and so were drawn to library work by a sense of community service. This may sound hockey or seem maudlin but I see it throughout our libraries and I'm glad it's there.

Even though there are these attractions, it is still not easy either to establish such a position or to maintain it. Just having an inclination of a benefit or a predisposition to particular work doesn't get us through library school! Nor does it keep us up with what is happening in the community. For many of us library school is just the beginning of informal learning and, for many, of our formal education. Workshops, seminars, and/or advanced degrees are



a continuing diet. More and more focus groups and user surveys assist us in delving into our community to assess what is expected, what is needed, and what is wished for. Adding these data to other forms of feedback make allocating our often diminishing budgets no easy chore but librarians are up to it. In addition, establishing sound principles while trying to foster a neutral space, may seem impossible. However, through diligent work building comfortable and honest relationships, librarians continue to maintain this important and valuable position.

Relevance above means a lot of hard work reflecting on librarianship, seeking out views of others, and planning for change ahead. In other words, it means being ever vigilant. I see the librarians I know today ready for this hard but immeasurably exciting work. The relevance of a library career however, means more to me. It means an integration of work and life. This is not to say the submersion of life into work but a co-existence, a scaffolding of the ideas and views of one upon the other. As a consequence of this duality, I feel I can say there are always new vistas opening and in need of investigation. Library work seems to present these opportunities. I hope that others are taking advantage of them. I feel that many librarians have this supportive relationship established already because, as I said above, many are already predisposed towards it. I see also that many are taking advantage of the opportunities to explore. All of this makes me look forward to the coming years as librarians integrate new technologies into their libraries, develop new services for their users and continue to play a vital role in their communities.

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and Ontario Together*



RITA VINE,
Workingfaster.com, Toronto
EI specialization: The Internet:
Searching and content evaluation.

Rita Vine is a professional librarian and one of North America's best-known Internet search trainers. She is co-founder of Education Institute partner Workingfaster.com, which helps professionals break through the clutter of the Internet to find information that matters. Rita oversees all aspects of the Education Institute's online courses, and works with the instructors to plan and deliver high quality programs. Rita is also the lead selector of the Search Portfolio (<http://www.searchportfolio.com>), a best-of-the-web selection service for libraries and organizations.



Alberta – British Columbia
– Saskatchewan – Ontario!
These are the library
associations in The Partnership,
a new business relationship
designed to expand services to
members across the country
and to contribute to association
financial stability. Every time
members of any one of these
associations avail themselves of
The Partnership's services, they
not only get a powerful program
but they contribute to the
well-being of their province's
association.

By Maria Ripley

BUILDING BLOCKS TO A



PAT CAVILL,
Pat Cavill & Associates, Calgary
EI specialization: Small and urban libraries

Pat Cavill has more than 30 years' experience as a library consultant and a library director in rural and urban Saskatchewan and Alberta. Prior to becoming a full-time, self-employed consultant in 1991, Cavill was Assistant Director of the Calgary Public Library. She is a past president of the Saskatchewan, Alberta

and Canadian Library Associations. She has been part of the planning team and the chief facilitator of the Northern Exposure to Leadership (NEL) since its inception.

Pat Cavill's consulting practice focuses on advocacy, leadership, marketing, planning and ethics for all types of libraries across Canada and the U.S. Pat led the national team that developed Canada's Library Advocacy Now! program and developed the national advocacy plan for the American Association of School Librarians.

She has received many awards from Library Associations, the most recent being ALA's first Ken Haycock Award in 2004 for promoting librarianship. She is also a recipient of the Queen's Golden Jubilee Medal for service to the library community.



SYA VAN GEEST,
Former Library Head, Peel District School Board, Mississauga
EI specialization: Information studies and curriculum planning

Sya Van Geest is an experienced educator. She comes with more than 30 years' of experience as a classroom teacher and teacher-librarian at both elementary and secondary schools, a curriculum consultant and author, course instructor in

qualifying courses for teacher-librarians, workshop leader, guest lecturer and public speaker, storyteller and Forest of Trees reviewer. There probably hasn't been an OLA conference program in the last 15 years that hasn't included one or more sessions by Sya. She continues to be active and is much in demand to share her expertise in diverse areas of librarianship. Sya is a passionate and tireless advocate for school libraries, continuing to provide leadership at the local, regional and provincial level. She was President of the Ontario School Library Association in 2000 and 2001. Sya received OLA's prestigious Distinguished Service Award in 2004.

Start with Bad Times

Through a series of government moves that cut back on the earning power of Ontario librarians in the '90s, the Ontario Library Association teetered on the edge of bankruptcy for more years than anyone cares to think about. All of the 1,900 members lost in that period have been retrieved and then some, but, as members have returned, it has been clear that membership fees are incapable of paying for the association programs that are wanted. As a result, the OLA embarked in the late '90s on a systematic rebuilding of the association's programs and services into money-generating centres that would

- expand member programs and services;
- lower fees for programs where possible;
- keep membership fees low; and
- keep any fee competitive with other providers in the library marketplace.

Not only has this rebuilding of OLA been successful in eliminating the association's \$250,000 debt, it has put the association on a strong financial footing allowing the OLA board of directors to invest more than \$100,000 in its issues in the last three years – issues that include advocacy of the Ontario Digital Library, school libraries, public library boards in community development, First Nations libraries and a number of research projects.

The Partnership

While the rebuilding of the OLA has been necessarily very diverse, only certain programs lend themselves to universal use. The creation of The LAA-BCLA-OLA-SLA Partnership has centred on two OLA revamped programs in which there has been national participation from the beginning:

- The OLA Store
- The OLA Education Institute

LIBRARY EDUCATION NETWORK



KEN HAYCOCK,
Ken Haycock and Associates
EI specialization: Boards in
community development.

Ken Haycock holds graduate degrees in Education, Leadership and Library, Information Studies and Business Administration. Dr. Haycock is also professor at the University of British Columbia, teaching and conducting research in management and leadership. The author of more than 100 articles and books, he has received the Queen Elizabeth II Silver Jubilee Medal for contributions to Canadian society. He is a past president of the Canadian Library Association and an elected member of the Executive Board of the American Library Association. Ken has also been a public library trustee with the Guelph and West Vancouver Library Boards, an elected school board trustee, and chair of the West Vancouver School Board. He was an elected councilor in West Vancouver.



JANE DYSART and
EBECCA JONES,
Principals Dysart Jones &
Associates.
EI specialization:
Leadership and change
management.



Jane Dysart before founding Dysart & Jones spent 17 years as manager, Information Resources with the Royal Bank of Canada where she had a profound influence on the bank's technologies change. Jane was president of the Special Libraries Association and recipient of SLA's John Cotton Dana Award. She is much in demand in the areas ranging from vision and leadership to information technology and change management strategies.

Rebecca Jones focuses on planning processes, problem-solving and project management. Rebecca is known for having long advocated the application of business savvy to information services and knowledge management, something that grew naturally out of her innovative work with Imperial Oil Ltd. over eight years. Her skills as a facilitator are remarkable and bring added richness to the Education Institute.

The OLA Store

Two years ago, when the Education Institute was still just an idea, OLA first broached western participation in OLA's programs. These are the only associations in Canada with staff. The BCLA Store was established at the BCLA Annual Conference in 2002, the LAA Store at Jasper in 2003 and the SLA Store this year in Saskatoon. This was the halting beginning to what escalated into The Partnership when the Education Institute was added to the mix this year.

The Education Institute

The OLA Education Institute burst on to the scene in the fall of 2002. The concept was to take the OLA from being a provider of a sporadic handful of workshops each year to being a source of library education year-round. In 2001, OLA and its divisions offered eight workshops and events. In 2002, 47 workshops and events were offered virtually and face-to-face on 102 different occasions and in 22 locations. It was a spectacular beginning and surprisingly effective.

Audio teleconferences were an unexpected success right from the beginning. Prominent library professionals across the entire continent were able to go on the phone from

their desk, eliminating travel and accommodation costs, while the participants, too, could work from their desktop or board room in whatever numbers they wished. One person or 20 could listen at any given site; it all cost the same and included long distance costs.

The online courses went through a learning curve but they, too, were identifiably important to the program and participation has grown spectacularly.

Two-day face-to-face conferences proved to be more attractive than one-day meetings. Indeed, the one-day workshops across Ontario were almost impossible to promote properly and often were transferred into other formats to accommodate low registration.

Through these first two years, the Institute had a wonderful partnership with Rita Vine, whose WorkingFaster.com company, helped fill out both year's schedules with a spectrum of largely virtual offerings. Through the two years, it became clear that this partnership was a model for how the Education Institute could be successfully built over time.



KEN SETTRINGTON,
Children's and Youth
Advocate, Toronto Public
Library
EI specialization: Children
and Youth.

Ken Settrington is Children and Youth Advocate for Library Services at Toronto Public Library. He is internationally known for his work and has been actively involved in prestigious award selections including the Newbery Medal, and the Siebert and Fleck non-fiction prizes. He won the Toronto Arts Award for Writing and Publishing for his work bringing children and books together and was named Librarian of the Year by the Ontario Library Association. He taught children's services at the Faculty of Information Studies at the University of Toronto for five years. His reviews have appeared on CBC's *This Morning* and in *Canadian Living Magazine*. He has written a number of children's books, including his latest, *Mom and Mum are Getting Married*. He is also the co-author of *A Guide to Canadian Children's Books*. Ken is a storyteller who performs regularly at festivals and events internationally.



ARLENE FICHTER,
Northern Lights Internet
Solutions
EI specialization:
Developing, managing and
evaluating web sites.

One of Library Journal's Movers and Shakers for 2002, Darlene has been a highly praised presenter at the last two OLA conferences and at numerous programs across North America and Europe. Her particular areas of interest are Web design and development, digital libraries, intranets, usability, XML, social software and emerging technologies.

Darlene is president and owner of Northern Lights Internet Solutions Ltd, an Internet consulting and development company established in 1994. Her company specializes in web site evaluation and planning, usability testing, custom development of intranets and workflow applications for libraries, archives, charitable organizations and small businesses.

Darlene is also Data Library Co-ordinator at the University of Saskatchewan Library where she has managed several digital library projects including the Aboriginal Scholarly Portal Prototype.

The Partnership Finds its Own Partners

Last spring, the OLA board responded to the unexpected early success of the OLA Education Institute by having staff offer the OLA Education Institute to BCLA, LAA and SLA as a possible joint venture. The provincial directors responded with enthusiasm. To ensure that The Partnership's Education Institute reflected everyone involved, each province identified a person who might be interested in becoming a partner to develop workshops and programs for the Institute.

The result is that there are now nine partners helping develop programs for the 2004-2005 year:

- Pat Cavill, Pat Cavill & Associates, Calgary
- Darlene Fichter, University of Saskatchewan, Saskatoon
- Jane Dysart and Rebecca Jones, Dysart Jones, Toronto
- Ken Haycock, Ken Haycock & Associates, Vancouver
- Ken Settrington, Toronto Public Library
- Sya Van Geest, retired School Librarian, Guelph
- Rita Vine, SearchingFaster.Com, Toronto

The OLA Store, now being offered as a service to all members of The Partnership, will still be a major source of ideas and speakers. Two thousand titles listed on the Web site provides 2,000 potential possibilities on which to draw for the Education Institute.

The continuing education committees of each association are in search of a method with which to work together but spirits and expectations are high.

A Big Step Forward for the Members

Nearly 7,000 members in the four provinces are eligible for preferred rates in the largest library association-based education program on the continent. The potential of The Partnership is emerging and it has just begun!

Maria Ripley is Education Director for the Ontario Library Association and staff person to the Education Institute for The Partnership. <www.thepartnership.com> <mripley@accessola.com>

COMMUNITY DEVELOPMENT IN ACTION: *The Lincoln Experience*

“Effective library boards are in the community development business.”

When library leaders such as Ken Haycock and Peter Rogers challenge library board members to be in the community development business, does it fill you with excitement about the possibilities and potential of your library to make a difference in your community? Does it make you proud of accomplishments your library has already achieved? Or does it sound like jargon, referring to some daunting and nebulous concept that has no connection to your reality?

If you look beyond the words themselves and examine some specific and concrete actions that illustrate the concept, perhaps it would surprise you to know that you've already been in the community development business for years and didn't know it. Here is an inventory of what one library board in the relatively small rural community of Lincoln (in the Niagara Peninsula; population 22,000 and growing) is doing to meet the challenge.

The questions have been borrowed from Peter Rogers' article, *New Boards, New Directions*, which appeared in the Winter 2004 issue of *Access*. Please read the responses listed below each question as examples rather than a prescriptive list and then think about your own situation. How does your library compare? What exciting things are you doing that have NOT been mentioned?

What are the local issues?

We need a new library building in Lincoln and we have a Community Needs Assessment Study Report to prove it. The report, completed two years ago by library planning consultants, determined that although we were perceived as a vibrant meeting place and a vital core service in the community, we were way below standard in two crucial areas: staffing and space. Another major problem was accessibility. The Fleming Library (one of two branch libraries in our municipality) has a meeting room in the basement that is not wheelchair accessible.

The study gave us the information we needed to plan for the future and provided us with several options to deal with the short- and long-term implications. Around the same time, the Town of Lincoln commissioned its own survey to determine community priorities and responses from citizens indicated that a new library was in second place, behind an indoor swimming pool as top priorities. What emerged from the town's study was a proposal to build a joint community centre/library with a pool attached, an idea that fit well into our own planning. We were well positioned to be at the table during discussions and community meetings about this exciting concept, until the election of a new mayor and several new councillors in last fall's municipal election. The new mix of council has led to different priorities and directions. The community centre/library concept seems to have been shelved for now and replaced with a commitment by the municipality to build a new community pool. The library board is now revisiting other options in our Community Needs Assessment Report to determine where we go from here because we cannot afford to wait any longer.

One of the most exciting new projects in Lincoln is Babies and Books, which has emerged from the provincial government's Early Years initiative.

