

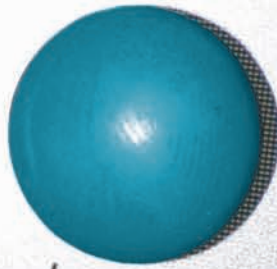
ACCESS the magazine of ola

SUMMER07

To Kill a Mockingbird



The Odyssey



French for Beginners

from gutenberg
to post literacy





University of Toronto Press takes 10 scholarly journals online.

University of Toronto Press is pleased to announce the launch of the online versions of ten scholarly journals. The *Canadian Journal on Aging*, *Canadian Public Policy*, the *Canadian Journal of Criminology and Criminal Justice*, the *Canadian Modern Language Review*, *Seminar: A Journal of Germanic Studies*, *Genocide Studies and Prevention*, the *Canadian Historical Review*, *Cartographica*, the *Journal of Scholarly Publishing*, and *University of Toronto Quarterly* are now offering online access to current and back volumes. The complete back file of *Cartographica*, from volume 1:1 (when the journal was known as *The Cartographer*) to volume 41, is also available. Although no other journal approaches *Cartographica* in the number of previously published issues, a significant amount of earlier material is included with almost every journal.

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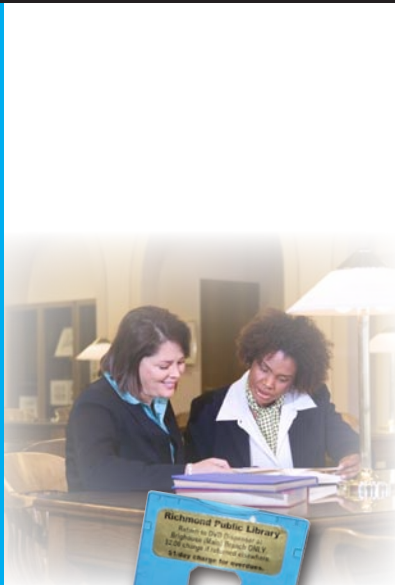
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At a Loss for Words: An Introduction to Post-Literacy

By Students of Beyond Literacy

Literacy is dead. Well, not really dead, but it's on its way out... claims a class of first-year students from the University of Guelph. The good news? Literacy is about to be replaced by something new, better, and more efficient...

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OLA And Mentoring: For The Good Of The Profession

By Jim Brett

Providing mentoring support rounds out OLA's member programming. Jim Brett outlines how mentoring strengthens the Association, and plays a key role in its future development.

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By Mark Ellis

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By Alan Cumyn

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On The Cover: If the Age of Gutenberg has ended, where are we heading? A class of students at the University of Guelph offer this thought-provoking view of the post-literate period in the making. See page 18.

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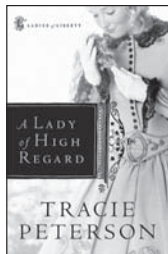
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A freak storm that spawned three tornadoes bears down on the town of Summerville. Yet under cover of the storm looms a much more ominous threat: a vindictive killer known as Red who's left a string of victims in his wake.

A LADY OF HIGH REGARD
Tracie Peterson
HC 9780764204012 • Bethany
June/07 • \$24.99

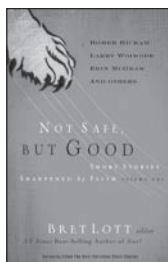
Despite her wealthy upbringing Mia Stanley, a winsome socialite with a knack for matchmaking, works for Godeys Ladys Book magazine, much to the disdain of her family.



CLEAR BLUE SKY
F.P. Lione • HC 9780800718862
Bethany • July/07 • \$22.99
Between the wearying overtime and Labor Day carousers, New York City cop Tony Cavallucci begins questioning his career choice. Then on September 11, he learns what faith, family, and life itself really mean.

NOT SAFE, BUT GOOD
Bret Lott • PA 9781595543202 • Thomas Nelson • July/07 • \$18.99

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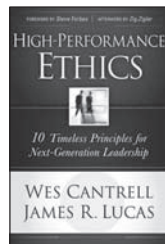
New Non-Fiction from RGM



IDOL EYES • Mandisa with Angela Hunt
HC 9781414316024 • Tyndale • June/07 • \$28.99
Gospel singer Mandisa captured the hearts of millions during her stint on American Idol. Here she discusses her life-long battle with food, culture's image of the "ideal woman," and how healthy self-esteem and personal beauty stem from seeing ourselves as God's much-loved creation.

HIGH PERFORMANCE ETHICS
Wes Cantrell & James R. Lucas
HC 9781414303406 • Tyndale
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Ten timeless principles for next-generation leadership, based on the 10 Commandments.



IS RELIGION DANGEROUS?
Keith Ward • PA 9780802845085
Eerdmans • \$19.99

Thought-provoking and compellingly argued, this book is a trenchant response to today's critics of religions of all kinds.

COMPLETE VEGAN KITCHEN • Jannequin Bennett
HC 9781401603472 • Thomas Nelson • July/07 • \$24.99

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Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION



The focal point of the Teen Annex at the Central Branch of London Public Library is a colourful mural entitled "Know U Turn", created by local urban expressionist artist Bryan Jesney (centre).

London Launches Teen Annex

Teens crowded London Public Library's Central Branch January 18 to open the Teen Annex, an area planned by— and for— youth aged 12 to 18.

A Teen Annex Committee helped library staff choose colour palettes and furniture, and suggested programs for teens, including indie band concerts, karaoke, and electronic games.

"The area is divided into rooms," says Julie Brandl, coordinator of Children's and Youth Services. "There's a comfortable reading area with a colourfully tiled fireplace, funky furniture and lots of magazines and graphic novels; a technology area with computers, online research resources, CDs and DVDs, and a study area."

Partial funding for the initiative, which will be duplicated in some form at all branches, was provided by an Ontario Ministry of Culture 2006 Library Strategic Fund Grant.

It's Game On in Caledon

Caledon Public Library's first ever GAME ON video game tournament got high scores and drew more than 100 to its launch over March Break. Participants enjoyed a day of Nintendo GameCube tournaments played on a 6' x 6' screen; access to internet games and CD-ROM computer games in the library's state-of-the-art Gamers Lab. Most importantly, reports the library, this program was extremely popular among its "harder to please" group of boys aged 9 to 14.





McCallion's Mississauga

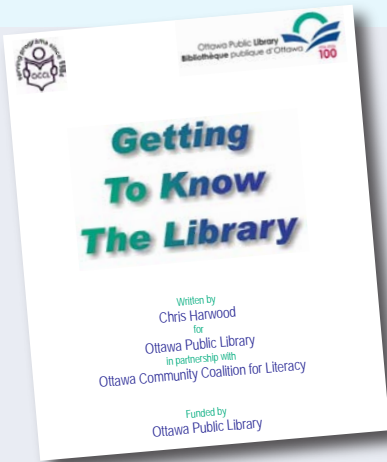
The Mississauga Library System is using the Year of the Book to reinvent its library card. On the front of its new cards are books on a shelf. On the back, the barcode displays larger numbers for easier reading. The first Mississauga to get a new card? Mississauga Mayor Hazel McCallion.

Come Read with Me!

The Baden branch of the Region of Waterloo Library offered a Come Read With Me family literacy pilot project through the month of May.

Come Read with Me is an evening storytime program recommended for families with children aged three to eight. Parents and caregivers attended the program with their children and together they enjoyed stories, played games, and learned about fun ways to use literacy.

Come Read with Me was funded through a grant from the Lyle S. Hallman Foundation.



Getting To Know the Library

The Ottawa Public Library, working in partnership with the Ottawa Community Coalition for Literacy, has led and financed the development of a manual that can be used by educators and library staff working with new Canadians, persons developing their literacy skills... or indeed, any newcomer to the library.

For many, visiting a library can be overwhelming until you get to know it. The manual has been designed to help people feel comfortable using library services. The activities in the manual will help answer the many questions users may have, including "Where do I go?", "Are there books in my language?" and "What do I do if my children are noisy?"

Publication is scheduled for October 2007 during Ontario Library Month.



Autism Resource Donation for Oshawa Public Library

On April 2, Ian Heckford, CEO of Oshawa Public Libraries, received a collection of Autism resources—including books and videos. The donation was courtesy of Karen LeHay, secretary of the Autism Ontario - Durham Chapter Leadership Council, and Shona Vincent, co-ordinator of the Realize Community Potential program, a pilot project funded by the Ministry of Children and Youth Services.

The resources can be borrowed at any branch of the Oshawa Public Libraries or through the Interlibrary Loan program to any library in Ontario upon request.

To view the list of autism resources donated by the Durham Chapter, please visit www.autismontario.com/client/aso/ao.nsf/Durham/Resources?OpenDocument.



Seneca Libraries Win Info Tubey Award

Seneca Libraries and its AV Technologist, Michael London, have been awarded a 2007 Info Tubey Award presented for excellence in Library YouTube Productions.

Mike's original song and lyrics—plus the acting chops of the Seneca Libraries Markham Campus staff—were a big hit on YouTube. The awards were announced at the Computers in Libraries Conference 2007, Tuesday April 17th.

View the winning video at: www.youtube.com/watch?v=cMVMgDWnoaA

See Mike's hilarious acceptance speech at: <http://www.youtube.com/watch?v=nntN8J5TSxU&mode=user&search=>

St-Charles Public Library and School Library Merge

The Ontario school library of St-Charles Borromée and the St-Charles public library merged in November 2006 to provide better service to the students and the entire St-Charles community.

The agreement provided that an automated cataloguing system be implemented so that all books from both libraries be catalogued using the Regard management system. Monique Dubreuil, head of library services for the Conseil scolaire catholique du

Nouvel-Ontario, provided training to the municipal library staff, on the use of the automated system. The public library was renovated in order to provide more space to house the newly expanded library collection.

The merger makes it possible to share various resources, including professional expertise and development, and makes the services in French offered by the municipality and the French-language Catholic schools better known.

Rare Book Library Launches Hollar Digital Collection

The Thomas Fisher Rare Book Library launched a new digital collection featuring more than 2500 of the prints of Wenceslaus Hollar (1607-1677), a great master of the art of etching. Although the lion's share of Hollar's work was produced in and about his adopted England, his artistic interest was broad ranging and the site also includes religious and historical prints, maps, portraits, costumes, and natural history. As well as the individual etchings, the Fisher Library published works containing original prints made from Hollar's plates. The project was possible thanks to an award from the Gladys Kriebel Delmas Foundation of New York. The collection is available at <http://link.library.utoronto.ca/hollar>.

Wanted: Local Histories of Ontario published since 1997

Needed ASAP: the bibliographic details (author, title, publisher and date of publication) post 1996 of any Ontario local histories that you know for your geographic area. Send these details to Barbara B. Aitken barbageneal@sympatico.ca

Local Histories of Ontario Municipalities, 1997-2007: a Bibliography, by Barbara B. Aitken is now being compiled, to be published by the Ontario Genealogical Society in 2008. This reference bibliography will be a supplement to *Local Histories of Ontario Municipalities: a Bibliography, 1951-1977 (OLA, ©1978); 1977-1987 (OLA, ©1989); and 1987-1997 (OGS, ©1999)*.

