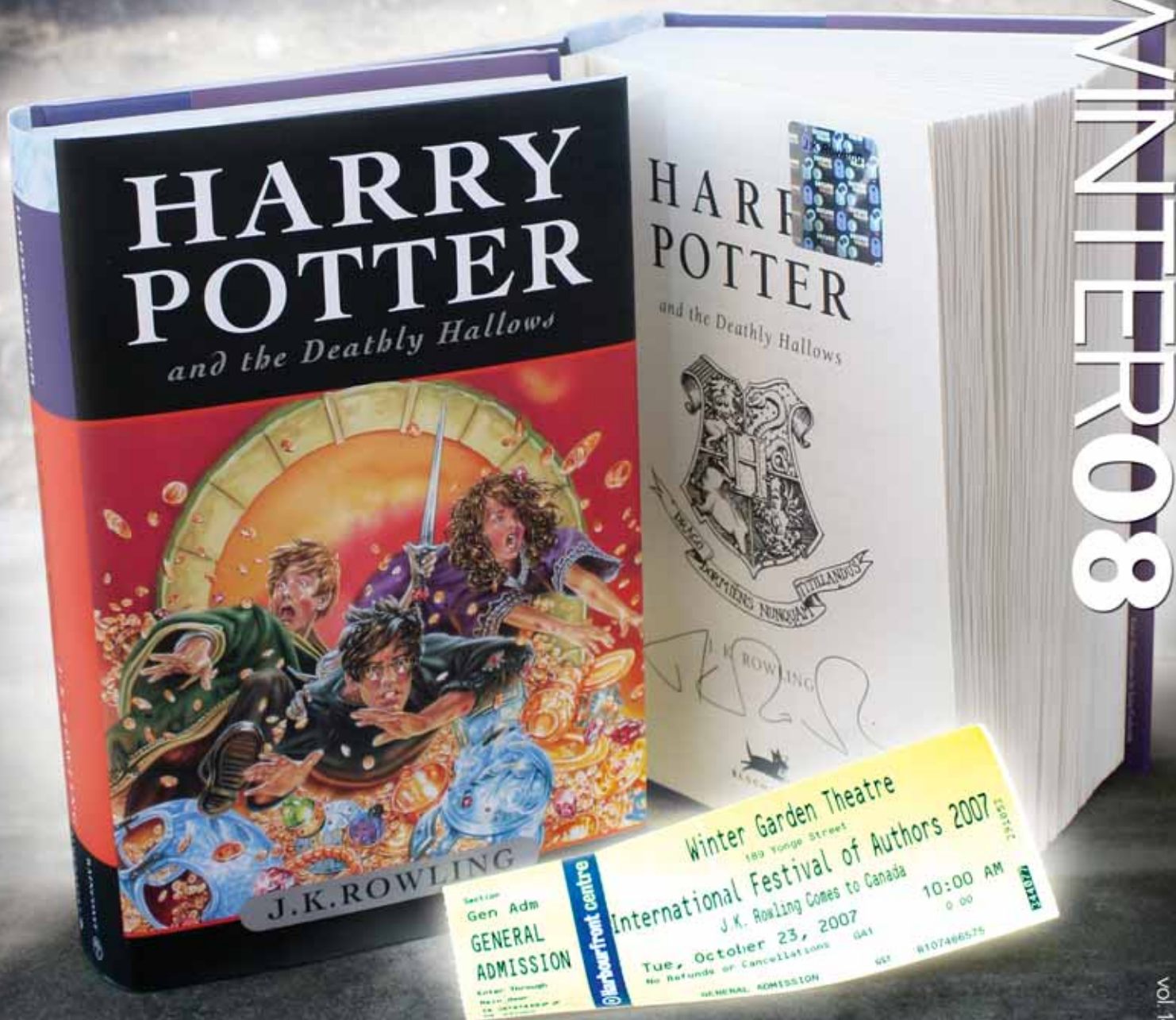


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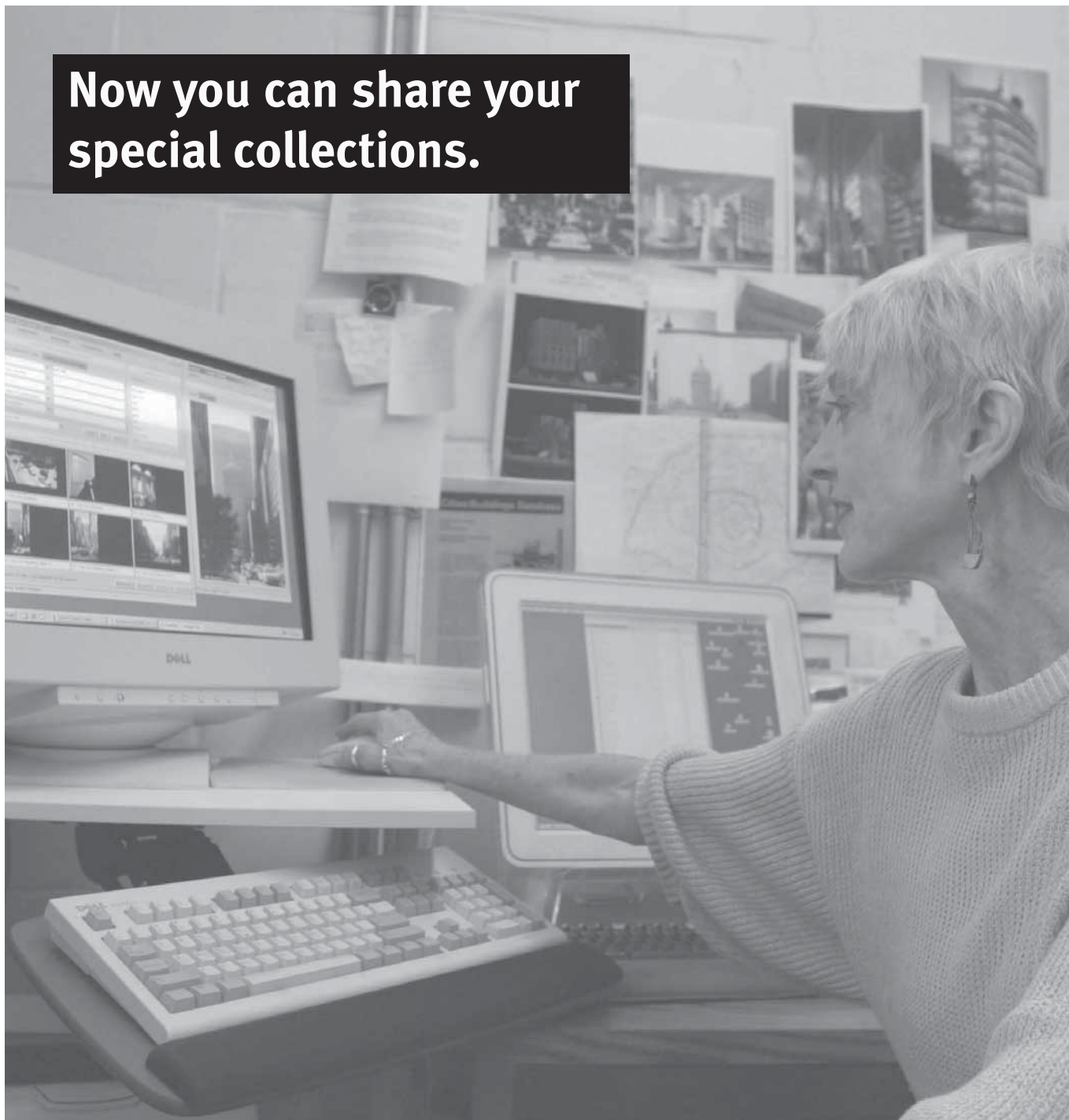
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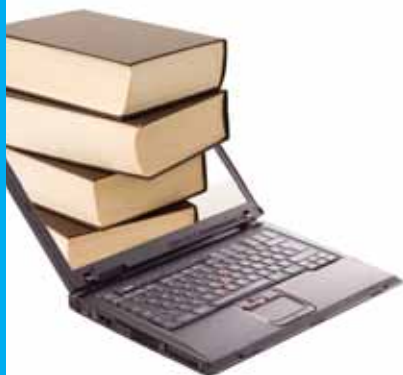


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### 14 **The OLA Tapes: Larry Moore Unplugged**

Larry Moore retires in February after 32 years as executive director of the Ontario Library Association. From Larry's unique perspective, here are the highs, the lows, the laughs and the risks that have made the Association what it is today.



