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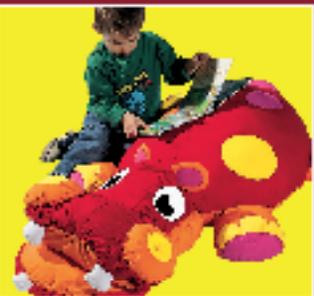
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22 Web 2.0 Meets Information Literacy: Make New Friends and Keep the Old

By Joyce Kasman Valenza

Workers of the future will be called on to blend traditional skills with emerging information and communication tools. In excerpts from her contribution to Terry Freedman's new book *Coming of Age 2.0*, Joyce Kasman Valenza discusses what today's students need to be effective in their futures.



28 Give it up Fanboy! Your Everyday coder Living Life on the edge

By Grant Gelinis-Brown

The University of Winnipeg Library prides itself on the ability to not only provide innovative Web solutions for its patrons, but also create successful solutions for the rest of the campus. In this technology feature, Grant Gelinis-Brown appreciates the level of expertise that exists in the library community and encourages you to support your local "Fanboy."



30 The More Things Change... The Evolution of the Pickering Public Library Service Ethic

By Cathy Grant

Cathy Grant, our Public Libraries editor, tracks the evolution of Pickering Public Library's service ethic—a simple mantra that's become a measuring stick to all library collections, services, policies and facilities.

36 Photo Essay: Knowledge Ontario— It's A Knock Out!

In November, more than 300 delegates from all sectors of the library and information community came together in Toronto to celebrate the public launch of Knowledge Ontario. If you missed the main event, here's a roundup.

39 Reach A Reader Expected to Tap New Markets

By David McCord

David McCord says big names sell books. More importantly, big names get people to read. In the near future we may see big name Canadian authors write for the emergent reader market.



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On The Cover: Keynote speaker Roy Tennant described the launch of Knowledge Ontario last month as the equivalent of dropping into a rapids. The real work and bumpy times are all ahead. For a description of the launch, see page 36. Cover photo: Javier Pierini / Digital Vision / Getty Images

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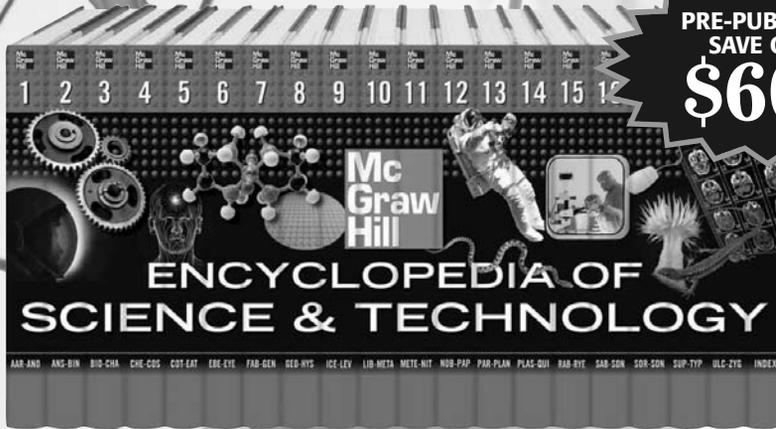
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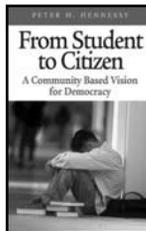


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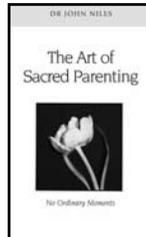
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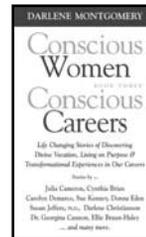
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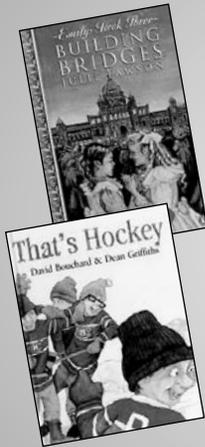
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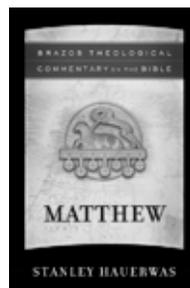
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Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION



The One-Tag Radio Frequency Identification debuts at Waterloo.

University of Waterloo's RFID Innovation

A \$1.3-million gift from 3M Canada, positions the University of Waterloo's library to be the first academic institution in North America to showcase the One-Tag Radio Frequency Identification (RFID) Inventory and Security System. The installation of the system is now complete at UW's Davis Centre Library and is nearing completion at the Dana Porter Library location. The single RFID chip/tag contains all of the information necessary to locate and identify library materials, ensure security, and streamline the checkout process for library users and staff.

The John Kenneth Galbraith Reference Library Tribute

John Kenneth Galbraith, the world-famous economist, was born on a farm in Dunwich Township on October 15, 1908. His writings and accomplishments are well known to librarians around the world. He received the Presidential Medal of Freedom twice, and was named an Officer of the Order of Canada.

Proceeds from a lecture John Kenneth Galbraith gave in 1993 at the University of Western Ontario were donated to the fundraising drive for the new library being built in Dutton. In 2003, much to 'Ken's' delight, the Dutton-Dunwich Library was officially renamed the John Kenneth Galbraith Reference Library.

Galbraith died earlier this year, and the staff of the John Kenneth Galbraith Reference Library hosted a tribute to this famous Canadian in October. Nearly 100 family members, officials, and local citizens gathered to celebrate his life. The Hon. Steve Peters, Minister of Labour, brought greetings from the Premier, Dalton



Alan Galbraith, eldest son of John Kenneth Galbraith, addressing the audience. Seated is Jenny Phillips, organizer of the event.

McGuinty, who wrote: "I commend everyone here today. Your presence attests to the respect and admiration you hold for Dr. Galbraith and all

that he accomplished. His legacy will continue to resonate in the hearts and minds of his many admirers found around the globe."

Ontario Snapshot

Callander Public Library's Books By The Bay Fest Has 30% Growth

Just three days after summer's biggest storm wrought havoc in the area, the third annual Books By the Bay Festival attracted record crowds. A near-capacity crowd attended a much-anticipated Saturday evening with Canada Reads finalists Frances Itani

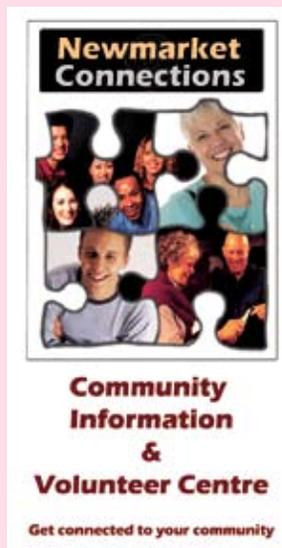
(Deafening) and Joseph Boyden (Three Day Road). Their readings showed each author's deep humanity, as well as their deft literary skills. Children's author Werner Zimmermann thoroughly engaged his audience in the narration of his tale, "Whatever You Do, Don't Go Near that Canoe?" This northeastern Ontario's library has been described

as the "Little Library That Could" for its ability to stretch its impact in the community far beyond the doors of the tiny building which houses its tangible resources. Margaret Atwood, Graeme Gibson and Barbara Reid will be part of Books by the Bay 2007, July 20-22.

www.booksbythebay.ca.

Vaughan Public Libraries: Download Videos to your Computer or PDA

While several public libraries are now offering download services, Vaughan Public Libraries is claiming to be the first public library system in Canada to offer a free video download service to users. The library system's press release led to a very expansive article in The Globe and Mail about library technological innovation. The library system's newly launched digital media collection is available 24/7 to anyone with a Vaughan Public Library card and Internet access – from anywhere in the world. Videos, electronic books and audio books can be downloaded on to a personal computer, PDA or MP3 player.



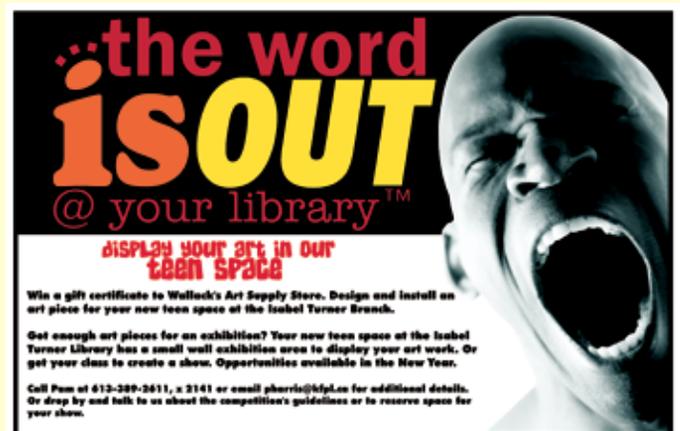
Newmarket Public Library: Connecting in Newmarket

Newmarket Public Library has launched its Newmarket Connections Community Information & Volunteer Centre. Printed information on a variety of topics, and on volunteer opportunities in the community is available. A private meeting area allows the Volunteer Services Coordinator to meet face-to-face with individuals, to match them to volunteer positions in the community that suit their interests.

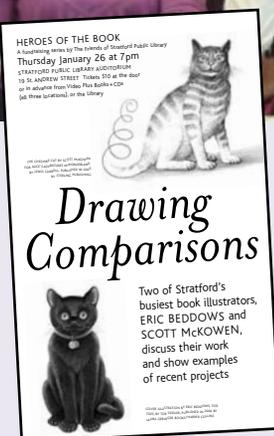
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Kingston Frontenac Public Library Gets the Word Out

"...the Word is Out @ your library,"[®] was a month-long initiative of more than 30 events including author visits, computer training courses, poetry readings, film screenings, genealogy workshops, outreach presentations and an overdue book amnesty day. By branding this programming under a single title, the library attracted new and infrequent visitors to the library. While the programming covered a wide swath of service, there was a definite emphasis on the entertainment value of the public library to the community. Some highlights included: 'Ferry Tales', which saw a librarian riding a local ferry and reading stories to children and Book Amnesty Day, which included a 'Most Overdue Book' contest. A special prize was even created on the fly for "most creative return." The title? 'Time Management for Dummies', only six years overdue. ...the Word is Out @ your library[®] is set to become an annual event.



Ontario Snapshot



Stratford Public Library Year-Round Library Events Fly

Wendy Morton, also known as WestJet's Poet of the Skies, was the featured poet at the Stratford Public Library earlier this fall for a Friday afternoon reading. The library had Morton work with grade 11's from the nearby high school to write an original poem.

Richmond Hill Public Library Reorganizes for Kids

The Children's Department at Richmond Hill's Central Library has reorganized its collection to provide easier access for children and their families. School project guides are available for pickup from a special slat display wall. A children's play centre has been introduced with puzzles, mazes and manipulatives to develop fine and gross motor skills, and a state-of-the-art training and homework centre has been recently added to enable the orientation sessions for grade 6 students to take place in the department.



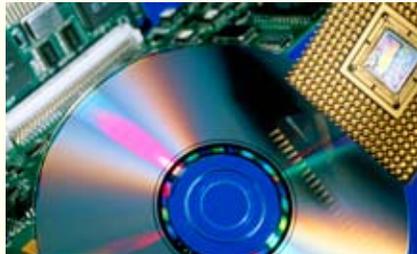
Ontario Snapshot

University of Windsor: The Future of the Integrated Library System (ILS)

The Integrated Library System (ILS) is possibly the most fundamental and critical system to be used in library operations. Libraries continue to spend more on the ILS than any other type of library system, yet the economies of scale do not produce a wide variety of options or favourable pricing models in the commercial world.

Because the total ILS market share in North America averages \$500-600 million US per year (relatively small numbers in software terms), major software vendors like Microsoft and Oracle are unlikely to embark on ILS development initiatives. With recent consolidation, there remain fewer than 20 ILS vendors for libraries with mid-sized to large collections, and this marketplace has become saturated with vendors depending strongly on existing customers for a revenue stream.

At the same time, the shrinking scale of the ILS market comes literally at the point when hooking into external systems for some library functions has become more feasible, e.g., the use of Peoplesoft in some academic environments instead of an ILS-based acquisitions system, and decoupling the OPAC from the ILS in favour of an outside searching applications such as Endeca and Primo. Component-based programming and other models of software development have leveraged network environments to increase the options for using tools and toolkits from non-library sources, making it possible to assemble systems in ways that were inconceivable not that long ago. Electronic Resource Management (ERM) systems have also tread into ground once firmly occupied by the ILS, and the lines have become blurred for the systems that



manage virtual content, which is increasingly becoming the primary type of material offered by academic libraries.

In September, the most ambitious and sustained Open Source ILS initiative went live with the switchover to Evergreen, a multi-year project of the PINES (Public Information Network for Electronic Services) Consortium, representing more than 250 libraries in Georgia. With all of this activity, the options for achieving the functions of the ILS seem, at the very least, to be in need of review and discussion.

In November, The University of Windsor's Leddy Library hosted a one-day symposium on the Future of the ILS. The intent of the day was to get a discussion about the ILS moving towards options and opportunities outside of (or in addition to) the current proprietary ILS systems on which we currently operate. There were no ILS vendors attending the symposium and this allowed for more of an open, unfettered discussion.