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Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

THE STATE OF OLA Spring 2007

Membership

Current = 5,076

ABFO = 140

OCULA = 504

OLITA = 1,637

OLBA = 1000 from 117 boards

OPLA = 1,265

OSLA = 1,862

Students = 220

Not-employed = 121

Schools and Libraries Registered in OLA Reading Programs

White Pine - 236

Red Maple - 827

Silver Birch - 1302

Blue Spruce - 1167

Public Library Board Development

Leadership by Design, the four-year project by the Ontario Library Boards' Association to improve the capacity of library boards across Ontario to change and develop their communities, has issued its first phase product, Cut to the Chase, a quick reference guide to governance and legal responsibilities.

A copy has already been delivered to OLBA members and further distribution to non-members is taking place. The database of sources and full-text documents called One Place to Look will debut on the OLBA Web site this fall.

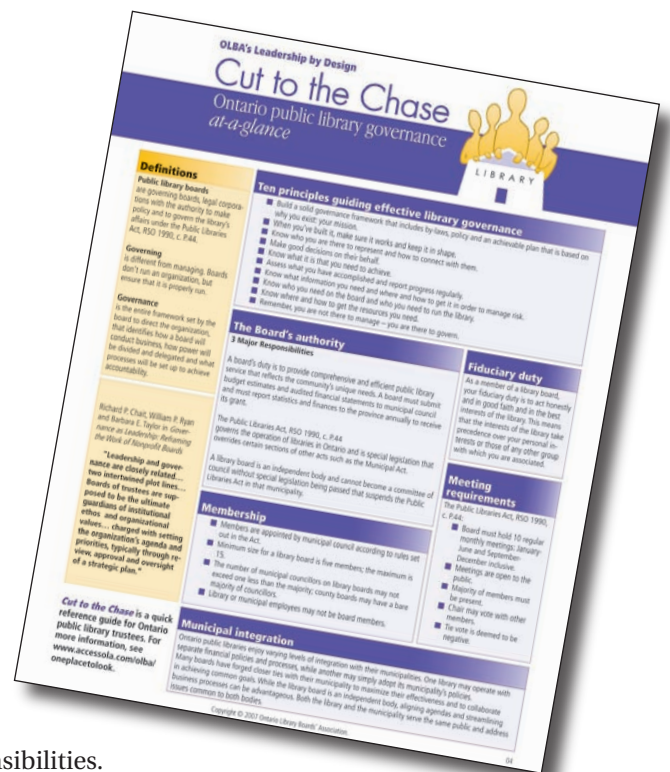
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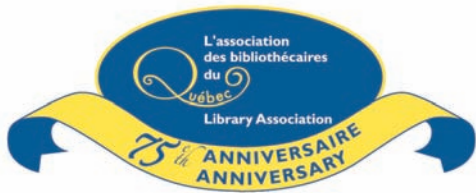
School libraries to get a new document

After years of trying, OSLA has been successful in getting permission and financing from the Ministry of Education to write a new curriculum document for school libraries. This will succeed the now classic Partners in Action. \$70,000 has been received by the Association to carry out the work.

Research begins on school library impact study

Queen's University's Dr. Don Klinger and his researchers are testing prototypes for use in OLA-funded research in schools this fall to determine the impact on student success of school library programs. More than 20 schools are expected to be studied through direct observation or through survey research based on what was seen in the observation work. Results are expected in spring 2008.





ABQLA's 75th anniversary

Cynthia Archer represented OLA and The Partnership at the Quebec Library Association's 75th anniversary gala in Montreal on May 3. OLAStore staffer, Ryan Patrick, was at the subsequent anniversary conference. Both reported that the festivities were a great success.



Copyright

OLA's representative on the CLA Copyright Committee, Margaret Ann Wilkinson reports AccessCopyright is in the process of renegotiating a number of key education sector agreements. One of these, the kindergarten to grade 12 agreement with the Ministers of Education affects all provinces but Quebec. In June, the Copyright Board of Canada will rule on the tariff AccessCopyright wishes to levy on school boards. The structure of the licenses is different, the new charges being based on the sampling of copies done by AccessCopyright rather than an amount per student. There has been little change in the conditions of other licenses, waiting for this big agreement to be approved by the Copyright Board. Since there has been no spring election, there is talk in Ottawa of a new bill being imminent.

PROGRAMS

Super Conference 2008

The sessions are basically all in place for next year's Super Conference. The theme is on learning in the 21st century. To honour IFLA coming to Canada in August next year, there will be emphasis on best practice around the world.

The OLA Forest of Reading® Literacy Initiative

On May 17th, more than 4,000 children and young people descended on Harbourfront Centre on Lake Ontario to participate in the first Forest of Reading® Festival. The Blue Spruce, Silver Birch Express, Silver Birch, Red Maple and White Pine programs all held their award ceremonies and close to 70 authors and illustrators were run off their feet in autographing and sessions with their wildly enthusiastic, young readers. Harbourfront Centre was as excited as we were to see all but 400 of the 4,000 tickets sell out in less than three hours (other than U2, where does this kind of thing happen?!).



OLA Education

The fall Education Institute program is ready. Part of the challenge this time around has been the development of processes to facilitate the marketing of the Education Institute in the United States. Our partner is Neal-Schuman Publications, one of the professional publishers for which the OLAStore has Canadian rights. The company is marketing the Institute as the Neal-Schuman Professional Education Network and they are very enthusiastic about the enterprise.

The OLA is also embarked on a study of all education being offered through the Association with the intention of co-ordinating and integrating what we are developing. The pieces included in the work are the Education Institute, Super Conference, division live regional workshops and events, education through our partners such as the University of Toronto's Professional Learning Centre, San José State University, and BookExpo, and education as presented in our publications such as *Access* and *The Teaching Librarian*.

ei FALL 2007
EDUCATION INSTITUTE

Student awards and scholarships

Irene Gotz, at left, has been named OLA's annual Award winner as top student in the Graduate program at the Faculty of Information and Media Studies at the University of Western Ontario. She receives \$1000, a five-year membership in the Association and free access to all OLA education programs including Super Conference and the Education Institute for a period of a year. She has positions at Toronto Public Library and at the Ontario College of Art & Design.



The \$2,000 Janette Baker Scholarship has been won by Janet Cooper, who after 16 years as a production assembler at Daimler Chrysler in Windsor, is dramatically changing career directions. She is in the accelerated Library Techniques program at Seneca College.

Staff Departures

Executive Director Larry Moore has announced his retirement. The OLA Board of Directors requested an effective date of February 19, 2008 and that has been accepted. This spring the Library Association of Alberta gave Larry an Award for his impact on programs and services to LAA members. In Newfoundland in June, the Canadian Library Association gave Larry their highest award for Outstanding Contributions to Librarianship in Canada.



The Community Access Program is returning

OLA has just completed its tenth year as an administrator for the federal government's Community Access Program CAP. In total OLA has managed more than \$25,000,000 on the government's behalf. Just when we thought it was all over, the government has approved applications for the administration of a 2007-2008 program. OLA has interviewed and chosen central co-ordinators for this program. Their training has taken place and this year's program is ready to go.



Trevor Balla, six years looking after Membership services, resigned in May to pursue full-time studies for his CFA designation.



Andrew Ryther, who has been with OLA for seven years leaves this month to pursue freelance work and to travel. He has been prominent as OLA's media designer.



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ADMINISTRATION

The OLA Enterprise

OLA is currently in the process of replacing its entire technological base and expanding its communication capacity. Replacement of everything from the membership database to the accounting system to the OLASore invoicing and inventory control to management of the Web sites is in process. A new content management system has already rebuilt most of the OLA's Web sites to give wider control to members who are volunteer Webmasters. All of the new superstructure will allow integration and manipulability that will allow OLA to respond better to your needs and allow you to participate more easily. We are about six months into all of this change and will see at least this much more development before we are done, But it is going to be great. It will give the Association capabilities in line with the variety of businesses it operates and will provide new ease and facility to you, our 5,000-plus members.



Content Management System

In May, the content management system changed the look and feel of OLA's many Web sites. However, given the enormity of what we have, a lot more work will need to be done before propagation of still valuable information into the new format is complete and new threads identified. Most divisions have been working on the CMS versions of their Web sites through the spring, and, while no one is totally ready, immense progress has been made. The Education Institute sites here and in the United States are ready. As we work through this stage, expect the unexpected through much of the summer.

Membership Database and the OLASore

The new membership database and the OLASore are still going through programming adjustments. This part of the project is proving to be a complex challenge for the contracting company but, when finished, will be great. We have 42,000 records, half of which we are destroying and half of which we are cleaning. When finished, members will be able to go into their own records, see and change their personal information, and renew their membership on their own. Search capabilities will be greatly enhanced and it is hoped that new social uses of the data will be found to enhance everyone's membership.

Accounting system

We have, for a number of years, used RealWorld, an accounting package that allows very granular tracking and reporting. Over the years, OLA has not been able to keep up with upgrades, nor had the ability to expand the number of modules in our system, for reasons of sheer cost. With this upgrade of our entire enterprise, we are switching to a simpler and less expensive package that will allow new integration of all our funds-based functions. OLA staff have been taking accounting courses this spring and are now modifying the new system to our needs.



The World Outside

OBSERVATIONS ON NATIONAL AND INTERNATIONAL LIBRARY EVENTS AND PROGRAMS

Assisting Sri Lanka

Sri Lankan Libraries Damaged by the Tsunami

“Laura, would you be interested in going to Sri Lanka?” To call this question unexpected—especially coming from Sonia Lewis, the CEO of Kitchener Public Library (KPL)—is a ridiculous understatement. This is not a question that children’s librarians in Ontario are asked. There was, of course, only one answer: “Um, yes.”

Following the 2004 Indian Ocean tsunami, the Federation of Canadian Municipalities (FCM) began relief efforts in the areas most affected. With financial assistance from the Canadian International Development Agency (CIDA), the federation set out to assist communities in rebuilding and revitalizing their municipal works. When asked about their priorities, several communities in Sri Lanka identified public library services. So, along with the experts in drainage, waste removal and finances, librarians were sent to assist.

With the support of my CEO and Kitchener City Councillor Berry Vrbanovic, I sent in my resume to FCM and waited. After much nail-biting, an interview and agonizing anticipation, I was offered the position. By doing so I was given a chance to become involved, to make a difference and to see a part of the world I had long been fascinated with.

Unfortunately, in the spring of 2006, the security situation in Sri Lanka began to unravel, and plans for the library mission kept changing. It was deemed unsafe to travel, particularly to Batticaloa and Trincomalee the two communities I would be working with. By mid-summer, with the conditions continuing to deteriorate, an alternate plan was put into effect. It was decided that as a first step, library staff from Sri Lanka would come to Canada.

A group of school children who attended a special storytelling program during Reed’s visit to Batticaloa.

By Laura Reed



On Labour Day seven exhausted but excited Sri Lankans arrived in Kitchener. Rob Roy, a retired academic librarian from Vancouver, and I organized two weeks of training for the group. The focus was on children's and youth services, strategic planning and library/library board relations.

Over the two weeks that we got to know each other, Rob and I learned about the challenges facing libraries in Sri Lanka and we showed them what public libraries do in Canada. The Sri Lankans were eager to learn and experience everything they could and they approached the venture with enthusiasm and

good humour. We laughed a lot and realized that some things, such as a great, comic sneeze or *The Very Hungry Caterpillar*, do not need to be translated.