By Suzanne Culp



What's the point of all this? Lincoln's strategic planning is directly associated with expressed community priorities. The fact that the results of our own needs assessment paralleled the municipal study results is of great significance as we move into the next phase of communicating the need for a new facility to the current town council. We've put considerable effort into establishing and maintaining a good working relationship with our municipal counterparts and this will always be a priority. This was a task recently made easier by the election of long-time library advocate, former Lincoln board member and CEO, Margaret Andrewes, to council. Our chief executive officer, Karen McGrath, attends weekly senior management meetings at the town. Newly elected council members were invited to tour our facilities last fall so they could see first-hand what we will be talking about when we approach them in the near future for support to build a new library. In short, we have done our homework: The need for a new library is not wishful thinking, but a necessity which reflects community priorities and is backed up with facts and figures.

What role do we play in community literacy?

The Lincoln Public Library has had a longstanding connection with the local literacy council. One of the most exciting new projects in Lincoln is Babies and Books, which has emerged from the provincial government's Early Years initiative. The Lincoln Public Library partnered with the Literacy Council of Niagara West and was successful in getting an Early Years Challenge Fund grant to operate a program that targets parents and their infants. In this endeavour, we have made significant progress in building on the library's well-established story hour for three- to five-year-olds, Tales for Two and Family Bedtime Story Hour programs, offered for families with young children to join together and experience the dynamics of interaction that foster family literacy. Babies and Books has been a huge measurable success by virtue of the number of parents signing up for

the program and the marked increase in library circulation on the days this program is offered.

How do we interact with the arts?

The Fleming Library regularly hosts shows by local artists in the downstairs meeting room. There are also annual shows that have become very popular. The local nursery school displays children's artwork at the library and the Town of Lincoln schools also mount a show of students' art every spring.

Do we have a core group of policies collected in a policy manual?

Yes, we do. We were greatly assisted in this by the natural habit of libraries to share resources. Rather than reinvent the wheel, our board adapted many of the policies from those already developed by other libraries. The policy manual is divided into sections, including by-laws, governance, personnel, circulation, collections, and will be reviewed routinely to determine if there are gaps that need to be filled or existing policies that need to be revised.

Do we have a strategic plan or direction?

It is imperative that we do. In Lincoln, our strategic plan provides the framework for the board to set its annual goals and objectives, as well as those of the CEO, both of which are tied to specific strategic directions and are a crucial part of our annual CEO performance evaluation process. Each year, this exercise enables us to take stock of what has been done, what remains to be done, and what gaps there might be in our plan, an approach which has ensured that the document becomes a road map for the work of the board, rather than gathering dust on some shelf.

As I mentioned earlier, much of our current strategic planning is tied to the results of our needs assessment. With three newly appointed board members, we are looking to renew our strategic plan, and expect to begin the process near the end of this year. Our last plan covered a three-year period, ending in

2003. The new one will likely cover the same length of time, but there will be a carryover into the first year of the next board's term of office. The rationale for this is the recognition that new board members need time to become familiar with their roles and the issues facing our library. If the renewal cycle begins near the end of their first year, they will be better prepared to offer meaningful contributions to the process. It also provides some continuity from board to board. As we did for our last plan, we will likely be looking at a one-day retreat/brainstorming session involving all staff and board members to kick off the development of our next strategic plan.

How does the board support educational thrusts in the municipality?

Our Fleming Library has recently been reorganized to improve access for students to the parts of the collection that they use the most, including public Internet access, in order to make the space more youth-friendly. We also participate in student co-op program and provide opportunities for community service volunteer credits. There is still much we wish to do to improve the connec-



tion between our two libraries and the elementary and secondary schools within our municipality and this goal is already stated as a piece of unfinished business in our strategic plan.

Like many other communities, the Town of Lincoln decided not to have local school boards recommend candidates for appointment to our library board. Perhaps it will end up being a good thing: it gives us more urgency in redefining present connections with schools and looking for new ways we can work together for the benefit of our young people. For inspiration, we will look to the great partnership we already share with Vineland Public School, where class visits help youngsters in Grades one, two and three get to know the Dewey Decimal System and basic research skills, the work we are doing with Lincoln's mayor and the director of community services to help create a Mayor's Youth Advisory Council, or our own Teen Advisory Group that advises us on programs and collections for teens. I'm sure there are many more examples out there and we will continue encouraging future connections.

Does our board believe it can make an economic, cultural, social and educational difference in the community?

Not only do we believe we can, we know we're already doing it. Here are some of the ways I believe we are making a difference in our community:

- We've offered to assist the former mayor in his efforts to digitize the Town of Lincoln's municipal records that date back to the mid-1800s;

- Using Community Access Program (CAP) funding, we've installed adaptive technology on public Internet access workstations in both libraries for print disabled users. This initiative has enabled the Lincoln Public Library to expand its outreach to members of the Canadian National Institute for the Blind, Learning Disabilities Association of Ontario, and other organizations representing people with disabilities in our immediate community;

- We partnered with the Lincoln History Club and its collection is now housed in the Moses F. Rittenhouse Library. Recently, a citizen presented us with a marble bust of Moses F. Rittenhouse, a community founder who is the namesake of the library;

- Through our connection with the Jordan Museum of the Twenty, we shared a summer worker through the Young Canada Works in Heritage Program to develop a database of archival and local history resources available in Lincoln via our Web site:
<www.lincoln.library.on.ca>

- We are serving the needs of senior citizens in the Town of Lincoln in many ways. For example, once a month books are loaned by our library to the much smaller library in three local seniors residences, giving them access to new titles they otherwise would not have. We're also exploring an initiative which would provide books and other materials to shut-ins through the local Meals on Wheels program;

- We participated with several community partners in the Katimavik Program and have hosted three volunteers since last fall. This is a great program which helps put our community youth in touch with youths from across the country. The library, through our public internet access computers, became a meeting place for the Katimavik group and the families and friends they shared in Lincoln and back at home.

Being on a library board which is proactively involved in helping shape the community we live in is no small task, but the benefits of reaching out beyond our own buildings and programs are huge. That's what I believe community development is all about, but there's still a lot more to be done. For instance, we would like to find better ways to measure the success of the things we do – not just with statistics of how many people were involved, but through measurable outcomes that are assigned to each program before it is implemented. And we still have to build a new library for the Town of Lincoln.

The Lincoln Public Library Board is very proud of our libraries, our programs, and the staff who make it all happen. They are the ones who make a difference every single day in their interactions with the library users who come through our doors. Thanks, Peter Rogers, for asking the questions. The process of answering them has been a very satisfying and rewarding exercise for this particular library board member, as I expect it would be for anyone who tried it.

Suzanne Culp is the past chair and current member of the Lincoln Public Library Board and the 2004 vice-president/president-elect of OLBA.



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I must have misplaced my invitation...

~ The struggle for faculty recognition

By Elaine Boone, Ph.D.

*I*n the spring of 1928 the Department of Education and the University of Toronto agreed to establish a library training school at the University's College of Education. This course was scheduled to last a full eight months, a radical departure from the three-month course the department had offered since 1919.

The move into the university signalled a change in direction. Most library schools in the United States had become affiliated with universities and colleges by the 1920s. Graduates were awarded a professional degree, the Bachelor of Library Science. The move to the University of Toronto offered a new and respectable home for the school while assuring that the Department of Education could retain control. It became a school dominated by women, but there was little fear that the men would lose control. The school would answer to many masters; the Dean of the College of Education, the Inspector of Public Libraries, the Minister of Education, the President of the University, the Senate and Board of Governors and even the Registrar!

Most agreed that education for librarians in Toronto demanded formal education within a university setting. Absorption by the U of T would add weight to the call for professional status. But it would be some time before the Department of Education and the administration of the university could bring themselves to grant a degree. Early students at the school received a diploma from U of T and a certificate in librarianship from the Department of Education.

In early March of 1928 the Premier of Ontario, Howard Ferguson, wrote to Sir Robert Falconer, (president of the University of Toronto from 1917-1932) with a request to set up a library school on the campus. The Board of Governors gave approval using agreements from 1920 with



Library School Students 1929

the Department of Education to regulate and control the school. It would be located within the Ontario College of Education and under the direct supervision of the Dean of the OCE. Thus education for librarians continued to mirror the education of another gendered professional group, teachers.

The Department of Education would have financial control over the school but felt that a director was necessary for day-to-day oversight of the program, course development, instruction and selection of staff. Final financial and staffing decisions were made by the Department of Education and rubber stamped by the university.

The library school was in a complicated position, answering to many masters while trying to forge a professional identity for library workers. The school was physically part of the University of Toronto, but the students and the staff were not really a part of the community. In the early years there was a decided chill on the part of the administration of the university. In fact the teaching staff and perhaps even the students felt more ties to the staff of the Toronto Public Library. TPL provided many instructors, revisors and offered practical experience for the students. The Staff Association of TPL also made the young students welcome in the city offering the use of the staff house and including them in social events and teas.

The new library school was to be headed by a former TPL employee and long-time instructor of the Ontario Library School. Winnifred Glen Barnstead was a giant in the library world. She served as director from the school's inception until 1951. Initially her title was director and her rank was associate professor. She assumed her duties in the summer of 1928 at a salary of \$3,600 per annum. According to Dean Pakenham to President Falconer, in 1938 she achieved the rank of full professor.

Winifred Barnstead had an enormous amount of work to do in the summer of 1928. She selected Bertha Bassam as her first full-time colleague. Bassam accepted a position as lecturer at a salary of \$1500 per annum. Once she was made a professor the salary increased to \$2400. Bertha Bassam described this as a fabulous salary! She was given the rank of assistant professor in 1933.

Together Barnstead and Bassam would arrange for quarters for the library school on the third floor of OCE, select the part-time teaching staff, prepare the curriculum, a timetable, a calendar, an application form and accept students. The Department of Education was anxious to see that it was getting value for its money. As a result

Winnifred Barnstead asked for statistics on a very regular basis, to demonstrate that the staff and students of the library school were doing enough. According to a vocal recording of Bertha Bassam's, her initial schedule included cataloguing three mornings a week, classification two mornings a week, supervision of a two-hour lab each afternoon, filing, shelf listing, the history of printing, the history of libraries and second numbering. It seems clear the Department of Education and the university got their money's worth.

Both Winnifred Barnstead and Bertha Bassam knew that there were difficulties associated with the new professional school and its physical and administrative location. Barnstead later recalled two very telling examples in personal interviews. As the director prepared to begin the school she encountered an administrative tangle with the College of Education and the Department of Education. Barnstead wanted to keep her students and her school as separate as possible from the college. But before she arrived it had been assumed that the library school and the college would share a single secretary and that the library school would register their students with the OCE. This, Barnstead argued, would diminish the sense of separate professional status she wanted for her students. Barnstead appealed to the Minister of Education for funds to at least hire a separate secretary. The money was found and the director was able to achieve some autonomy in this case. It was a strategy she successfully employed in several other instances.



Winnifred Barnstead and Bertha Bassam Convocation 1937

Barnstead fought another battle with the university administration in her first year. She wanted to use "University of Toronto" and the school crest on the cover of the first calendar. In this case Dean Pakenham of the College of Education and Dr. Merchant from the Department of Education, were on her side. They spoke to Sir Robert Falconer on her behalf. Friends of Falconer, they invited him and the registrar, together with their wives, to join them for a weekend party at Merchant's summer place in Pointe au Baril. Winnifred Barnstead was not included. Pakenham and Merchant were unsuccessful. According to an interview with Barnstead in 1974, the first calendar had to go out under the heading Library School, Ontario College of Education.

Barnstead decried Falconer's attitude. She felt that Falconer might be interested in the new school but was weak about speaking out on its behalf. Interestingly she commented that Falconer would ignore her students when encountering them on campus, so his interest in the school might be considered lukewarm at best. The registrar James Brebner was not happy with the initial decision to admit the library school into the university environment. Barnstead described her relationship with Brebner as "not friendly." She remained in the dark about why he did not want the school to enter the university.

A definite thaw in the relationship of the professional library school to the rest of the campus came with the departure of Robert Falconer and the installation of the Honourable Reverend Henry J. Cody as the president of the University of Toronto in 1932. Cody had served as Minister of Education in 1918 and therefore had a long history of interest in libraries and the education of librarians.

For Winnifred Barnstead the logo battle would soon be won. The second year of the course the calendar went out under the heading University of Toronto and the Library School continued to refer to itself as a University of Toronto school. Barnstead won the logo battle but there were other battles to be fought to ensure the recognition of her school. She fought to convince her professional colleagues across the university that the Library School was a serious enterprise. This required giving the school a recognized profile. By making the teaching staff aware of the school, she hoped to strengthen its status and her position. To this end, the director invited several prominent professors to lecture at her school. The university librarian was a regular staff member and professors in the departments of English and History became regular contributors to the school.

Winnifred Barnstead would lead the school as director until 1951 when she retired and was given the title Director Emeritus. Barnstead was succeeded by Bertha Bassam. Bassam would oversee the school until 1965. Under Barnstead's leadership the school would expand, would develop a Bachelor of Library Science and would finally achieve autonomy from the Department of Education. Under Bassam, the first Master of Library Science would be granted.

Winnifred Barnstead lectured regularly outside the library school, on librarianship as a profession and vocation and on training for library work. She felt that potential librarians had to have a strong academic background in literature, history and at least one foreign language and a forceful personality. Both Barnstead and Bassam had this in large measure. The library school was a separate world from the rest of the university and even from the College of Education of which they were a nominal part. The students and staff were a tight knit group who studied and socialized together. Tea together was a regular part of the curriculum. Barnstead was a frequent contributor to the pages of the Ontario Library Review where information on the number of students shared space with social reports, marriages, deaths and positions of graduates. Barnstead was a fierce defender of her school and proponent of professional education.

In 1931, Winnifred Glen Barnstead was quoted: "The love of books comes to us not of our own seeking, but as a part of our inheritance, but skill in the use of books comes from, shall I say, environment." The University of Toronto Library School provided an excellent environment.

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Just Say Charge It On My WiFi Account

Anonymous Hero is disappointed, and I'll tell you why: it's because "WiFi locations in Kingston, Ontario are almost non-existent (sic) and those that you can dig up charge a credit card... to top it all off there is no official (sic), one-stop place on the net to look for WiFi nodes."