The topic of the day – the future of the ILS – was timely, given that libraries are continuously evaluating their ILS through a lens that factors in desired functionality, user expectations and a knowledge of what is happening in the land of software development. A key focus of the day's discussions was the conviction that open source software (OSS) needs to play a central role in future developments. Speakers at the symposium explored exciting possibilities for the application of OSS to the development of information delivery systems that are user focused, flexible and interoperable.

For more information, please see the blog that covers the symposium at: [<http://infoservices.uwindsor.ca/ils/>].

Art Rhyno, Anne Kaay

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Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

Total members - 5081

OCULA - 494

OLITA - 1597

OLBA - 918 from 127 boards

OPLA - 1265

OSLA - 1919

ABFO - 123

Students - 210

Not employed - 11

ADVOCACY

School Libraries

OSLA has asked the Hon. Kathleen Wynne, Minister of Education, for a meeting to discuss a number of issues. The division has also invited her to appear and speak at the Awards reception at Super Conference on Feb. 1. Watch the Super Conference Web site for emerging details.



OLA had a booth at the Ontario Principals' Council conference in November to introduce principals to Knowledge Ontario. The databases had just been announced and the official launch of the project was forthcoming. It was also the first opportunity to reinforce School Libraries & Student Achievement in Ontario (the research on school library impact on student reading attitudes that Queen's University and People for Education did for OLA). Those working in the booth felt that the conversations were significant; given the fiscal power principals are given in many boards. OSLA has requested that this representation be extended by OLA to the Catholic principals' conference and to the federation new teachers' conferences.

Public libraries

Municipal elections in November set the stage for opening the selection process to identify trustees for library boards. The Boards are

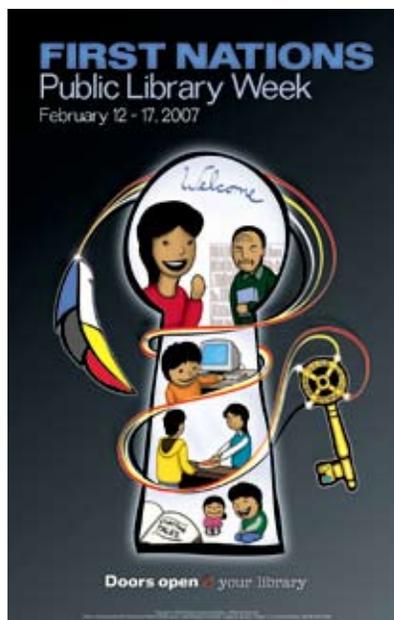
now in four-year terms, parallel to the reformed length of term at the municipal level.

- A pamphlet created by OLBA for library boards (for encouraging better trustee recruitment) has been sent to all library boards in Ontario. Boards are being encouraged to meet with municipal councillors to discuss the information.



First Nations

Media Designer and Communications Director, Andrew



Ryther, has again worked with the First Nations community to design the 2007 poster for First Nations Public Library Week. Design, layout, production and distribution are provided to the First Nations community by OLA.

RESEARCH

Social Software Initiative

The OLA Board of Directors has been investing in research conducted by Beth Jefferson of BiblioCommons, Inc. Over a year ago, Beth spent time with Oakville Public Library to determine the search habits of on-line patrons. Last spring, OLA agreed to invest another \$25,000 to obtain data from public libraries in a broad range of communities, and to look at other types of libraries to identify whatever corroboration existed. Even at that time, Beth was drawing conclusions about libraries on-line, and was starting to introduce some ideas on redirecting the use of library OPACs and developing social environments that might bring libraries back as people's trusted source for information.



The work was being noticed in other jurisdictions and in May, the British Columbia government's Libraries Division and the Alberta Library met with Beth to learn more about where she was going. They encouraged Beth to move to a model, rather than to spend more time on

background research. BC's Maureen Woods invited people from across the country to come to Vancouver at their own expense to look at this work. Among those who came were technical people, CEOs and people from government departments. In attendance from Ontario were Brian Bell and Gail Richardson from Oakville, Peter Rogers from Knowledge Ontario and Larry Moore from OLA. There was much support given for Beth's research and the direction it would take libraries. The BC Public Libraries Branch and the Alberta Library each put in \$50,000 and Ontario was asked to do the same, in order to create the pool of money needed for the development of a prototype. Because of the public library focus of the research, Knowledge Ontario was not prepared to invest. However, OLA did contribute the money that was needed.

In December, the prototype was unveiled and exceeded all expectations. "Spectacular" was the word of the day. Now, \$5 million is needed to take the prototype through development and testing. Beth revealed that she had already the backing of private interests for \$4,000,000, but it is dependent on the library community for backing and support for the remaining \$1,000,000. Knowledge Ontario was asked to be the investor, given the need for something to drive Connect Ontario.

School Libraries

In the spring, the OLA Board of Directors received School Libraries & Student Achievement in Ontario, a research report developed by Dr. Don Klinger at the Faculty of Education's Assessment and Evaluation Unit and with People for Education. The OLA Board-commissioned research analyzed the Ministry's EQAO assessment data with data on the presence of a staffed school library. The study indeed showed an impact

on student attitudes' toward reading and received considerable media attention at the time.

The OLA Board of Directors is now looking at the parameters for a second research study that can build on this initial work, by addressing student success and specific behaviours of teacher-librarians and library staff with students and teachers. Preliminary work is expected for completion in the spring, with the research to follow in the fall of 2007.



PROGRAMS

Partnership, the New Electronic Journal, is in your Hands

The first issue of Partnership: the Canadian Journal of Library and Information Practice and Research, the Partnership's electronic journal, has gone live. This is a major landmark for the group and is a fresh, interesting and massive tribute to everyone involved. It is only available electronically, and can be accessed from the OLA home page (left navigation). The first program to be totally conceived and executed by The Partnership, the idea was originally conceived by OLA Past President Cynthia Archer, who has edited the Leading Lights section of this new open access venture. The University of Guelph is hosting and providing technical support, with section editors working in libraries in British Columbia, Alberta, Manitoba, Ontario and Quebec.

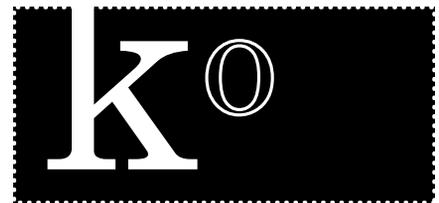


The editor, Jennifer Richard, is a past President of the Atlantic Provinces Library Association. She redirected her sabbatical to edit the new project (yet more evidence of the excitement and synergy that exists in The Partnership network).

The editors are expected to be at Super Conference in February, at which time training on the OJS system controlling the journal at the University of Guelph will be offered.

Knowledge Ontario has its Launch

The Knowledge Ontario Launch took place in November. It was a good, upbeat event. Over 300 attended, including a substantial number of decision-makers and



Knowledge Ontario

stakeholders. The Minister of Culture had to bow out at the last minute because of the health of her father, who died the day after the event. The Parliamentary Assistant was her replacement, and brought government praise for the project. California Digital Library Director Roy Tennant opened the day with fulsome support for what has been done. Previously, he had taken part in the OLA's 2002 invitational multi-day Leadership Forum that initiated work on the project (then called the Ontario Digital Library). He pointed out that the work is just beginning and there will be bumpy times ahead, but that this was a unique and historic step for the province.

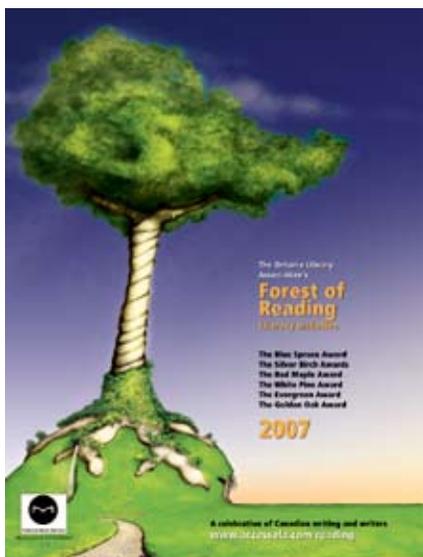
Super Conference 2007 is Ready

Super Conference 2007 co-ordinator David Penteliuk reported

Flashpoint

to the OLA Board of Directors in December. Response to the new features of the program and to the depth of the content has been exemplary. Early bird registration was significantly higher than usual, suggesting that this early buzz about the conference is very real.

The ABFO tenth anniversary program at Super Conference was still going through scheduling problems at the time of the December. See the Changes section on the Super Conference Web site for the final arrangements. It is expected that funding for simultaneous translation will be available by Super Conference time for the highly-anticipated sessions by superstar Dominique Demers and by McGill Library School Director, France Bouthillier, as well as the plenary session by Lise Bissonnette and Ian Wilson. Changes can be followed on the Super Conference Web site as they happen.



The OLA Forest of Reading® Literacy Initiative takes some New Turns

- The Forest of Reading® program shortlist was announced, and registration opened on October 23rd, 2006, International School Library Day.
- Evergreen voting took place during Ontario Public Library week in October. The 2006 Evergreen Award winner is *Three Day Road* by Joseph Boyden. Boyden will do a spotlight session and will receive his Award at the Friday plenary.
- Silver Birch Express, (this year's new junior easy-to-read mixed list), has been received by Ontario schools and libraries with enthusiasm.
- The official Launch for the school level programs is a preconference event. The 1200-person event sold out early.
- The closing ceremonies for the school level programs will be part of a Forest of Reading Festival May 17th at Harbourfront Centre in Toronto. Expected attendance is around 3500, with TVO Hosts participating. Besides the Blue Spruce, Silver Birch, Red Maple and White Pine award ceremonies, workshops will be held on writing and illustrating, and there will be entertainment and music, as well as autographing happening throughout the day. There has always been an outstanding turnout of authors and illustrators at the Harbourfront Silver Birch events, making this look like a truly exciting new undertaking. The International Reading Association conference takes place in Toronto earlier in the week, and authors from that event are expected to take part as well.
- TVOkids has partnered with OLA to cross-promote each other's Reading Programs. The Reading Rangers will feature Forest winning authors after the ceremony, and the Forest programs will be promoted throughout the year.



OLA Education Enters the American Market through NS Education

After months of negotiation, budgeting and projecting, OLA has entered a partnership with former ALA President, Patricia Glass Schuman, to have her company, Neal-Schuman Publications, market the Education Institute to the United States under the new brand of NS Education. Neal-Schuman brings a 25-year history of sales and marketing success, a well-established reputation of authority in the professional development marketplace and a very ambitious plan for expansion.

NS Education will be launched in January at the ALA Midwinter meeting in Seattle. Neal-Schuman will be contributing programs and participating in profits in the same manner as all provincial partners. There will be separate brochures and separate Web sites to allow differences in spelling, program inclusion, and differences in handling of such things as credit cards. The OLA office will continue to create and schedule programs, lay out and provide templates for these products and receive registration.

IFLA 2008 is Coming

The World Library and Information Congress, the 74th annual conference of the International Federation of Library Associations and Institutions (IFLA), takes place in Québec City, August 10-14, 2008, the 400th anniversary of Champlain's arrival in New France.

- Promotion of the Québec IFLA Conference began with distribution of a promotional postcard to members in our last mailing. There will be new information pieces in this and coming mailings.



- OSLA has been asked to support a special preconference meeting in Toronto to be developed by the Schools Section either before or after the IFLA dates. The OSLA Council has agreed to participate.
- The OLA Board has representation on the IFLA 2008 Advisory Committee.
- ASTED is host of IFLA 2008 and will be presenting a brief visual introduction at Friday morning's Super Conference plenary session. ASTED Director Louis Cabral and Library and Archives Canada's Céline Gendron are holding a bilingual information session Thursday morning that may contain opportunities for involvement in this world event.

DONATIONS

First Joint School-Public Community Library in Kenya is Open

With a phenomenal donation of \$5,400 by an OLA member, the OLA fundraising effort to provide Craig Kielburger's Free the Children with the funds to build, furnish, and supply a collection for two joint school-public library centres in Motony and Enlerai, Kenya, is

complete. This stage of OLA's Africa Project was launched at Super Conference 2006, with a challenge to every delegate to donate \$10. That did not happen. \$5 was the average amount donated, but donations have steadily come in all year, culminating in this incredible finish.

The Africa Project: Next Possibilities

Oakville Public Library's Gail Richardson is challenging OLA members to match her donation of a health kit and a school kit each month for a year. The two kits are worth \$20. If you want to take her up on her challenge, you can do it in one payment or twelve, using cheques or credit cards. Gail points out that if each member did this, we would deliver 60,000 kits to Kielburger's children worldwide.



The OLA Board of Directors is investigating the establishment of a scholarship fund for children who have been orphaned and have no way to go to school. This is likely to be the next big wave in the Africa Project. Details will be at Super Conference and in the next issue.

The Marjorie Fleming Mentoring Fund

Have you visited the Marjorie Fleming Mentoring Wall of Honour yet? Shouldn't your mentor



be on the Wall? Contribute to our living history. The Mentoring Fund will be used for financing mentoring activities throughout the year. There are some very, very interesting ideas in the works. But first of all, honour your mentors!