KPL made a big impression on the group. As Mr. Selvajothe, the Reading Room Supervisor from Trincomalee, said on their last day, "I always thought libraries were about books, now I know they are about people."

The group left Canada with a new perspective, a strategic plan and a new vision of what they could accomplish. Capacity building is a key component of FCM projects. The goal is not to simply provide materials such as books and DVDs, but to provide the tools communities need to develop new services and programs and to encourage a culture of growth.

Throughout the fall Rob and I continued to talk to FCM about next steps for the project. In December I finally received the news I had been waiting for, that it was safe to travel and that I was going for a three-week mission in January. Needless to say my Christmas was a blur, trying to make sure I had everything ready for the trip – not just the right shoes, but also all of the information I needed to continue the training.

After three long flights (approximately 22 hours in the air), I arrived in Colombo, Sri Lanka. It was a long weekend, so I had a few days to explore the city in my jetlagged fog; it was hot, humid, frenetic, fragrant and wonderful.

The best part of the trip was meeting my Sri Lankan colleagues again. They traveled to Colombo for three days of workshops. It was great to see them and hear about what they had done since returning from Canada. In only three months they made a huge amount of progress. They had started to offer children's programs, had recruited youth volunteers and had visited local schools to promote their collections. Most importantly they were motivated and had ideas of how to take what they had seen and learned in Kitchener and make it work for them.

A Hindu temple in Batticaloa, Sri Lanka which collapsed during the tsunami.





Rob Roy and Laura Reed with the staff of the Batticaloa and Trincomalee Public Libraries.

The second part of the mission took place in Batticaloa, a long trip from Colombo over bumpy roads and through many military checkpoints. It was all worth it to finally see the library and meet my colleagues in their own environment. We got to work meeting with the Library Board and talking about children's programs, volunteers, marketing and automation. We tried to find solutions to the weeding backlog, the dated reference books and the lack of computer skills.

The staff of the Batticaloa Library showed Rob and me a great time. They opened their hearts and homes, shared their memories of the tsunami, and trusted us to help them rebuild their library into something better than it ever had been. It was so clear that while the natural disaster was what brought us there, they had needed help long before. Years of unrest and fighting had stifled the library, the tsunami simply exposed it.

I was sad to leave Sri Lanka, a heartbreaking tropical paradise, and my friends there, but I will be going back. We still have lots of work to do and together we will continue to make progress. Our work will include automation planning, a huge

step for these public libraries. We can give them computers, but the more important thing we give them is the confidence and vision that they have gained through this project. With that the library will grow and thrive long after the Canadian computers are defunct.

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At a Loss for Words: An Introduction to Post-Literacy

Literacy is dead. Well, not really dead, but dying. It's on its way out. Soon literacy, and therefore the very fabric of our literate society will be gone, replaced by something new, better, and more efficient. What that something is, we don't know, but what we do know is that we are not crazy.

We are a class of first-year students from the University of Guelph, and none of us really knew what to expect when we signed up for a seminar class on post-literacy. Most, if not all of us, had never even heard the term post-literacy, and were a little surprised to hear it being championed by none other than our school's head librarian. Admittedly, we were skeptical, confused, worried, and even a little defensive for our sacred literacy, but as the information came pouring in we were slowly converted. We know what you're thinking, we've been there too; hopefully by the end of this article you will be one step closer to the future.

Oral to Written...

Think about it like this: societies used to be predominately oral up until this was displaced by our current literate capabilities. Slowly, the written word gained prominence and power, until it became a primary form of communication – an essential skill in order to be a part of modern society. This is what post-literacy will do to literacy. After all, reading and writing are just tools; ones that can be improved upon, and even left behind if something more efficient is developed.

We don't actually know what will replace literacy in the future. Our class has been investigating and trying to wrap our heads around all of the potential candidates. In this article, we are going to present several ideas and concepts, most of which are based on current research, but some are pure speculation. Yes, they're strange, scary, and hard to believe, but all are potential replacements for the literacy that we all hold so dear.

**By Students of
Beyond Literacy**



Drugs to Help People Learn

Though they have many negative connotations, drugs are a candidate for post-literacy, mainly because advancements are already in progress. There are a wide variety of pharmaceuticals available to the general public already, like Advil and Gravol, but the drugs we're talking about are a little more fundamental. These supplements may help people to advance their acquisition of knowledge or enhance their understanding of concepts that otherwise may not have been grasped.

Research is currently being done to see how humans can use drugs to help people learn. One theory is that people could use drugs to increase their ability to focus more on the information they are being taught – think Ritalin times a million.

Ampakines, a new antidote for sleep deprivation, amplifies the strength of electrical signals between neurons, allowing a specified area of the brain to focus on information and store more knowledge. This drug, tested on Swedish medical students, showed a boost in cognitive function and enhanced memory capabilities. Ampakines could become the first cognitive enhancement drug available at your local pharmacy. Currently, drugs are blunt tools that affect the entire central nervous system, not specific neurons. Researchers are striving to make drugs more powerful, longer lasting and targeted toward specific areas of the brain.

Our belief is that eventually drugs will progress to the point where you can take a daily dose of Spanish; by this we mean that you'll be able to take a pill that contains knowledge and instantly acquire an understanding of the language. Each pill would have a chemical make-up that, after ingested, would target certain neurons in the brain and release information, later traveling to the brain's memory compartment. With learning as an immediate action, there would be no use for books to understand concepts – you would just simply know how everything works. We would cease to write our ideas down because they would automatically be stored in our larger memory capacity. Pretty soon drugs will advance to the point that a pill will supplement knowledge acquisition and alter the way we learn.

How About Your Brain Interfacing with a Computer

The brain-computer interface (BCI) is another promising candidate for post-literacy. BCI, or the ability for the brain and computer to interact without external aid, has produced some promising research. Steve Mann, one of the most prolific researchers of cybernetics has developed an "eyetap" device at the University of Toronto. The premise of this device is that a small camera worn in front of the eye captures images that are then sent through a CPU before they reach the brain. Here the wearer of the "eyetap" has the ability to program what he or she perceives. In other words, what



you see is your choice. Comparable to a Photoshop type program, we can now filter, add or alter things that are being received through our sense of vision. This doesn't eliminate literacy, but allows wearers to interpret the world their way, robbing literacy of its universality.

Other developments in the field are more practical for a post-literate society. Technology now allows people to hear by imitating the neural function: the cochlear implant stimulates auditory nerves through electrical impulses, producing sound the way it's perceived by the brain.

Of Cyborgs and *Blade Runner*

Further groundbreaking developments in the field have made it possible for a computer to transfer magnetic waves from the brain to a technology of choice. Whether it's changing a TV station or opening a folder on a computer desktop, the brain can now talk to a computer. If the mind can now control the computer, we have stepped into the realm of cybernetics and neural prosthetics.

Cyborgs are the epitome of what cybernetic researchers hope to achieve. Basically, a cyborg is a living organism with a mechanical or technological component that is somehow integrated into the being. Despite providing inspiration for science fiction flicks, such as Harrison Ford's adventures in *Blade Runner*, replicants do have some validity. After all, cyborgs are essentially machines with "down-loaded" human essence. If cyborgs can communicate through a technological network, there is ultimately no need for reading and writing.

No Words, No Text, No Literacy

With an understanding of human physiology and computer technology increasing with the BCI, it's no surprise that talk about these two has turned towards the concept of *techlepathy*. No, we're not spelling anything wrong, there really is something called *techlepathy*. Like the word suggests, this is a form of technologically enabled telepathy. Techlepathic technologies attempt to give a new ability to humans and will connect people together via an online neural network. Imagine every person on the planet connected to one collective consciousness. Anything that anybody else in the world knows, you'd instantly know too. Like the internet, techlepathy would allow people instant access to an internal network composed of billions of human profiles, with instantaneous communication through electric impulses. No words, no text, no literacy.

Kevin Warrick, a professor at the University of Reading in Great Britain, is very interested in neural networking. So interested, that he has implanted himself with an array of electrodes. An experiment using his technology involved a similar array implanted in his wife, and the two were connected using the internet and capable of measuring each others' signals. Warrick is on the forefront of this new form of communication that would be based upon computer signals bouncing from brain to brain, connecting every participating person on the planet.

We can look to the Borg from Star Trek: The Next Generation for another strong example of a neural network or hive mind. They're an entire race of aliens that are connected by a central computer, thanks to brain implants enabling instant communication and sharing of information between all members. This is an entirely non-verbal and non-written form of communication. With techlepathy, education would be either downloaded into your mind or unnecessary, since answers are just a quick search away of every mind in the world.

Does Post-Literacy Imply Post-Humanism?

Keeping in mind all of the technologies we have presented, what if none of these contenders works out? Will there come a day when humans have reached their peak as a species, and in order to advance, no longer be human? Researchers refer to this future state of being as "post-human". No one can say for sure what post-humanism will be like, but it is thought that we, if we can still refer to it as "we", will have super-intelligence and a rate of technological growth that expands infinitely. These post-literate beings may be one or a combination of the many contenders. If our candidates aren't successful, post-humans may be something that we have yet to imagine, leading to the expiration of our primary tool, literacy.

Post-Literacy Is Not a Step Backwards

Contrary to initial impressions, post-literacy is not a decline from what we have now. Although the removal of traditional reading and writing may sound like the crippling of society as we know it, post-literacy will be an improvement. It has the potential to reach people who have been overlooked by our current system, just as the invention of the printing press led to widespread literacy during the industrial revolution. Traditional education would become unnecessary since even the most basic survival skills would be innate in this increasingly complex society.

This begs the question, what is the price of post-literacy? Like each advancement in science or society,

there are costs somewhere in the illegible fine print. Within a digitally dependent society, new issues arise in the realms of privacy, individuality, and community. Opening private spheres to the public would leave every detail of your life on display. Blogs, or profiles on Facebook and MySpace, already allow strangers to learn your personal information, but expanding the network to incorporate individual neural units (i.e. techlepathy) would open up your mind to all users – no secrets could be kept. This also creates the potential of neural hackers, invading your personal space on an intellectual level.

Individuality and the Nature of Humanity

With an increase in our reliance on technology, questions concerning individuality and the nature of humanity arise. As people integrate into a neural network or begin to bond with machines, how do we still identify ourselves as humans? If everybody has access to the same information, either through drugs or a shared network, a person's individuality would be lost in the network. Just like bees in a colony, people would lose uniqueness except for their assigned societal function.

The biggest drawback, and what is most consistent with human nature, is the digital divide. Literacy is currently something only available and used by a certain portion of the world, with a large percentage of people still unable to read and write. In a digitally divided world, those that have the technology would control those that do not. The wealthy and

technologically enhanced would thrive, whereas those unable to participate would fall further behind. These are certainly all potential setbacks, but the goal is that post-literacy will be more efficient and effective, letting humanity gain more than it loses.

Tomorrow, Next Week, or Next Year

In the future, literacy and our practices of reading and writing will no longer be a primary form of communication – it will be crude, inefficient and lethargic – likely because one of the more effective contenders will have taken its place. It's good to keep in mind that these are all only possibilities; nobody is certain what the future will hold, but current research and theories point to the suggested scenarios. It's also good to remember that this is not going to happen tomorrow, next week, or even next year; there is still a long way to go. So for now, your jobs are secure.