### 21 **"I Don't Even Know This Person!" Academic Libraries on Facebook**

By Ricardo Laskaris

Ricardo Laskaris was hired as a reference assistant at the Steacie Science and Engineering Library at York University. One of his first projects — to investigate academic library Facebook groups — sounded like great fun. In practice, the experience was "more troubling."



### 24 **Adaptive Technology in the Library Simple steps to improve information access for all abilities**

By Alison McCullough

Adaptive technology can remove informational barriers for many people with disabilities — from seniors with low vision to children with learning disabilities. Alison McCullough explains how taking a few simple steps can greatly improve information access.



### 27 **SOLS Ventures into the Business of Leadership Development**

By Anne Marie Madziak

For the better part of a year, the Southern Ontario Library Service (SOLS) has been developing a training program that will advance the leadership capacity of public library CEOs and managers. Anne Marie Madziak brings us the results...



### 30 **The Education Institute**

By Liz Kerr

Learning throughout life with the OLA's virtual professional learning network











### 34 **The Media, The Madness, and J.K. Rowling — A Photo Essay**

They came from coast to coast to commune with J.K. Rowling, who magically appeared in Toronto at the Winter Garden Theatre to read from *Harry Potter and the Deathly Hallows*, and to pass out free signed copies. It was arguably the year's most exciting event for the library community. It was exciting indeed for the kids lucky enough to secure tickets, and for Rowling, who expertly fielded some very tough questions. We give you a glimpse into the event in our Photo Essay.

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Cover by  
On The Cover: Ticket in hand, kids came from as far as Nunavut to witness J.K. Rowling's lively reading of her favourite passage from Harry Potter and the Deathly Hallows. They left with a signed copy. See our Photo Essay on page 34.

Published by:  
**MediaEDGE**  
PUBLISHING INC.  
5255 Yonge Street, Suite 1000  
Toronto, Ontario M2N 6P4  
Toll Free: (866) 216-0860  
robertt@mediaedge.ca

1 Wesley Avenue, Suite 301  
Winnipeg, MB Canada R3C 4C6  
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www.mediaedgepublishing.com

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Published for members of the Ontario Library Association four times per year. *Access* furthers the continuing education activities of the Association. The magazine is a forum on issues, a source of ideas for the improvement of librarianship in Ontario and a touchstone for the trends that will affect the future development of the profession.

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# Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION

## Trivia Night at the Library

St. Thomas Public Library held its second annual Trivia Night on Saturday, October 13, as a launch to Ontario Public Library Week. This thrilling event drew new faces to the library through participants, volunteers, and donations from local businesses, and brought back some trivia-loving patrons from last year's event.

"The questions were tough, the food was great, and everyone (including staff and volunteers) had a great time!" says Rudi Denham, CEO and chief librarian at St. Thomas Public Library. All agreed that a third annual Trivia Night is a must!

Trivia Night helped to raise funds for St. Thomas Public Library's indoor horticulture and outdoor landscaping project.



50 Trivia Night participants (from left): Carol Vincent and Angie Abdey, Judge Vicky Bisanz (standing), and Friends of St. Thomas Public Library Carol Warner and Joyce Thar.

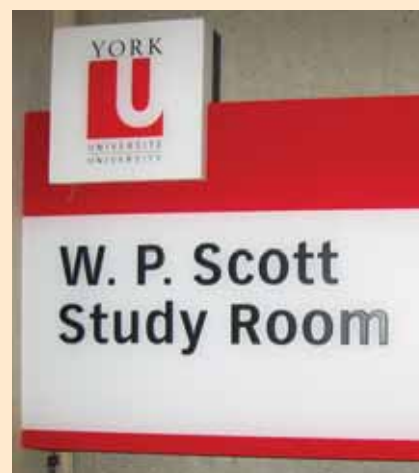


*The W. P. Scott Study Room at York University.*

## Dedication of W. P. Scott Study Room

In summer 2007, the Scott Library at York University underwent several major renovation projects. They included the redesign of the 3rd floor of the library and the creation of new student study spaces. A generous donation by the W. P. Scott family helped make possible a study room renovation on the 3rd floor of the library that proudly showcases 220 laptop-enabled new and upgraded study spaces at tables and carrels. W. P. Scott was one of the founding members of the York Board of Directors and the Scott Library was named in his honour when it was built in 1971.

On October 10 this study space was dedicated to the Scott family and named the W. P. Scott Study Room. The dedication ceremony was attended by members of the Scott family and University officials, including the new president of York University, Dr. Mamdouh Shoukri, university librarian Cynthia Archer, and representatives from the York Foundation. The Scott family was delighted to find that the new study room was full of students when they arrived for the dedication ceremony. The student comments on the new 3rd floor study room have been enthusiastically favourable.



## Is 40 Too Early for an Extreme Makeover? Not for a Library

On September 27, more than 300 staff, students, board members and special guests were in attendance for the official re-opening of the newly named Paterson Library Commons at Confederation College in Thunder Bay.

The completely renovated two-floor state-of-the-art facility was the result of five years of library planning that started with a library space study (focus groups, surveys and interviews with students, faculty and staff), and culminated with a world-class design by architects Diamond and Schmitt.

Laraine Tapak, director, describes it as a “dream come true” complete with computer facilities on both levels, an instruction room with 25 laptops, a silent study room, group study rooms, individual carrels, college archives, casual reading zones around a fireplace, booth seating, and even a children’s zone. Added to that are extended hours and 24-7 access to online resources via a newly renovated Webpage.



*Students in the Paterson Library Commons.*

Full media coverage put the opening on the front page of the local paper as well as on the local news. What a tremendous way to celebrate the College’s 40th anniversary!



## Bronfman Libraries Celebrates Its One Millionth Visitor

When History PhD student Ian Milligan entered York University’s Peter F. Bronfman Business Library on Tuesday, September 5, he was not aware that he was about to make history.

The Bronfman Business Library, located in the Schulich School, opened for business in September 2003. On September 5, 2007, it celebrated the one millionth person to enter the library.

When asked why he chose to visit this library, Ian remarked that it was his first visit to the library and that he wanted to borrow two books from the collection. Ian got more than the two books he wanted! Elizabeth Watson, head of the library, presented him with Seymour Schulich’s best-selling book *Get Smarter*, a mentoring book for 20- to 40-year olds with entrepreneurial aspirations.



*The Bronfman’s Business Library’s one millionth visitor, Ian Milligan.*

When the Peter F. Bronfman Business Library was opened, it set a new benchmark for library buildings. The design is graceful and beautiful while

meeting the many varied needs of students at York: group study, wired study, silent study, connections to collections around the globe and great staff.

**UW Library Successfully Completes the Kresge Challenge**

Thanks to the unfaltering support of the University of Waterloo (UW) community – including students, staff, faculty, retirees, alumni, and parents – the UW Library raised \$2.8 million in less than 24 months for the Kresge Challenge.

As a result, the Library received a \$600,000 US grant from the Kresge Foundation, the largest grant that Kresge has ever awarded to a Canadian library.

The money raised during the challenge has already made dramatic improvements in UW’s two divisional libraries, allowing the library to install new study carrels, high-speed computers, and a 3M security system. Future plans include a complete renovation of the main floor

of UW’s Dana Porter Library and continued renovations in its Davis Centre Library.

The Kresge Challenge was spearheaded by the spirited library staff

whose belief in this initiative was unparalleled with 92 per cent of staff making personal contributions. The UW Library thanks everyone who made this amazing feat possible.

*Ninety-two per cent of UW library staff took the Kresge Challenge.*



*Brampton Library kicked off Ontario Public Library Week with its 4th annual Customer Appreciation Day. Tom Cuthbert is one of the first customers to receive a bag of goodies from CEO Adele Kostiak.*



**Burlington Public Library Goes Goth for Summer Reading**

Library staff at all locations of Burlington Public Library celebrated the success of the BPL Go Goth Teen Summer Reading Club Challenge on August 28 by dressing Goth for the day! The Go Goth Challenge was aimed at encouraging participation in BPL’s Teen Summer Reading Club by challenging Burlington teens to read 100,000 pages collectively over the summer. Pictured from left are library staff members Maureen Barry, Jane Kops, Ivars Kops, Christine Dalgetty, leader of the Challenge, Ann Van Rootselaar, Kathy Lepatourel, Belinda Zylstra and Amanda Larsen.

## Saturdays Have Gone to the Dogs!

A wonderful new program has been launched at the Cornwall Public Library. It's called R.E.A.D.<sup>®</sup> and its mission is to improve literacy skills of children through the assistance of registered therapy dog teams as literacy mentors.