Awards and Scholarships

The OLA Board of Directors were pleased to award prizes to the most outstanding students in the MLIS programs at the University of Toronto and the University of Western Ontario.



Winning this year's Anniversary Prize at FIS was Heather Wray, now adult services librarian at St. Catharines Public Library. At the University of Western Ontario, Greg Linnell took the top prize and the OLBA Management Prize. Currently, he is looking for a position in an academic library. The prizes include \$1,000, a five-year membership, and a year of unlimited access to OLA's education programs, including Super Conference. Welcome, to both of these outstanding young people.

The OLA Grace Buller Scholarship for Aboriginal Peoples is supporting the Faculty of Information Studies program of Anna Leah Harms.

The Dr. Janet Baker Scholarship was won by Graeme Campbell from Vancouver. He is attending the graduate program at the Faculty of Information and Media Studies at the University of Western Ontario.



The World Outside

OBSERVATIONS ON NATIONAL AND INTERNATIONAL LIBRARY EVENTS AND PROGRAM

Summer in Johannesburg Student Interns Share their Experiences



In 2005-2006, the Faculty of Information Studies (FIS) at the University of Toronto established an internship program with the Nelson Mandela Foundation (NMF) in Johannesburg, South Africa. Two students were selected as the program's first interns, spending three months at the NMF. Juanita Rossiter, originally from PEI, is a second-year student in the archival stream. Jill Ruby is a part-time library student, nearing completion of her degree. Both were delighted

to have been chosen and in this interview will share some of the highlights of their summer.

Q: What was the nature of your work at the Foundation?

A large component of our work was archival, with some library work, as well as some day-to-day administrative and research support. We assisted in processing a collection of legal papers donated by Mr. Mandela's Cape Town law firm, dating to the period of his incarceration, and print and audio materials donated by South African journalist Sahn Venter; described the NMF archival holdings; and catalogued items in various media for the NMF Resource Centre.

We contributed to a benchmarking study undertaken by the NMF to help in its transformation to a Centre of Memory based around the life and work of Nelson Mandela. As part of this project, we surveyed memory institutions worldwide and visited the Desmond Tutu Peace Centre in Cape Town.

We also helped with preparations for the Foundation's Fourth Annual Lecture, given this year by South African President Thabo Mbeki.

Q: What was challenging for you?

Juanita:

For me, the high level of crime in Johannesburg was difficult to get used to. Security is always at the forefront of people's minds. In addition to having security systems, double locks and guard dogs, houses are often completely encased within a protective wall. It was not safe to be out after dark and to be out alone. I missed the freedom and independence of being able to walk around Toronto by myself. At times, it was

tiring having to be on-guard all the time. I even missed the TTC! There was very little public transportation in Jo'burg, so we often were at the mercy of others to get around.

Jill:

I agree that the lack of independence was a little challenging. But there was a silver lining in that we felt a wonderful sense of community – everyone we worked with gave us lots of advice and looked out for us. At work, one of the major challenges for me was working with archival materials, something I had little knowledge of as a library-stream student. This was a great opportunity to explore the world of archives through hands-on experience. I learned a lot from my colleagues, including Juanita, who gave me a crash course on archives terminology and practices.

Q: What was interesting for you?

We had the opportunity to visit a number of information and memory institutions, including the National Archives of South Africa in Pretoria. We had a tour of the facility and spoke with the staff in charge of the "sensitive documents," the majority of which dealt with the Truth and Reconciliation Commission (TRC). Shortly thereafter, we visited the South African History Archive (SAHA), located in the William Cullen Library at the University of the Witwatersrand in Johannesburg. Here, we were given a different perspective concerning access to TRC records and the need to have them available within the public domain.

By Vicki Whitmell



Q: What difficulties do information professionals face in Southern Africa?

Many African countries are affected by a “brain drain” and the migration of highly trained professionals (in information and other fields) to more developed countries, often because they seek more stable socio-political and economic climates. Retaining skilled professionals is an ongoing challenge.

While visiting Namibia, we were taken on tours of both the National Archives and the National Library. Namibia is a large country with a population of only one million people. We were pleasantly surprised with the archives’ large facility and knowledgeable staff. Like archival institutions here, it struggles with funding and staff shortages. After meeting us, they were anxious to look into setting up a similar internship – like the one that currently exists between FIS and the NMF.

Ordering basic archival supplies proved to be challenging. There was only one person in southern Africa that had archival supplies available for sale, but many of the items were not of archival quality. Luckily enough, while at the National Archives, we met the Conservator, who made us aware of a company, the Phumani Archive Mill, who had just begun making archival products at the University of Johannesburg. This company is instructing and employing people in rural communities on how to make archival quality materials.

Q: How will this internship contribute to your professional development?

Juanita:

Shortly after our arrival, the NMF in conjunction with SAHA, hosted a day-long workshop where information professionals from 14 different organizations came to discuss the South African Protection of Personal Information draft Bill. In a focus group, I was fortunate to have been able to listen to information professionals, including my own FIS Professor Wendy Duff and my boss Verne Harris, discuss how the bill would impact archival institutions. It was fascinating. I also benefited from the benchmarking study we were involved with at the NMF. The Foundation was not happy with the consultant who had been hired to lead the project. Sitting in on various meetings with the consultant and seeing how this issue was dealt with, was a valuable insight into a managerial role that I have seldom had exposure to.

Jill:

What I really liked about this internship was the opportunity to do a little bit of work in different areas, make a wide variety of professional contacts, and to see first-hand how information and cultural institutions can work to be agents for social change. After graduation, I had been hoping to find work internationally, preferably in an organization with a development and/or social justice focus. This experience confirmed for me that I want to pursue this direction and opened up the possibility of seeking archives as well as library work. I think an internship like this would benefit any students interested in this type of work environment, and also those who are not yet sure what kind of work they would like to do because the NMF engages in both library and archives functions.

Q: Were you able to do any travelling while you were there?

Yes, we travelled as much as time and budgets allowed. We did a lot of sightseeing at museums and attractions in the Jo’burg area, as well as taking weekend trips to neighbouring countries like Namibia, Botswana, and Swaziland. We were really fortunate that our supervisor, Shadrack Katuu, took

Links:

Faculty of Information Studies:
www.fis.utoronto.ca/index_MSIE.htm

Nelson Mandela Foundation:
www.nelsonmandela.org/

National Archives of South Africa:
www.national.archives.gov.za/

South African History Archive:
www.wits.ac.za/saha/

Desmond Tutu Peace Centre:
www.tutu.org/

Alf Kumalo:
www.sahistory.org.za/pages/people/kumalo-a.htm

Peter Magubane:
www.sahistory.org.za/pages/people/magubane-p.htm

us under his wing and arranged several trips for us, and set us up with his friends and colleagues all over southern Africa. After the internship ended, we also rented a car and took a road trip through the spectacularly variable scenery of KwaZulu-Natal province – we went from the mountains to the beach in one day!

Q: What were the highlights of your experience?

Looking back now, we packed a lot into three-and-a-half months.

We both feel good about the work we were able to do in the short period of time we were there. We were grateful that we were given practical, hands-on work to do, and were not treated like students. One highlight was the traveling we were able to do and see first hand the beauty of South Africa and its people. There are a lot of celebrities who visit the Foundation. Although we missed meeting Dan Aykroyd and Oprah, we were able to meet the Black Eyed Peas, which was cool. We were also fortunate in that we were able to meet the two most famous photographers in South Africa, Peter Magubane and Alf Kumalo. The Foundation has a week-long series of events to celebrate Nelson Mandela's birthday every July, so it was wonderful to be there at that time. The biggest highlight for us both, however, was meeting Nelson Mandela himself. In what we have since discovered is typical Mandela charm, he stated when we met him, "You know, I have many grandsons. You can have your pick!"

We both realize how fortunate we were to have had this experience made available to us. At the Nelson Mandela Foundation, we are grateful to the staff for

their kindness and patience – in particular to our supervisor, Shadrack Katuu, and boss, Verne Harris, who went out of their way to make sure we were content, safe and happy, both at work and at home. We would like to thank the Faculty of Information Studies for establishing this internship and making this incredible opportunity available to its students. In particular, we would like to thank FIS Registrar Adriana Rossini for help with all the paperwork, Professor Wendy Duff for accompanying us to South Africa and helping us get settled, and Professor Doug Thomson for sharing his knowledge and advice about Southern Africa. For more photos of our summer in South Africa, please feel free to visit Juanita's Blog at www.neater.blogspot.com



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Web 2.0 Meets Information Literacy:

Make New Friends and Keep the Old



Excerpts from the author's contribution to Terry Freedman's Coming of Age 2.0.

By Joyce Kasman Valenza

When they leave our schools, today's learners will not be called upon to create widgets. They will be called upon to work together to thoughtfully use and create knowledge products.

To be most effective, workers of the future will need to creatively blend several relatively traditional skills with emerging information and communication tools. And they will need to practice those skills in an information landscape that is genre-shifting, media-rich, participatory, socially connected and brilliantly chaotic. To be most effective, students will need understanding of traditional information structures, as well as understanding of the shifts in the way knowledge is built and organized.

Through my librarian visioning glasses, I see two threads—information fluency and Web 2.0—beautifully woven into rich 21st century cloth as teachers and librarians who value thinking skills, inquiry, ethical behavior and innovative student, work hone

their craft on a funky and vibrant 21st century learning loom, with learners as collaborators.

About that new thread—Web 2.0—it is colorful and dynamic. Its fabric reveals new opportunities for collaborations, creation of media and interactions with audiences never before imagined. The traditional strand—information literacy—is a sturdy material. It is fiber that many of us digital immigrants carried over in our trunks from the old country. It too, deserves to be unpacked, shared and woven through instruction and learning.

Information literacy or fluency is the ability to effectively and ethically use and create information. Although it has been described in various ways through various models, it is generally considered a process in which students (and the rest of us) recognize a need for information, formulate questions based on those needs, identify potential information sources, develop strategies for physically and intellectually

accessing information, evaluate, analyze, synthesize and organize new information with existing knowledge, and effectively, ethically and creatively communicate new knowledge.

When we discuss information literacy, we are discussing the application of information problem-solving and decision-making skills in situations learners face in all their subject areas and in their lives beyond our classrooms.

Information literacy competencies are process skills. They will grow with students, even when current search tools and platforms are obsolete, when we move beyond Web 2.0. These skills have legs. They will serve learners even when they forget how to balance a chemical equation or how to solve for X. They prepare students to learn to learn.

So, how do we interpret traditional skills for a chaotic, exciting, multimodal, socially mediated

information 2.0 landscape? And how does our instruction shift as the information landscape evolves?

Information Access

Information access involves recognizing the need for information, identifying potential sources, and strategies for locating information.

In recent keynotes, I have heard celebrated information specialists and futurists proclaim that we live in a good enough / why bother world. If people can easily find some information, they will not be motivated to find better or best information. As a teacher and as a librarian, I find this approach impossible to accept. My math teacher colleagues do not stop their efforts at multiplication and division. They move as many of their learners toward higher applications and deeper mathematical thinking. Why should we not expect learners to master more thoughtful information seeking strategies?

We can encourage students to seek information energetically. That may include reaching beyond everyone's favourite search engine or wiki reference tool. Though Google rocks, it is not the only band in town. Google's information reach is staggering, yet it may not be the best strategy for all information tasks. Innovation is thriving in the search world. In fact, a number of alternate search tools employ a less "vertical", far more user-centered approach. There are also a growing number of tools responding to the preferences of visual learners. In a highly effective, if more 1.0 approach, we can remind students of traditional subject directories or the many subject-specific portals that offer the significant advantages of selection and far less search noise.

Because students will need to access both traditional and emerging sources, through both formal and informal information systems, they need understanding of both worlds. In subscription databases, it helps to know the underlying structure of

controlled vocabulary and subject hierarchy. Students can use the official descriptors or subject headings to help them gather relevant content. They can select to search by either keyword or by subject and that choice really matters.

Students have greater search power when they understand the newly tagged world. Tags are emerging as powerful tools, different from the structured controlled vocabulary and subject headings of databases. As they search, students should be on the lookout for the various types of tags assigned to the best information they find. Those public-created tags will assist them in gathering related content. They can discover information relationships by exploring aggregators like technorati [<http://technorati.com>] or [del.icio.us] [<http://del.icio.us/>]. Student-developed tag clouds allow for browsing among related concepts, broader and narrower terms, names, places, etc. offering a freedom beyond outlining or taxonomy. A teacher who asks a learner to "show me your tag cloud" will see the various directions a student's research, and her thinking, is taking.

We can teach students to control their own information worlds. By selecting relevant RSS feeds, they restructure search dynamics, channeling information to automatically flow in their direction, and personalizing their own stream of information. As students find relevant information and news sources, we need to guide them to seek RSS buttons and capture those feeds.

I could not conduct my own research without the university equivalents of databases created by such vendors as: EBSCO, ProQuest, Gale, Wilson, (to name just a few). Because our school culture values these sources, because they are designed directly to meet their information needs, our students have grown to love them as well. We point to them in our pathfinders. We create access to them both by name and by subject, and we look forward to finding an effective federated search solution

that will search across the databases, our catalog, and the Web.