This article was written by the students of Beyond Literacy, a first-year seminar course at the University of Guelph. Students include: Caitlin Beatty, Rajveer Birk, Stephanie Chan, Keenan Dennis, Farnoosh Doodgar, Alicia Feren, Paulina Frias, Dayna Giesler, Sarra Gourlie, Jocelyn Hartle, Megan Mucignat, Kirsten Park, Savanna Schiavo, Andrew Townsend, and Krista Westmaas. Michael Ridley (CIO and Chief Librarian at the University of Guelph and 2001 OLA President) was the instructor of this course.



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OLA and Mentoring

For The Good Of The Profession

OLA is a large organization with members from all types of libraries and all areas related to librarianship. The need for OLA to continue to be a vital, growing organization that provides valuable and valued services to its members and the profession is unquestioned. Our organization has always provided excellent professional support relating to new technologies and current trends, with the intent to develop our membership's knowledge, skills and abilities and better serve our profession. This support has mostly focused around activities during our annual conference, and more recently through the Education Institute.

By Jim Brett Over the past few years, many of us have seen a growing interest in and demand for activities and programming that prepare new librarians and library staff to enter the profession and deal with the changes and stages that professionals encounter over their careers – in short, mentoring support.

The term mentoring is subject to a wide range of definitions dependent on the context and perspective of its use. OLA, as an umbrella organization representing different groups of individuals and institutions, must consider mentoring very broadly in the context of

preparing people for the profession. This involves helping students, librarians, library technicians, and others successfully deal with career changes and stages. Consider the following scenarios:

- A new librarian finds herself considering a job in a small municipality where she will be the only librarian. Where does she go to seek out a more experienced librarian in a similar situation to discuss the challenges of such a position?
- A library school student wants more information about the pros and cons of working in an academic versus special library. How does he seek out librarians from both environments to gain some insight?
- A teacher-librarian is interested in connecting with someone to share ideas and discuss issues of common interest? Where does she turn?
- A mid-career librarian is interested in learning what it takes to move into a senior management position and would like to speak with a practicing CEO who could offer suggestions on possible next steps – how do they make contact with someone to advise them?

Providing support for people in the situations outlined above will round out the programming we already provide to our members. It is also an effective strategy to strengthen the role of our Association, and is key to its further development and future well-being and success.

In 2005, an ad hoc group of OLA members led by Anne Murphy of the Mississauga Public Library and myself, Jim Brett of the University of Guelph, came together during the annual conferences to discuss the issues and possible approaches to providing mentoring support. At a spring 2006 OLA Board meeting, our group considered and approved a proposal to create a formal OLA Mentoring Committee with representation from each division to provide advice and support around mentoring.

Evidence of increased mentoring activities could be seen at the 2006 conference with two mentoring roundtable sessions, plus several sessions by Caitlin Williams on writing resumes, interview skills, and career mapping. At the 2007 conference, we saw an expansion of the mentoring sessions and the creation of a re-vamped and highly visible career centre that featured job posting and hosted individual resume critiquing and interviewing skills sessions.

We are currently working on a number of projects, including:

- The development of a mentoring database of OLA members who are willing to share their knowledge and expertise with other members, or with those preparing to enter the profession. We envision the

database as a vehicle through which an individual could locate an OLA volunteer who has skills and/or experience that the individual feels would benefit them.

- To undertake further development of Web-based resources concerned with mentoring. These might include a comprehensive listing of books, Web sites and audiovisual resources on mentoring and the creation of Web pages reflecting our member institutions' mentoring programs and activities.
- Developing programs and activities that can be delivered throughout the year at library schools and other venues.

Mentoring future and practicing library professionals is something in which we should all engage. Not only is it extremely rewarding personally, but it is a tremendous contribution to libraries, librarianship and OLA. I would encourage you to contact members of the Mentoring Committee if you have suggestions for future activities, or if you would like to become involved in future mentoring programming.

Jim Brett is the manager of the Ontario Veterinary College Learning Commons and the liaison librarian for veterinary medicine - he's also a passionate advocate of mentoring in libraries. The current membership of the Committee includes Jim Brett (OCULA), Jennifer Soutter (OLITA), Peggy Thomas (OSLA), Cathy Dowd (OLBA), and Cathy Grant (OPLA).



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Solving a DVD Problem

Richmond Public Library (RPL) in British Columbia is a four-branch suburban public library with the highest per capita circulation of any comparable library in Canada. Circulation growth has consistently outpaced the growth in budgetary resources, so productivity improvements such as self-checkout and self-pickup of holds are essential to keep pace with that growth.

While DVDs naturally fit into RPL's emphasis on popular material, circulating them using the standard model proved problematic as long hold queues accumulated, DVDs idled on the hold shelves and circulation staff were kept very

busy trapping, labeling, re-shelving, and dealing with snags. Thieves quickly found that they could help themselves to the self-pickup holds and a \$40,000 collection largely evaporated within a year.

What remained of the collection was put behind the desk and DVD purchases were suspended while we tried to figure out how we could give the public what they wanted without regressing into the morass of staff mediated circulation.

Enter Mediabank

The Mediabank system, which is sold by Libramation (http://libramation.com/prod_mediabank.html),

was originally developed for the European video rental stores where a thriving market exists for this type of equipment. Adapting the machine for library application required the addition of a SIP software interface so it appears to be a generic self-check device to any ILS and a barcode reader for the customer card. The capacities of the machines range between 500 and 3,000 DVDs, but a machine with a capacity of 3,000 could manage a collection of 6,000 assuming 50% of the collection was in circulation at any one time.

Cataloguing and Processing

Simple MARC records are created on our ILS and then exported and loaded in MARC-XML format to the dispenser's database using a vendor provided utility. The only processing required is the application of a donut barcode to the DVD and placing it in a dispenser specific case. The cases are generic, so it's not possible to mismatch cases and media, nor will the machine accept an empty case. The elimination of security strips and labeling results in processing costs that are almost half what they would be otherwise.

Circulation Model

Patrons browse the dispenser's own Web catalogue either from home or from the library's OPAC stations and place holds on up to two titles. Holds can only be placed on available items and

By Mark Ellis



the holds expire automatically after five hours. When customers insert their library cards into the machine, they are prompted to return any discs they currently have, and are then issued their holds. Customers are expected to return discs directly to the machine and are charged \$1/item if they're returned elsewhere. The loan period is three days.

What We've Learned Along the Way

We first introduced the dispenser in September 2005 with its local touch screen catalogue enabled. Pent up demand combined with an entirely new collection of Hollywood movies resulted in long lines at the machines as customers browsed the catalogue before borrowing. We temporarily withdrew the machine from service while the Web reservation software was adapted for library use and then reintroduced the machine—this time with only pickups and drop offs enabled. We continued to have customer queues, but they moved much faster than before. While customers often resented having to stand in line to return DVDs, most chose to do so because they could be assured of getting the movies they'd reserved on the same day. Combining returns and pickups also mitigated this for some customers.

Machine capacity is secondary to throughput. Our machine, which has a capacity of slightly fewer than 1,000 DVDs achieves a maximum of 92 transactions/hr. (i.e. checkins or checkouts), so were we to use a significantly larger machine, it's unlikely that circulation would increase proportionately as the system is ultimately limited by its transaction rate. Larger machines would best be used for less popular collections.

Considering its mechanical complexity and heavy use, it's



surprisingly reliable. We've had to replace some small parts due to wear, but it's only been out of service a few times—and then quite briefly.

Room for Improvement?

Yes. We need a way of rapidly reloading the machine after weekend return deluges and are exploring the possibility of using a batch loading attachment or software changes that would allow staff to circumvent the one at a time return pickup/return slot that's used by the public.

We're retrofitting a high-speed receipt printer similar to those found on ATMs to reduce transaction times.

We'd like to be able to place 856 links in our ILS' OPAC, but the Mediabank catalogue would need to be changed so that a login is not required until a customer has selected an item to be held.

In order for holds to be placed through our ILS, the machine would

need to pull its holds from the ILS via a proprietary interface as SIP does not support this kind of messaging.

But the Mediabank dispenser has virtually eliminated theft and reliably handles the entire circulation cycle for 8,000 to 10,000 DVDs per month, with much reduced staff involvement. While we can wish for cheaper, faster and more convenient solutions to the DVD circulation dilemma, Mediabank has demonstrated itself to be as good an alternative as any. RPL will shortly be deploying its second machine to house a collection of Chinese language DVDs.

Mark Ellis is the Reference & Information Services Manager at BC's Richmond Public Library. Mark is a library innovator who has strong record of using technology to improve service to library users in his community.

GOING ALL THE WAY

The Battle over Books



Alan Cumyn at the press conference last year protesting the removal from Toronto schools of Deborah Ellis' *Three Wishes: Palestinian and Israeli Children Speak Out*. It was nominated for OLA's Silver Birch Award.

*Alan Cumyn is the author of nine novels, including **Burridge Unbound**, a Giller Prize finalist, and most recently **The Famished Lover**, which was on the Giller longlist. His two novels for children, **The Secret Life of Owen Skye** and **After Sylvia**, have won or been shortlisted for 10 national awards. Cumyn is chair of the Writers in Prison Committee of PEN Canada. He gave this address at the Ontario Library Association's Super Conference 2007 panel session: **Selection vs. Censorship: Building Critical Literacy.***

When I was 12 years old a silent, epic battle took place in my household over a book. It was called *Going All the Way* by Dan Wakefield. It was one of those glossy paperbacks that my father was always bringing home and on the cover was a couple romantically entwined—or, if you will, making out—in the front seat of an open convertible parked on some lovers' lane high above a starlit city. The problem wasn't that this book was in the house. As I say, my father was always bringing home these sorts of books. The problem was that I was reading it.

My father taught science and math to grades six to eight. Those were his specialties. But he also taught shop from time to time, and even English, and sex ed through the health classes. He was a really good teacher. Adolescent kids thought he was cool. He was tall and strong and calm and good-looking and intimidating and he didn't take himself too seriously. He could talk to 12 year old kids about vaginas and penises and masturbation and not bat an eye.

By Alan Cumyn

But with his own sons it was a different story. Talking about sex with him was almost mortifyingly embarrassing. With other people's children my father was able to stand up and lecture on various organs and stimuli, on emotions and secretions and the whole shooting match, without breaking a sweat. With me and my brothers, he made a huge joke out of everything. And then he pretty well abandoned the field and simply left certain types of literature lying about.

Better to Fling Yourself in Front of a Bus

Now that I have two teenaged daughters of my own, I can say with fair certainty that this is not necessarily a bad strategy. Even if the parents are emotionally adept enough to talk to their own children about certain topics, the kids might rather fling themselves in front of a bus than have such a discussion with their parents.

So this glossy novel *Going All the Way* was one of my tickets to the adult world. But my mother was the other part of this equation and she really didn't like me reading such a book. It would disappear from my bedside table, and I would have to hunt up and down to find it again, often in my parents' bedroom, on a shelf stuck behind other books. I would bring it back to my bedroom and read it and the next day it would disappear again. I can't remember how long this went on for. Perhaps weeks. I wasn't a swift reader in those days.