Here's how it works. The Reading Education Assistance Dogs<sup>®</sup> (R.E.A.D.) are registered therapy animals who, with their owner/handlers, volunteer as a team to sit with our children and act as reading companions. The children really love it and so, it seems, do the dogs.

The cozy setting is a space in the Young Adult & Children's Department. The owner/handlers are certified through the St. John Ambulance Society. The dogs range in age and size from a Pug to a German Shepherd,

and a child with a parent and the handler/owner sits and reads to them.

Children sign up for a 15-minute period. One dog sits for an hour and then is replaced for the next hour by another dog.

The dogs are so well behaved and never judge or correct any mistakes. It is quickly becoming our most popular program. Children and dogs are learning to love books together.

For information and help to start a program like this in your own library, contact your local St. John Ambulance office and ask for the R.E.A.D.<sup>®</sup> Coordinator. Or go to [www.sja.ca/english/about\\_us/index.asp](http://www.sja.ca/english/about_us/index.asp) and give a young library visitor an unforgettable reading experience.

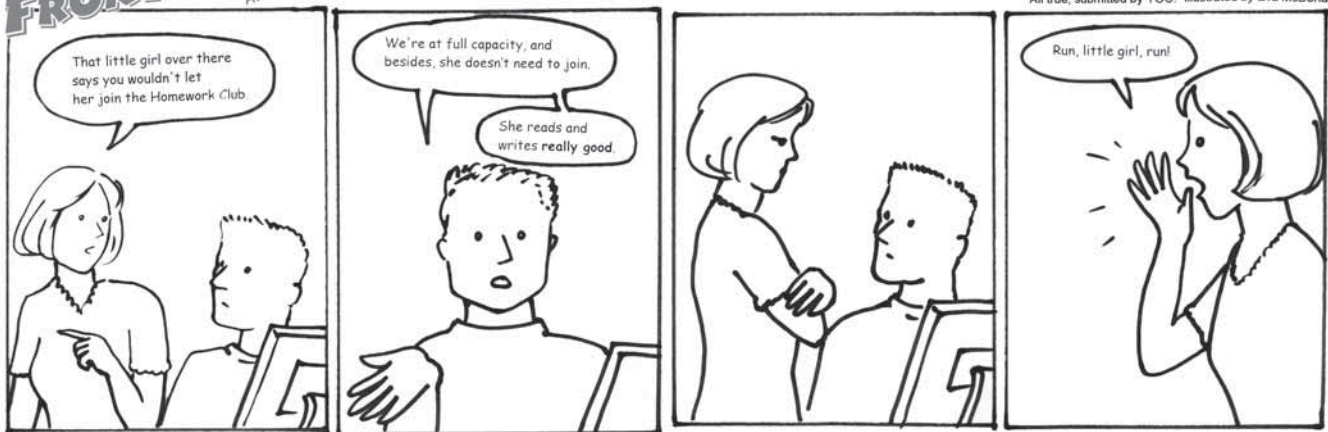
## Project Manager Appointed for ODESI Project

OCUL has appointed Paula Hurtubise to the role of Project Manager for the Ontario Data Documentation, Extraction Service and Infrastructure Initiative (ODESI project). Paula comes from the Geography Division of Statistics Canada, where she was the Chief, Client Liaison and Dissemination. Most recently, Paula managed the 2006 Census Geography Dissemination Task responsible for the definition and creation of all census geographic products and services. Paula will be joining the ODESI team through the Interchange Canada Program ([www.psagency-agencefp.gc.ca/ic-ec/index\\_e.asp](http://www.psagency-agencefp.gc.ca/ic-ec/index_e.asp)), a federal program which is designed to build tighter relationships with organizations in the federal public administration. This relationship building is key when building standards and best practices and is one of the cornerstones for the ODESI project.



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# Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

## ADVOCACY

### New Cabinet Gives Libraries One Reappointment and Two New Ministers

The biggest news was that Kathleen Wynne had decided to stay as Minister of Education. Michael Gravelle, who had championed libraries during the Harris Bill 109 struggle, finally has a cabinet post as Minister of Northern Development and Mines.

These cannot be more dedicated individuals and they are assets for the government and the province for every reason. Here are the Ministers with responsibility for libraries as edited from government of Ontario profiles:

.....

#### *Minister of Education: The Hon. Kathleen Wynne*



Kathleen Wynne was sworn in as Minister of Education on September 18, 2006. She was elected to the Ontario legislature in 2003 and served as the Parliamentary Assistant to the Minister of Education and to the Minister of Training, Colleges and Universities. Prior to this, she served as a school trustee in Toronto.

In her role as Parliamentary Assistant, she facilitated the Parent Voice in Education Project, whose recommendations resulted in the first Ontario Parent Involvement Policy. She also co-chaired the Special Education Working Table to reform how students with special needs receive support in school, and conducted a province-wide review of adult education – the report, Ontario Learns, resulted in a new Adult

Education Policy Unit that is working to co-ordinate adult education among all service providers.

Building on a lifetime of political activity and a career of service to youth, students and families, Ms. Wynne is a knowledgeable and passionate advocate of a strong publicly funded school system. She has played a major role as an organizer and facilitator, helping school communities grapple with education issues and leading citizens groups in a number of grassroots community projects. From this work, she was awarded the Ontario School Library Association's Award for Special Achievement.

Ms. Wynne holds a Master of Arts in linguistics from the University of Toronto (1980) and a Master of Education in adult education from the Ontario Institute for Studies in Education (1995) and is a mother of three young adults.

.....

#### *Minister of Culture: The Hon. Aileen Carroll*



Aileen Carroll was elected to the Ontario legislature in 2007. Carroll began her career in politics as a Barrie city councillor. She then ran federally and was elected as a Member of Parliament for Barrie in 1997. She was re-elected in 2000 and again in 2004. Carroll served as the Minister

for International Cooperation, making her Barrie's first, and only, federal cabinet minister. Carroll chaired community fundraising projects for the Barrie Public Library and St. Joseph's High School. She was honorary chair for the Barrie United Way, a volunteer at Hospice Simcoe and a founding member of Barrie's Big Sister Association. Carroll is a graduate of St. Mary's and York universities, and co-owned a manufacturing and retail business in Barrie for many years. She and her husband Kevin Carroll, Q.C., have two adult children.

**Minister of Training, Colleges and Universities:  
The Hon. John Milloy**



John Milloy was first elected as a Member of Provincial Parliament in 2003. John was Special Assistant to the Honourable John Manley from 1994 to 1996. Thereafter, he worked as Legislative Assistant to the Honourable Stéphane Dion from 1996-1997 and then as Legislative Assistant to Prime

Minister Jean Chrétien from 1997 to 2002. In the fall of 2002, John returned to Kitchener-Waterloo to join the Centre for International Governance Innovation as the Director of Public Affairs until the 2003 provincial election.

Following the provincial election in 2003, John was named the Parliamentary Assistant to the Premier for Intergovernmental Affairs. In April 2005, he was appointed as the Chair of the Federal Interprovincial Municipal Relations Cabinet Committee. In June 2005, he was appointed as the Parliamentary Assistant to the Minister of Intergovernmental Affairs. In November 2006, he was appointed Parliamentary Assistant to the Minister of Training, Colleges and Universities.

His undergraduate degree comes from Carleton University. He continued his education at the London School of Economics and received his doctorate in Modern History from the University of Oxford.

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**OSLA's Library Document for the  
Ministry of Education**

The first draft of the Ministry of Education document on school libraries being prepared by the Ontario School Library Association was unfortunately not ready in time for the announced early November Leadership Forum. Ray Doiron, Ken Haycock and Ross Todd, who were to lead the Forum, came to Toronto and worked with the writing team on reshaping the work done. Further adaptation and rewriting have continued since.

**RESEARCH**

**School Library Research at Queen's  
University**

The second phase of school library research being done for OLA by Dr. Don Klinger and People for Education was delayed when negotiations with Durham Board of Education broke down. The Board's Ethics Committee refused Queen's University access to it's students and teachers. When a new board is found for the foundation work, things will move forward. Some twenty schools are expected to be studied.

**PROGRAMS**

**OLA Education**

Super Conference is barely a month away and another extraordinary program is attracting registrants in possibly record numbers. Registration has grown every year over the last eight years, a remarkable accomplishment. The dozens of OLA members involved in each year's planning have gone from strength to strength, giving people ever-increasing numbers of reasons to attend.

The fall Education Institute season is drawing to a close and anticipation is already growing for the 2008 spring catalogue. Results are starting to come for the Neal-Schuman Professional Education Network, the American manifestation of the Education Institute. We feel that it will take a year for us to see the real results of this effort in New York.