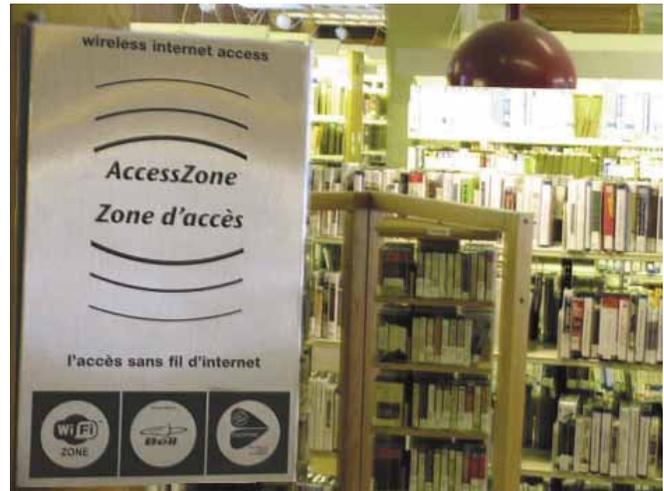
Our hero's posting to warchalking.org is at least partially correct, as there aren't that many publicly available WiFi locations in the Limestone City. In fact, according to <wi-fihotspotlist.com> (very much a one-stop place on the net to look for WiFi nodes) there are only six hotspots here, half of which charge for use. The Kingston Frontenac Public Library (KFPL) is one of those locations, and contrary to the average patron's expectations of a public library, we are among the ones that charge.

How did this happen? Well, it all started back in December 2002 when Bell announced plans to release a wireless Internet service called AccessZone. According to Terry Mosey, the president of Bell Ontario, "AccessZone further demonstrates Bell Canada's commitment to meeting the evolving needs of mobile professionals and business travellers who are becoming increasingly reliant on wireless technologies for high-speed Internet access while away from home or the office". While, for some, this may evoke images of the high-power business class firing off a quick message to the broker while sipping Johnny Walker Blue Label in the Maple Leaf lounge between flights, others saw it as an opportunity for free wireless Internet access at the public library. One of those people was Frank Huntley of the Kingston Area Network (KANnet), an organization dedicated to promoting and supporting Kingston's Web-based initiatives.

Frank has been a tireless supporter of the library, and when he caught wind of Bell's plans he thought that KFPL would be a good location to pilot AccessZone. The idea was brought to Lester Webb, the manager of Systems and Technical Services at KFPL, who believed that Bell had always been a good community partner in Kingston and felt that the project could be good for the library.

The Pros and the Cons of Library WiFi

A number of pros and cons were considered before accepting Bell's AccessZone into the library. The obvious advantages were that Bell would take care of the installation and maintenance of the hotspot, provide staff training, publicity, and free wireless Internet access at our Central branch, all



at no cost to the library. The library's concerns included the privacy of our users; the implications of having a single vendor completely control our wireless access, and what would happen once the free pilot period came to an end. The project was viewed, in part, as a learning experience, and the pros won out in the end.

Shortly after the library agreed to the project, Bell put out a news release that included the library in a list of planned AccessZone locations along the Toronto-Montreal corridor. Now, I don't make a habit of reading corporate news releases, but apparently others do, as we began to get the occasional query about it at the reference desk.

Bell didn't waste any time putting their plan into motion, and on Jan. 8, 2003, a wireless hotspot was installed on the main floor of our Central branch, complete with a fancy stainless steel sign sporting the WiFi logo and brochures promoting use of the service and providing instructions on how to connect. Staff was given a workshop by Bell's Jason MacDonald on Feb. 13, in which wireless Internet access was explained in general, and specific instructions were provided on how to assist patrons with their connections. Not everyone left the workshop convinced that they could be of help to our wireless patrons, but all seemed pleased with their fancy new pens from Bell. Even better were the 802.11b wireless cards that the library was provided with so that staff could access the service with our laptops.

Bell originally anticipated that the pilot project would run until the spring of 2003, but spring and summer passed

and the library still had free wireless Internet access. By no account was the service used heavily, but once every couple of weeks I was called down to the Information Desk to help someone get their laptop connected. Making the connection was almost always a simple affair, and patrons were invariably taken with the novelty of accessing the Internet in the library on their laptops, especially if all of our public PCs were booked.

In August, we were given word that the pilot period had been extended until the end of 2003, but January 2004 came and went, and we still hadn't heard from Bell about their future plans for our AccessZone. Some began to wonder if they had forgotten about us, and happily surfing the net from a laptop in our Technical Services department, I was beginning to hope that this was indeed the case. That one little wireless antenna hanging from the ceiling of our main floor was giving me a pretty good connection two floors away, and I was finding it useful for viewing our Web site as an external user, something that had previously been a hassle to accomplish.

Good Things Change

However, in mid-February 2004, the plug was pulled on our free access. Patrons were now confronted with a sign-up page requesting a credit card number and \$6 per hour for the pleasure of using WiFi at KFPL. Usage reports since then indicate that not many patrons have been willing to shell out for something we provide for free on our public PCs. In fact, since Bell started charging, there have only been eight uses of the AccessZone, one of which was by a Bell employee. When contacted, one of these users was relatively unfazed by the charges and felt it was worth it to be able to use his laptop in the library... "you know, with all my stuff on it and everything." Others, like Anonymous Hero, aren't as happy with the situation and, to be honest, I'd be more likely to walk a few blocks to the Lone Star Texas Grill where I can spend my \$6 on beer and get the wireless Internet connection for free.

Meanwhile, KFPL has no immediate plan to remove the AccessZone or to install and manage our own wireless hotspot. According to Lester Webb, our next step will more likely be to provide Internet access to laptop users via Ethernet connections in a way similar to that of the Richmond Public Library. We certainly don't regret having been a pilot site for Bell, and have found the project beneficial to patrons as well as staff. In the end, warchalk symbols are a lot nicer than most of the marks left on our library walls!

Michael Vandenburg is the Database Librarian at the Kingston Frontenac Public Library and is currently serving on the OLITA council. He can be reached at <mvandenburg@kfpl.ca>



War walking:

The practice of walking around with an 802.11-equipped device and sniffing for open wireless networks that you can access for free.

War chalking:

A hobo style set of symbols that any WiFi user can chalk on a building where they found a wireless hotspot.

let's warchalk..!	
KEY	SYMBOL
OPEN NODE	ssid  bandwidth
CLOSED NODE	ssid 
WEP NODE	ssid access contact  bandwidth
blackbeltjones.com/warchalking	

What?

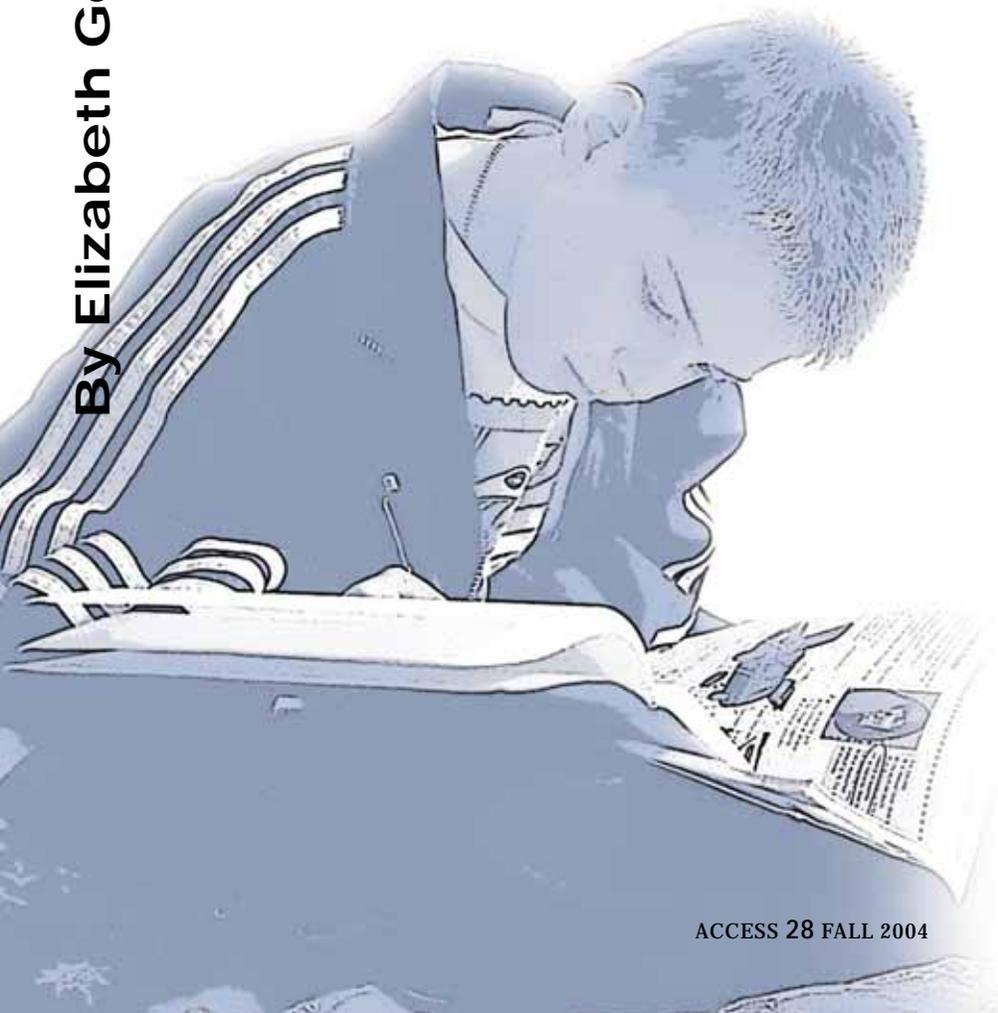
Another Survey?



We have all participated in surveys at one time or another. We get phone surveys about products, vacations and elections, and we get surveys in the mail about health care and taxes. These surveys want to identify our needs and have these needs met. What better way to meet the needs of your students in the library than by doing a survey?

Using the suggestions found in David Booth's *Even Hockey Players Read*, I devised a Reading Interest Inventory Survey for Intermediate students. Interest inventories can show what individual students prefer to read, watch and listen to, but they also can reveal the shared interest of a group or even a class. Our survey was distributed to approximately 125 students.

By Elizabeth Golden



Conducting this survey became part of an overall school project related to literacy and at-risk students. Recently, the Ministry of Education provided the Greater Essex County District School Board with additional funding for at-risk students. The board allocated part of the grant to support innovative school-based literacy projects at the elementary level. Each school's "at-risk school literacy" team was responsible for developing goals, strategies and indicators of success for their literacy project. The ultimate goal was to improve the achievement of all students, but the primary focus was on the needs of these at-risk students.

Each school literacy team needed to gather, analyze and interpret its achievement data as well as review relevant information and practices. Our team decided to focus on the at-risk students in the intermediate division. As part of our school team, I wanted to conduct the survey to help us understand the reading pulse of the intermediate students. Which students perceive themselves as non-readers and how was our school going to

help them? I also wanted to use the results of the survey to develop literacy/literature circle units and to build library resources for group and individual reading. Questions such as the samples below allowed me to create a profile of our students reading habits as well as focus on area of the library program they felt were most effective. From the intermediate students I wanted to know:

- if they ever came during their own free time (recesses) to the school library;
- if they ever go to our local community library;
- if they prefer fiction or non-fiction books;
- if anyone ever buys them books and if so who buys them books and did they like the selections;
- who reads in their family and if they read books, magazines, newspapers;
- if reading was important to them;
- who in their opinion reads more - girls or boys;
- what they like to read and if their friends also like to read;
- if they knew what their friends read and if they borrow or exchange books with their friends;
- if they like to read the same story/book over and over again;
- if they had their own personal book collection at home;
- if they like being read to;
- what book(s) would they recommend;
- how much television on the average do they watch each day;
- how much time they spend on the computer each day; and
- what I could do as the teacher-librarian to make reading more enjoyable for them.

By collating the results I was able to make some interesting discoveries about our rural elementary school as well as provide needed support of the team's interpretation of the school achievement data. This allowed the team to receive additional funding for a local at-risk literacy project.

Generally, the students perceived that the men in their house read newspapers and the women read fiction and magazines. They also believed that girls read more than boys. They all knew someone whom they thought was a really good reader. The students also like to talk about and exchange books and magazines. They like to read the same book over and over again and some even gave me the title of that book. On the whole, intermediate students found that textbooks were difficult to read and follow and they really missed having a teacher read a story aloud to them during class. Have we as a profession become so focused on curriculum that we are not instilling the pure simple enjoyment of the written word

on our students? Is this why we have so many at-risk students who are perceiving themselves as non-readers? Interestingly, students who identify themselves as non-readers were also the same students who spent several hours a day on the computer. They did not interpret that using a computer involved reading. In their minds only books were connected to the perception of being a reader. Perhaps this whole new area of literacy needs to be explored and validated in their minds.

My timetable allowed me to spend recesses in the library and many students took advantage of that, and not just during the cold winter season. They wanted time to just browse the shelves, talk about books and to access the bank of computers. This time allowed me to gather anecdotal evidence on the students' reading preferences. Not surprisingly, girls prefer fiction and boys prefer non-fiction. Many students receive books for presents but they do not always like the selections. No surprise there! They felt the books were too "baby-ish" but the suggestion came up time and time again that they would rather have a gift certificate from a bookstore. Yes, a bookstore! A couple students asked me to produce a list of suitable books their parents could buy them for their birthday or for Christmas.

The results of this interest inventory helped the team develop strategies for school improvement and gave me the evidence I needed to set up some literature circle kits. It has also given us lots to ponder for this coming year. What the students perceive is the reality that we as teacher-librarians have to address. If students perceive themselves as non-readers, what can we do to change that attitude? What books should we be buying? Should we be spending more time understanding and developing this new computer literacy? Intermediates long to be read to. Perhaps providing book suggestions to homeroom teachers is not enough. Should teacher-librarians fill this need?

As I contemplate my year plans for the school library I may again consult those who know best - the students themselves. The means - another survey, of course.

Elizabeth Golden is a teacher-librarian with the Greater Essex County District School Board.

Amazing Things Can Happen

"It sounds so simple: museums and libraries working together. But while they share similar missions and similar audiences, it doesn't happen very often.

However when it does, amazing things can happen!"