A book is a medium, it is not in itself an instrument of truth to help us understand our fellow human beings. It can be that, but it can be the opposite as well, and we all have a responsibility to recognize the difference and oppose the misuse of this power.

A Seismic Though Silent Struggle

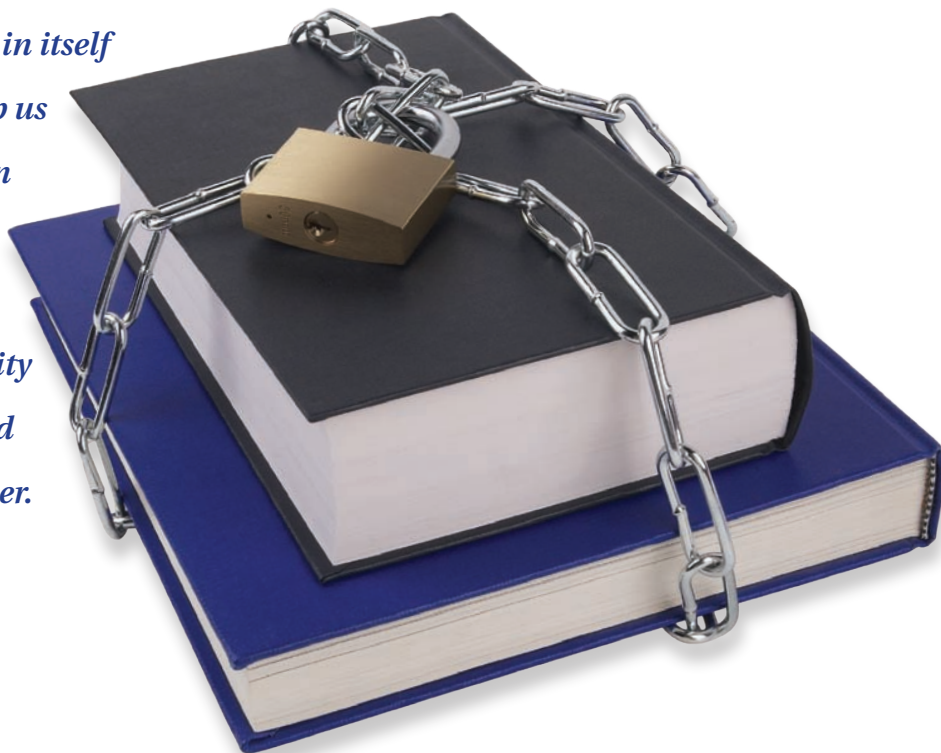
To this day my mother and I have never discussed the episode. It was a seismic though silent struggle. She didn't want me reading a book in which a couple was luridly making out on the cover in a convertible. I wanted the right to read exactly such a book, and any other book that might be interesting to me.

Back and forth the book went. Eventually I won. I finished reading it. And I made my point. My parents never again tried to bar me from reading any particular book.

Interestingly enough, as is often the case with these charged episodes, the actual book was a disappointment, or at least was different from what I expected, given the cover. It's about a young ex-soldier in the US in the 1950s who comes home from basic training and tries to find a girlfriend. There are some sexual misadventures, but they're fairly tame. At least I remember them disappointing me, even though I was rather naive and only 12. The young man's parents are extremely religious and our hero finds he needs to make his own way. He grows a beard and in the conformist climate of the day finds people react to him with hostility. Eventually he gets in a car accident and in hospital he has an epiphany about how precious life is.

What's So Scary

So what was so scary about this story? Nothing. But as parents, we do try to protect our kids and I understand



that. But so often what we're trying to protect them from—say it's a book—is a deceptive image of what we think the book might be, not what the book actually is.

For the last six years I have been chair of the writers in prison committee of PEN Canada. Much of the work involves advocating on behalf of writers in various countries who've been imprisoned for their work and trying to get them released. Before that I was a researcher and writer on international human rights issues for the Immigration and Refugee Board, and before that I lived for a year in China, one of the worst nations going when it comes to denying basic freedom of expression, to hiding books and thoughts away from its population.

Issues Are Not Black and White

My years with PEN Canada especially have shown me that issues of freedom of expression are often not black and white. They can be extremely complex. We at PEN went through an extraordinary internal debate last year, for example, over the issue of the Danish cartoons. Were they inflammatory? Should we all have the right to freely insult another's religion even if such action might cause riots and deaths? Our stand on the issue was a compromise: we stood up for the right to publish the cartoons in Canada, but at the same time asked for restraint on everyone's part at the height of the tensions. Here's how Constance Rooke, our President, ended her press release from February last year: "We urge all Canadians as they enter into dialogue on this matter to support two great principles on which our democracy depends: the right to free speech, and respect for the dignity and beliefs of others. Both must be upheld."

Defining Freedom of Expression

This sense of duality and balance comes from the PEN charter, a remarkable document in part because it constitutes what a large number of writers from around the world have been able to agree on regarding freedom of expression. International PEN has been around since 1921 and it has seen countless crises. There are PEN centres in over a hundred countries, but writers are often extremely individualistic. It's like herding cats—we don't agree on much. But here are some relevant clauses from the charter, what a large number of the world's writers over the decades have been able to agree on:

PEN stands for the principle of unhampered transmission of thought within each nation and between all nations, and members pledge themselves to oppose any form of suppression of freedom of expression in the country and community to which they belong, as well as throughout the world wherever this is possible. PEN declares for a free press and opposes arbitrary censorship in time of peace.

Society Works Better with a Free Flow of Ideas

Note the qualifiers: "wherever this is possible"; "in time of peace." This document recognizes how difficult human relations, human communications, can become. But at the same time the understanding is that debate, open conversation, is better than censorship and repression, that society works better with a free flow of ideas, that the bad ideas will be defeated and laughed off and good ideas will flourish where free speech is allowed.

It believes that the necessary advance of the world towards a more highly organized political and economic order renders a free criticism of governments, administrations and institutions imperative. And since freedom implies voluntary restraint, members pledge themselves to oppose such evils of a free press as mendacious publication, deliberate falsehood and distortion of facts for political and personal ends.

Here is an acknowledgement of the responsibility of writers to use their power for good—if I can get down to comic-book dialectics for a moment. Freedom of expression should not be a big umbrella to protect Joseph Goebbels and the disciples of the Big Lie. A book is a medium, it is not in itself an instrument of truth to help us understand our fellow human beings. It can be that, but it can be the opposite as well, and we all have a responsibility to recognize the difference and oppose the misuse of this power.

Developing Critical Literacy

How do we do that? Ideally, by building critical literacy, by teaching students how to read with an inquiring but critical mind. That usually doesn't happen when the difficult books get hidden away, when we as a society say, "We will not think about this. We will not talk about that." Societies that do that to a deep degree are dysfunctional, unable to deal with problems or to fully engage with life. They shoot or gag the messenger.

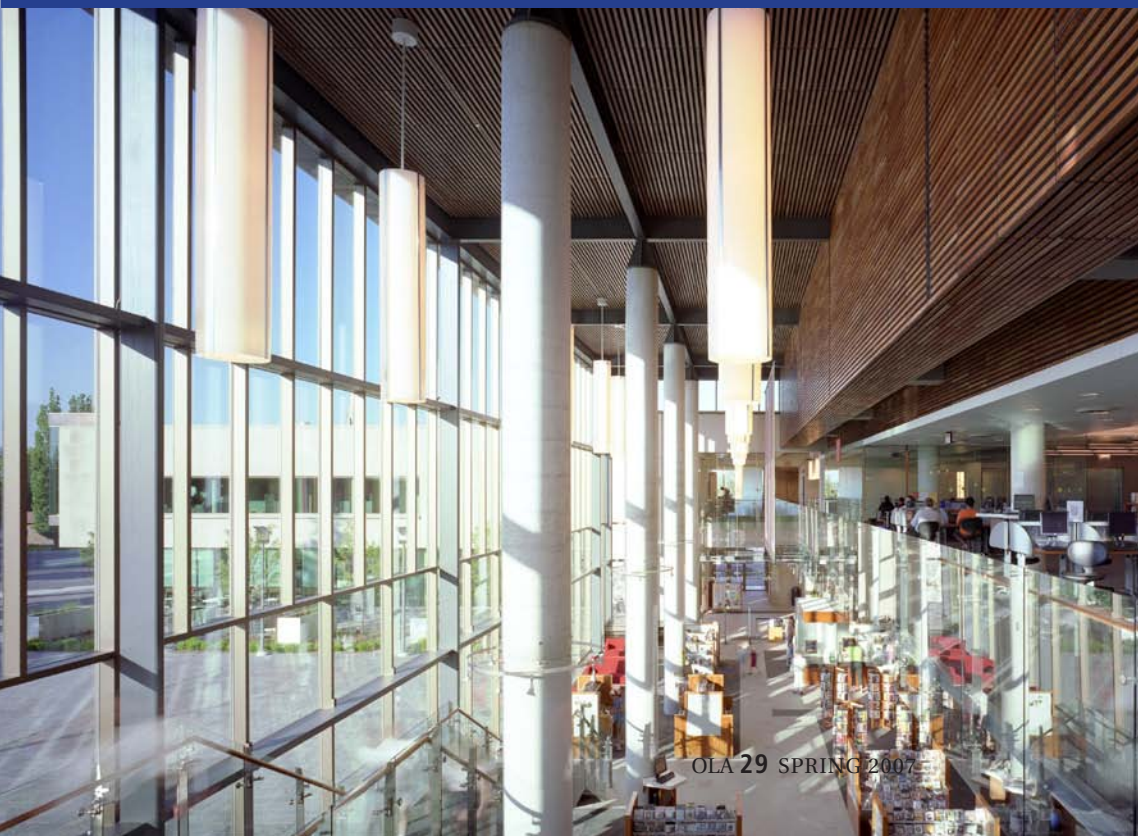
When is a kid ready for a particular book? So much depends on the individual. But as a children's author, as a parent, and as a former kid, I can say that it's almost impossible to get most kids to read something they're not ready for. And it's also terribly difficult to hide books away when they are of compelling interest. We are naturally curious, unless it's beaten out of us. But if we've come anywhere in our civilization, and I believe we have, it has been because of our genius for sharing the multiplicity of our thoughts, what we think we know, rather than hiding them away.

For more information, visit www.pencanada.ca. Alan Cumyn can be reached at www3.sympatico.ca/alan.cumyn,



Whitby Public Library

The 2007 Library Building Awards



JURY

Greg Hayton,
*Cambridge Public
Libraries, chair*

Donald McKay,
*University of Waterloo
School of Architecture*

Tanis Fink,
Seneca College

Gordon Grice,
*architect, editor of the
Ontario Association of
Architects' Perspectives*

Sheena Sharp,
*architect,
OAA Council member*

Rose Dotten,
*Ontario Institute for
Studies in Education*

Access Photo Essay



Whitby Public Library: Civic Square and Reflecting Pool



Whitby Public Library: User Areas, Window Seat

Whitby Public Library: Central Atrium



WINNER

Whitby Public Library

Shore Tilbe Irwin and Partners

Faced with the problem of occupying a full city block banded by streets on all four sides, the new Whitby Public Library is successfully rendered in four parts constituting the street address as one face and an inviting civic square to occupy the remainder. Already an urban destination for Whitby residents, the library also began to fulfill its role as the central element in the city of Whitby's downtown redevelopment programme.