Day-long workshops such as OLITA's Digital Odyssey, dinner events such as those held by OCULA and other stand-alone programs dot the spring calendar.



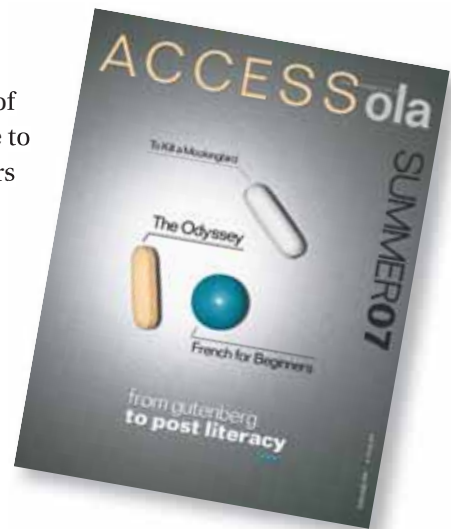
## New Editor-in-Chief for Access

Wayne Jones, Head of Central Technical Services at Queen's University, is the new Editor-in-Chief of *Access*. He has a broad background in writing, editing and publishing. Besides having edited five books and written over 35 articles and book reviews, he reads, writes and speaks French. Three OLA members applied, one from university, public and college libraries respectively. There was an enquiry from a school person in the Ottawa area but she did not apply. Lori Knowles remains the Managing Editor for *Access* (on contract) and was very pleased with the choice.

## The Partnership

Twenty-four members of the Partnership (two presidents and a vice-president could not make it) took part in this year's two-day summer retreat at OLA. The main business items were the new national Career Centre and marketing ideas for the Education Institute. About half the group was new as is usual for the summer meeting. QLA provided the call for

A meeting in the first week of November introduced Wayne to the *Access* contributing editors and to the column editors, to the division presidents and vice-presidents and to others involved in the creation of this magazine. The evening was a free-wheeling discussion of *Access*, what it has been, what it is and where it might go.



help this time because it needs to offer French services to attract an audience that is not with them in spite of their bilingual name. Given the reinvigoration, however tentative, of ABFO, there may be some synergies here to be discussed. ABFO is on the December agenda of the OLA Board of Directors, well in front of the next Partnership meeting in January at Super Conference.



## First Nations Adopt New Logo

First Nation Public librarians in Ontario extend congratulations to Mark Neal of Tyendinaga Mohawk Territory. In the recent logo contest, his design was chosen to represent Ontario First Nation Public Libraries and will be used on correspondence and promotional material. A special thank you to GoodMinds.com, the librarians and all who contributed to Mark's winning prize. Thank you to all who entered. The artist feels the turtle represents the circle, earth, life, unity and respect and feels the library is a place for friends to come together and grow.



## The OLASore



Effective October 1, the OLASore lowered the US/Cdn exchange rates in line with the industry. While much is made in the media of the “gouging” taking place, there is a much higher cost to provide a US published book in this country than in the US. The two biggest expenses are shipping/handling from the US to Canada (approx 8 per cent-10 per cent), fuel surcharges and brokerage fees (which, depending on the size of the order, can be as much as 10 per cent, but typically around 4 per cent).

## Forest of Reading Partnership

The OLA Forest of Reading's new official sponsor, S&B Books, has impressed staff and volunteers alike with the level of attention and support that has been forthcoming. The company held a meeting with publishers in November to discuss the OLA reading programs.

## Student Awards and Scholarships

The OLBA Award for Library Administration (\$250) was won by Amy Matthews at the University of Western Ontario. Amy has been hired as Adult Services Co-ordinator for East Gwillimbury Public Library.

The OLBA Award for Library Administration (\$250) was won by Sandra Schnoll at the University of Toronto's Faculty of Information Studies.

The OLA Janette Baker Scholarship (\$2000) was won by Janet Cooper, enrolled in the Library Techniques program at Seneca College. Janet worked on the automotive assembly line for the last 13 years in Windsor and is making this career change.

The advertisement features the RISTeCH logo at the top, with the tagline "Ristech Book Digitization Solutions". Below this, the text "Preserving Books... Providing Access." is displayed. The central image shows a 2400 APT Bookscanner with a book being scanned. At the bottom, the text reads "2400 APT Bookscanner - Highest Productivity - Lowest Cost Per Scan". A large CD-ROM is shown in the foreground. The bottom of the ad includes the contact information: "Call Ristech to learn how you can leverage the most cost effective book digitization technology on the market." and "905-631-7451 www.ristech.ca".

# THE OLA TAPES:

## LARRY MOORE UNPLUGGED



*Larry Moore retires in February after 32 years of involvement in the Ontario Library Association, including a decade as a member volunteer, and 23 years as OLA's second Executive Director. Here are the highs and lows, the laughs and risks that have propelled the Association forward to its present state.*

*With the cameras rolling, Larry was interviewed by former OLA president and treasurer June Wilson and by OLA deputy director Jefferson Gilbert, Larry's management partner through the most tumultuous and exciting OLA years. Access here reproduces some of the OLA history captured in this special filming.*

### **Access: How did you first come to the OLA?**

**Larry:** I was asked to be on a panel at the very successful annual conference at the Inn on the Park in 1971. Then I was approached that spring to be a councillor in the School Libraries Division. It was at my first SLD meeting that I realized, to my discredit and everyone else's, that I had actually spoken at the Ontario Library Association's conference and did not know it. This was not the best introduction to the OLA. Things got worse. I agreed to be the social events co-ordinator for the 1973 conference in Kingston (I was an associate professor at Queen's University at the time) and was not allowed to attend the social events because I refused to register. Like many a volunteer before and after me, I felt that I had the right to attend, given my role. I was angry enough that when I was asked to be Chair of the School Libraries Division, I agreed only if I could show that OLA was not the right place for the school group, that it should get out of OLA and join the Ontario Learning Resources Association which operated as part of the Ontario Education Association at the time. I produced a two-day education program called the Midwinter Extravaganza, using

work I was doing at Queen's, we introduced a 12-page newsletter called the Revolting Librarian, and produced some small items such as bookmarks and the like. The result? Two hundred people were lined up the staircase of the King Edward Hotel in Toronto to go to the Midwinter Extravaganza and membership doubled. We ended up burying the Ontario Learning Resources Association, the very opposite result from what was expected. All of this was an object lesson: if you give people programs and services they want, they would come. The result: I was hooked on the OLA!

### **Access: After becoming OLA president and the Association's volunteer publications editor for the rest of the decade, you eventually surfaced again when you were hired to be the Association's second executive director. What were your first days working for the Association like?**

**Larry:** The Public Libraries Act, the biggest piece of library legislation up to that time, went into second reading in the Ontario legislature on my second day, placing me suddenly in the middle of not only the job, but of politics and legislative advocacy, and the incredible things that go on around that. We were seated on the MPPs level as the Hon. Susan Fish's guest. I can still see her walking towards us down the length of the chamber – let me rephrase that, storming towards us – to demand our trustee president Marg Cobourn's head on a platter. Marg had distributed a letter to all Legislative members just before the session condemning the bill. It was the Liberal minister's first piece of legislation and she was beyond furious.

It was a volatile experience. I could not have been more naïve, but it was all effective. The NDP offered me advice about lobbying which



*Larry Moore as OLA president in 1976.*

*Jefferson Gilbert and Larry Moore at the core of the OLA for the last seventeen years.*



involved keeping the NDP informed and inform them I did. Notes were being passed to them at the hearings while the government looked on – much to their unhappiness.

At one point, I received a piece of information that turned out to be speculation. The NDP asked about it in the hearings, and the Minister stopped me in the hall and said: “If you don’t stop, I’m going to pull the legislation.” Ohhhkay... It was all startlingly eye-popping – but an exciting introduction to my new job and to a whole new world of challenges. You learn quickly.

**Access: You have seen OLA succeed in many political arenas since that time.**

**Larry:** The Public Libraries Act was a long and profitable struggle. The Act has now been successfully used for almost 25 years. However, it was only one of many legislative battles that engulfed us. Remember our unexpectedly successful appearances around pay equity; we did not anticipate our ideas would be so embraced. In the early ‘90s, the Ontario Library Trustees’ Association fought private member’s legislation that would have allowed the Mississauga Library System Board to become a committee of Council. That lengthy and sometimes brutal fight defined OLTA and OLA’s support of citizen-based library boards. This would prove to be the underpinnings of OLA’s biggest and most successful fight, Bill 109, the legislation that would have neutered library boards

forever. I will not ever forget the despair and total rejection of people at hearings around the province as they attempted to express their belief in the importance of libraries to their communities. There was no one listening. Nor can we ever forget Greg Hayton’s attack on the Hon. Isabel Bassett when she came to the OLA Policy Forum to announce that Bill 109 was being withdrawn – the only bill ever withdrawn by the Harris government. How courageous and exciting was all that! Greg was a natural politician, the perfect OLA President to work with in this tumultuous period.