Public Libraries March/April 2003,

"Cleo" has been a resident at the Chatham-Kent Museum since 1945, when Chatham resident, George William Sulman donated the 2,200-year-old mummy to the museum. Purchased in Cairo by Sulman in 1913, the mummy was said to have been a princess, dating back to when Alexandria was the most prominent city in the world.

Museum staff was commonly asked, "What did the mummy originally look like?" They were motivated to find the answer to this question by pursuing a multi-disciplinary partnership with all of the following: The University of Western Ontario; Integrated Manufacturing Technologies Institute, National Research Council of Canada in London; St. Joseph's Health Care London; The Drafting Clinic in Mississauga; London sculptor, Christian Cardell Corbet; and the Chatham-Kent Public Library.

Windsor sculptor Christopher Reese, an avid Egyptologist, was inspired to contact the Chatham-Kent Museum after seeing the mummy featured on the National Geographic Channel. Further investigation by the museum staff brought in the expertise of UWO professor of anthropology, Andrew Nelson, and also involved a laser scan by Integrated Manufacturing Technologies and a full CT scan of the mummy at the St. Joseph Health Care London. This information was enhanced using a 3-D CAD program at the Drafting Clinic, which enabled London sculptor, Christian Cardell Corbet, to complete the sculpted, forensic recreation of the skull.

The Chatham-Kent Library Gets Involved

The library's contribution to the project tended towards enlightening the community as to the treasure in their own backyard. Until the focus and attention of the National Geographic Channel and the Discovery Channel, Chatham-Kent residents had taken their oldest resident a little for granted.

The museum's initiative called for a contest for children within the community to draw how they perceived the mummy would have looked. The museum staff contacted the Library to assist in promoting the event and to bring attention to the official unveiling of the finished sculpture of Cleo, at a gala reception in January 2004.

By Janet Siddall

The museum and library staffs had already developed a good rapport, providing programming display material and distributing event flyers for each other's agency. The Children's Room staff at the library enthusiastically took on the request from the museum. The topic was a natural to capture the interest of the children in the community.

Families using the library were encouraged by staff to participate in the museum contest. The public used one of the library Internet stations set-up for viewing the Web sites established to reveal some of Cleo's history. Book displays and booklists with book and Web site information were distributed so that the children could share information with their families at home.

Friends and families of the winners of the mummy-drawing contest attended the gala. The winning drawings were judged and framed by the museum. They will remain on display with the museum's mummy for one year, at which time the portraits will be returned to the children. Hopefully, egyptology will become a life-long reading interest for Chatham-Kent children. We would also hope that families would take an occasional trip to the museum to become re-aquainted with Cleo as a result of this museum-library project.

Hand in Hand: Museums and Libraries Working Together

It was with interest that while this co-operative initiative was evolving, an article from the March/April issue of Public Libraries was published. The article, entitled Hand in Hand: Museums and Libraries Working Together, focused on incredible museum-library collections in Baltimore, Maryland and Brooklyn, N.Y., that are collaborating to provide exciting new services to their communities. Ventures included full-service branch libraries inside children's museums, which enabled visitors to expand and tweak their interest in museum exhibits. Library programmes were developed around special exhibits in the museum, enabling individuals who may not have entered the museum because of cost prohibitions, to experience museum collections with a library staff person.

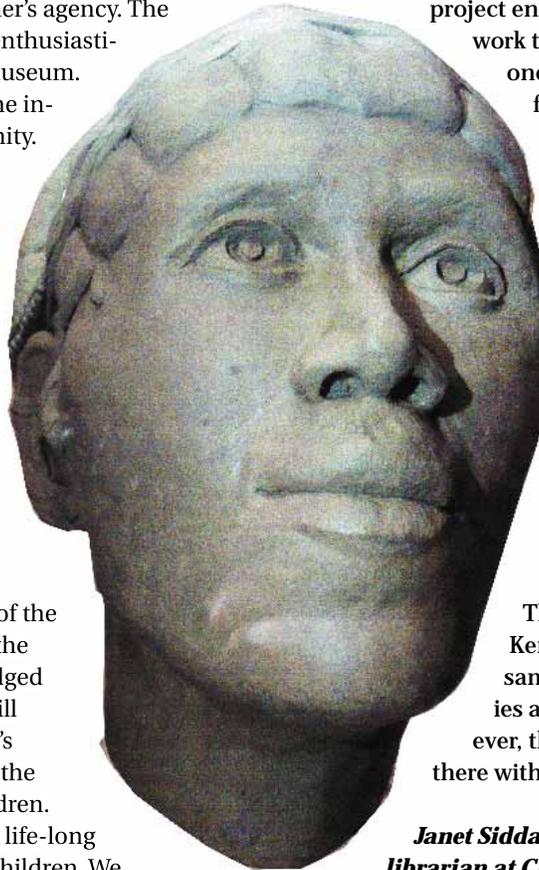
Right Up There With the Best

The Chatham-Kent Museum-Chatham-Kent Public Library project enabled two municipal departments to work together in a very positive event for one community. It is, after all, unusual for a community of that size to have their very own mummy — even if she isn't a princess!

The municipality of Chatham-Kent received exposure on The Discovery Channel and on the National Geographic Channel as well as on the Web sites of both of these organizations. The story was also broadcast on the national news at CBC, Global and CTV. Communities of this size do not often receive attention by such high profile media organizations.

The library and museum in Chatham-Kent obviously can't co-operate at the same level as the large U.S. urban libraries and museums. In their own way, however, the community is assured it is right up there with the best.

Janet Siddall is the children's services librarian at Chatham-Kent Public Library.



MEET CLEO

Discovery Channel

Episode: "Who's your mummy?"

www.exn.ca/video/?video=exn20030507-mummy.aspx

National Geographic Channel

Episode: An Egyptian souvenir

www.nationalgeographic.com/channel/mummy/mummy_non.html

University of Western Ontario

www.ssc.uwo.ca/anthropology/nelson/nelson.html

Christian Cardell Corbet

She Faces the World

- The Sulman Mummy Comes Alive

<http://members.rogers.com/christiancardellcorbet/>



The US Patriot Act and the Erosion of Privacy

Privacy: A Traditional Value

There are several enduring values that form the ethical cornerstones of public libraries. These have been accepted for years as givens within our profession. Free and equitable access to information, along with democratic values such as freedoms of speech and assembly, intellectual freedom, and the right to personal privacy, are all acknowledged traditional values within libraries (Gorman). Many established library policies and protocols, and frequently our mission state-

ments, reflect these values. Library organizations, including the American Library Association (ALA) and the Canadian Library Association (CLA) have been vigilant in fostering and protecting these core values.

Privacy has long been recognized as a desirable social good and increasingly has been treated as a civil right. The potential ease of digital access to personal information for the benefit of the commercial or government sectors has

brought about regulatory measures that have attempted to set guidelines on what should be accessible and how it should be accessed (Lyon).

“Privacy – like eating and breathing – is one of life’s basic requirements.”

-Katherine Neville

The European Union (EU) was the first to establish strict protocols on the handling of personal data. The EU Directive stated that without recognized “adequate protection” of citizens’ information, companies and governments could not freely exchange data. In a global, connected environment, this could prove a serious encumbrance to trade.

There has been some reluctance to follow this direction in the United States. Some have argued that information is not a consumer’s property, but rather, a commodity that may be freely gathered and traded. Therefore it is a freedom of commerce issue, rather than a civil rights issue. The result is that the United States has not formulated a comprehensive regulatory framework ensuring privacy, but instead has a series of narrower, pragmatic State and Federal regulations and case law which governs the handling of personal information.

“Commercial society regards people as bundles of appetites, a conception that turns people inside out, leaving nothing to be regarded as inherently private” - George Will

By Jim Neill

Canada, however, has followed the European lead, and through the adoption of PIPEDA, has created comprehensive regulations to ensure rights of privacy, regarding citizens' personal data. There are several key principles that are reflected in the legislation. Accountability is one—each organization must identify an individual or individuals to be held accountable within their organization. The information itself must have an identified purpose before it is collected, and must have the consent of the citizen for any collection, use, or transfer of information. The information collected must be limited to only what is necessary and may only be disclosed with consent or 'as required by law.' The collecting agency must operate in an open and transparent way and must ensure accuracy of the data collected. Personal information must be adequately safeguarded, but must also be made accessible to the particular individual who may challenge it for accuracy or completeness. Individuals may challenge the collection, use or accuracy of such information through the office of the Federal Privacy Commissioner. (Trosow)

The provincial privacy legislation in Ontario, which covers Municipal Agencies—including libraries—is “substantially similar,” and therefore applies.

We need to keep these provisions in mind when we discuss the possible impact of the USA Patriot Act.

The USA Patriot Act

Within weeks of the 9/11 attack, the USA Patriot Act was proclaimed into law. It was never vetted by any Committee of Congress, and was passed only hours after it had been printed, leaving no time for representatives or senators to read it.

Included in the act was Section 215, which states that the FBI may require libraries and bookstores to share the reading lists of patrons and customers. Furthermore, there is a gag provision that makes it unlawful for any librarian or shopkeeper to inform anyone that

such information has been requested. Similar provisions in the act also allow health and personnel records to be accessed by the FBI.

Needless to say, many librarians and the American Library Association (ALA) became incensed by this assault on patron privacy. Their efforts have led US Attorney General John Ashcroft to refer to them as a bunch of “hysterical librarians,” an image that is indeed an ironic oxymoron, given the traditional image of librarian.

However, it isn't merely the library community that has criticized the law. Civil Rights organizations, such as the ACLU, and many traditional conservatives have spoken out against this assault on personal privacy. Even Newt Gingrich has said the law must be “reigned in” to “limit its use to national security concerns and prevent it from ‘mission creep’ into areas outside of national security.” (Dean)

The law has a sunset clause, but the current US Administration has already stated its intention to renew the act. Both the ALA and the CLA have passed motions criticizing the invasive surveillance aspects of the act, and are calling for these draconian measures to be repealed.

So What? This is Canada...

It is easy for us in Canada to feel sympathy for our American colleagues, and perhaps even to be a little smug since our privacy laws have remained intact. Such complacency may be ill founded.

In British Columbia the government has contracted out the record keeping of their health system to an American company. This has led to some debate regarding the privacy provisions that would exist between the BC government and the contracted company. Under NAFTA such contracts may increasingly be the trend.

The ACLU lawyer who is best versed in the provisions of the Patriot Act was asked to review the legislation and US

Case Law to see if privacy could be contractually guaranteed. In a sworn affidavit to the BC Privacy Commissioner he states that any company in the US that has access to private information must make that information available upon request, regardless of the nation of origin of that information. The Patriot Act essentially trumps any privacy provisions or contract law. What may be of further concern for Canadians is that the actual data need not be stored in the United States. Case law precedent in the US states that a company need not have actual possession of the information sought, but merely needs to have access to it. So any company, parent or affiliated, that has access to Canadian files may be requested to make private information available to the FBI under the Patriot Act, and they are then forbidden to inform anyone that such information has been accessed. (Jaffer)

In such a case, Canadian privacy law or any contract law ensuring privacy would be ignored. And by design, no one outside of the FBI or the company would ever know. Given the necessary sharing of information between the RCMP and FBI on anti-terrorism, there is also the potential for Canadian investigators to circumvent Canadian privacy laws with the help of the FBI, and have back-door access to private information unavailable to them in Canada.

So...What Now?

Given the potentially global nature of data collection, and the free flow of information across borders, we may indeed, unwittingly, be in contravention of some of our obligations under Canadian Law.

Some public libraries now contract out the storage and maintenance of their circulation records. Our provincial interlibrary loan service currently uses a service located in the United States, and they record both the patron's name and the circulated materials. Although this practice is now being reviewed, there is indeed a current, potential risk of our patron's privacy being breached.

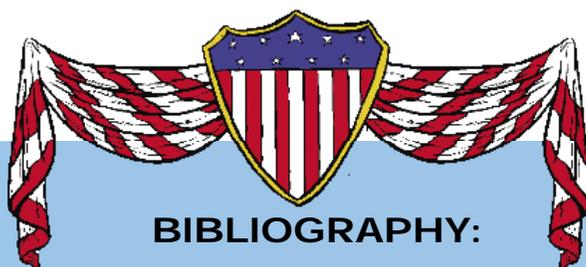
Most Canadian libraries maintain patron and circulation records in house, using software from companies that would indeed have US affiliates. Many of these companies in order to take care of upgrades and servicing have an access password into our systems. Currently, they contact the library or log their activities, flagging their access. Given the provisions of the Patriot Act, we may be well advised to make certain that our 'firewalls' do not have external password access. We would then be assured that any access would only occur on a legitimate needs basis by outside service agencies, with our control and knowledge. We should indeed maintain all such records in house, with secure protected access. This would ensure the privacy of patron and circulation files, maintaining the spirit of patron privacy.

Also, the way we store information is critical to its retrieval. Keeping in mind the PIPEDA principle of limiting information to only the essential, we should audit the types of information we gather and exclude any that may be unessential to our immediate circulation and patron needs. Do we need to know who borrowed a book three circulations ago? Do we need to identify or link patrons to books? Bookstores may choose to do so to create readers' profiles for commercial reasons, but such information is in no way essential to public libraries. Good librarians, through dialogue with patrons can connect the right book to the right person. We need not digitally record or store such personal information. Neither should we collect patron information that potentially may lead to any personal profiling of reading habits.

Increasingly, our patrons use our computer terminals for e-mail retrieval and information searches. Despite our support for patron privacy, there is no way to ensure such privacy on computers; be they at work, at home, or in the library. Many American libraries now have posted signage making their patrons aware of this. It may be 'due diligence' to do so.

Librarians, committed to the principle of patron privacy need to be thoroughly vigilant that our policies and practices respect and ensure the privacy of our patrons. The challenge to do so has become increasingly complex in our post 9/11, digital world. It is not unfounded paranoia to take stock and modify our current practices in order to ensure that what Michael Gorman has identified as "our enduring values", indeed, are maintained.

Jim Neill is a teacher-librarian and the current chair of Kingston Frontenac Public Library Board. He also serves on the Southern Ontario Library Services' (SOLS) Board and the Ontario School Library Association Council. He currently is on the Communication and Political Action Committee (C/PAC) of the Ontario Secondary School Teachers' Federation (OSSTF). He was formerly a member of Kingston City Council (1991-1997).