Teachers and librarians must ensure that these valuable materials get used and are no further than a click or two away from learners. Students who do not have access to this substantial content, students who choose not to use them, are part of what I consider an information underclass. It is distressing that students and teachers settle for information that is good enough, when excellent is out there and just one further click away. Students need to be able to access the scholarly content their professors will expect them to grapple with, the business journals and reports their employers will want them to cite in board meetings.

The Internet fosters a search environment in which learners work independently, often in their rooms, often after midnight. There are fewer face-to-face opportunities for adults to intervene to help assess an information problem, focus a topic, suggest keywords and alternate vocabulary, or recommend a critical book or Web site or portal. While we should celebrate the independence of learners, we must recognize that any 15-year-old doesn't really know what she doesn't know.

We can guide students through the search process by creating online landscapes that help them make sense of their nearly limitless choices. Collaboratively created Web-based pathfinders can create information blueprints for particular units or projects. They pull together resources of multiple formats to meet the specific needs of the learning community. Using these tools, we can create schema to help students to think in terms of information clusters or buckets—the types of buckets they will be able to apply to future information tasks. As teachers and librarians in this new landscape, we have new opportunities to intervene, to have dialog, while respecting young people's need for independence. Librarians are beginning to move



we help learners to cut through the noise? Blogs are essentially primary sources and can provide lively insights and perspectives not documented by traditional sources. They compare in some ways to a traditional interview, with the speaker controlling the questions. Ripe for essays and debate, blogs present not only the traditional two sides of an issue, but the potentially thousands of takes. And those takes take less time to appear than those documents forced through the traditional publishing or peer review process. Blogs allow scholars and experts written opportunities to loosen their ties and engage in lively conversation.

their pathfinders to blogs and wikis, to open them to students and teachers for collaboration and comments. They can suggest search strategies. They can lead students to information types—primary sources, literary criticism, biography, news. They can lead students to the variety of information formats—portals of streaming media, wikibooks, e-books, blogs, and e-journals. The Internet offers us opportunities for examining global perspectives. As students research the issues of our day, we need to help them to discover the media of other regions—the streaming media, the newspapers.

Evaluation

This fluency involves determining accuracy, relevance and comprehensiveness; distinguishing among facts, points of view and opinions; and selecting the most useful resources for a particular information need.

The traditional publication process made evaluation a much simpler skill back in the days before digitization, and in the days before information assumed new democratic formats. And while it was easier to teach evaluation in a controlled, black and white world, a world where resources fit

into neat little boxes, we now live in a wonderfully rich confusion.

New, as well as traditional questions emerge as learners evaluate the information they find. What is authority? Whose voices are valid and when? Is it best to examine the collective knowledge of the public, or the expert knowledge of academics? What is the information context? Is it a casual information need or a formal or critical project? Who is the audience for my project? Is it an instructor who values scholarship and depth? Is it a breaking issue for which scholarly material does not yet exist? Is the best source scholarly, popular, trade; “on the ground” and timely, or retrospective and reflective; primary or secondary; biased or balanced?

Just as mega-store sites like Amazon address the long tail or the niche market, the Web and blogging especially, promote the flourishing of the niche opinion—a great democratic concept, but a challenge for learners struggling to evaluate context and bias.

How should students evaluate and select blogs as information sources? With blog space doubling every six months and technorati [<http://technorati.com>] tracking more than 37 million blogs (Sifrey, 2006), how do

Over the past couple of years a big issue in learning to evaluate has been what to do about Wikipedia. Its content is heavily accessed; its articles appear on nearly every result list. Its democratic editing process provokes questions relating to the wisdom of crowds and the value of experts. Wikipedia forces us to examine the dynamic nature of information and to explore how knowledge is built. Whom do we trust and when do we trust them?

If a project has to do with breaking news, a hot topic, technology, or popular culture, Wikipedia may be the very best place to start. One of its advantages over print is that it is not limited by traditional publishing restrictions of cost or size. It is able to address the long information tail, providing something for nearly any interest.

But when teachers encourage students to find scholarly materials, Wikipedia may not be the best place to start. Academics, concerned about tenure and promotion generally find other avenues for publication. High school and university students need to know that teachers and professors will expect them to reach beyond Wikipedia.



Social Responsibility and Information Ethics

These fluencies involve contributing positively to the learning community, practicing ethical and responsible behavior regarding information and information technology, recognizing the principles of intellectual freedom, respecting intellectual property, and ensuring equitable information access.

It's increasingly tough to model respect for intellectual property in a world of shift and change, in a world of mixing and mashing, in a world of ubiquitous sharing, casual online communication, and pirating. Debate continues to rage regarding how to balance users' needs for access to information while protecting the rights of content creators to profit from their labor. It is far bigger than our classrooms.

Students are rightly confused and frustrated. The Pew Internet & American Life study, Teen Content Creators and Consumers, quoted researcher Mary Madden in its press release (www.pewinternet.org/PPF/r/113/press_release.asp).

"Today's online teens have grown up amidst the chaos of the digital copyright debate and it shows. At a time when social norms around digital content don't always appear to conform with the letter of the law, many teens are aware of the restrictions on copyrighted material, but believe it's still permissible to share some content for free." (Lenhart & Madden, 2005, Press release).

Can we create a climate of information ethics? Can we guide students to behavior that is fair and just and respectful of intellectual property without compromising their creativity and enthusiasm?

Today, a single student project might incorporate downloaded video clips, music, and art, as well as quoted text. It is also likely to be broadcast.

When projects stayed in our classrooms, limiting the amount of borrowed content and simple documentation was generally enough for students to ethically use the creative work of others. With students regularly publishing and broadcasting beyond classroom walls, they need to take greater care and use new strategies when they borrow the creative works of others. On the Web, it is not always possible to get permission from or even identify a content creator.

We can help by teaching students about information ethics when they produce and post media. We can ease some of the confusion by teaching students about the new flexible protections and freedoms made possible by Creative Commons [<http://creativecommons.org/licenses/>].

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Even simple documentation is complicated by the fact that the official style books have not kept up with students' new array of information choices. If we expect ethical behavior, we have to make it less painful for learners who want to behave ethically. Even before the examples hit the standard style manuals, we should facilitate students' ethical behavior by adapting and modeling citation formats for blogs, wikis, podcasts and whatever is coming next.

Social responsibility is also about etiquette. Bloggers do not have editors. Bloggers blog fast. Rash thoughts may be posted before a blogger really chews on an idea, before emotion subsides, before rational thought has time to take over. In classroom blogs, learners should argue and debate and criticize, but they also should be sensitive and respectful. As teachers, we can inspire a degree of impulse control for learners who blog.

Social responsibility extends to interactions wikis as well. In class wikis, we may need to discuss and establish guidelines for how we modify information and negotiate content. Guidelines for wiki construction could be class-generated, with the wiki's about page serving as a kind of charter for behavior, trust,

accountability and contribution. These guidelines should serve to build the culture of the wiki. Even in an open authorship environment, participants should see both their freedoms and responsibilities to the community.

As teachers and librarians, we too have responsibilities. While we look out for the safety of our students, we must also protect their access to the information and communication tools they need to learn effectively. We must speak up against school and government initiatives that prevent access to critical tools.

Synthesis and Organization

This fluency involves the ability to see information patterns, to analyze information, to organize ideas, and to effectively weave together ideas from multiple sources to create a coherent new whole.

Web 2.0 presents the ultimate opportunity for teaching synthesis. Students who effectively use Web 2.0 tools, synthesize effectively.

Wikis promote a jigsaw style in which learners can divide a research task and share individual expertise and insights to complete

an information-gathering task or answer a driving question. They may be one of the best tools for helping students to learn how to collaborate and build text-based knowledge as they incorporate information from multiple sources, consider diverse ideas, learn how to edit, integrate feedback, and negotiate the content of multiple authors. Additionally, peer collaboration and distributed authorship remove some of the "drama" associated with top-down assessment. Wikis shift the onus of correction and improvement from the teacher to the community. Teachers can assess the work of the group, as well as individual contributors to the wiki community through its history pages.

Blogging is also essentially about synthesis, with emphasis on the blogger's voice as he or she engages in dialog and debate. Blogs foster the kind of risk-taking writing that may not happen in the traditional five-paragraph essay. In this new form of public writing, students, can share ideas before they are fully formed and solicit and use the ideas of others as they clarify and build their own. Bloggers learn to connect with audience, to express their messages in concise space and in more conversational tone. Bloggers learn to weave their own voices into personal, unique communication products, developed over the course of time.

New media projects as digital storytelling inherently involve synthesis as learners select and weave words, images, sound, and video together into a coherent composition to convey meaning, knowledge, and personal perspective. Using editing tools like: iMovie, Final Cut, and GarageBand, students compose and share original media, incorporating the relevant ideas and creations of others. If we are to teach synthesis in a 21st century landscape, we need new strategies for encouraging



and assessing synthesis in these innovation creations.

Communicating New Knowledge

This fluency involves seeking excellence in knowledge generation, collaborating, and contributing positively to the learning community.

What's changed in terms of communication of knowledge? Web 2.0 is the perfect sandbox for our students to authentically hone this information fluency.

We've always worked to inspire students to improve their writing, research and communication skills. Web 2.0 shifts writing and composition in critical and exciting ways. Web 2.0 means audience. Learners now have the potential for a truly authentic and globally connected audience. Learners are discovering real reasons to research, to write, to tell their unique stories. They can use new media tools to stream and share in ways that truly showcase their personal talents. Learners are discovering that research can be collaborative, community-based, media-rich, and exciting.

Writing, or public writing, doesn't come naturally to all students. Through classroom blogging, we are preparing students to write effectively and regularly for many purposes, and for varying audiences. We are preparing them for the types of blogs they will likely find in academics and business—for those blogs that are used for project management, professional communication, customer communication, and for college courses.

Through their writing and research contributions in wikis, learners learn to collaborate, to share responsibility as team members, to create together. Wikis represent a version of the peer review process for non-academics. In wikis, students help each other as

they grapple with writing challenges such as precision of word choice and accuracy.

Communication in the future will likely be increasingly collaborative, geographically agnostic, and multimodal. But even when paradigms shift, some things stay the same. Those who can use information to communicate effectively have clear professional and academic advantage. The learner and the worker of the future must be able to ask the important questions, use information, create thoughtful and compelling arguments, back their arguments with solid evidence, make decisions and reach conclusions. This type of brainwork may result in a streamed multimedia presentation or a digital story. It may also result in a formal corporate white paper posted as a PDF.

I want my students to be fluent for all information formats-- traditional, current and emerging. They should be able to identify a wide array of information and communication strategies and choose the ones that best meet their needs. But wherever the information they need lives, whatever the vehicle they choose for communication, they

will be more successful if they can weave some sturdy old threads into the fabric of their communication. They will be more successful if they can effectively and ethically access, evaluate, synthesize, and communicate in whatever version of "Web" we experience. Teachers and librarians together can prepare learners to produce work that will last the test of time.

Joyce Valenza is the Library Information Specialist at Springfield Township High School in Pennsylvania. She is a frequent and respected speaker and writer on issues relating to libraries, technology and education. Joyce Valenza was the OSLA Spotlight Speaker at Super Conference 2006.

Editor's Note: This article is a series excerpts from the author's contribution to Terry Freedman's Coming of Age 2.0. Terry Freedman is an Independent Educational Technology Consultant, www.ictineducation.org.

For Information Literacy Links and References for this article, visit Joyce Valenza's NeverEnding Search Blog at: [\[http://joycevalenza.edublogs.org/\]](http://joycevalenza.edublogs.org/)

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GIVE IT UP FANBOY!

Your Everyday coder: Living Life on the edge

By Grant Gelinias-Brown

The University of Winnipeg Library prides itself on the ability to not only provide innovative Web solutions for patrons of the library, but also create successful solutions for the rest of the campus. Although it may seem odd that the library finds itself as one of the major development centers on campus, one only needs to attend an Access conference to witness the dizzying array of technical innovations by colleagues, and appreciate the level of technical expertise that exists in the library community. Sadly, it is easy for a library development team to become a victim of its own success and stagnate by using one development language, as the rest of the IT world moves on and adopts some exiting new language.

You see, a developer in the library has a very busy job. And it is rarely the case that they get to focus exclusively on cranking out lines of cool code. In addition, they most

likely do a little database work, provide workstation support, or even manage a server or two. In essence, they are the Swiss Army Knife of your technical staff. But with other library duties encompassing a much broader range of activities including reference duties and sitting on a variety of committees, they are not just a Swiss Army Knife—they are the Granddaddy of Swiss Army knives with 42 tools! With these additional duties, when a new development project is assigned, the developer is faced with the challenge of completing the project to specification and on time, despite all the additional demands on their workday. Consequently, they often use the language they know best to develop the application. This is their comfort zone.

On the surface, this may seem like a logical choice. Why not? This language is like an old pair of slippers. It's familiar, development

happens quickly and they have a stack of reference books on their shelf to refer to. Eventually though, a library will find itself too heavily invested in one technology and may begin to discover that it is limiting functionality and the growth of its developers. There is one way for a developer to try and break out of this comfort zone, and that is to become a Fanboy.