While our mandate is clearly provincial, there were memorable and noisy fights against federal legislative interests. The so-called “child pornography” legislation led to CBC television actually calling librarians pornographers. We were protecting intellectual rights and freedom of expression – and we won. There have also been the multiple attempts to fight for our users’ rights in copyright legislation that has just become more increasingly complex and more commercially oriented. Can we forget Margaret Atwood’s shameless but highly publicized and effective rant at hearings on librarians as thieves?!

We have not had the public debates in the school and academic library areas because legislation is inevitably aimed at another level. But there were moments there as well. I remember the nine hearings we arranged with OSLA around Ontario to get the

- 1984** • Larry Moore is hired as executive director
  - Public Libraries Act is introduced
- 1985** • Public Libraries Act hearings
  - Regional Library Systems become agencies of the province (OLS, etc)
  - Libraries 2000 Symposium
- 1986** • OLA office moves to Richmond Street
  - OCULA Winterbreak is born
  - Trustee block membership introduced
  - First Library Automation projects funded
- 1987** • Era of ‘taking risk’ begins
  - OLA’s first Strategic Plan with Dadie Perlov
  - OLA plays leadership role in Pay Equity legislation
  - OLA major player in fight against Bill C54
  - Trillium Award first given
- 1988** • Public Library Strategic Plan first meetings at Millcroft Inn
  - Liz Cummings and Margaret Andrewes hired as Culture and OLA staff respectively for the Strategic Plan
  - Pay Equity Act passed



- 1989** • First Apple computer introduced in OLA office
  - Lobby against GST on books
  - First Amendments to Copyright
  - Provincial Hearings on the Public Library Strategic Plan
- 1990** • Premier Bob Rae speaks to OLA Conference
  - The Reviewing Librarian becomes The Teaching Librarian
  - Intellectual Freedom Manual published
  - School Library/Public Library co-operation touted at special Conference
  - One Place To Look is presented to the government with fanfare



- 1991** • Hometown Library Conference
  - OLITA is born as a division
  - OLA gets first email account
  - Attempted name change for OLA fails
  - Staff of four at new offices on Lombard Street
  - Information policy promoted with Management Board



*Left: One of Larry’s many convertibles, here loaded with left-over pizza from a Red Maple Award ceremony – on the way to the Second Harvest Food Bank.*



*Campaigning against Bill C54, the Child Pornography Legislation, at OCUA Winter-break 1986.*



*Pay Equity Hearings, 1987.*



*Hearings for Bill 109 at Queen's Park, 1996.*



*First press conference with People for Education on School Libraries, June 2004.*



*The Hon. Gerard Kennedy's press conference to announce \$17 million for school libraries, May 2005.*

reaction of school library staff to Intellectual Freedom and Equitable Access, the government's mid-'90s attempt to replace Partners in Action. Hundreds turned out and more than 500 briefs went into the government.

Over the years, there have been many projects in which we worked with the government rather than against them, from the two-year project that led to the first public library strategic plan, One Place to Look, to the multi-year Ontario Digital Library project that is now known as Knowledge Ontario. There were projects in which we wished the government had been involved but which we pursued on our own to great effect, like the influential curriculum document, Information Studies, to the extraordinary global citizenship project, Be the Change, to the new four-year Leadership by Design project to increase the capacity of library boards to be proactive community catalysts.

When OLA members have a vision, they are brilliant. It has been constantly stimulating to support them in their plans, big and small.

**Access: Much has been said about the rebuilding of the OLA over the last 10 to 15 years. Tell us about some of these programs.**

**Larry:** When I started as executive director, I was quite convinced that the way to grow the Association was to grow the divisions and the type of libraries they represented. The school conference that I had started in the early '70s as a member volunteer, had grown to be almost equal in size to the public library-oriented OLA conference, which in its turn, had quadrupled over the same space of time. Early in my position as Executive Director, I was successful in talking the college and university library association into putting on a similar conference to provide a grass roots education program to our academic members. The result for OLA was a "conference season" that lasted six months, at its peak attracting a remarkable 3,500 registrants.

Then disaster struck with the arrival of library cutbacks and most notoriously what was known as "Rae

days." Members' salaries shrunk and so did OLA membership from 4,200 to 2,300. Conference attendance was cut in half and seemingly sure-fire workshops languished, leaving OLA over \$200,000 in debt and to all intents in bankruptcy.

The cutbacks at OLA left Jefferson Gilbert and I as the only employees. We knew that it was critical that the Association seem to be as active as ever. But the two of us, among other things, could not sustain three conferences. To get some fresh alternatives, we went out and met people in the association world.

**Access: The association world?**

**Larry:** Associations are businesses, not libraries, and respond to a whole different set of experiences and rules. I belong to the American Society of Association Executives the way a librarian might belong to the American Library Association. It is my professional association. At ASAE's annual conference in 1993, I met Tom Corcoran at one of the sessions on exhibits and asked him at the end of his workshop what a small association could do to build traffic on an exhibit floor that would make exhibitors happier. Corcoran invited me to put together a profile of our situation and to come to his offices in Chicago. Jefferson and I went to Chicago in a blinding snow storm for what turned out to be a mind-blowing consultation.

As a business, Corcoran runs huge exhibits around the world and is considered to be one of the most knowledgeable people in the exhibit business. The hour that Corcoran and four of his staff gave us set the stage for a new approach to our three conferences that became Super Conference.

Corcoran's biggest message was that we had to lower registration fees to something so attractive that people had to come out (a larger audience) and to charge exhibitors three, maybe four times more, to pay for the conference that the delegates were no longer doing. It would be worth it to the exhibitors because more people would come and their business would improve.

In spite of our personal misgivings, we put our faith in what the experts were telling us and took the risk. It was not just the exhibit that changed, it was the whole program. We had five session rooms set up with Internet access (in 1994 a very unreliable but cutting edge risk in its own right). A new software package was built to allow us to create our own badges. We included more big names, introduced big entertainment. The exhibit was so large that it was forced off site to the Exhibition Grounds.

We had staggering problems. Jefferson ended up in hospital with a concussion in the middle of it all. His GM-executive father, his mother and other relatives took over running the exhibit. The badge software collapsed leaving some people in lineups for two to three hours to get badges (three past presidents were among the many member volunteers who worked all Friday night to defeat the problem). The Harbour Castle Hotel held a party for hotel staff on Saturday night and ripped out the Internet setups in two of our four wired rooms, causing a wild scramble by Brian Bell and the then OLITA crowd to get them working again for Sunday's early morning sessions. And did I mention the fog? The temperature for most of the conference was about ten degrees creating dense fog which stranded speakers and delegates who were flying in. Super Conference was a grand vision and we were in desperate difficulty.

But, lo and behold, people liked it! Super Conference was an instant success. Instead of being seen as a cutback in program, it was seen as a

big new shining direction for OLA.

**Access:** I understand you felt that Super Conference opened new directions in OLA's thinking as well.

**Larry:** While Super Conference was born out of a need to survive, it actually led to a major philosophical shift in OLA's planning. The word 'silo' started to become part of our language. We saw the potential of Super Conference to focus on our commonalities rather than our differences and it led to a new belief in sharing and breaking down walls. Mistakes were made as this philosophy moved into our programs and activities but it changed where OLA was going forever.

**Access:** Tell us about the Forest of Reading.

**Larry:** On another of our trips, Jefferson and I went to the Texas Library Association to find out why it had a thousand more members than OLA did. Texas demographics were almost a mirror image of Ontario's. Why were they more successful? It took us five minutes in San Antonio to find out: the Texas Library Association had a thousand more school library members than OLA and one of the reasons was a reading program in which 250,000 children voted for the winner of something called the Blue Bonnet Award.