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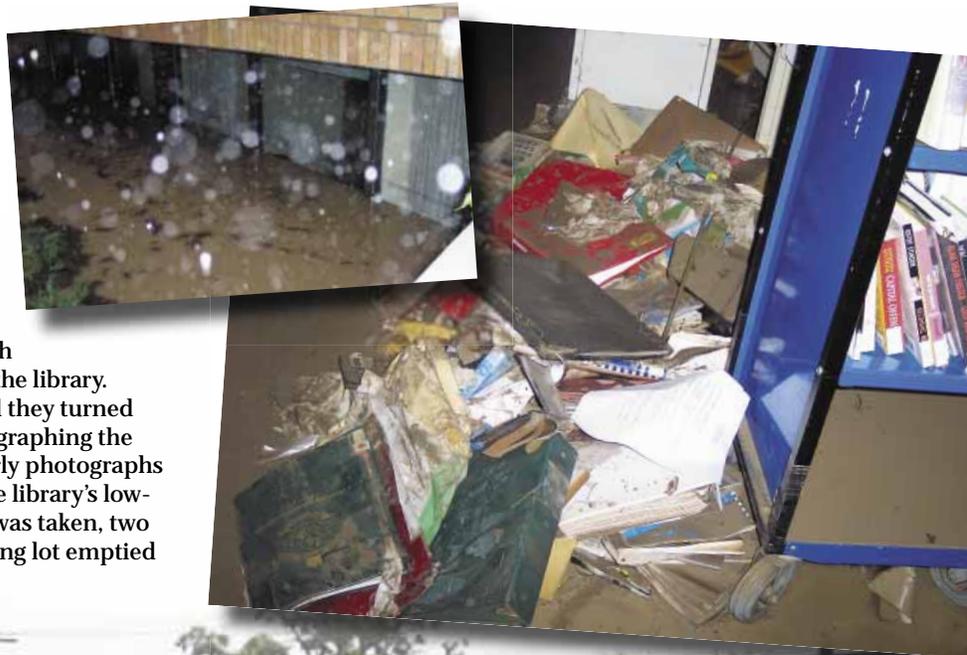
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Floods Sweep Through Peterborough's Public Library

By Becky Rogers
Photos by Roger Dray
and Peter Doxsee

Peterborough Public Library custodian Doug Davis was due at work at 4:30 a.m. on July 15 to admit a contractor to the building. But his car stalled in engine-deep water and Doug had to walk the rest of the way. From a stranger's house, Doug called the circulation supervisor Peter Doxsee to come in. He then waded through a torrent above his knees the last block or so to the library. Doug's a non-swimmer. As soon as Peter arrived they turned off the building's hydro. Then they began photographing the flood with the library's digital camera. These early photographs include a shot of the tide-line four feet up on the library's lower-level windows. Shortly after the photograph was taken, two of the windows gave way and the adjacent parking lot emptied into the library basement.



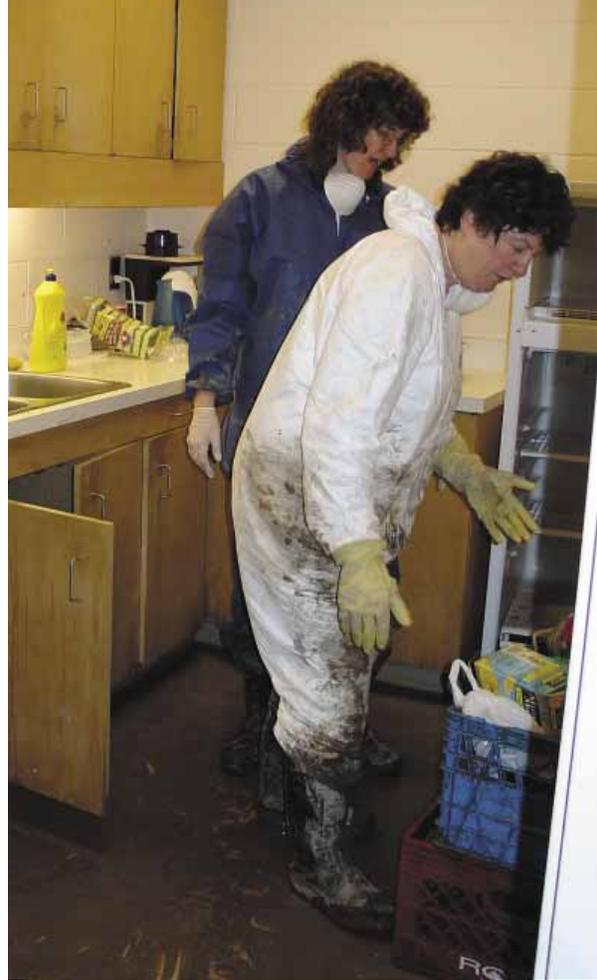


A tidal wave of water and debris swept through the library's broken windows and across the lower level, pushing books, computers, desks, glass, and papers before it. At 7.30 a.m. Doug, Peter and Becky Rogers, the head librarian, completed a quick inspection of both the exterior and interior of the library. This revealed that there were 15 to 18 inches of dirty water across the entire basement area. Some splash marks could be seen as high as four to five feet. The basement contains work space for library staff, public meeting rooms and a number of collections, including the Balsillie Collection of Roy Studio images and parts of the library's Peterborough Collection, Reference, Government Documents, Fiction and Children's Picture Book Collections. The Friends of the Library also use the basement to store items for their annual book sales. Recognizing that the scale of damage was too great for our staff to handle alone, the library consulted with staff at the Peterborough Centennial Museum and Archives and conservators from Sir Sandford Fleming College and the Canadian Conservation Institute.

A call went out to Les Enterprise ROSCO Group in Dorval QC, specialists in disaster recovery and conservation, whose trucks were on the way to Peterborough within hours. Among them was a refrigerated vehicle brought in to freeze items from the library's collections and the affected parts of the Roy Studio collection of historic photographic plates.

The library's electrician worked wonders and was able to restore a measure of lighting to the base-





ment by the afternoon of July 16. It was only then that we could truly appreciate the extent of the damage. The force of the water had been so great that hutches were torn off workstations and desks thrown as much as twelve feet. Nothing was left on any of the bottom shelves. The books were lying in the aisles mixed in with glass, library supplies and sewage-contaminated water. It was difficult to walk through the basement without tripping over piles of debris. Even harder, was coming across items from the collection that could hardly be recognized as books.

The rescue of the Roy Studio negatives was the first priority, followed by the Peterborough Collection. The museum put out a call to volunteers and conservation students for assistance. Sat., July 17, was a long day. Library, museum staff and volunteers along with ROSCO carried the Roy Studio and Peterborough Collection items out to the refrigeration truck for transportation to Montreal. Work started at 8:00 a.m. and didn't finish until 9:00 p.m. Even then, the work of clearing up the building was only just beginning.

At the time of writing, the library was still closed six weeks after the flood.

The building had to be dried out to prevent the onset of mould and damage to the rest of the library's collections. Fans, dehumidifiers and hot-air blowers have been running non-stop since the flood. Electrical, voice and data cables that were submerged in dirty water had to be replaced and that work is still going on. The walls are still wet, and the work of removing the wet plaster continues.

We have not been able fix a date for the Main branch reopening, but every day brings us a little bit closer. The staff have been amazing. At this time, one third of the staff are working at City Hall on the Ontario Disaster Relief Assistance Program for Peterborough residents, another third are working at

the DelaFosse Branch where most of our central services have been moved, and the remainder are working at the Main Branch on the endless cleanup. All of us have been touched by the calls and the generous offers of help we have received. Thank you for your thoughts and best wishes.

OLA has established a Relief Fund for Peterborough Public Library. You are invited to contribute generously to it. <www.accessola.com>, then click on Donations in the navigation bar. A tax receipt will be issued and you will be responding to a great need.

Becky Rogers (lower left, p.36) is CEO of Peterborough Public Library.



Riding the Wave

PROFILES OF AN EMERGING LIBRARY LEADERSHIP

York Catholic District School Board, Library Subject Council

The subjects of Riding the Wave so far have been individuals rising in large institutions. Although school boards are large institutions, school library personnel working at the building level are often part-time or are working with very few peers. An even more extreme form of this isolation is the public librarian in the small community whose library may be open only a few hours each week.

Leadership requires experience and expertise. How does one develop as an individual and grow as a professional if you are on your own? How do you “ride the wave” in such circumstances?

The teacher-librarians in the secondary schools of York Catholic District School Board offer a solution that has, for them, led to pronounced growth and expansion of leadership qualities. Looking to others that share the same isolation and working collectively with

them on shared programs is a significant and manageable way to ride the wave and to become a more confident leader, whether it be in your institution or in your community.

These professionals ride the wave together. Teamwork is the key to success at York Catholic District School Board. To this group of dynamic Teacher-Librarians, T.E.A.M.* means that Together Each Achieves More. The leadership skills of this group go beyond the meet-

Marlene Campbell
Sacred Heart
Catholic High School
19 years in teaching
6 years in library

“Just like every other teacher-librarian in our board, I wear many hats in the School Library Information Resource Centre, as multi-tasking is our ‘reality’ in the library.”

Linda Girardo
Father Bressani High School
15 years in teaching
10 years in library

“Success takes purpose, planning, patience and, most of all, practice!”

Lori Lisi
St. Elizabeth
Catholic High School
18 years in teaching
10 years in library

“A room without books is like a body without a soul”
- Marcus T. Cicero

Francine Mulherin
Brother André
Catholic High School
20 years in Education
15 years in Libraries: part-time

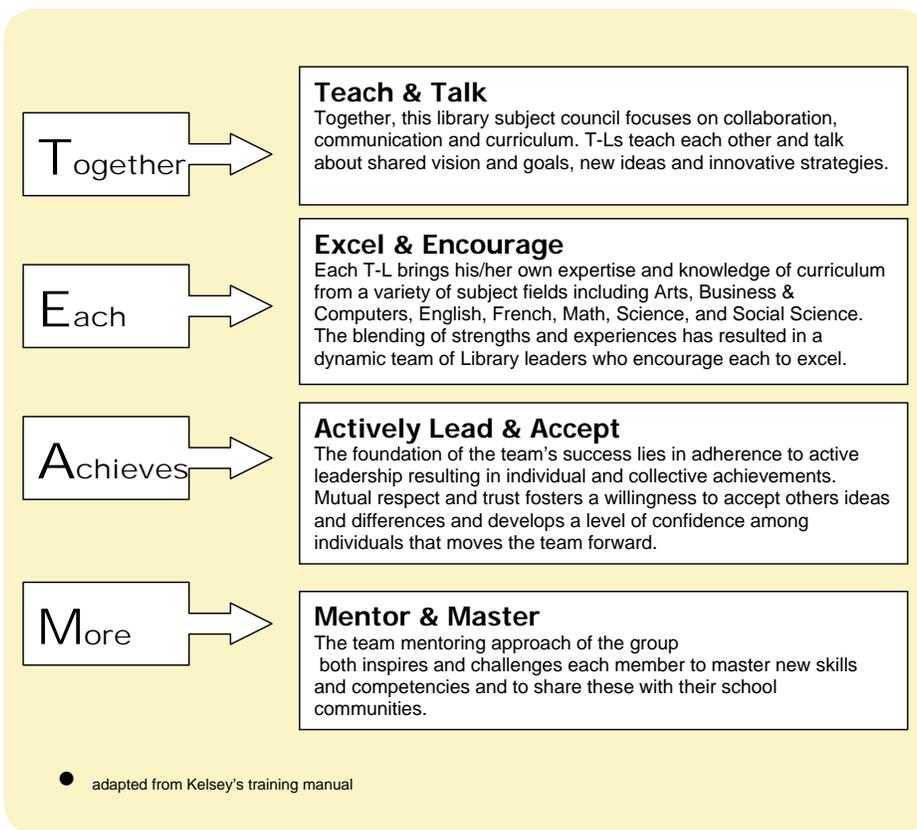
“As a group, we get to try our ideas out before implementing them and we get to consider other great variations. No-one is ever alone.”

By Michelle Regina



ing room directly to their school libraries. Once there, they open the doors to support teachers and students in their life-long learning endeavors.

It is through the team approach that these department heads of library have been able to succeed and have earned recognition in many areas. The leadership strengths of this group are rooted in their individual and collective achievements. Among these are Awards of Excellence and Leadership, Best Practices Awards for Writing Curriculum, Teaching AQ courses in School Librarianship, presenting workshops at the OLA Super Conference as well as at the board and school level. Leadership continues to thrive as some also hold positions of responsibility on local and provincial Library and Federation Associations. The board now often looks to this group to 'lead' the way by writing and participating in initiatives that



Joe Kolarich
St. Robert Catholic High School
21 years in teaching
3 years in library

"The opportunity to work and learn with such an outstanding group has made my three years as a teacher-librarian professionally gratifying. I look forward to many more years as part of this outstanding team."

Michael Rosettis
St. Augustine Catholic High School
19 years in teaching
8 years in library

"Team members get to build on each other's strengths through dialogue, sharing of ideas and resources, and collaborative creation of curriculum that addresses student and staff needs we all must meet."

MaryElise Citton
Cardinal Carter Catholic High School
19 years in teaching
11 years in library

"I love teaching and I love learning and the school library is where I get to do both...I have tremendous respect for my colleagues from whom I have learned so much."



involve and/or go beyond the school library. The cross-curricular perspective of these teacher-librarians allows them to lead in the development and delivery of curriculum in each of their schools. "We are active contributors on Student Achievement, Literacy and Quality Learning for all committees of the board as well as numerous others."

This group comes together several times a year to share, learn, grow and collaborate on projects together. The more they meet and share ideas and work, the more they want to meet and share ideas and work. Professional growth comes from within. Energy and inspiration complement this group. They share the same vision for library services and are role models for life-long learning as they continue to grow professionally and personally. This team approach to library programs and services has given each teacher-librarian the skills and confidence to make a difference in their schools, in the board and with each other. Leadership is never developed in isolation. Here is one way to help yourself grow and lead.