The Urban Dictionary defines a Fanboy as: "A person who is completely loyal to a game or company, regardless of if they suck or not." As a developer, one could easily substitute "company" with "programming language" and feel right at home. I'm proud to say I'm a Ruby on Rails Fanboy. After years of developing in CFML (commonly referred to as Coldfusion), I have discovered the Ruby language to be fascinating and elegant, while the Rails framework is both liberating and quick to develop within. It

provides instant results! What developer could ask for more?

While it's easy to spend my days extolling the benefits of Ruby on Rails over Coldfusion to my co-workers, the truth is that being a Fanboy brings many challenges. First, you need to convince management that it's worth adopting an entirely new language to develop in. Then, unless you are the sole developer in your organization, you have to amaze your co-workers with some sample code or application, since it's highly likely they will be contributing to future projects. It goes without saying that to accomplish both of these tasks you need to learn this new language.

This may sound absurdly simple. However, for the average developer who's been cozy in their coding comfort zone for the past eight years, it can be a terrifying experience. In my case, the transition from CFML to Ruby on Rails required not only learning a language which bears no resemblance to CFML, but also the necessity to learn object-oriented programming, and additionally, a new programming framework.

Learning something new isn't always as easy as it may sound, especially where an emerging technology is concerned. Ruby on Rails only reached it's 1.0 release in 2006. Because of this, you won't find rows of 800 page manuals on the shelves of your favourite bookstore. Similarly, a Google search will return a fraction of the hits to information you may need (or desire) to accomplish a task in an emerging language. This is where management support can help.

Management can support their Fanboy in a variety of ways. Workshops are extremely helpful.

Not only do they provide hands-on experience, but also an opportunity to connect with other developers in the same position. Recognizing that the cost to attend a workshop may be prohibitive, management can support their developer in other, less expensive ways. For example, PDFs and "Beta Books" are a great source of information. Typically two or three of these can be purchased for the cost of one physical book, and their searchable nature can help speed learning and development.

Despite the onslaught of projects and their deadlines, management should encourage their developers to 'play' in a new environment. Providing a developer with some unaccountable time allows them to explore, test, and create new applications. Here at the University of Winnipeg Library, we strive to treat June as "Google Month." Google allows its developers to use 20% of their time to work on any pet project they chose. In many cases, the results of this creative time turn into public services.

Although the Fanboy may appear annoying at times, they have many redeeming qualities that any organization would want from an employee. In almost all cases, they have a desire to learn and eagerly explore new technologies. They are passionate about the new technology, are eager to talk about their new discoveries and encourage others to do the same. Finally, they have fun through their experimentations, which may yield surprisingly useful functionality for your organization.

If you are a developer, I encourage you to break out of your comfort zone. Ditch the cozy slippers and walk barefoot for a little while. You may be surprised how liberating it is. If you manage developers, then I encourage you to support your Fanboy. They have the potential to do great things for your organization.

Grant Gelinias-Brown is the Systems Manager of Library & Information Services at the University of Winnipeg and a proud Fanboy of Ruby on Rails.

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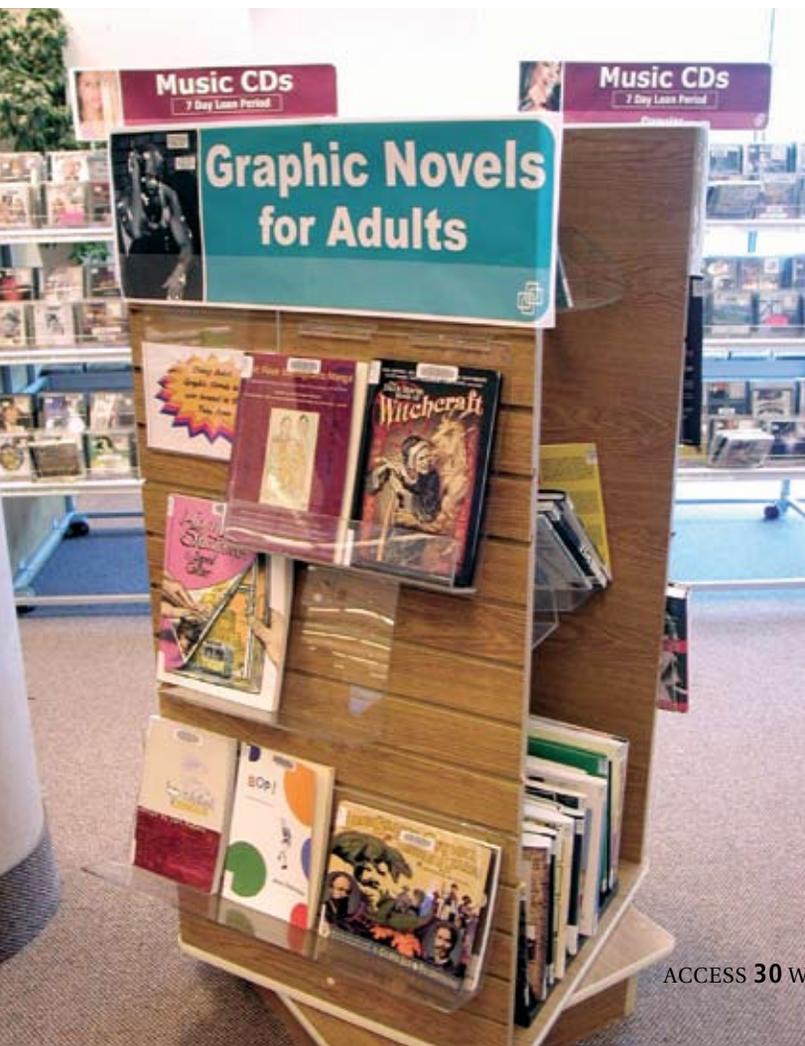
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The More Things Change ...

The Evolution of the Pickering Public Lib





Library Service Ethic



The more things change, the more they remain the same. (Plus ça change, plus c'est la même chose.)

– Alphonse Karr *Les Guêpes*

Most public libraries and public librarians have a professional desire to meet the needs of their clients. Despite this desire, libraries often fall short of providing the best customer-service environment for our clients. Many public libraries:

- Organize collections in ways that make it easy for trained staff to find the materials, not clients.
- Place signs that make it easy for staff to point out any policy or rule infraction, not signs that are natural way-faring signs for the clients.
- Position information desks as barriers to client interaction

and schedule public service hours to meet the needs of staff, not clients.

- Insist that nervous clients who are confused by the library visit inhospitable public service desks and abandon the not-so-brave to the confusing warren of 15 digit call numbers.
- Do not make clients feel welcome in libraries, but rather make them feel criticized and controlled by arcane rules and policies.
- Talk about “training clients” to follow library procedure and fill online social space with arguments about library rules and policies.
- Judge client’s information and entertainment needs, and complain about the ubiquitous nature of our client’s cell



phone use and the gaming habits of our younger clients.

If public libraries are to continue to be supported and relevant, we cannot afford to fall short in meeting our client needs or satisfaction. This is not a revolutionary idea. In fact, the concept of superior client service provides the essence of the 5 Laws of Library Science, codified by Ranganathan in 1931! (See page 34)

Friendly, Convenient Library Service that Meets the Needs of Every Client

In this article, I would like to discuss the evolution of the Pickering Public Library service ethic, which was physically manifested in the recent reorganization of our Central Library. Our service ethic is “Friendly, convenient library service that meets the needs of every client,” a simple mantra which has become a measuring stick to all library collections, services, policies and facilities.

Several years ago, in the context of the diminishing role of information service in public libraries; the ease of purchasing low-cost books, music and video downloads; and the time crunch most individuals feel in a suburban community, the Pickering Public Library considered its strategic advantage in this



new environment. Aside from the obvious strategic advantage of being FREE to the public, it was felt that the Library had an obvious service advantage arising from our professional desire to meet and understand the needs of all of our clients, as well as an advantage in being an openly accessible commons. These strategic advantages would be the Library’s focus for the next several years.

Friendly Service

Despite the heart-felt service commitment of many of our staff, the library felt that the customer service skill set could be updated. The library scheduled a two-day training session on customer service that reintroduced the essential behaviours of: greeting clients, being available where and when

they needed assistance (i.e. roving), the importance of appreciating all clients (not just those with questions that are a challenge to our professional skills) and maintaining the client relationship by ending the transaction with a stated desire that the client return to provide feedback or if they needed further assistance. This two-day training session set the service standards for the Library.

Library managers also underwent a similar training session that was augmented by coaching and supervisory skills to ensure a consistently high level of public service performance. To this management strategy competency-based HR practices were added, which ensured that staff with customer service competencies were hired, and existing staff were evaluated

and accountable for their newly acquired customer service skills.

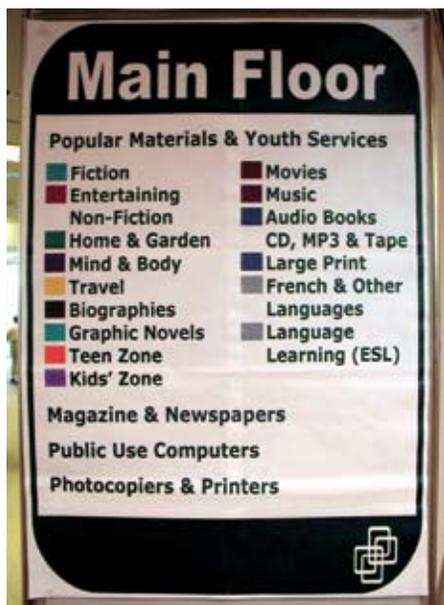
A Friendly, Convenient Environment

In addition to maintaining a friendly customer service environment, Pickering Public Library strives to maintain a friendly policy environment, as well as a physical environment that is welcoming and easy to use. Recently, Pickering's Central Library underwent a significant physical transformation, which attempted to make the library's collections, signage and layout more appealing and convenient.

The most significant aspect of this reorganization was a swap of the adult fiction and non-fiction collections. Prior to the reorganization, our clients had to travel to the second floor to browse our most popular collections – fiction, paperbacks, music and DVDs. This included our senior clients, who traveled to the second floor to select large print and books on tape, as well as busy moms and dads with strollers who wanted to select a novel or a DVD for themselves. After the reorganization, our second floor focused on adult information resources. The resultant environment was significantly quieter and supported research and homework assistance.

After the reorganization, the first floor was home to children's resources, as well as popular resources for adults and young adults. The first floor conveniently located materials that accounted for approximately 80% of the circulation, which not only was a convenience for our clients, but also a convenience for our circulation department, and allowed us to get the recently circulated and most popular materials back on the shelves, quicker.

Adult and Young Adult popular collections did not only include fiction materials. For many years, the Library was supportive of its recreational non-fiction readers by pulling selected materials out of the



non-fiction collection to allow for easy browsing and creating finding lists. This collection was known as "Entertaining Non-fiction" and had been shelved close to the fiction for years. Books from this collection included popular easy reading titles in fields as diverse as true crime, history, sociology, and science.

This collection was moved to the first floor popular collections area along with new non-fiction collections – Biography, Home & Garden, Mind & Body, and Travel – collections that were diffused throughout the Dewey scheme, but often requested to be filed together by our clients. Separating these collections out from the Dewey run was one of the most innovative and controversial aspects of the reorganization plan. Of course, there were a few initial complaints from regular users, but the majority of users loved discovering these "new" collections.



Signage and a Library Brand

During the reorganization, the library implemented a new brand and system of signage that assisted the users in finding the new collections. The brand defined the font and layout of all printed publicity, and each collection was branded with a unique colour. This colour was used in shelf signage over every bay, on library maps and directories, and on any pathfinders and publicity associated with the collection. For example, Home and Garden was branded with a specific, hex-defined colour of green, and all books in this collection were given a green spine label, along with green signage and publicity. Flyers for programs associated with the collections were also branded with the specific colour.

Children's and Young Adult collections were given a unique variation on the brand that met the interests of these user groups.

Park Yourself at the Library

The Central Library reorganization also allowed for the creation of a more friendly, convenient place for pre-schoolers and their caregivers. A storytelling nook was created with a park theme that involved a pond-design rug, a storytime hollow mural, animal floor cushions and several magnetic activities. Comfortable seating was found for parents who can now curl up with their little ones and a good book.



The preschool area also contains a branded parenting collection and lots of room for strollers.

Additional Service Improvements

The preschool storytime area was created in part, by the elimination of a service desk located in the middle of the preschool area. Children's specialists are now found only 15 feet away at a combined service desk, which serves all clients on the new Popular Materials / Children's floor. During scheduled public service hours, staff may assist clients in reader's advisory for all ages. Prior to the reorganization, library staff was cross-trained in the needs of all client groups, which has strengthened the skill set of our public service staff.

A reorganized public service desk allowed the Library to find time to schedule public service time away from a fixed point to allow roving, display filling and merchandising during busy periods.

The reorganization also saw some significant changes at our circulation service point. Library holds, which were growing in use,

ILLUSTRATING THE 5 LAWS OF LIBRARY SCIENCE AT THE PICKERING PUBLIC LIBRARY

Books are for use.

Display them. Make them easy to find.

Buy shelving that allows multiple users to browse them at any time.

Every book its reader.

Build professional-quality marketing and promotions.

Lead clients to undiscovered collections and services through promotion and displays.

Develop pathfinders that clients ask for.