Internally, an imaginative use of solids and voids, glass and light, one and two storey volumes have been deftly brought together to provide the public with a welcoming environment and clear direction to key library destinations.

Whitby Public Library: Exterior Showing Adjacent Structures





WINNER

Parkdale Collegiate Institute Library

Giannone Associates Architects

The sparkling new library at Parkdale Collegiate in Toronto serves as the school's communication and resource hub for both students and staff. Balancing security and privacy requirements, the plan successfully divides the library into separate "bands" for communal research and learning, individual study and areas for teaching. Disciplined use of modest materials, coupled with a powerful palette of colours delivers an invigorating space designed to appeal to its student market without compromise or condescension.

WINNER

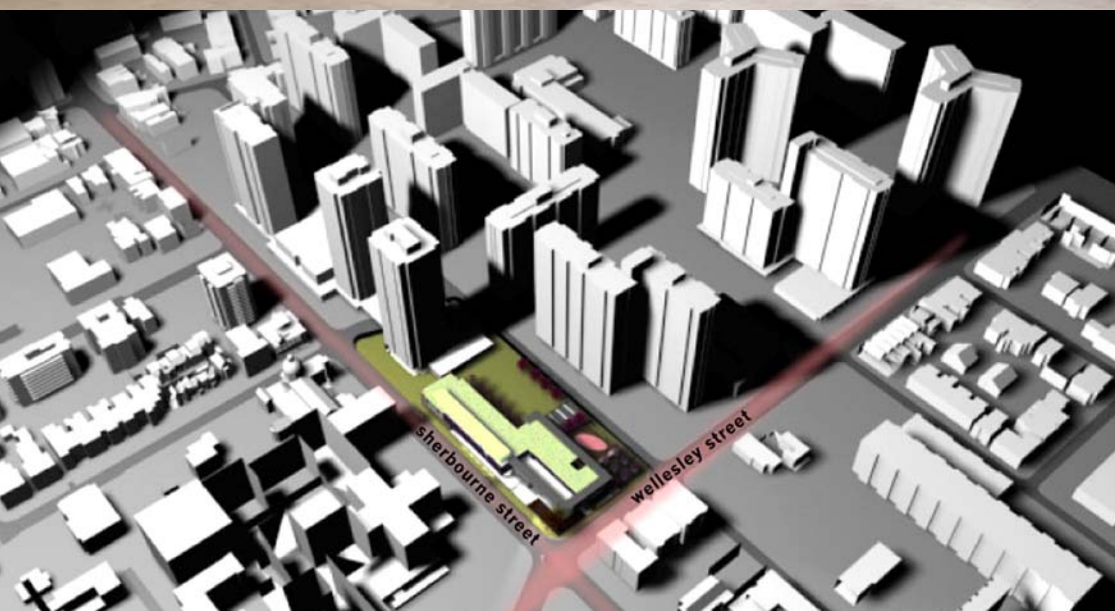
**Pierre Berton Resource Library
Vaughan Diamond and Schmitt
Architects Inc.**

A minimalist exterior, a constricted site and a warm, inviting interior provides the community of Vaughan with a strong cultural focal point courtesy of the new Pierre Berton Resource Library. This library simply, but elegantly, articulates different building programme requirements through creative ceiling treatments, a variety of lighting devices and distinctive use of materials.

Drawn through the building by a series of functional focal points, the Vaughan library patron moves progressively from active communal public spaces to quiet reflective study areas upon reaching the second floor adult non fiction stacks.







WINNER

**St. James Town Library,
Toronto**

**ZAS Architects Inc. in
joint venture with
MJM Architects**

St. James Town, a dense high rise enclave in the city of Toronto has been given an optimistic, uplifting new public face courtesy of the Toronto Public Library and ZAS Architects. Located at the prominent south-west corner of Wellesley and Sherbourne, the St. James Town Library is distinguished by its large bay windows and super scaled internal signage advertising the library to the community and the community to the city.

Complementing this larger than life exterior is a straightforward functional interior designed to provide a full range of services to its multilingual, culturally diverse patron base.



Knowledge Ontario

KEEPING OLA MEMBERS IN THE BIG PICTURE

Summer Progress Report

By Loren Fantin

It has been a very busy winter at Knowledge Ontario and significant forward momentum has been generated by all our initiatives. Here's a progress report on where things stand.

Knowledge Ontario: Governance Comes Together

Eight out of the 13 seats on Knowledge Ontario's Board of Directors have been elected/appointed by organizations and sector partners representing the province's library community. Knowledge Ontario welcomes:

Public Libraries

Stephen Nelson – CEO, Woodstock Public Library

Margaret Rule – CEO, County of Middlesex Library System

College Libraries

Gladys Watson – College Librarian, Centennial College

Bob Gillett – Algonquin College

University Libraries

Gwen Ebbett – Chief Librarian, University of Windsor

Dr. David Docherty – Dean of Arts, Wilfrid Laurier University

School Libraries

Marcel Castura – Director of Education, Hamilton Wentworth Catholic District School Board

Anita Brooks-Kirkland – Librarian, Waterloo Board of Education

The remaining five seats for at large members of the Board of Directors will be appointed from members of the general public with a special interest in the aims and

OurOntario.ca... sharing your digital content with others

OurOntario.ca provides a wonderful opportunity to increase public exposure and online discovery of available digital and local content. As a discovery service for content providers, OurOntario.ca is about users discovering your digital collections. Search results link to the digital content on the contributing partner's Web site.

As a program of Knowledge Ontario, OurOntario.ca is a free service for organizations such as libraries, archives, museums, historical societies, heritage & community groups, government agencies, and galleries - providing an avenue for making unique digital content discoverable to a larger audience.

Scope of OurOntario.ca Collections

- Digital collections and resources from libraries, archives, museums, historical societies, heritage and community groups, newspaper publishers, private collections, information networks...
- Digital information on all facets of Ontario life and culture - history, government, business and scientific heritage...
- Text, audio, video and images...
- Local community content
- Ontario content from collections in other parts of the country

How OurOntario.ca Works

A meta-search layer to the user interface allows distributed digital collections from a range of institutions to be searched from one access point. A digital collection/object in the OurOntario.ca context consists of a digital file and the metadata that allows it to be searched, retrieved, and presented to the end-user.

How to get more users discovering your digital collections

If you have digital content online at your website, we can point to your site, allowing more users to find out about and locate your digital collections. In order for us create these collection pointers, we need metadata about your digital collections (information about the digital object, such as title, description, creator, date) that allows for consistent searching, and a persistent URL we can link to. Become a contributor by telling us about your digital collections -- go to <http://registry.ourontario.ca> and fill out the short form.

If you do not yet have digital content but are planning to digitize some (or all) of your collections, OurOntario.ca provides a free, Web-based toolkit option for creating and managing digital resources. There are modules for indexing and uploading images, text, video and audio files. Through OurOntario.ca we also offer a free hosting option on our servers, providing a customized branded site. Start the process by going to <http://registry.ourontario.ca> and filling out the short form. We will contact you for follow-up.

Contributing to OurOntario.ca ensures that your digital collections will be available through other national and international mega-portals, such as Alouette Canada. Ownership of the digital resources available through or hosted by OurOntario.ca remains with the originating site or contributing partner.

Try a search... www.ourontario.ca. Let more users discover your digital collections by becoming a contributor to OurOntario.ca.

objectives of Knowledge Ontario or from Constituent Institutions as identified by the eight appointed/elected members of the Board of Directors.

The by-laws for Knowledge Ontario have undergone several revisions. A final draft of the by-laws will be ready by May 23rd and it will be the responsibility of the new Board to approve or modify the by-laws.

Resource Ontario: It's official. It's a knock out!

Program registration and resource usage of the Thomson-Gale and Ebsco databases licensed by Knowledge Ontario has been very brisk. 124 public libraries, 55 school boards, 79 government and all the province's universities and colleges have registered. In the month of March alone, there were more than four million searches conducted using the databases and close to 700,000 articles (more than 300,000 full text articles) retrieved.

Between November and April, more than 70 training hands-on and 15 internet-based training sessions have been held around the province, many hosted by sector partners such as SOLS and OLS-N. Training sessions will continue as long as there is a need for them. You can learn about upcoming training opportunities at www.knowledgeontario.ca/KO-PAGES/KO-PGS-TRAINING-2007/Training-Home.html

Supporting resources for Resource Ontario (bookmarks, posters, logos, graphics etc.) can now be downloaded from the Knowledge Ontario site or ordered online (while supplies last). www.knowledgeontario.ca/KO-PAGES/KO-PGS-PROMO/Promo-Home.html

**OurOntario.ca:
Partnerships improve access
to our digital heritage**

More than 60 institutions have begun contributing content through OurOntario, and 15 are taking advantage of its application tools and resources. The list of content providers continues to grow as does the breadth and depth of content accessible through OurOntario's state-of-the-art search engine.

Excitingly, Alouette Canada is in the process of adapting the OurOntario tool set for use across Canada. OurOntario is currently hosting the Alouette Canada portal and the portals for British Columbia and Saskatchewan

See OurOntario.ca... sharing your digital content with others (page 36) for an in depth look at how and why your institution should contribute to OurOntario.ca

**Ask Ontario:
Pilot project gets green light**

In March, the Ask Ontario Steering Committee gave the green light to begin planning for a collaborative, real time virtual reference service to begin in early 2008. The development of goals and mandates for task forces to move the project forward are underway. Task forces will focus on making decisions and policies for service quality, technology, marketing, implementation and training.

To develop a service that meets the needs of Ontarians a series of cross-sector focus groups will be held across the province in May and June. These groups will help explore expectations, gauge interest, receive input and encourage participation in the planning task forces.

To participate in a focus group or volunteer to join a task force, contact Virginia Roy at vroy@knowledgeontario.ca

**Connect Ontario: Social
software that makes libraries
relevant and central to citizens**

The Connect Ontario project is moving forward by exploring a relationship with Bibliocommons (www.bibliocommons.com). Bibliocommons is producing social software that will seamlessly integrate with library ILS systems. British Columbia and Alberta are working with Connect Ontario on this initiative. Beta testing of this solution will take place at Oakville Public Library beginning in June and will extend to three to five additional libraries in July.

**Teach Ontario: Developing a
research and reference skills
teaching module**

A cross sector Learning Modules Team has been established to develop three modules. The first will focus on improving reference and research skills amongst

secondary school students; particularly the skills needed to effectively use the Resource Ontario databases.

**Video Ontario: Exploring how
to deliver streaming video**

Members of the newly struck Video Streaming Task Force held their first meeting on April 25th at the Bibliocentre to explore collaborating on a video streaming pilot project. The Task Force includes representatives from York University, York Regional District School Board, Oshawa Public Library, Kawartha Pineridge District School Board, Hamilton Wentworth Catholic District School Board and the Bibliocentre.