Michelle Regina, library head and former library consultant for York Catholic District School Board, was a very active councillor, speaker and organizer for the Ontario School Library Association's advocacy efforts and education programs. Projects developed by the YRCDSB team and its staffs of technicians and teachers provided the central core of the public exhibition developed for the OLA's three day Summit on School Libraries in 2002. <reginam@ycdsb.edu.on.ca>

Barbara Brand
St. Theresa of Lisieux
Catholic High School
29 years in teaching
6 years in library

"My favourite quote is stolen from Canada Book Day several years ago: 'Make a date with a good book.' I push books and reading whenever possible and have used this as my signature statement."

Petra Smith
Our Lady of the Lake
College School
14 years in teaching
3 years in library

"Collaboration and sharing among colleagues is always welcome. We have learned to support, inspire and challenge each other."



Hetty Smeathers
St. Joan of Arc Catholic High School
27 years in teaching
7 years in library

"The following quote (author unknown) stenciled on my library wall is my inspiration and guiding philosophy: 'I am the library. I am neither walls nor shelves, nor even the books that stand in rows. I am the wisdom of the universe captured and arranged for you. I am an open door. ENTER...'"

Michelle Regina
Holy Cross Catholic Academy
24.5 years in teaching and library

"School libraries really do make a difference!" and 'advocacy is key!' I am passionate about libraries and learning and have been so, from my days as a page in the public library, to my role as library consultant for the York Catholic District School Board. Unencumbered by subject-specific curriculum, I believe that teacher-librarians and SLIC's have the opportunity to guide and influence student growth and development in a very significant way. School libraries reflect real life situations and provide a safe, information rich environment in which students can search for answers to their questions, make decisions, explore interests, strengthen abilities, hone skills, develop attitudes and accept responsibilities as they struggle in their quest toward self discovery. It is my passion for libraries that drives me and my need to share the message with whoever will listen that makes advocacy so important to me."



Marianne Kelly
Father Michael McGivney Catholic High School
23 years in teaching
13 years in library

"I have had two careers, having 16 years at home with my children. I enjoy drawing on my own experiences in working with my students."



The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

The Benefits of Mentorship in LIS Education

Life for students at the Faculty of Information Studies has always been one of constant adaptation, and the immediate future looks to be no different. The field of library science is evolving rapidly and it is a continuous struggle to keep abreast of developments. With both complex theoretical and practical challenges in mind, our new dean, Brian Cantwell Smith, has embraced the multidisciplinary nature of librarianship and is forging FIS into a cutting-edge school of information science.

As student council president for FIS, I have a tremendous responsibility to ensure the needs of the students are addressed in this process, and their interests are balanced with the vision of the future. It is all too easy for institutions to get caught up in the conflicting demands of research and teaching, and they may inadvertently forget their primary function is the passing on of knowledge to a new generation of librarians, archivists and IT profession-

als. Student councils, as a whole, exist to constantly demand the best education possible for their membership.

As a neophyte library science student, most of my views on librarianship and the field as a whole are those of an armchair novice. Nonetheless, the advantage of being new to the field is that it provides me with an unfettered perspective. I've had the opportunity to observe the dynamic of a changing field, to see the flaws and the successes.

With that dynamic in mind, my overwhelming concern for students in LIS is the continuing lack of agreement between professionals and academics on how to conduct LIS education. I admit that I'm biased in this discussion, because my working experiences have always been in the trades where theory is fine for context or the classroom, but competency and professionalism are the true measures of success. And yet that criteria almost exactly mirrors the comments I have heard from the veterans of LIS, from chief librarians to archivists, law librarians to cataloguers - that the calibre of student skills is not as high as they desire. Some of this criticism undoubtedly comes from the comparison between the skills of a 40-year veteran of LIS and novices like me with less than a year's experience, but there is more than a grain of truth in the statement. A good education is a balance between the formal and the informal, the theoretical and the practical. I'm worried that this balance isn't

being maintained and that the quality of graduates isn't what the professional community needs.

On another tack, students also hear significant concerns about the ability of LIS schools to instil the core values of librarianship, the very foundation on which all of our knowledge rests. As Michael Gorman has so eloquently stated, these values are: stewardship, service, intellectual freedom, rationalism, literacy and learning, equity of access, privacy, and democracy. In the struggle between understanding the vast theoretical context of library science and the knowledge that practical skills are key to their first positions, the values and ethics that are so critical to the profession may fall to the wayside.

If we assume, for a moment, that the inherent conflicts between theory and application are not to be solved in the immediate future, and that most LIS students require some form of education that can imbue the core values of librarianship while maintaining a perspective on necessary skills, then both students and educators find themselves at an impasse. My solution to this is plain and simple: mentorship.

For example, I have the good fortune of being on good terms with Joe Cox, the metadata librarian at FIS. I've actively encouraged the friendship because Joe is a friendly and extremely competent reservoir of information. I've learned more about the value of good librarianship simply from conversations with Joe than I have in any other course or from any other teacher. But I'm one

By Edward White





The Next Generation

student amongst hundreds, and I know that other students can benefit from the same guidance and assistance of a mentor.

Most students, particularly those who are new to the field of LIS, benefit from interactions with professionals, whether these are guest lectures, reference desk discussions, listserv lurkings or conversations at conferences. Students always learn something new, some aspect of their education that cannot be found in the classroom, when trading ideas with professionals. On the other hand, I constantly meet librarians who are critically interested in the education of LIS students, librarians who could guide students towards a better understanding of LIS and the pragmatic aspects of the field.

I am aware that there are some codified mentorship programs in North America and I applaud the effort made to match students at various levels of education with professionals, but I still think more needs to be done, particularly in light of the impending waves of retiring librarians. If LIS programs could work together with public, academic, corporate and special libraries, instead of individuals and associations primarily driving these initiatives, I believe the quality of LIS graduates would improve dramatically, and libraries would benefit by assessing the 'mentees' as future employees and guiding the education of acceptable candidates to fit their specific position requirements. Problems with the current education might be solved by the active collaboration between the schools and the greater community, instead of continuing conflict and disagreement over the nature of the formal education.

However, I don't actually believe that formal mentoring relationships are the only answer, despite their promise. Instead, I would ask all of you in the library community to simply be willing to offer advice, to meet and

talk with students, to invite them to your libraries, and to encourage their development when and where opportunity presents itself. If you think more students should follow certain paths, specialize or diversify, then come to us, and we'll listen. You have an eager audience, open minds and bright ambitions, so please help us.

Edward J. White is president of the Faculty of Information Studies Student Council at the University of Toronto.

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Readers' Advisory

PROMOTING ENJOYMENT AND PASSION FOR THE WORLD OF BOOKS

The Marketing of Genre Fiction

It's an age-old question: which came first the chicken or the egg? Applied to book publishing, the question becomes which comes first: the author's story idea or a publisher's demand for a specific type or genre of story that will meet current reading trends? Plus, do these trends have an impact on libraries?

Looking for answers, OLA sponsored the Librarian's Session at Book Expo Canada. It gathered a panel of authors, a publisher's rep and librarians. The panel's mission was to discuss and consider how librarians faced with meeting reader demands and providing readers advisory services can recognize, understand and respond to reading trends and marketing.

The discussion began with author Robert Sawyer, who explained how the science fiction and fantasy genres came to be so closely linked. He explained that it was the science fiction writer's association that brought the fantasy authors into their association. For many years science fiction was the dominant genre, however recent interest in fantasy has surged. As a result of what Sawyer referred to as "The Harry Potter Effect," it now dominates. To illustrate the point, he provided statistics from the UK: 85 per cent of Britons indicate that they have read in the fantasy genre, and only 15 per cent indicate reading in science fiction. It is suggested that these numbers, as well as the phenomenal interest in Lord of the Rings, have some publishers now looking to fold fantasy into the mainstream. Sawyer feels that storytelling will win out and the leaders in a genre will continue despite the trends. There will always be readers for great stories regardless of genre.

Andrew Pyper, award-winning author of *Lost Girls* and *Trade Mission*, has learned from experience that Canadians have a real need to label literature. As an author he looks first to the storytelling, and yet many readers will ask what kind of stories he writes. He believes they somehow feel more comfortable if they are able to give work a label. He proposed that in Canada a book has to look like literary fiction to sell, and this has the potential to create a type of protectionism of a "Canadian style" that may discourage growth and development of emerging writers. It is interesting to consider whether Canada has a strong tradition of commercial fiction, or do we promote and market what might be considered "good for you" reading? Pyper feels strongly that story can be undermined in this search for category, and agrees with Sawyer that strong storytellers, regardless of category, will go on.

From a publishing standpoint, Lahring Tribe of Random House Canada proposed the idea that most trends are actually accidents of publishing and wished "that we could manipulate trends." The fact is that readers must be receptive and that there are ebbs and flows of popularity. She echoed the idea that those who establish a genre tend to be the ones left standing. For example, while the horror genre has lost readers (despite labeling it Dark Fantasy), Stephen King continues to be

By Sharron Smith

Sharron Smith with Andrew Pyper





Readers' Advisory

a best-selling, award-winning author. If publishers push in any area, it is to try to have an author move into the mainstream from genre, primarily because fiction sections in both libraries and bookstores are much larger areas, which increases exposure and, ultimately, sales.

Speaking from the library perspective, Margaret Henry, co-ordinator of Adult Materials in Collection Development at the Toronto Public Library, indicated that in most libraries selection is based on the author not on marketing or genre, with a number of criteria (statistics, story and reviews) used to establish a shelf placing for a work. While recognizing the success of one style of storytelling may send publishers towards a particular style, libraries understand that readers remain loyal to different types and styles. And so, while the publishing world may look for the next Da Vinci Code, libraries continue to develop collections that look to meet the needs of the community.

As all readers' advisors know, it is all about connecting books and readers and not marketing or trends that influence the development of our collections. Each panelist in their own way came to a similar conclusion. For each sector—whether author, publisher or library—the goal is the same: to get great reads into the hands of readers.

To learn more, join us when the panel will reassemble to repeat this interesting and thought-provoking session at Super Conference 2005.

Sharron Smith is a librarian at the Kitchener Public Library. You can reach her at ssmith@kpl.org.

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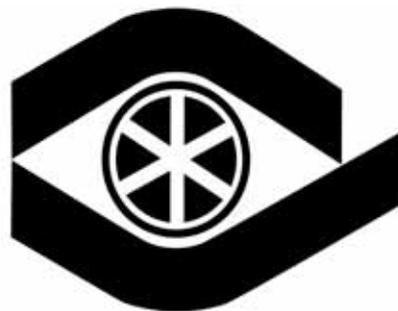
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The *Friendly* Library

There is a tier of bookshelves in my home library that each year I promise I will clear out, keeping only those books that are useful and special in some way. This was the year I finally got around to doing it. There were three piles: discards, keepers and maybes. On the second go round I felt rather virtuous as I reduced six shelves to only three... plus one book.

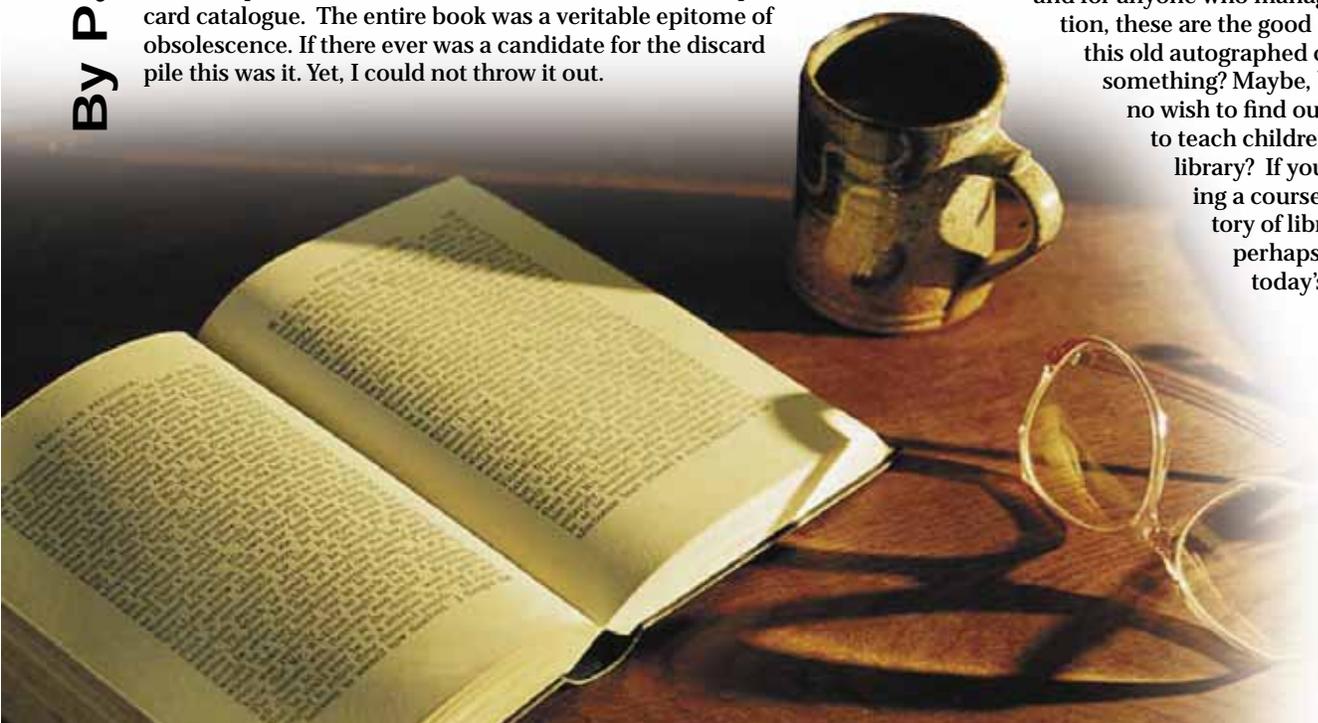
The one book was *The Friendly Library* by Ethel M. Briggs. It is an autographed copy signed: "With best wishes of the author Ethel M. Briggs." The dedication reads: "To Dorothy B. Johnston, Children's Librarian of the Reading Public Library, whose knowledge and appreciation of the finest in children's literature along with her abundant encouragement have been a constant inspiration. And for Marcia, better known (en famille) as Little Pink."