Put your popular browseable collections together. (Take Mind and Body, Biographies, etc. out of the Dewey sequence!)

Every reader his or her book.

Develop a proactive information service.

Promote roving in the library and outreach into the community.

Connect clients with materials they need through good signage and an intuitive web site.

Save the time of the reader.

Give self-service options - online holds / self-check out / online payment.

Alternatives and suggestions should be freely given at browsing points.

Provide easiest access for the most frequently used materials.

New materials should be easily identified.

The Library is a Growing Organism.

Learn change management practices.

Select staff with competencies of flexibility and ability to deal with ambiguity.



were not user-friendly. They were shelved by library card number, which our clients found awkward. Our hold system was changed to a more friendly and convenient combination of first three letters of last name / last three digits of library card # system which has been embraced by our clients. Clients also liked the additional self-check workstation and the circulation staff who are now positioned to greet them as they come in the front door.

In addition to all of the changes mentioned above, a multitude of smaller changes designed to improve the friendliness and convenience of the Pickering Central Library were implemented. Improved lighting and flowers in the washrooms, colourful posters on bare walls, plants and more display units added greatly to the larger changes and were greatly appreciated by our clients who remarked to staff and via client comment forms how much they loved the new look and reorganization of the materials.

Continuous Improvement

Pickering Public Library has accepted that the library is a growing and changing organism, and staff are expected to be continuously involved

in obtaining feedback from our clients and improving library services and processes. Currently the Library is finalizing its next four-year plan and setting staff-developed initiatives in response to the plan. These initiatives will serve to make the Pickering Public Library even more friendly and

convenient for our clients, and will be geared to developing even more services, programs and collections that meet their needs.

Cathy Grant is director of Public Services at Pickering Public Library. cathyg@picnet.org



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IT'S A KNOCK OUT!

IT'S A KNOCK OUT! IT'S A KNOCK OUT!



ResourceOntario's Faye Abrams.



OurOntario's Project Manager Loren Fantin and creator Walter Lewis.



OurOntario's Brian Bell.

By Virginia Roy

The Opening Bell

More than 300 delegates from all sectors of the library and information community came together on November 20, 2006, at the Metropolitan Toronto Convention Centre to celebrate the public launch of Knowledge Ontario (KO), and explore the model for its future direction and governance. On hand to address the audience and offer best wishes from the Provincial Government was Jennifer Mossop, MP for Stoney Creek and Parliamentary Assistant to the Hon. Caroline Di Cocco, Minister of Culture.

Following an excellent keynote address by Roy Tennant of the California Digital Library, Peter Rogers, Chair of Knowledge Ontario's Management Group, introduced the component projects of Knowledge Ontario.

For those of you who may have missed the main event, here's a round-up of the key projects that were presented at the launch and information on how to learn more.

Round One – Resources Ontario

At the end of August, Resources Ontario successfully completed negotiations to license a full range of core digital resources from Thomson Gale and EBSCO for two years, beginning January 2007.

Any Ontarian with a library card will be able to access these resources for free from home, school or work. In most cases, access will be as simple as logging onto the Web site of the institution of which the user is a 'member' and entering a library barcode number. Voila! A world of resources, for all ages, including the full text of national magazines, newspapers, essays, e-book collections, almanacs, dictionaries, encyclopedias, reference books, newswires and transcripts opens at the click of a mouse. Collectively, the resources cover almost every subject imaginable, including health research from the Health and Wellness Resource Centre and some French language content.

In Training

Training sessions on how to use these resources have been taking place in regional centers throughout the province since October. The sessions have been collaborative; integrating college, university, school and public librarians in training labs generously provided by local school boards and libraries. On-site sessions have been held, or are planned for Hamilton, Windsor, North Bay, Thunder Bay and Ottawa. Future training opportunities, including webcam and webex sessions and CD ROM training modules will be available through the database publishers, as well as on the KO site.

Training sessions will be held in Toronto as OLA pre-conference programs on Wednesday, January 31. See your OLA conference program for details. There is no cost but advance registration is required.

Preview the databases provided by Thomson Gale and register

KNOCK OUT!



Ryerson's Sonny Banerjee and York's Kathryn Klages demonstrate AskOntario.



Knowledge Ontario Management Group's Catherine Henderson.



OLA President Janet Kaufman was host.

your institution at [<http://access.gale.com/ontario/>]. Download marketing materials at [<http://support.gale.com>].

Round Two – Ask Ontario

Still in its start up phase, the Ask Ontario component of Knowledge Ontario is exploring, developing and implementing a needs-focused collaborative virtual reference service for Ontario. The Ask Ontario committee is working closely with existing public information services, library partners and the public, to identify what Ontarians want and need in a virtual reference service, and how it can bring distinctive value. At the launch, representatives of the York/Ryerson Ask A Librarian service demonstrated the features and functionality that would be core to any service offered by Ask Ontario, including the ability to collaborate in realtime with professional librarians, leverage knowledgeable search assistance, receive “pushed”

articles and relevant sites and review transcripts of reference interactions.

Learn how the project is progressing and have your say. What kind of virtual reference service does Ontario need? Attend Session 611, Virtually Yours? 24/7 Virtual Reference Services for Ontario, Thursday February 1, 2007, 3:45-5:00pm at the OLA Super Conference.

Round Three – Our Ontario

Try the newly released OurOntario.ca metasearch portal at [<http://search.ourontario.ca>]. Keyword search content, and browse by contributor or media type (audio, images, text and video). Current contributors include libraries, archives, museums, historical societies and information networks, offering Ontario content, from both inside and outside the province.

Jump Into The Ring

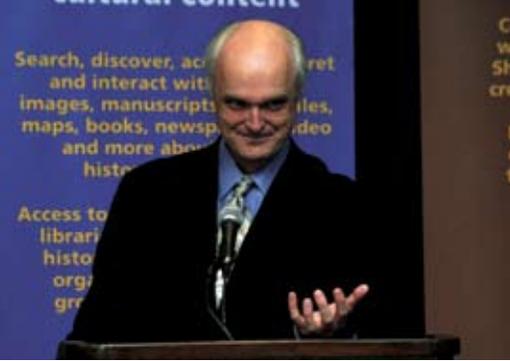
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to contribute your digital content at: [<http://search.ourontario.ca/OurOntario/>] contribute or create new content using our free tools (web-based forms) for creating the metadata that allows digital content to be searched and browsed.

Complete our short registry form at [<http://registry.ourontario.ca>] and we will contact you for follow-up.

Learn about planned interactive features and participate in a project update at OurOntario.ca: Discover and Create Digital Community Content session 421 on Thursday, February 1st at 10:40 a.m., at the OLA Super Conference.

Take part in an all-day OurOntario.ca training and demonstration as part of OLA Pre-conference on Wednesday, January 31st, from 9 am to 4 pm at the Faculty of Information Studies, University of Toronto. See the Super Conference 2007 brochure for more information. There is no cost to the training, but advance registration is required.



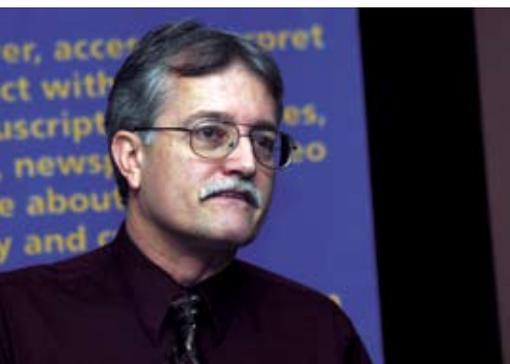
ConnectOntario's think tank member Stephen Abram, former OLA President.



MPP Jennifer Mossop, Parliamentary Assistant to the Minister of Culture.



Knowledge Ontario chair Peter Rogers.



Roy Tennant, California Digital Library.



AskOntario's Virginia Roy.



ResourceOntario's Ken Roberts.

The launch was just the most recent opportunity for the community to learn about the

exciting projects and initiatives associated with Knowledge Ontario. With the help of our

library partners, stakeholders, and with the funding of the Provincial Government, Knowledge Ontario is going to the mat to provide equity of high-quality, trusted digital information for Ontarians so they can maximize their potential to develop information and learning skills, and be more competitive in today's knowledge economy. Join us at one of our upcoming events or training sessions or visit us at www.knowledgeontario.ca and learn how.

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Virginia Roy is Project Manager Ask Ontario. Roy wrote this article with contributions from Loren Fantin, Project Manager, OurOntario and Gerda Molson, Interim Executive Director, Knowledge Ontario.

REACH A READER

Expected to Tap New Markets

Big names sell books. More importantly, they get people to read. In the near future, we may see big name Canadian authors write for the emergent reader market.

Emergent readers are readers who are either learning to read, are reluctant readers, or are readers who are working on improving their reading skills. Reaching emergent readers, especially adult ones, has always been a challenge for literacy groups and publishers. We know that reading for pleasure is a key ingredient of lifelong learning. But too often, reading for pleasure slips down the list of priorities for the adult learner, often being dropped altogether. One contributing factor is the overall scarcity of suitable reading material for adults who are learning to read.

Reach A Reader is an initiative spearheaded by Brenda Livingston of Toronto Public Library and Pat Campbell of Grass Roots Press. The project hopes to introduce emergent readers to mainstream Canadian authors, following the example of two highly successful programs in Ireland and the UK: Open Door and Quick Reads.

Open Door was started by bestselling author Patricia Scanlan. Her idea: to have mainstream authors contribute creative, original stories within clear editorial guidelines. These works all have a clear plot, a maximum length of 10,000 words, and straightforward vocabulary. Open Door is now



in its fifth series of publication and includes works by numerous popular writers such as Maeve Binchy, Roddy Doyle and Nick Hornby.

The UK's Quick Reads program have followed suit, releasing 26 titles this year, including works by Ruth Rendell, Minette Walters, and John Francome. Quick Reads are also available in a variety of genres: Adventure, Crime, Fantasy, Humor, Self-help, and Sports. They are intended to reach a very broad

audience, including emergent readers. Literacy groups get a special £1 off the already low sticker price of £2.99 per title.

In Canada, the Reach A Reader project has been funded by the National Office of Literacy and Learning. During phase one of the project, the team led by Brenda Livingston hopes to:

1. Research the Quick Reads and Open Door programs
2. Recruit a national advisory committee, with representation from publishing, media, marketing and adult literacy sectors.
3. Establish partnership agreements with at least two book publishers
4. Secure the involvement of at least one author to lead the initiative
5. Pursue grants and in-kind donations
6. Write a report on the success of the development project (phase one).

Phase one of the project is expected to near completion by May of 2007. If successful, Reach A Reader will be able to help mainstream authors reach new audiences. In addition, emergent readers will have a chance to read some of our country's best-known and most beloved authors. It's a win-win situation for everyone.



Health Watch

Health Resources and Issues that Matter

The Flu— It's That Time Again!

Oh, the coughing, dripping, hacking, sneezing, honking, blowing and, wheezing! Oh, the aches, pain, fever, scratchy throat, runny eyes, upset stomach and raspy voice! Then sleep. Followed by more sleep. And did I mention more sleep? Chased with lemon, honey, tea, whiskey, bed rest and Kleenex. Lots and lots of Kleenex. Sound familiar? Sounds like November, January and February for most of us. Sounds like flu and cold season. Again!

Some things just never change and flu (like taxes), always seems to come back to haunt us. For most of us it's a simple disease: You feel terrible for a few days, spend time in bed or tucked up in a soft chair wrapped in your favourite blanket, sipping tea and getting the sympathy you deserve, while wishing you owned shares in Kleenex.

For everyone, it's a disruption to our lives. It costs us work time and costs employers the use of staff and resultant lost productivity.

It shouldn't come as a surprise that libraries are a prime arena for

spreading colds and flu. People come from all sorts of places bringing who knows what germs with them. They share pens and computer keyboards. Little drippy-nosed children happily mix about at story time. In fact, at this time of year, libraries are virtually a germ and bug paradise! Your patrons may be taking home more than the new murder mystery or a popular CD.

And so could you!

Over the years, the varieties of flu seem to vary. They have slightly different symptoms and carry colourful and exotic names like Hong Kong flu, Fujian-like or strain A influenza. But regardless of name, the results are the same. You feel like crap. You lose time at work. You could die. And now, the media and top medical experts are warning that this year (again) could be a bad year for flu.

Besides the regular (if such a thing exists) flu warning, we have avian flu warning and dire predictions of a pandemic flu. It happened before

in 1918, at the end of World War I when in Canada alone, more than 50,000 people died. The estimated total worldwide loss was more than 21 million, and to a lesser extent, in the pandemic flu of 1968 and 1969, when 750,000 people were killed worldwide.

Good background information on Avian flu is available at the CBC Web site at www.cbc.ca/news/background/avianflu/

So what resources can we use to make ourselves aware of the issues with flu, both for our patrons and our staff and ourselves?

First and foremost is the aspect of prevention.

Two easy steps could maximize your chances of staying healthy this winter.

According to Health Canada, The Ontario Ministry of Health and the Canadian Medical Association, the single best way to protect against the flu is to get vaccinated each year

The "flu shot" is an inactivated vaccine (containing killed virus) that is given with a needle, usually in the arm. The flu shot is approved for

use in people older than six months, including healthy people and people with chronic medical conditions.