Loren Fantin is the OurOntario.ca Project Manager, lfantin@knowledgeontario.ca

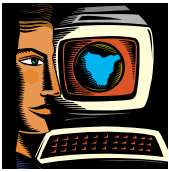
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Eye on *the Web*

LINKS TO THE RESOURCES ON THE INTERNET

Federal Government and Parliament of Canada: A Select List of Online Resources

If you've ever tried to navigate a particular Canadian government Web site and gotten frustrated sorting through layers of Web pages, you would not be alone. The large number of government sites is overwhelming; their structure, despite appearances, is often unintuitive. While the 'common look and feel' standards were designed to improve usability, the effort has not been successful in every case. This article is intended to help librarians and their clients navigate Canadian government online resources by providing some points of orientation. It includes a topical survey of some central government Web sites with a particular emphasis on parliamentary resources. Topics will be treated under the following sections: General Resources; Reference Sources; Parliamentary Business; Parliamentarians; and Research Reports.

Federal Government and Parliament: General Resources

This section covers some basic resources appropriate to a general audience.

The central Government of Canada portal is useful for locating information on current public figures and representatives including the Prime Minister, the Governor General, Members of Parliament

(MPs) and members of the Senate. The site also provides a list of most government departments and agencies and links to their Web sites (see Departments and Agencies on the left). It is a good starting point for finding information on obtaining a passport, a social insurance number, or locating an MP for a particular riding. While the information is useful, this site has a strong partisan slant. www.canada.gc.ca/main_e.html

The centralized Web site for government press releases aggregates the daily news from government departments. Includes a keyword search going back to 2002. <http://news.gc.ca/cfmx/view/en/index.jsp>

For Canadians wondering why the flag is flying at half-mast today, or any other day, all will be revealed at this Department of Canadian Heritage site: www.canadianheritage.gc.ca/progs/cpsc-ccsp/berne-halfmasting/index_e.cfm

Reference Sources

This section includes resources useful for both an overview of the political system and for a detailed discussion of specific parliamentary structures, processes, and procedures.

The Parliament Web site provides detailed information on numerous parliamentary topics. Much of

this information can be handily accessed from the A-Z menu; some examples to follow in sections below. www.parl.gc.ca/common/index.asp?Language=E

How Canadians Govern Themselves is a concise publication providing a useful introduction to the Canadian political system. An online version is available through the Parliament Web site virtual library. Page-by-page navigation can be time-consuming, a problem solved by the PDF version. www.parl.gc.ca/information/library/idb/forsey/index-e.asp

The online Compendium of Procedure is an excellent and accessible first resource for becoming acquainted with legislative processes and business at the House of Commons. www.parl.gc.ca/compendium/web-content/c_a_index-e.htm?Language=E

Topics are treated in greater depth in the magisterial House of Commons Procedure and Practice by Robert Marleau and Camille Montpetit. This is the bible of Parliamentary procedure and is casually referred to as 'M & M'. It is a substantial work, a print version of which is an important addition to any Canadian library. www.parl.gc.ca/MarleauMontpetit/DocumentViewer.aspx?DocId=1001&Sec=Ch001&Seq=1&Lang=E

Legislation

This section provides tools for accessing legislation in process as well as promulgated acts.

The Canada Gazette is the government's official newspaper. It consists of three volumes covering government notices, regulations (both proposed and official) and acts of Parliament; volume one is published weekly every Saturday. Includes a keyword search. <http://canadagazette.gc.ca/index-e.html>

The Canada Justice Laws Web site provides full online access to federal acts and regulations. Note that the acts reproduced in the site are not considered to be official versions. http://canada.justice.gc.ca/en/news/nr/2007/doc_31978.html

LegisInfo is a valuable resource for tracing legislation in progress. The site allows for viewing the texts of bills in their various stages—whether or not the bill has been passed or voted on—and provides legislative summaries for some bills. When selecting the text of a bill, note the 'print format' option on the upper right corner, which provides an easy-to-read continuous view of the text. Information goes back to 1994 (35th Parliament). A keyword search is included. www.parl.gc.ca/LEGISINFO/index.asp?Language=E

For a general overview of the legislative process, see the resources listed in Reference Resources section above.

Parliamentary Business

This section aggregates various media providing access to goings-on in the House of Commons and Senate.

For those not able to attend House and Senate proceedings in person, live Web casts, podcasts, and audio streams of question period and committee meetings are available through ParlVU and the Cable Public Affairs Channel or CPAC.

ParlVU House of Commons: <http://parlvu.parl.gc.ca/parlvu/>

ParlVU Senate: <http://sen-parlvu.sen.ca/guide.asp?view=&cat=&targ et=2007-3-1&event=e>

CPAC (podcasts of question period): www.cpac.ca/forms/index.asp?dsp=template&act=v iew3§ion_id=21&template_id=749&lang=e

A written record of Parliament's daily affairs is also kept. The House of Commons Web site provides access to the official record of its proceedings (Hansard debates); as well as the unofficial record, quite current but yet to be approved (Hansard Blues); and the Journals (a summary of the proceedings). Similar information is available for the Senate.

House of Commons: www2.parl.gc.ca/housechamberbusiness/ChamberHome.aspx?Language=E&Mode=1&Parl=39&Ses=1

A useful search option within the Debates is available www2.parl.gc.ca/housechamberbusiness/ChamberPublicationIndexSearch.aspx?retSourceCommitteeEvidence=0&retBooleanSearch=0&Language=E&Mode=1&Parl=39&Ses=1

Senate: www.parl.gc.ca/common/chamber.asp?Language=E

Information on committees for both the House of Commons and the Senate is also provided:

House of Commons: <http://cmte.parl.gc.ca/cmte/committeehome.aspx?lang=e>

Senate: www.parl.gc.ca/Common/Committee_SenList.asp?Language=E&Parl=39&Ses=1

The House of Commons calendar is useful for keeping count of the days the House is sitting. www2.parl.gc.ca/housechamberbusiness/chambercalendar.aspx?Key=2007&Language=E&Mode=1&Parl=39&Ses=1

Parliamentarians

This includes resources for accessing information on members of the Senate and Members of Parliament.

The A-Z menu of the Parliament Web site is useful starting point. It includes information such as the age, country of birth, and salaries of parliamentarians, both past and present (see 'indemnities, salaries and allowances of Members of the House of Commons' and 'members office and travel expenses'). www.parl.gc.ca/common/SenatorsMembers_index.asp?Language=E

An overview of the expenses declared by high-level officials, such as members of the Office of the Prime Minister, is available through the Privy Council Office: www.pco-bcp.gc.ca/di/default.asp?Language=E

Research Reports

This section features a collection of in-depth studies written by Library of Parliament analysts on a variety of current issues of interest.

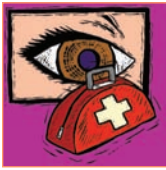
The virtual library of the parliamentary Web site includes in-depth reports on current issues of interest to Canadians: www.parl.gc.ca/common/library_prb.asp?Language=E

Analysts, who work at the Library of Parliament, are specialists in their fields who support the work of parliamentarians by providing in-depth analysis in the form of composing committee reports, briefing notes, etc.

Conclusion

I have tried to provide some useful gateways for government research and point out some of the more general and accessible government resources. If this tool kit fails to stir up joyful memories in librarians still traumatized by GovDocs classes, it may at least make the process of researching parliamentary procedure a little less daunting.

Ze'ev Schneider is Reference Librarian at the Library of Parliament. He can be reached at schnez@parl.gc.ca



HealthWatch

KEEPING WATCH OVER LIBRARIANS' HEALTH ISSUES

Healthy Communities

Finding information about child and youth mental health

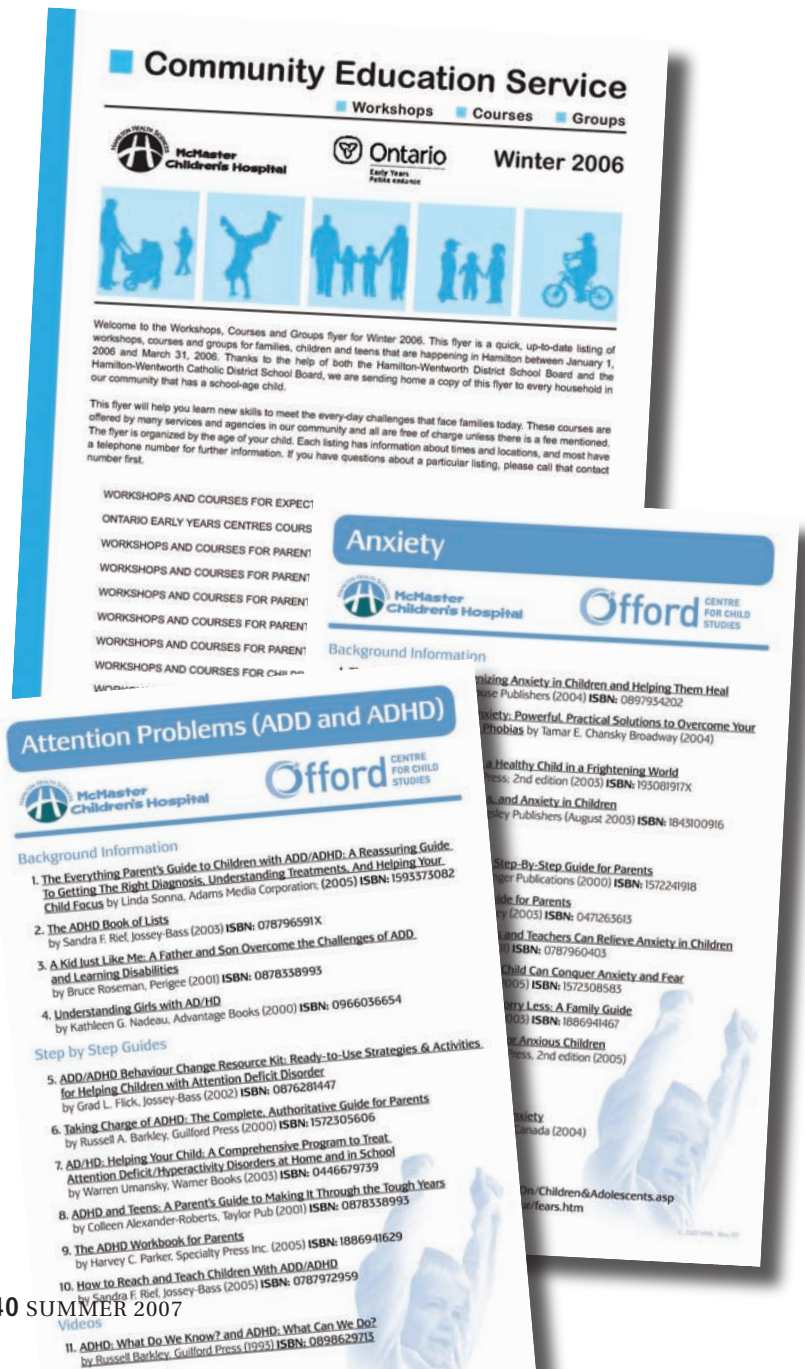
Children's mental health problems have attracted a great deal of attention lately. Whether it's concerns about over-prescribing medications for attention problems, or 'black-box' warnings on anti-depressants, parents and caregivers often struggle to find accurate information about common mental health problems. A new project from McMaster Children's Hospital, in partnership with family physicians, local libraries, and area mental health agencies, is trying to remedy this.

McMaster Children's hospital has operated two consumer health libraries—the Family Resource Centres—for over a decade. They have also developed an extensive community education service, which delivers public lectures and courses about common childhood problems, and also publishes a three-times yearly community-wide listing of courses from all agencies in the community. This guide is distributed to more than 70,000 children, through a partnership with their local school boards www.communityed.ca.