We were impressed. We were also impressed by the 2500 person awards ceremony at the conference that included no children. While we thought that was a mistake, most other things they were doing to make this program work were not. On our trip home, Jeff and I talked through how it might work in Ontario and how children might be more central. We

- 1992** • Last time OLA membership dues were increased
  - Travel grants to conferences provided by Culture Ministry
  - 10 days to 2000 with LITA
  - Professional literature makes a debut at OLA's three conferences
  - OLTA wages campaign to preserve citizen-based library boards
- 1993** • Social Contract imposed by Ontario Government
  - Libraries Advance Ontario launched
  - NYLA/OLA Conference in Niagara pushes OLA into major debt
  - OLA sponsors Carver workshops around the province
  - OLA begins representing Neal-Schuman Publishers in Canada
- 1994** • Toni Porter retires from the OLA office after 20 years
  - Coalition for Public Information leaves OLA umbrella
  - Silver Birch Reading Program is launched
  - Ten provincial hearings for new school document causes deluge of briefs
  - Liz Hoffman first library person named to the Information Highway Advisory Council
- 1995** • Super Conference is conceived
  - \$95.00 Conference fee is a major risk
  - Access appears
  - OLA's first Web site
  - Member Survey on needs
  - ABFO created as a division
- 1996** • OLA outsources Expo and Super Conference registration
  - Super Conference moves to Metro Toronto Convention Centre
  - Policy Forum born; AGM relocated
- 1997** • OLA administers CAP YI for Ontario
  - Bill 109, opposed by OLA, becomes the only legislation withdrawn by the Harris government
  - Education Improvement Commission backs off replacing TLs
  - First on-line workshops with Southern Ontario Library Service as a partner
- 1998** • Information Studies triumph, curriculum document released
  - Geneva Park Conference to reorganize OLA
  - Red Maple Award launched
  - Consortium of Ontario Libraries formed
  - Listservs introduced
- 1999** • OLA repatriates Expo from third party
  - St. Michaels revival on Strategic Future
  - Municipal amalgamations across Ontario begin



*Dr. Ben Levin, Deputy Minister of Education, November 2005.*



*(Right): June Callwood at press conference for challenged Silver Birch book, Three Wishes, March 2006.*



*Super Conference became a destination for the famous, the controversial and the movers and shakers.*

brought it to the Libraries Advance Ontario committee who loved it. They became the first selection committee instantly, and the Silver Birch Award program for children in grades 4-6 was started. The first winner, Carol Matas, praised the new program as unique in Canada for its lack of politics. Winners were chosen by the readers, not by an adult jury. At the first true ceremony a year later a thousand kids came together to give their award and to scream – literally – their approval of the authors – and adults cried. It was the perfect storm and within a short time was being emulated in British Columbia and in the Maritimes!

Now, 14 years later, there are six different programs for six different age groups, one of them being adults learning to read. This remains an elevated experience for the readers and is a really elevated experience for the librarians, for the authors, for the publishers, for any adult who cares to look. Last year, for the first time we had all of the school level programs presenting their awards in one place at Harbourfront; there were more than 4,000 children and young people milling around the grounds, taking part in what was just a spectacular festival. It's just amazing that it's maybe going to grow even more. It's fabulous.

**Access:** There is a quote that I love that “Libraries will get you through times with no money better than money will get you through times with no libraries.” How did OLA get through times with no money?

**Larry:** The truth?

**Access:** Yes, only the truth!

**Larry:** I can remember Paul Walker coming to a board meeting and saying “but you're bankrupt! You've got to tell the members.” Well, the fact was that no, we did not need to tell the members. Through all the bad times we never once said we were bankrupt. We never acknowledged we might be on a sinking ship. We believed that if you could keep services going and keep people feeling that the association was still there for them, that they would stay with us.

We never withdrew anything. What we did was find new ways to do

things. As it turns out, everything looked like new and better services – the perfect antidote to what was indeed a shrinking situation. The three annual conferences became Super Conference. We were actually withdrawing programs but we sold Super Conference as a great new, shiny idea for the times. I am a McLuhanite: the medium is the message. But what a message!

Finding the guts of a Silver Birch Award reading program that could be developed simply was, as it turns out, the correct development for a large number of our members. There was a lot of pressure on school librarians and the Silver Birch, to be followed a few years later by the Red Maple Award reading program for grades 7 and 8, gave them visibility at a time when they desperately needed visibility.

We were on a roll. Does this then make you lucky? Tim German, a sales person at Naylor Communications, made a cold call to us to ask whether we would be in the market for a professionally produced magazine at no cost. He wasn't supposed to make such calls but he did. We were being handed the possibility of a full-colour glossy magazine, for which we would be provided complimentary layout and printing in return for advertising revenues that might be sold by the company. All we were to be left with were the mailing costs. The idea that in the middle of our lowest moments, we were able to launch a brand new product to be called *Access* was astonishing. Talk about keeping the impression right.

OLA was just fine thank you. We were 95 years old, we were still here and we were showing that we had the imagination and pluck to be survivors.

**Access:** But I know there were personal sacrifices nonetheless.

To be in the office in the dark days was to be answering phone calls from creditors – an incredibly wearing life day-after-day. Our problems became all our suppliers' problems. Our conference audiovisual supplier needed us to survive for its business – it agreed to spread payment of our annual bill over ten months, one week at a time! Not everyone was so



*OLA president, Mike Ridley, Buffy Ste Marie and FIS Dean Lynne Howarth combine cheques to create \$300,000 First Nation Scholarship Fund, 2001.*



*Governor General Adrienne Clarkson at OLA's 100th Anniversary Super Conference.*

generous or was in a position where they could do this. A member would send us a cheque for a membership; if you were a company that was owed a similar amount, you got paid. So they called and they called. Jefferson and I would go to Growlers, a local brew pub, every Friday afternoon to take a breather from these incessant demands for payment.

At one point, I did not take salary on a regular basis. Instead, I took one month on, one month off, but that was my choice. And we survived in some months through loans from our relatives. But our efforts and our programs did start to slowly grow, as did membership, not in big ways but steadily. We got through. Everyone eventually got paid – we never, ever, did not pay our bills – but it was very grueling.

At one point Greg Hayton as OLA president felt that the government would not let the oldest library association in the country go down. As it turns out, yes it would.

#### **Access: What finally broke OLA out of its debts?**

**Larry:** The break we truly needed came from Stan Squires at the Ministry of Culture who encouraged us to apply to administer the youth employment part of the federal government's new Community Access Program. Our application was accepted by Industry Canada and Jefferson made sure that we earned an enviable reputation for thoroughness and speed. Thanks to his extraordinary efforts and attention to detail, we won contract after contract over subsequent years that bit-by-bit pulled us out of our quarter-of-a-million dollar debt.

#### **Access: Jefferson tells me that you became the good cop to his bad cop.**

**Larry:** This is the greatest of devices. It essentially gives anyone dealing with us two people to talk with and reinforces our need to work as an informed team. When you are taking a stand about something that is not going to be popular with a person, it is a terrific tool. Jefferson was not always the bad cop to my good cop. We would switch roles on many occasions. Sometimes I

took the hard line and he was the compassionate voice of reason.

Internally, we have been good and bad cop to each other. The whole office is organized into "the light side" and "the dark side." The "light side" is about the Association – advocacy, research, mentoring, career advancement, professional advice, consulting, government relations, our Web sites, magazines and newsletters, as well as the Education Institute, the Super Conference and the Forest of Reading as professional learning programs. The "dark side" is about raising the money to pay for the Association's programs and activities. This side of the office includes the OLASore, the Super Conference Tradeshow, sponsorships, advertising, management contracting, fundraising, as well as the Education Institute, the Super Conference and the Forest of Reading as money generators. Jeff as bad cop challenges my spending priorities; as good cop, I argue for the program and the impact that will satisfy members and seven boards that generate ideas.

This process has provided a powerful understanding of everything we are doing and why we are doing it. It defines everyone's job at OLA. We had a staff party in which the staff accidentally dressed to reflect whether they worked in the dark side or the light side. It has been a surprisingly powerful metaphor to maintain a very healthy organization.

#### **Access: What were the risks in creating the Education Institute?**

**Larry:** The Education Institute is potentially the biggest program we've ever tried. A year-round education program to complement Super Conference is not only ambitious but huge. Back in the 90s, a member's survey indicated that everyone wanted more education, more topics, more involvement and an emphasis on local delivery. A prominent consultant met with us to talk about how it might be done, how it would have to be marketed, how it could be a successful business. The consultant said librarians would never pay the fees that would be necessary to make it work and the Board put the project on hold.