The Ontario Provincial government was the first in North America to make the influenza vaccine freely available to all residents. The flu vaccine can be administered by your family physician, public health units or at workplaces that have nurses on staff.

For more information on Ontario's new universal flu campaign, see their Web site at www.health.gov.on.ca/english/public/program/pubhealth/flu/flu_mn.html or call 1-877-844-1944, (TTY: 1-800-387-5559).

An added bonus is that this Web site includes flu information in 24 different languages.

Posters and vaccine promotion materials are available and downloadable in pdf format at the following site; Canadian Coalition for Immunization Awareness & Promotion www.immunize.cpha.ca/english/posterim.htm

CCIAP is a partnership of national non-governmental, professional, health, consumer, government and private sector organizations. They have a specific interest in promoting the understanding and use of vaccines. You might consider putting copies up in your library. Public health Units would also be a good source of promotional materials.

General health precautions are also useful in preventing flu. To protect yourself, you should wash your hands frequently, or if you can't wash easily, use an alcohol based gel hand sanitizer or wipes. Avoid close contact with people who are sick. Cover your mouth when you cough to prevent spreading infection. Eat well and exercise. Get lots of sleep.

Sound like the same old things your mother was always on about? Probably. But they do seem to help. Witness how many people seem to come down with flu during the holidays when we fail to eat properly, mingle with all sort of people in malls and at parties, and never seem to get enough sleep.

For compulsive hypochondriacs, or those with a compulsive need to watch statistics, the incidence of flu

and flu-like illness is tracked by the Public Health Agency of Canada at www.phac-aspc.gc.ca/fluwatch/index.html or the very jazzy (and drug company produced) www.fluwatch.com/index2.html in the US. The Public Health Agency of Canada site includes links to WHO and Centre for Disease control in Atlanta as well as all the statistics about flu you ever would want to know!

Those who do not get the flu shot often are very vocal in their resistance to the vaccine. Anti-vaccine information often appears on blogs, TV talk shows and local newspaper and radio reports. If you are asked for more information regarding the contraindication to vaccine, the following may be of use.

There is a large amount of anti-vaccine information circulating. Much of the anti-vaccine rhetoric seems to be based on the work of an American physician Dr. Herman Hugh Fudenberg, M.D. Dr. Fudenberg is part of a small but noisy network of health professionals who claim that vaccinations are dangerous. In November 1995, the South Carolina medical board found Fudenberg "guilty of engaging in dishonourable, unethical, or unprofessional conduct," and placed his license on indefinite suspension. In 1996, he was permitted to resume practice under probation. His license expired in January 2004,

and at this time Dr. Fudenberg agreed to remain in a "retired" status.

Dr. Fudenberg's lack of a license does not appear to have stopped him from offering medical services to the public. His Neuro Immuno Therapeutics Research Foundation Web site (www.nitr.org/) continues to offer opinion as well as medical services. It is very likely you will receive at least a few requests regarding his theories every flu season. Dr. Fudenberg also considers himself an expert on vaccinations as the cause of autism (widely discredited) and Gulf War syndrome. He is a published author with many credits to his name; however a Medline search combining the author's name with the word 'influenza' produces no hits.

And if you are unsure of the difference between a common cold and the flu, it is outlined nicely at the Web site of The College of Family Physicians of Canada - The Flu and Colds - Tips on prevention and on feeling better www.cfpc.ca/English/cfpc/programs/patient%20education/the%20flu/default.asp?s=1

Get your flu shot !

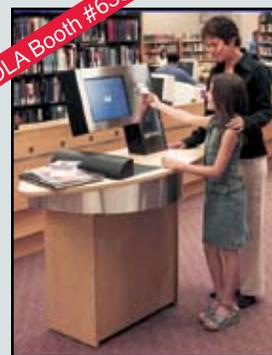
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Eye on *the Web*

LINKS TO THE RESOURCES ON THE INTERNET

Are You Prepared?

EMERGENCY AND DISASTER SERVICE WEB RESOURCES

Ah, to make accessible the results of human creative thought... what's a librarian not to love?

Hurricanes, earthquakes, terrorist attacks, impending health pandemics... stories about emergencies and natural disasters appear all too frequently in our daily news. Societal responses include heightened awareness, as well as an emergent post-secondary curriculum and growing body of research that spans multiple disciplines including: medicine, psychology, business, engineering and sociology. In addition, planning, response and relief activities have spawned a range of Web resources focused on emergency and disaster services; major Canadian portals are described in this article.

Public Safety and Emergency Preparedness Canada (PSEPC)

www.psepc.gc.ca/index-en.asp
www.wipo.int

As Canada's lead federal department for public safety, PSEPC is responsible for implementing relevant public policy and coordinating the initiatives of federal and local government agencies, first responders, community groups and private sector organizations. True to form, their Website exemplifies intuitive arrangement, offering clear access points to their information resources.

Navigation menus on the left side of the PSEPC homepage allow users to self-select resources grouped by audience: citizens, communities, government, business, first responders, and educators. The tabs on the header menu (at the top of the page) organize resources by function: policy, research, programs, news room. All sections are well organized and some include full-text documents dating back more than ten years. In addition, it is worth noting that the News Room section provides access to speeches and press releases dating back to 2003 as well as Cyber Alerts, Advisories and Information Notes back to 2001.

The Research section also deserves special notice, as it provides access to a wide range of reports organized by subject matter. Gems in this section include the Canadian Disaster Database and the Natural Hazards of Canada Map, both of which are found under the Emergency Management heading. The former includes information on more than 700 natural disasters, technological emergencies and conflict events (excluding war), which have affected Canadians over the past century. Database entries provide estimated costs and a summary of the disaster as well as head counts of the dead, injured and evacuated. The Natural Hazards of Canada Map was prepared in collaboration with Natural Resources Canada, Environment Canada, the Geological Survey of Canada and Statistics Canada. This impressive resource includes maps and data that provide the location, type and magnitude of natural disasters occurring in the past 150 years.

Users can also access the contents of this Web site via the A-Z subject index, which includes entries for extreme weather conditions, business continuity planning and emergency management organizations, among others. Additionally, a site map is

provided and a search option is linked from the header menu for those who prefer not to browse.

SafeCanada.ca Emergencies and Disasters

www.safecanada.ca/

SafeCanada.ca is self-described as providing a "one-stop shop for safety and security information and services in Canada". This online initiative was developed in partnership with an impressive list of federal, provincial, and non-governmental agencies including important contributions by PSEPC, as noted above. The area of the portal devoted to Emergencies and Disasters is important because it offers extensive lists of links in some seventeen subcategories including bomb threats, missing persons, pandemic preparedness and cyber security. One notable subcategory is Emergency Management, which provides access to the full-text of legislative instruments and emergency response plans for many provinces, territories and smaller regions in Canada.

In addition to following the links noted above, users are able to self-select resources grouped by audience: Aboriginal peoples, kids, parents,





seniors, teachers, youth. These access points are located on the left side of the homepage and are well worth exploring, as they include many resources and activities tailored to

the intended audience, e.g., games and quizzes for kids. Finally, the portal's search feature is especially useful given the extensive and somewhat overwhelming nature of its content.

Canadian Centre for Emergency Preparedness (CCEP)

www.ccep.ca/

CCEP is a not-for-profit organization dedicated to the provision of training and information resources to first responders, business continuity planners and others involved in disaster planning. It is also one of the main organizers of the annual World Conference on Disaster Management. While much of the information on this Web site is clearly designed for those working in business or industry, many of its resources will also be of interest to educators, researchers and the general public. For example, the Link Index provides a wide range of subcategories and includes entries for emergency management publications and magazines, as well as emergency preparedness in schools. Also, the Research Institutions link includes a listing of research centres and institutes worldwide. Both of these access points are found on the left side of the homepage. Small business owners interested in emergency preparedness will benefit from the links to guides and templates for emergency and business continuity plans. Those interested in receiving certification, degrees, training or employment in emergency management or business continuity will find ample information about their options, including a searchable disaster management job bank. Note that while the CCEP Web site appears to be updated regularly, you will stumble across the odd dead link.

Environment Canada Environmental Emergencies

www.ec.gc.ca/

Environment Canada's Web site includes a section dedicated to Environmental Emergencies that is well worth the navigational effort needed to access it. Follow the Topics link on the header menu of the main Environment Canada homepage and then select Environmental Emergencies to access extensive information on severe weather conditions, which often result in crisis or emergency situations, e.g., hurricanes, ice-storms. The categories of information on this site reflect the four pillars of Environment Canada's Environmental Emergencies Program, i.e., prevention, preparedness, response and recovery. Users will find publications, statistics, regulations and other legislation, links to relevant Canadian associations engaged in related activities and more. Another noteworthy section found by following the Topics menu, is the Weather and Meteorology section, which provides access to information about severe weather conditions. Here, you will find gems like the Top Ten Weather Stories (for the last year and for the last century in Canada) and a link to the Canadian Hurricane Centre Web site.

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Provincial and Territorial Emergency Management Organizations

Alberta – Emergency Management Alberta
www.municipalaffairs.gov.ab.ca/ema_index.htm

British Columbia – Provincial Emergency Program
www.pep.bc.ca/index.html

Manitoba – Emergency Measures Organization
www.gov.mb.ca/emo/index.html

New Brunswick – Emergency Measures Organization
www.gnb.ca/cnb/emo-omu/index-e.asp

Newfoundland & Labrador – Emergency Measures Organization
www.mpa.gov.nl.ca/mpa/fes/emo/

Northwest Territories – Emergency Measures Organization
www.maca.gov.nt.ca/safety/emergency_measures/index.html

Nova Scotia – Emergency Management Office
www.gov.ns.ca/emo/

Nunavut – Emergency Management (Contact Information)
www.gov.nu.ca/Nunavut/English/phone/cgs.htm

Ontario – Ministry of Community Safety and Correctional Services (Has responsibility for emergency management in Ontario)
www.mcscs.jus.gov.on.ca/

Prince Edward Island – Emergency Measures Organization
www.gov.pe.ca/cca/index.php3?number=1002515

Quebec - Sécurité Publique Québec
www.msp.gouv.qc.ca/secivile/index_en.asp

Saskatchewan – Emergency Management Organization
www.cps.gov.sk.ca/Safety/emergency/default.shtml

Yukon – Emergency Measures Organization
www.community.gov.yk.ca/emo/index.html



Readers' Advisory

PROMOTING ENJOYMENT AND PASSION FOR THE WORLD OF BOOKS

RA in a Day An OPLA Readers' Advisory Symposium

Last fall, OPLA's Readers' Advisory committee hosted more than 100 dedicated readers' advisors for a day-long symposium. During the day, attendees heard from notable experts in the field of readers' advisory, Dr. Catherine Ross and Dr. Robert Burgin, and participated in breakout sessions on topics such as running a successful book club, audio book RA, Internet sources, and what's hot in the mystery genre. Over lunch, they were treated to a highly entertaining speech by Canadian mystery writer Mary Jane Maffini.

A key piece of the day was a conversation on valuing readers' advisory service in the public library. Dr. Ross began with a list of tips to guide us in the work of reader service. From the list, she focused on the attitude and approach of the advisor. "Let users know that it's okay to ask for help in choosing pleasure reading," she said. This is at the heart of every successful reader interaction; the advisor must be open and welcoming and the reader needs to believe that we are willing to help them discover

their next great read. Ross suggested one way this could be achieved is to simply put up a sign to let readers know you are willing and able to make reading suggestions.

Dr. Burgin then challenged attendees to think about how RA fits into the big picture of public service, and to understand that it is a core value. He pointed out that RA must be seen as just another part of our service. "It is what we do," he said, just like cataloguing or reference. He reminded us that to have successful RA interaction, it is essential we listen to the reader. We can't help if we don't listen to what they are saying. If given a chance, they will tell us all we need to know about their reading tastes.

As the final member of the panel, I continued with this thread and focused on strategies for marketing your RA service and reaching out to the community. Research has shown that when asked what they think is a library's key role, respondents will say "books." The non-library user doesn't know that we are experts

in the area of matching books and readers. We need to get the message out that we are here to help, and that we know books. Consider giving book talks, making media appearances or launching a community reading campaign. By taking a proactive role and becoming an advocate for the service, you can reach out beyond the walls of the library to new users.

By the end of the day, what was clear, is that we are committed to the idea that reading has value and that readers are best served through knowledgeable staff willing to connect them to their next great read. And whether we call it readers' advisory service, or reader service or reader guidance, we truly believe this service is a core public library value.

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

By Sharron Smith





The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

The Modern Information Professional

Quite unexpectedly, I have recently completed my Masters of Information Studies. I say unexpectedly because when I think back five or 10 years, I never would have thought I would train as a librarian. Sure enough, it is an erudite endeavour for a disciplined mind, but I never thought I was made of such stuff. Nevertheless, here I am, a working Information Professional, relying on my MISt as a mark of professional competence.

Generally speaking, I work in the knowledge economy; I am trained in the analysis and presentation of information. The fact that I have an undergraduate degree in Cultural Studies/Philosophy adds to my ability to conceptualize abstract problems and apply critical thought to a given situation. Ultimately, analysis is a creative activity, but a good information consultant will avail himself of many powerful and specialized navigation aids. Knowing how to do this well is best learned at library school.