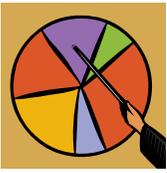
Ethel M. Briggs was Northwest Branch Librarian, Reading (PA.) Public library and the book published in Reading by the Snyder Publishing Company in 1942. I was not yet born. As I flipped through the pages I noticed the columned Carnegie-like façade of the line drawn library; the lace trimmed puffed sleeves of the librarian's dress; the antique card catalogue. The entire book was a veritable epitome of obsolescence. If there ever was a candidate for the discard pile this was it. Yet, I could not throw it out.

In the book *Children's Librarian*, Miss Minerva Readwell introduces a young boy, Thomas J. Tinker Jr., to the public library. One rainy day Tommy's dog, Arsenic, who is too unruly to be allowed in the library, is left tied up outside and becomes ill with distemper. Tommy returns to the library, sadly browsing the shelves as he wonders how he can help Arsenic. Miss Readwell notices and suggests that if Arsenic were trained he would not have to be left outside. Tommy wonders if he could train Arsenic himself. This becomes the opportunity for Miss Minerva (as the children call her) to teach him about the wealth of information in books, the difference between fiction and non-fiction and about the Dewey Decimal System. She shows him how he can use the card catalogue to find the information he seeks by using the index cards and 'see' references. In 1942 looking it up on the computer was not an option. Everything in the book including the artwork, is dated, outmoded, obsolete. Yet, I did not throw it out.

Why have I kept this book? Am I getting to that age where everything old is seen through a romantic haze of the 'good old days'? No. Technologically speaking, for libraries, librarians and for anyone who manages information, these are the good days. Can this old autographed copy be worth something? Maybe, but I have no wish to find out. Is it useful to teach children about the library? If you were teaching a course in the history of library practices, perhaps, but not in today's reality.

By Paula de Ronde





Marketing

I am keeping this book because it speaks to the human connection that makes a library great. I keep it because it is a reminder that in our ever-changing world there are things that never change. It reminds me that our core values are timeless. Miss Readwell never speaks down to Tommy. She gave excellent service to an individual appropriate to his age. She educated and empowered him to find the information he wanted and he was further empowered when he was able to use the information to succeed in training his dog, the well-named Arsenic. She taught Tommy to be self-sufficient but was there as a guide when he needed guidance. This little slip of a story demonstrated the core values we hold dear; equity of access, education, literacy, community service, privacy and open, non-judgmental individual service. I keep it hoping that everyone who enters our modern libraries that are filled with the wonders of technology will meet someone like Miss Readwell. I keep this book because the things worth keeping never change @ your library.

Like Tommy, we all need information for daily living. Every day we meet patrons such as Tommy who need help to navigate the information highway and guidance to take them though an infinite amount of information so they find not only what they need but also what they want. These are ways we, as librarians, serve the individuals in our communities knowing that an informed society is a civilized one and a cornerstone for democracy. This was so in 1892, in 1942 and in 2004.

When you absolutely, positively have to know...ask a librarian @ your library.

Paula de Ronde can be reached at deronde@netrover.com

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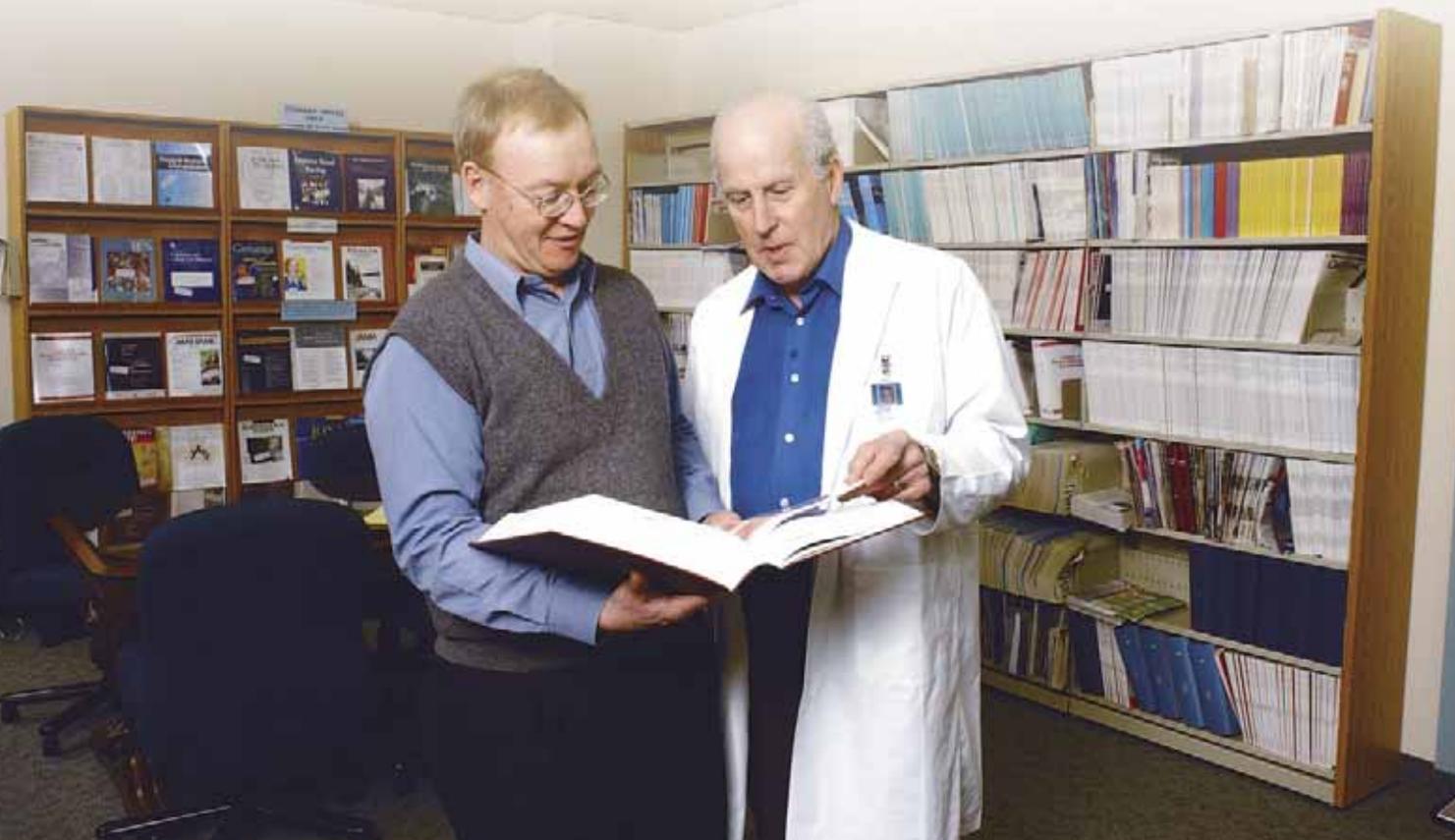
We're accustomed to thinking of nurses and physicians as saving lives. But medical librarians? Thanks to the response of West Park Healthcare Centre's medical library, clinical staff members have better access to the information that does just that.

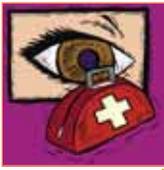
John Tagg, West Park's librarian, argues that easy access to up-to-date information can have a real and immediate impact on the quality of patient care. "Health care professionals don't always have all of the knowledge they need at their fingertips," he says. "They need somewhere they can go to get information. In rehabilitation, new techniques are being developed all the time, and it's hard for clinical staff to keep up to date on everything."

In one study on the impact of hospital libraries on clinical decision-making, researchers found that 80 per cent of physicians changed their care as a result of current

scientific evidence. The changes reduced mortality risk in 19 per cent of patients, avoided hospitalization in 12 per cent, and changed drug choice in 45 percent.

But those sorts of practice changes require access to data. The library plays a key role in supporting continuing education in the centre. At West Park, librarian Tagg spends much of his time supporting nurses who are taking courses at community colleges or universities. When he arrived in 1997, a number of improvements were made to the library, building its collection until it was overflowing the small space assigned for it. Finding





Health Watch

what was needed became the real challenge.

Feedback on the centre's staff and physician satisfaction surveys highlighted that improvements to the library's space needed to be made. (See sidebar on how survey indicators are used at West Park.)

You certainly did not have to convince Dr. Bob Turner of the need to expand the library and its capabilities. He'd been a champion of the West Park library for many years.

"It was like an old English bookstore, with stuff piled to the ceiling," says Turner. He suggested that the library be expanded by taking a portion of the physician's lounge next door, and his fellow doctors agreed.

Financial assistance for the library project came from the West Park Healthcare Centre Foundation Family Campaign – generous contributions from staff, volunteers and physicians. During the renovation, a door was created between the two rooms, and the expanded space was equipped with two workstations and a comfortably furnished reading area. The door can be closed to allow physicians to hold private meetings, if necessary.

"This solves the needs of the library and the medical staff," says Turner. "It's an ideal solution."

Survey Indicators at West Park

Seven years ago, the Toronto-based West Park Healthcare Centre pioneered a new approach to quality improvement. Along with a handful of other hospitals, the centre adopted what was called a 'Balanced Scorecard' to measure performance and provide a starting point for improvement. Today, the scorecard is an integral part of West Park's management systems.

It all began with the centre's volunteer board of directors, says Anne-Marie Malek, vice-president, programs, and chair of the Corporate Performance Committee. The directors went through a process to identify which performance indicators they wanted reported on a regular basis.

At the same time, the centre learned about the 'Balanced Scorecard,' an innovative tool developed in the private sector to broaden performance measurement beyond financial indicators. "We had been wondering how to organize data for the board," says Malek, "and this seemed like the perfect framework."

The Balanced Scorecard helps West Park understand where it is doing well and where there are opportunities for improvement. It provides structure and creates direction and discipline around improvement activities. Bringing all the measures together into one document

helps managers to understand how success in one area supports another.

In today's health care system, accountability is critical. "We're a publicly funded organization," Malek says. "We're accountable to the government, to taxpayers, and to the communities we serve. We want to inform our stakeholders on our performance; where we're doing well and where we need to improve."

West Park's Balanced Scorecard looks at a variety of indicators grouped into four broad categories: financial performance, quality and clinical outcomes, stakeholder perspective, and learning and growth.

The learning and growth perspective of the Balanced Scorecard captures the ways in which the centre has supported the development of staff and contributed to research and knowledge. "Innovation and excellence are central to our organization's vision," Malek explains.

When physician and staff satisfaction surveys (indicators in the stakeholder perspective) revealed that these groups identified the need for improvements in the library, it was clear that these would also support their practice. "Having the information from the satisfaction surveys gave us the impetus to direct improvements to the library," says Malek.

CANADIAN WHO'S WHO

2004



'History...being made.' *Rob Carrer, National Librarian*

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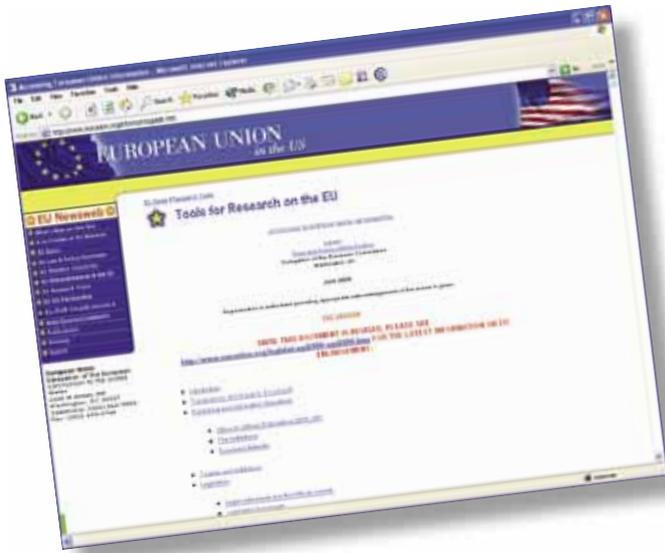
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Eye on the Web

LINKS TO THE RESOURCES ON THE INTERNET

International Governmental Organizations: Part III



This column concludes a three-part focus on international governmental organizations (IGOs). Part I introduced readers to major Web resources of the United Nations (UN), Part II focused on specialized agencies of the UN, and Part III will cast its net beyond both the UN family and the stricter definitions of an IGO. Provided below is information about the following organizations and their Web-based resources: European Union, Organization for Economic Co-operation and Development, World Trade Organization (WTO), Group of Eight (G7/G8).

Next issue's Eye on the Web column will return to a domestic focus and highlight Web-based archival resources. As always, your suggestions for future columns are appreciated. Amanda's e-mail address is listed at the end of this article.

European Union

EUROPA: Gateway to the European Union <www.europa.eu.int/>

Accessing European Union Information <www.eurunion.org/infores/resguide.htm>

According to the Europa Web site, the European Union (EU) is a "family of democratic European countries, committed to working together for peace and prosperity." An exercise in the pooling of national sovereignty, the EU is unlike any other current governmental organization. Its present form was established with the Treaty on European Union (Maastricht Treaty) in 1992, although it can trace its roots back to 1946. A historical overview of the EU can be found on the Europa Web site by selecting "EU at a Glance" and then "History" from the resulting side panel. Currently, the EU has 25 member states and four candidate countries. All member states designate representatives to sit on the council of the EU, the main legislative body. The council shares the power to legislate with the European Parliament, whose members are elected by the citizens of member states. The European Com-

mission acts as the executive branch of government but plays a much larger role in the legislative process than the executive branches of government in Canada or the United States. The commission works with the Court of Justice to enforce European law. Finally, the Court of Auditors acts as the financial watchdog of the EU. A complex and unique institution, librarians often feel challenged when assisting users with the identification of and access to EU information. Europa's goal is to simplify that process, and improvements to this end are continuing. At present, the site is geared to citizens of EU member states. However, the "Activities" link from the main page provides an excellent starting point for seekers of EU information on either side of the Atlantic. A broad list of subject categories is provided and includes everything from Agriculture to Culture and Food Safety to Transport. Following these links will

provide users with relevant legislative materials, links to online Commission publications and an often rich array of free statistical information made available by Eurostat, the EU's statistical office. Tracing specific legislation as it progresses through the EU system can be complicated for the uninitiated. Use the "Documents" section of the main Europa Web site and refer to the online guide produced by library staff at the Washington, DC Delegation of the European Commission (linked above). Government librarians that attended the conference for European Documentation Centres (EDCs) and European Reference Centres (ERCs) in May were pleased to learn that improvements to the Europa internal search engine and the consolidation of legislative databases will be realized throughout the next few years.