- 2000** • 100th Anniversary of OLA
  - Governor General Adrienne Clarkson enriches Super Conference
  - OLA establishes \$300,000 First Nation Scholarship at Faculty of Information Studies
  - Cummings Fund lecture tour takes Evan Solomon to four cities
  - OLA Board re-focuses on issues not operations
- 2001** • After a year of research The OLASore opens
  - Ontario Digital Library (ODL) project launched
  - OLA office space doubles to include store showroom; Staff of seven
- 2002** • Invitational leadership forum makes school libraries a major OLA priority
  - Policy Forum ends; AGM reverts to Super Conference
  - Rise of Web site as primary communication tool
- 2003** • Education Institute launched
  - \$50,000 out-of-the-blue donation to establish Jeanette May Baker Fund
- 2004** • Final Payment on First Nation Scholarship made to U of T
  - OLA, BCLA, LAA and SLA form The Partnership to develop programs and services
  - Significant research agenda on school libraries approved
  - People for Education and OLA partner to improve school libraries
- 2005** • ODL receives \$700,000 funding
  - The Partnership goes national
  - Windsor @ your library™ city-wide library awareness campaign
  - Africa Project launched; more than \$40,000 raised
- 2006** • Knowledge Ontario (formerly ODL) receives \$8,000,000
  - Bibliocommons support begun and transferred to Knowledge Ontario
  - Silver Birch nominee, Three Wishes, by Deborah Ellis, sparks national controversy
  - Provincial government provides first of two multi-million dollar allocations for school library resources
  - OLA holds first virtual Webcast AGM
  - OLA office moves to Wellington Street
  - Staff of ten plus four for Knowledge Ontario
- 2007** • Funding arrives for new Partners style document on 21st Century Learning
  - US partner announced for Education Institute
  - New accounting system in the office implemented
  - Content Management System launched
  - Larry Moore announces retirement

While Jefferson and I were at a BCLA convention promoting OLAStore publications, we made the decision that if this thing was going to happen we needed to just go ahead and do it.

Close to 100 sessions were in that fall debut – eight audio conferences, four on-line courses, and a lot of stand-alone workshops. The workshops struggled to get an audience, but the audio conferences were an immediate, surprising success. And we never looked back. Over the years, the program has become totally virtual and has huge fans everywhere. Programs are now being provided by library associations across Canada, bringing many new people on to the learning stage. A lack of resources for promoting and marketing the programs has kept it from being the largest thing on the planet. But, we're still working on it.

#### **Access: Which brings us to The Partnership.**

**Larry:** I cannot say how wonderful and inspiring I find The Partnership. The original idea was specific and simple. The library associations in British Columbia, Alberta and Saskatchewan (the only provincial library associations in Canada other than OLA that have staff) were offered the Education Institute and the OLAStore as added services. OLA promised to pay a royalty for every member they got to buy a course or a book from us. There was instant interest and The Partnership burst on to the scene. Nova Scotia Library Association heard about this new alliance and wanted in. By the following Super Conference, almost every provincial and territorial library association had asked to participate. The Partnership immediately moved past the financial to the potential for new programs and services that no single association could afford to create increasing membership everywhere. Almost immediately, the group started to create its own projects, such as an electronic journal and a national career centre and job board.

Talk about potential. There are no formalities, no governance, no signed agreements. The Partnership is strictly collegial – unique in this country and possibly anywhere.

#### **Access: You have a reputation for your all-nighters. Aren't you a little old for that?!**

**Larry:** I do have this penchant for working all night at the peak preparation time for printing our biggest projects such as the 50,000 word conference registration program, the equally large Education Institute catalogues and the even larger official conference on-site program. These programs must be the best we can produce, making members proud and creating the energy that makes all these programs the huge successes they are.

I believe that big ambitions do drive big results. You cannot think small and make an impression that moves people to new heights. The whole image of the Association has to be expansive and show members that you're there for them and the presence, energy and excitement that will yield the results everyone wants.

#### **Access: We understand that OLA's success is being attributed to your having created a culture of risk.**

A consultant in New York is the one that first talked about the OLA having a culture of risk, pointing to our ability to think big, in spite of our small size (by association standards). It has led OLA to go from being a 2,300 member association at our lowest point to being over 5,000 today, from having a 1,600 person conference to having a 4,600 person conference, from representing one publisher and 200 books to representing twelve professional library publishers and suppliers with thousands of quality items, from having one reading program with 40,000 readers to having six reading programs with 225,000 readers and a publishing industry that is rocking with excitement.

We did take risks to make these happen but they are calculated risks, driven by the value of the programs we and our members have conceived. Our members told us what they wanted and other members worked their hearts out to provide the best of answers. The result has been an extraordinary, exciting ride that I would not have missed for the world!



*Wil Vanderelst led government activity on the Libraries Act, 1984, Larry's first challenge.*



*Ideas and road trips went together to create new programs.*



*Knowledge Ontario was OLA's biggest project in a decade.*



*Dr. Don Klinger, Queen's University, School Library Research for the OLA, 2006.*

# “I Don’t Even Know! This Person!”

## Academic Libraries on Facebook

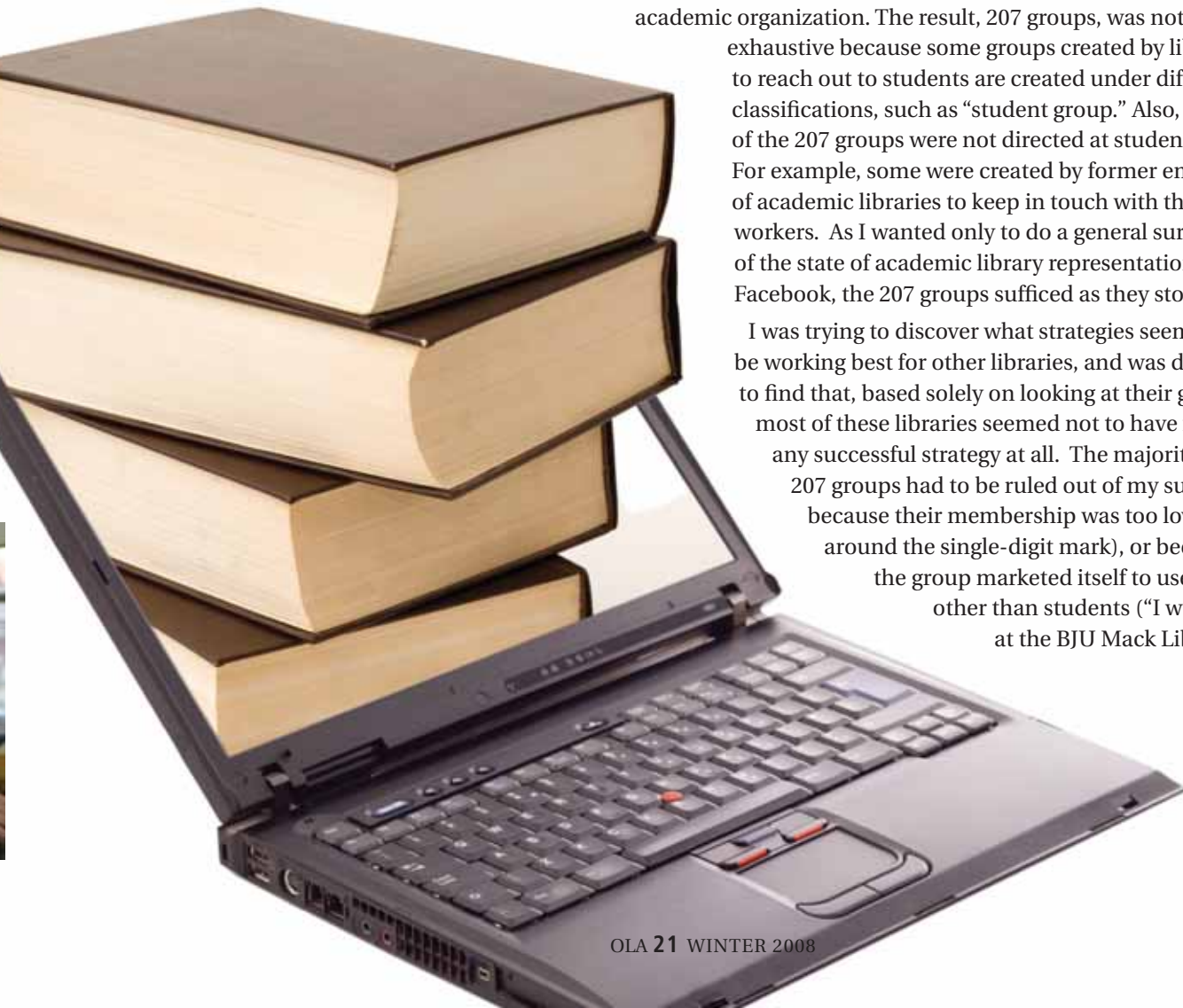
I was recently hired as a reference assistant at the Steacie Science and Engineering Library at York University. One of the first projects assigned to me was to investigate academic library Facebook groups and, in a few weeks, to create a group for our own library. As a Facebook user who still considers himself to be fairly young, this sounded like great fun. As a librarian, however, I found the experience to be more troubling.