The Family Resource Centres developed book lists on common problem areas to guide parents to relevant resources. These book lists were designed to help clinicians direct their patients to the Family Resource Centre, and come in tear-off pads of 50 copies. They are available on 17 different subjects (www.comunityed.ca/booklists.cfm). An important feature is that the book lists are also cross-referenced to our local public library.

These have proved very popular, and are now in their fifth edition. A number of other libraries and children's hospitals have adapted the lists to their local community, by indicating which books are available locally, and then printing their own versions. The lists also provide guidance for librarians who are developing their collections in these areas.

By Don Buchanan



The lists have been developed based on feedback from clinicians in our children's mental health clinic and developmental pediatric clinic, as well as input from families and young people who use our centre. The lists are updated and revised every two years, and all of the resources listed have been published within the past five years.

The Offord Centre for Child Studies is the children's mental health research centre affiliated with McMaster Children's Hospital and McMaster University. In addition to research into the causes and solutions for children's mental health problems, they have a research interest in the most effective methods to deliver information to parents and service providers about evidence-based treatments for children's mental health problems.

Working in partnership with the Family Resource Centres at McMaster Children's Hospital, the Offord Centre has developed the Centre of Knowledge on Healthy Child Development (www.knowledge.offordcentre.com) to provide the best evidence-based information available about child and youth mental health problems. The Canadian Health Network has recognized them as content experts on children's mental health.

The Web site contains information about common child and youth problems, as well as the influences that shape the developmental health and well being of children and youth. The material is developed by synthesizing the best research evidence from around the world, and translating it into a useable format for parents, teachers, physicians, and others who work with young people.

The Centre of Knowledge on Healthy Child Development has just released four new pamphlets on the most common child and youth mental health problems- anxiety, attention, behaviour, and mood. These pamphlets translate the current evidence about these problems into every-day language, aimed at parents and front-line service providers.

The pamphlets were piloted in the Hamilton Family Health Team, the largest of Ontario's Family Health Teams. These teams are a key piece in the provincial government's plan to build a health care system that promotes good health, reduces wait times and improves access to care. Serving over 250,000 patients, the Hamilton Family Health Team is a pilot site for child and youth mental health as an area of focus.

Family physicians, nurse practitioners and mental health counsellors in the Family Health Team use the pamphlets to provide introductory information to parents. Included in the pamphlets are the same book lists developed in the Family Resource Centres. Endorsement of the information by family physicians has been shown to be an important factor in parent's acceptance of the information.



So how do we close the loop and ensure that families will have access to these books and information? This is where we turn to our colleagues in our local public libraries!

In a recently announced project, the Mental Health Outreach Team at McMaster Children's Hospital, and the Hamilton-Niagara Regional office of the Ministry of Children and Youth Services have jointly funded a project to make the core collection of these books, pamphlets, book lists, and other resources available at a variety of libraries, agencies, and service providers across our region.

Each public library system in the region will receive the core collection of books on the four major child and youth mental health problems, as well as copies of the new pamphlets from the Offord Centre, and pads of all 17 book lists on other common childhood problems. Similar packages will also be sent to children's mental health centres, child welfare agencies, and community referral agencies.

As well, researchers from McMaster Children's Hospital will provide training to community staff about the evidence that education is an effective intervention in child and youth mental health, as well as tips on how they can improve utilization of the materials by their clients.

Now service providers in community agencies, family physicians, and other working with families and young people can all be recommending high-quality resources, available in public libraries across the region. Our local public libraries become the hub for these resources, as well as the vast array of other information and resources that promote healthy child development.

And the outcome? A healthier community for all!

Don Buchanan is Coordinator, Child & Youth Health Partnership at McMaster Children's Hospital.



The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

A Librarian's Course

Having recently graduated from the Library and Information Science program at Ontario's University of Western, I find myself thinking about my course selections. I no longer have to plot out courses of enrollment at Western; instead I must now decide on a professional career. I am already heading along two separate paths, and am surrounded by accredited librarians who are each running in their own direction. With so many courses of action to choose from, I ask to myself: How does a new graduate set her compass?

Historically, my compass has been set according to the advice of Rousseau to "take the course opposite to custom and you will almost always do well." However, as a graduate of a Library and Information Science program, I don't see a custom to which I could conform, let alone oppose. Instead, I face a surplus of options.

I am reminded of this every day because I work and live with graduates of the MLIS program—each forging distinct paths. By day, I work with reference and subject librarians at an academic library and, across town, with information specialists and analysts in a corporate research setting. At night,

By Kathryn Klages



I come home to two MLIS graduates: a research officer and a knowledge manager. We are bound by a degree, but are on different paths... which brings me back to wondering, how does a new graduate set her compass?

Since graduating I have made a few selections about my course already, and with every direction I take I see an increasing number of paths. Thus, the answer to my question is that this new graduate doesn't set her compass. I carry my compass with me and take as many detours as I can. There's a lot of road to cover. A compass, after all, will determine the direction of my initial zig, but not the next zag.

In the past, some of my decisions have baffled people, but they've provided a highly adventurous and satisfying journey. Looking back at the directions I've already taken in just earning this degree, I notice that my course selections have always included many detours and time zones.

I took 28 months to finish a degree that, conceivably, can be earned in just 12. I did not intend to take that long, but the choices I made along the way kept extending the journey. I was a full time student for my first three terms, then I spent eight months in Saskatoon on a co-op placement at the University of Saskatchewan's Health Sciences Library. I followed that with a summer doing Records Management in Doha, Qatar, and in my last term I took one distance course to finally finish the program.

I look back at that journey and realize that not only are there many paths to forge, but that the path taken is never straight—it is a sequence of zigs and zags.

For example, ZIG...

The last course that I took at Western was Social Software & Libraries. I could not have predicted the zags that would result from just one course. It is because of that course that I graduated with an understanding of Web 2.0 and, dare I say, Library 2.0. Some highlights that I carry with me as a result of that course include:

- I know what a wiki is, and I'm not afraid to use one. Of equal importance, I know how to determine if a wiki is the best solution to a particular problem (versus a blog, del.icio.us, what-have-you).
- My aggregator is full of library RSS feeds tracking the thoughts, trends, and insights of librarians.
- I understand folksonomies and the value I add with every Web site, video, picture, and podcast I tag.

... ZAG


Social Software & Libraries encouraged exploration and experimentation with the Web-ovations in our midst. So I explored. I experimented. And the Zags appeared.

The knowledge gained, confidence built, and curiosity spurred on by one course has propelled me in unexpected directions. In the past few months I have done research, presentations, and workshops at York University, OLA, and at the Knowledge Ontario launch on social software tools. The path keeps zipping and zagging.

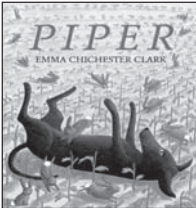
I am learning that my pursuit of professional adventures doesn't mean that I have to keep boarding planes. Degree accommodates meandering without a passport. It's all about course selection. I have been in Toronto for eight months and without crossing any time zones I have forged an unexpected course.

Kathryn Klages currently pays rent in Toronto. During the month of May she placed herself strategically between contracts to spend the month in Africa. She will be back on course and contractually bound in June.

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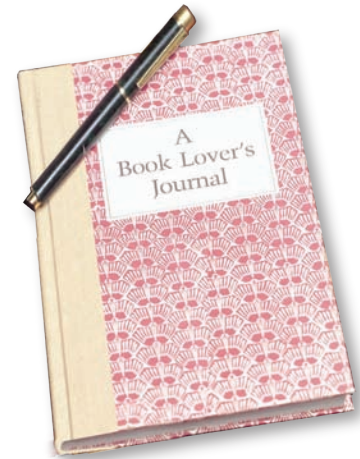
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Wait... it will come to me! The Value of a Reading Journal



Have you ever experienced that moment of agony when you know you know the perfect book to suggest to a reader and just can't recall the author or title? Most readers' advisors will experience this at least once... or even on a regular basis. Keeping a reading journal is one way to meet this common challenge. By tracking the books you read, you can create your own personal reference tool, a resource that can help you recall an elusive suggestion just when you need it most – during a reader conversation.

The form of the journal is up to you. You may find that a simple list recorded in a notebook works, or you may prefer an electronic list or personal blog. Once you settle on the format for your journal, your next decision will be what to record. This is very much a personal decision and there is no right answer. Entries can be crafted in any way that will ultimately be meaningful. This may be as simple as author, title and date read; however there are many additional elements that can help recreate your memory of the reading experience.

Beyond the basic information, consider what drew you to this book initially and note what you found interesting about the book. Did another reader suggest the book to you, or did a review spark your interest? If this was the case, it can be useful to note the reviewing source. You might want to visualize the book, asking what would it look like as a movie. Doing so often places the book more firmly in your memory. It is also useful to note whether the book will work for book groups.

Entries with added content such as the primary appeal of the book (Character, Language, Setting, Story or Pacing), readalikes (fiction or nonfiction), and notes about the reader who enjoy it, will prove even more valuable to advisors. These annotated entries can have multiple uses, including providing content for booklists, newsletters, and Web site or blog entries. Advisors needing more information about creating annotations are referred to Readers' Advisory Service in the Public Library by Joyce Saricks (ALA, 2005).

If you are intrigued by the possibility of making connections with readers on a grander scale, take

a look at LibraryThing, an online service that helps people catalog or track their books or reading. Member reading lists are entered and accessible via www.librarything.com, and because everyone catalogs together, it connects communities of readers who have read the same books and can lead to suggestions for what to read next; as well, it offers the ability to subscribe to watch lists or RSS feeds and to discuss books. This is an interesting tool for use by both readers and librarians and as we continue to look at the benefits to our users of "social software", this type of online list and information sharing will become even more prevalent.

Regardless of the format your journal takes (list or notebook, annotated or not) view this as the essential tool that will bring that elusive title forward just when you need it the most and as an opportunity to share your reading selections with others, staff and customers alike!

Sharron Smith is with Kitchener Public Library. She is the editor of this column. ssmith@kpl.org

By Sharron Smith



The Last Word



THE ANNUAL GENERAL MEETING GOES ELECTRONIC

For the first time among Canadian library associations, the OLA Annual General Meeting went electronic. Delegates to the meeting came in person and by Web conference. This made the AGM in May the most timely meeting ever as delegates saw the audited financial position of the Association within minutes of its delivery to the OLA Board.

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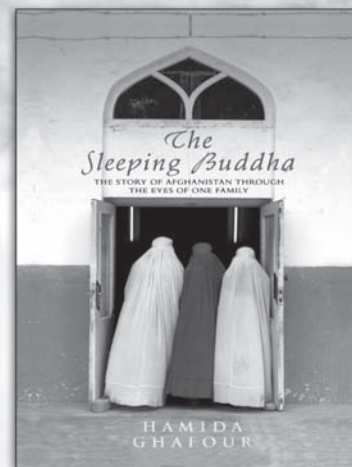
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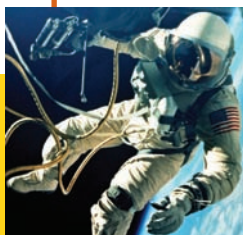
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