For the past five or six years I have been working in the Information and Information Technology industry. I have represented the interests of an IT Consulting company, worked in public sector health information agencies, created a Web-based index of privacy legislation in four jurisdictions,



conducted a Privacy Impact Assessment for a public health disease reporting system, and most recently participated in creating an enterprise Information Management initiative in the Ontario provincial government.

Although it seemed, at the time, to be a futile pursuit of fanciful solipsism, I often credit my undergraduate education with giving me the tools

to get where I am now. The ability to work in the realm of the metaphysical is often misunderstood and underappreciated but knowing how to conceptualize, problematize, and work through analysis on entities, their attributes and their relationships are skills that I rely on daily. However, it is my MISt training that gives me the academic rigour that is needed in order to get work done.

By Stuart Bailey

While working as an Information Professional can be challenging and at times seem futile—especially when as a consultant you are always beholden to the whims of those who sign your cheques, whims that may conflict with your own principles—it is also rewarding. The current state of information management in the Government of Ontario, for example, is badly in need of repair. There is a lack of capacity, existing resources are spread thin, and while there certainly are pockets of excellence and individuals doing excellent work, as an enterprise, the government has a long way to go to demonstrate compliance with the principles and promises it espouses. In this way I feel fortunate to have the opportunity to work on this file and to contribute my skills and abilities to moving the metre stick forward.

Working as an information professional is a tenuous endeavour. You may note a tone of criticism in the paragraph immediately above. Critical statements such as these are not written without trepidation and a good deal of self-censorship. As a consultant and contract worker I am in a triple-

bind: my professional competence and reputation as an analyst relies on an ability to provide critical comment; my future work relies on an ability to be identified and attractive to those who need consulting or contracting work, and; as a civil servant, I have taken an oath of confidentiality. This presents a particularly challenging situation for anyone who wants to make a difference by working on the inside of government. I cannot always speak my mind, and yet, my future earnings are determined by my objectivity and skill as an analyst. Even so, I am not at liberty to speak in great detail of projects upon which I have worked as a result of the confidentiality clause. This is an especially pressing concern for information management consultants—which in my case includes privacy consultation—because while at the same time as being required to provide analysis and critique, that self-same commentary is restricted by bureaucracy. There is an entirely good reason for this, of course: governments cannot have consultants going off half-cocked and selling secrets to the daily news. Nor, however, can a consultant privy to this information use

it to act as his or her own advocate; any opportunities will soon dry up when managers who are hiring realize that you are a loose cannon.

Even given these constraints, however, I must admit that I am generally satisfied with my current work situation. There is always room to improve one's circumstances, to be sure, but relatively speaking, working as an information professional is a gratifying job. Plus, as my wife keeps reminding me, she's glad that someone else cares enough to do it, because she doesn't.

Stuart Bailey is an Information Management consultant and President of CannonSpark Consulting. He is currently an Information and Information Technology Policy Analyst with the Ministry of Government Services, Government of Ontario. He has recently completed his Masters of Information Studies from the Faculty of Information Studies at the University of Toronto and lives in Toronto with his wife, daughter and dog.

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Reading & Literacy

The “Three Wishes” Dispute

On April 26, 2006, the Toronto District School Board upheld a decision made earlier by Gerry Connelly, its Director of Education, concerning Deborah Ellis’ *Three Wishes: Palestinian and Israeli Children Speak*, one of the 10 non-fiction books selected for the 2006 Silver Birch Awards competition.

In late 2005, early 2006, there had been a few complaints, notably from the Community Relations Committee of the Canadian Jewish Congress, Ontario Region (CJC), who opined that the book was completely unsuitable for students from grades 4 to 6 (the specific grades covered by Silver Birch), despite a generally positive review by Linda Silver, the co-editor of children’s and teens’ book reviews for the Association of Jewish Libraries. Although Silver found fault with some aspects of the book, she stated in the November/December, 2004 issue of the *AJL Newsletter* that it was “recommended with reservations for grades 5 to 12.” Many other reviewers found the book equally suitable and extremely compelling.

After meeting privately with CJC representatives on February 20, the Director banned the book from all K-5 and K-6 schools in the Board; and K-8 schools were only able to use the book with restrictions. Three other school boards in Ontario made similar decisions. Despite

the letter all Directors of Education received from the Canadian Jewish Congress early in February, the vast majority of boards did not remove the book from their schools. The members of the Silver Birch selection panel late in 2005 reviewed the choices they had made for the 2006 awards and did not change their minds either.

When the Toronto District School Board, Canada’s largest, was challenged by the Canadian Jewish Congress Committee, the book was sent to an internal Review Committee as part of the Board’s operational procedures, ‘Handling Concerns About Learning Resources.’ After review, the committee recommended that the book be allowed to stay in all schools, with some safeguards for students in grades 4 and 5. Grade 6 students were to have unfettered access. The Review Committee’s report was overridden by the director outside the terms of the written procedure and under circumstances that neither informed all School Board trustees about what was going on, nor gave them access to the process. The book, which by then was in the resource centres of most TDSB schools, was ordered removed in



mid-March. Only certain trustees were consulted, and at no time prior to the decision by the director did she or the Board’s chair ask the author, publisher, or OLA—sponsor of the Silver Birch program—to meet with her, even though she had met with officials of the Canadian Jewish Congress.

The entire process generated considerable publicity and controversy in the print and broadcasting media and on the Web across Canada, the USA and overseas. Attempts at intervention by the Association of Canadian Publishers, the Book and Periodical Council of Canada, the Canadian



Chris Bolton, TDSB trustee for Ward 10, speaking at the March 28 press conference.

Coalition of School Libraries, the Canadian Library Association, the Canadian Society of Children's Authors Illustrators and Performers, PEN Canada, People for Education, The Writers' Union of Canada and many other groups did not prevail, despite the fact that the Board's own procedures had not been followed.

Three OLA representatives appeared on various national and local radio talk shows and TV newscasts in debate with Canadian Jewish Congress representatives. They included Larry Moore, executive director of OLA, Peggy Thomas, chair of Silver Birch's selection panel, and myself, Bernard Katz.

Next, before a packed room at the Lillian H. Smith Branch of the Toronto Public Library, writers and publishers put on a passionate and remarkable press conference that was covered on national radio and television. Articles, columns and letters to the editor appeared in Toronto and other city and community newspapers across Canada and abroad, primarily championing the book and the just cause of the issues.

Trustees of the Toronto District School Board, who either disagreed with the decision or were very concerned about the discarded procedure, could not get the director's decision reviewed by the full Board. A final attempt during the Board's April 26 meeting was

ruled out of order by the chair, Sheila Ward, and the subsequent challenge to her ruling was defeated 13 to six, with two abstentions. At the same meeting, trustees approved a report from the Board's Program and School Services Committee. Following a four-hour meeting on April 5, the committee had recommended a staff review of "Handling Concerns About Learning Resources." The review process was to include consultation with all trustees, and the results were to be submitted to the Committee "no later than September, 2006."

On September 6, the Program and School Services Committee received a Toronto District School Board staff memorandum outlining the results of the review. But it did not include a detailed text of the procedure showing just what had been deleted and added, as well as a final text of the complete revised procedure. These were called for. A month later, on October 11, the committee received them and forwarded them to the full Board on October 25 for information. The revisions effectively "address the issue of equitable access by trustees to the process by which learning materials are reviewed following a challenge by an individual or group," and ensure an open and transparent process, that "will allow... any interested party that disagrees with the director's decision to appeal directly to the Board [via PSSC], not just the individual/group who submitted the original challenge"

(staff memo to the PSSC, September 6, 2006). The director's role in making the final decision, subject to an appeal to the Board, is also spelled out.

Although this can be seen as a positive outcome to the Three Wishes controversy, it does not provide redress for the injustice perpetrated by those at the Toronto District School Board who violated its own procedures in order to accommodate the demands of the Canadian Jewish Congress.

We are still victims of those events, especially the children who were prevented from reading the book as part of the 2006 Silver Birch Awards.

Bernard Katz is a life-member of OLA and a former OLA Intellectual Freedom Committee member. He wrote a detailed rebuttal to the Canadian Jewish Congress's 4.5 - page letter for OLA.

Editor's Note: Three Wishes placed fourth in the Silver Birch non-fiction voting in spite of the restrictions on the numbers of students who were allowed to read it. The Association thanks everyone who supported the right of the children to read. We applaud the writing and publishing community, who were particularly pained by these events and were shocked by the indifference they received. Particular thanks go to Bernard Katz for his extraordinary scholarship in analyzing the historical and religious arguments being made and for being such an articulate spokesperson for the Association and for the unfairness of how this affair was conducted. Appreciation ultimately goes to the book's remarkable author, Deborah Ellis, whose sensitivity and insight made this struggle worth the pain.



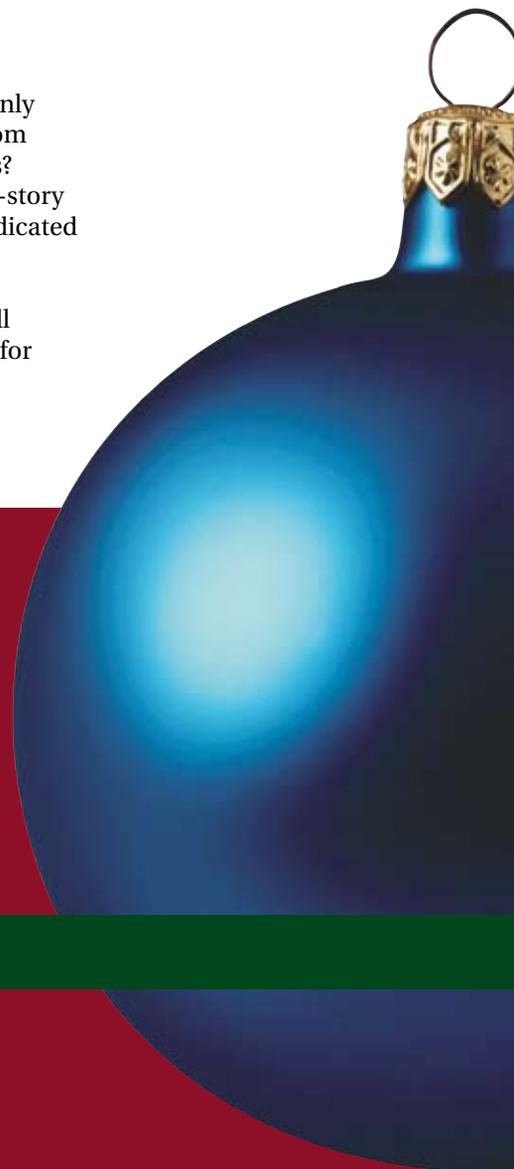
The Last Word

OLA'S HOLIDAY GIFT TO AFRICA!

When Craig Keilburger and Stephen Lewis spoke about Africa at Super Conference only two years ago, who would have thought that we would now be looking at pictures from the first of two joint school-public library community centres built by OLA members? These pictures are from Motony, Kenya. \$50,000 raised this year has paid for the two-story building, the furnishings and the opening collection. The Motony centre is being dedicated to Liz Hoffman, President in OLA's 100th anniversary year.

The second centre is being built in Enelerai, also in the Masai area of Kenya and will be ready for use in April. The OLA Board of Directors has agreed to provide a budget for expansion of the two collections in perpetuity.

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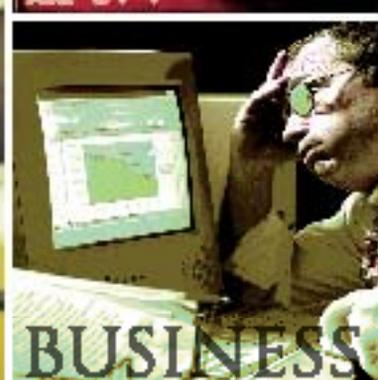
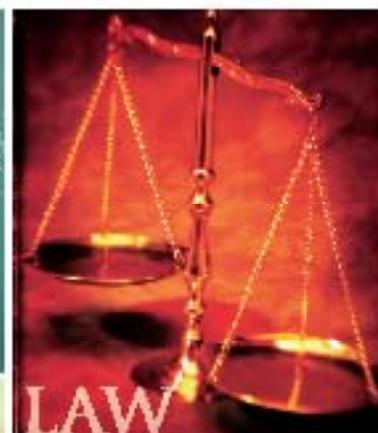
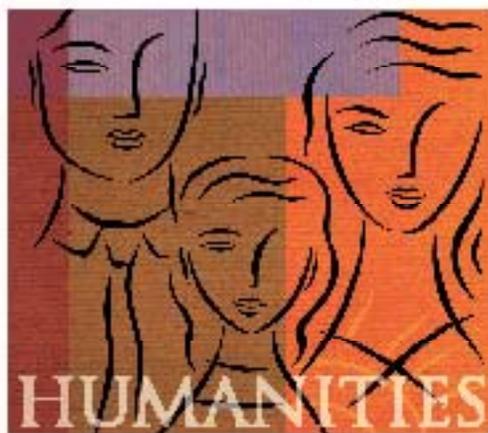
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