By Amanda Wakaruk

Delegation of the European Commission to Canada <<http://www.delcan.cec.eu.int/en/>>

This diplomatic mission's Web site provides quick and easy access to documentation relevant to Canada-EU relations. The full-text of EU-Canada agreements, declarations and statements can be found by following the "Official Documents" link from the main Web page. In addition, the "Press & Information" link provides access to speeches, press releases, newsletters and other announcements dating back to 2003.

Organization for Economic Co-operation and Development (OECD) <www.oecd.org/>

The OECD replaced the Organisation for European Economic Co-operation (OEEC) in 1961, a body formed to administer U.S. and Canadian aid under the Marshall Plan following The Second World War. Today, the OECD focuses on building the economies of its member countries through discussion, development and refinement of economic and social policies. Its 30 members (including Canada) are committed to market economies and pluralistic democracies and produce two thirds of the world's goods and services. The work of the OECD covers many subject areas, including population ageing, energy, environment, science, technology, governance, development, economics and education. Access to information about the mass of publications and statistical resources produced by the organization often thought of as a think tank is available through both the internal search engine and the navigational links, found on the top right and left of the homepage. Similar to the Europa Web site mentioned earlier, the hierarchical links generally prove more useful for introductory users than the search engine. Advanced users with an understanding of OECD activities may benefit from the advanced search option, which allows for searching by provenance and date range. While most documents, including policy briefs and reports, are available for free online, few publications are afforded the same access.

World Trade Organization (WTO) <www.wto.org/>

The WTO is the successor of the General Agreement on Tariffs and Trade (GATT), both of which were created to negotiate agreements around issues of international trade and commerce. Today, the WTO is a related organization to the UN family, has 147 member countries and is responsible for handling trade disputes, monitoring national trade policies and administering agreements on goods, services and intellectual property. The full text of the agreements and decisions on disputes can be found by following the "Documents" link from the top right of the homepage. Do not miss the "Documents - Official Documents" link that takes users to the official WTO documentation database and allows for searching by country, document type or number, and date range (to name only a few options). The "Resources" link also provides access to a wealth of material, including a statistical database that allows users to extract times series of import and export values for EITHER goods OR services by country and trading partner (note: trading partners are limited to the world, the EU and "extra regional trade"). The "Resources - Publications" link provides access to an online bookstore that has a separate access point for free online publications. Don't miss the "Bibliography Database," practically hidden under "Resources - Economic Research & Analysis." This database provides access to the full text of selected papers and reports and, what's more, offers a simplified search option that allows for intuitive subject navigation with sub-categories and explanatory notes about each major heading.



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Group of Eight (G8)
[formerly Group of 7 or G7]
<www.g8.utoronto.ca/>

The G8 membership is made up of the heads of state or government from the eight most industrialized countries: France, United States, Britain, Germany, Japan, Italy, Canada and Russia. In addition, an observer from the European Commission has attended G8 summit meetings since 1978. Heads of state from the first six countries listed above formed the membership of the initial summit held in 1975. Canada joined in 1976, creating the title Group of Seven or G7. Russia began participating in 1997 and obtained full membership status in 2002, changing the title to the Group of Eight or G8. Annual summits are the main activity of the group and serve as a vehicle for policy discussions around economic, political and security issues. In addition, regular and ad-hoc ministerial meetings continue throughout the year with federal ministers responsible for finance, trade, security (terrorism), environment, employment and justice, to name a few. The G8 Web site, provided and maintained by the University of Toronto Library and the G8 Research Group at the University of Toronto, provides intuitive first level access to documents emanating from the summits and meetings noted above. As the breadth of online coverage varies, it is important to note the collection finding aid provided by the G7/G8 Research Collection in the John W. Graham Library Trinity College, University of Toronto, linked from the main page under the heading "Archives." The Web site also provides access to a variety of academic publications produced by the G8 Research Group, its sponsors, and related organizations.



IGO Resources for Librarians

International Intergovernmental Organizations (Northwestern University)

Provides an alphabetical list, with links, of IGOs.

<www.library.northwestern.edu/govpub/resource/internat/igo.html>

Intl-Doc: the Librarians' IGO Listserv

This listserv was set up to facilitate the exchange of information concerning the publication and information dissemination policies of IGOs.

<www.library.uiuc.edu/doc/idtf/intl-doc.htm>

International Information: Documents, Publications and Electronic Information of International Governmental Organizations. 2nd ed. Edited by Peter I. Hajnal. Englewood, Co.: Libraries Unlimited, 1997.

International Document Task Force (IDTF), Government Documents Roundtable, American Library Association

<www.library.uiuc.edu/doc/idtf/home.htm>

LIS2137: International Organizations

This is the Web site for a course offered by the Faculty of Information Studies at the University of Toronto. The course focuses on the production and dissemination of IGO materials. It is updated annually and includes extensive reading lists.

<www.fis.utoronto.ca/courses/LIS/2137/index.html>

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Collections at the Edge

CONTEMPORARY PERSPECTIVES TO ATTRACT NEW AUDIENCES

Graphic Novels: Ten Titles that Libraries Should Have

By Zachary Abram

① *Maus*, by Art Spiegelman. At its core, Art Spiegelman's *Maus* is a Holocaust survivor story. However, it is so much more. Spiegelman packs all of his anger, bitterness and guilt into this two-volume set. *Maus* also has the distinction of winning the 1992 Pulitzer Prize. All true graphic novel collections start with *Maus*.

② *Jimmy Corrigan, Smartest Kid on Earth*, by F.C. Ware. Jimmy Corrigan is often compared to James Joyce's *Ulysses* because of its complexity. Although its theme is difficult to grasp, this novel is on the cutting edge of any visual medium, including film. The plot spans three generations but primarily focuses on the title character (who is neither particularly smart nor particularly a kid) and his first and last encounter with his father. Winner of the American Book Award and the Guardian Prize for 2001.

③ *It's a Good Life, If you don't Weaken*, by Seth. Editors for the *Comics Journal* named this, Seth's first book, as one of the top 100 best comics of the 20th century. This picture novella chronicles Seth's love of comics, his crippling insecurities and his quest to learn more about a long forgotten cartoonist from the 1930s named Kalo. It soon becomes evident that Seth's quest for Kalo is really a quest for himself, to find any sort of vindication for how he is.



④ *I Never Liked You*, by Chester Brown. Montreal native Chester Brown has long established himself as one of Canada's premier cartoonists. *I Never Liked You* is a haunting memoir of Brown's tortured adolescence. This comic strip narrative details his strained relationship with his mother and how it has affected his relationships with the other women in his life. This novel is one that stays with you.

⑤ *Ghost World*, by Daniel Clowes. Later adapted into a motion picture, *Ghost World* delves deep into the shallow existence of teenage angst. This short graphic novel follows the friendship of two teenage girls, Enid and Rebecca, at a crossroads in their young lives. The characters are so well drawn that one would be surprised that a teenage girl didn't write it.

⑥ *Blankets*, by Craig Thompson. Thompson blends the two arts of storytelling and illustration beautifully in this coming of age story. The dialogue is superb as the main character tries to sort through his issues with love, lust and being in his 20s. Any sensitive soul would identify with this novel.

⑦ From Hell, by Alan Moore. Similar to *Ghost World*, this novel was later turned into a major movie. Moore is well respected among comic fans for his work in the Batman series. In *From Hell*, Moore beautifully captures the brutal violence of a turn of the century England terrorised by Jack the Ripper. Not for the weak at heart.

⑧ The Golem's Mighty Swing, by James Sturm. This interesting graphic novel follows the adventures and trials of an all Jewish baseball team. The minimalist art and engrossing storyline make this a must-have. So far, this list has purposely left out any graphic novels that feature "superheroes." However, I would be remiss to ignore the genre completely. The last two spots are reserved for the crème de la crème of literary-caped crusaders.

⑨ Kingdom Come, by Mark Waid, ill. by Alex Ross. Did you ever wonder what would happen when Batman, Superman and Wonder Woman got old? This epic futuristic story casts the greatest defenders of the universe as broken-down retirees. What would bring a superhero out of retirement, you ask? The coming apocalypse, of course. Alex Ross' painted superheroes are really what bring this collection to life.

⑩ Arkham Asylum, by Grant Morrison, ill. by Dave McKean. If all you remember about Batman is the campy '70s television show with Adam West, you are in for a shock. This dark comic features Batman at his most merciless. He is trapped inside the insane asylum with all his fiercest foes. He is forced to confront his own sanity and his deepest fear, namely that he may have more in common with his enemies than he'd like to admit. Dave McKean's mixed media illustrations only further build the bleak atmosphere.

Zachary Abram is a regional co-ordinator for the Community Access Program and an aficionado of the genre.
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Last Word

THIS PAGE IS FOR YOU

Like Mother, Like Son



By Steve Desroches

It is said that the passion for reading and lifelong learning, as well as a commitment to a vibrant public library system, stems from the examples set by parents for their children. This influence is alive for my particular family in Ontario. I am an Ottawa resident and have been serving as an Ottawa Public Library trustee since February of 2004. My mother, Bryde Desroches, was also recently named as a trustee to the Midland Public Library Board. Midland is a small town located on the shores of Georgian Bay and a six-hour drive west of Ottawa.

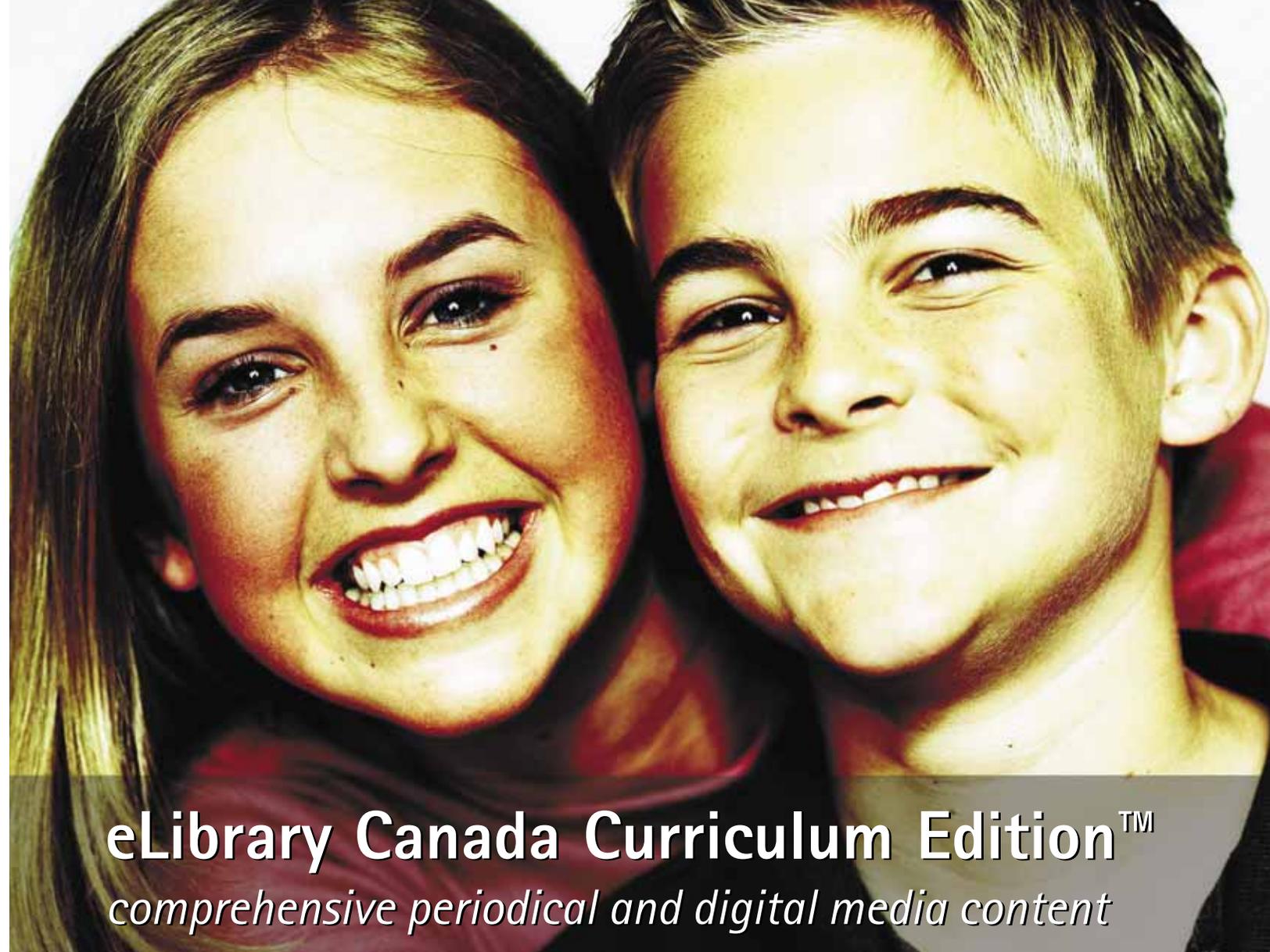
My interest in libraries and literacy has come from my frequent family visits as a child to the splendid heritage building housing the Midland public library. The library was and remains a key part of growing up in the town of more than 15,000 residents. When I moved to Ottawa in 1988, I was pleased to discover a strong public library system when I registered for a new library card. My mother Bryde has been an active client of the library and has ingrained the passion for reading in both her children.

As trustees, we are both devoted to strengthening the public library system in our respective communities. During a recent family visit to Ottawa, Bryde joined me as well as parents and children at an event promoting the Ottawa Public Library's innovative 1-2-3 Read With Me infant literacy project, which aims to introduce young families to early-childhood reading and the libraries services. As we mingled with parents and young toddlers taking part in

the Library's first Read With Me Week, we were both reminded of our time together at the Midland library a generation before these aspiring readers rolled through the library doors and into a journey of lifelong learning. I and my wife, Michelle, are expecting our first child in October of 2004 and parents and grandparents, alike look forward to continuing the family's relationship with our community library.

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