### What Are Other Libraries Doing?

Facebook is increasingly being used in and by academic libraries, so I started out by searching for groups matching the search term library and the classification academic organization. The result, 207 groups, was not

exhaustive because some groups created by librarians to reach out to students are created under different classifications, such as “student group.” Also, some of the 207 groups were not directed at students at all. For example, some were created by former employees of academic libraries to keep in touch with their co-workers. As I wanted only to do a general survey of the state of academic library representation on Facebook, the 207 groups sufficed as they stood.

I was trying to discover what strategies seemed to be working best for other libraries, and was dismayed to find that, based solely on looking at their groups, most of these libraries seemed not to have found any successful strategy at all. The majority of the 207 groups had to be ruled out of my survey because their membership was too low (i.e. around the single-digit mark), or because the group marketed itself to users other than students (“I worked at the BJU Mack Library”),



By Ricardo Laskaris

or because the focus of the group was clearly not one of outreach (e.g. “livin’ at the library”). Only 22 of these groups were either large enough (i.e. in the double digits) or had enough content to be considered applicable to my survey, and these had an average of 31 members each. I also considered groups that had no content, as it evidenced the difficulty in establishing a meaningful Facebook presence for academic libraries.

I found that, in general, most of the more relevant groups — the kind most like the group I was tasked with creating — featured photos and contact information of their respective libraries, and were administrated by librarians eager to interact with students. The librarians posted messages on the Wall, invited students to contribute suggestions and comments, made general announcements about events at the library, and initiated discussion topics. But that was as far as it went. The vast majority of these groups seemed, despite their membership numbers, to be actively populated largely only by their administrators, and the level of participation varied. I shortly recognized the familiar refrain:

**Photos**

No one has uploaded any photos.

**Videos**

No one has uploaded any videos.

**Posted Items**

No one has posted any items.

**Discussion board**

There are no discussions.

**The Wall**

No one has said anything...yet.

Basically, most groups were dead. As a Facebook user, I knew why this was. As a librarian, I knew that, for the same reason, it didn’t matter. The groups were dead because most Facebook groups are. If your attempt to start a discussion on your library group’s discussion board

fails, it is not a reflection of the quality of your group or your library, but a reflection of Facebook culture.

Miller and Jensen (2007) observed that “becoming part of a Group is just a simple way to express an opinion.” The act is a way of fleshing out your virtual identity. For example, I am a member of the group Bring Back Fastlane!!! because it’s one of the greatest TV shows of all time. But I never post to the group, or even visit it. It just sits there in my list of groups to say I am the kind of person who likes the show.

Judging by the groups I surveyed, I concluded that a library’s presence on Facebook as a group (distinct from an application) seemed to be valuable more as a public relations device than as a practical means of service delivery. Having a Facebook group demonstrates that we are going where the patrons are, that we care about keeping current and being relevant to students. But a library-specific group with discussion topics for patron feedback arguably is more valuable to library staff than to students, more like a high-tech suggestion box. To be valuable to students, to be actually practical, something more sophisticated is required, like a Facebook application that integrates with our library system to provide access from Facebook into the OPAC, patron accounts, and so on — something that gives something back to the students instead of simply asking them to help us. This is, of course, an arbitrary measure of success. There are currently more than a dozen such applications available for different libraries. As for their practicability, that’s a whole other question... and I have too many of those already.

**Conflicts**

So I asked myself whether creating a group would matter.

Chances are, very few people would join it, and even if they did, they would more than likely not contribute to it. And what would having a professional presence on Facebook mean to me? Should I create a second, professional profile for myself? Should I even have to? Did it matter? Did I feel comfortable representing an organization in a network designed for connecting individuals? Was it appropriate? Did my comfort matter? As a former student of philosophy, I found myself with more questions than answers.

Brian Mathews (2006) attempted library outreach by sending messages through Facebook to 1,500-plus mechanical engineering students. He received 48 responses (< 3.2 per cent), a response rate comparable to cold calls or bulk fax advertising. This suggests that even those 48 responses were not remarkable, but merely the result of sheer volume. Mathews tempers these discouraging numbers with the observation that several of the students asked him to be their Facebook “Friend” — perhaps a different measure of success. But how many students want to be friends with their librarians? Clearly, fewer than 3.2 per cent. And this was sending 1,500-plus individual messages, a task bound to be better received than a mass announcement from a library group. “I wanted to be proactive,” Mathews writes, “and to interact with the students in their natural environment. I also wanted to appear as myself, rather than a faceless organization.”

In the group Librarians and Facebook, Tara Stevens comments to much the same effect. “I just spoke with a group of undergraduates who said they felt university involvement on Facebook on a person-to-person [level], was a little ‘creepy,’ but that they would be open to joining

a Facebook group created by a librarian or their prof” (Stevens, 2007). This brings us back to the question of whether their joining the group accomplishes anything. This approach seems rather futile, and, dare I say, wrongheaded. I am forced to agree with Scott Koerwer (2007) that “[t]he weirdest thing to happen to Facebook is legitimate, serious business people attempting to integrate it as some sort of business tool. That just doesn’t make sense to me.” Facebook is defended as a social space — organizations are expressly disallowed from creating profiles. If we must go where the patrons are, where do we draw the line? Why are we not in World of Warcraft? Or, for that matter, the local pub?

Is there no hypocrisy here? Libraries flock to social networking sites like Facebook in order to attract patrons to their bricks-and-mortar establishments, the libraries themselves, whose no food or drink/no noise/no cell phones — and, ironically, in some libraries, no Facebook — policies seem to shout, or rather, to whisper the contrary message: we are not social.

### Resolutions

In many ways, I am on the fence. I identify with Koerwer’s perspective as a younger user, yet at the same time, I agree with Meredith Farkas (2007) that going where the patrons are “makes the library more visible and more convenient to access,” and not just more convenient, but more comfortable. Anonymously IM’ing a reference librarian and visiting a library’s Web site are both less threatening than walking up to the reference desk in person to ask what one believes is a stupid question. Being on Facebook takes this a step further, because it is no longer a case of students stepping into our (virtual) space.

We are stepping into theirs. And, paradoxically, the very vulnerability of such a move may be its strength, because it puts librarians and patrons on a more equal footing with each other than they are on in any other environment.

So, on the surface, creating a library group may not be a resounding success in and of itself, but it won’t discourage students from using the library either. The effects will be small, if we could even determine what measures creating a group would affect. All of my questions probably don’t need to be answered, and “will it matter?” is a vacuous one, because in the end, as much as it might matter to you if your library is on Facebook, it doesn’t matter to the students.

*Ricardo Laskaris is a Reference Assistant at the Steacie Science and Engineering Library at York University. He has a Masters in Information Studies (MIST) from the Faculty of Information Studies at the University of Toronto.*

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# ADAPTIVE TECHNOLOGY IN THE LIBRARY

Walter stopped by the reference desk at the McLaughlin Branch of Oshawa Public Libraries (OPL) for the password to the adaptive technology workstation. He is blind in one eye and has low vision in the other, but that doesn't stop him from pursuing his online interests: Walter logs on to the computer using a Big Key Keyboard®, puts on the headphones, and launches the ZoomText Magnifier/Screen Reader® software, which provides up to 36x magnification and complete screen reading.

Walter is just one individual benefiting from technology and special services for disabilities. Barriers exist limiting full participation in society. In a library, that may include physical, informational or technological barriers. But the biggest barrier of all may be attitudinal. "It's such a small portion of the population – why change it?" Many libraries do provide wheelchair-accessible stations. However, adaptive technology is required to remove the informational barriers for many people with disabilities, from seniors with low vision to children with learning disabilities. Taking a few simple steps can greatly improve information access.

One step is installing adaptive software. Popular programs that provide optical character recognition are Kurzweil 1000/3000®. The program is an advanced reading tool for people who are blind or visually impaired or dyslexic, which works on a PC in conjunction with a flatbed scanner. Kurzweil 3000 provides both auditory and visual presentation of

scanned documents. It is offered by many school boards to accommodate students in accessing the curriculum.

Teacher-librarians, recognizing the need for making learning materials more accessible, address these issues by implementing adaptive technology to help students with disabilities utilize media-rich school library resources.

Colleges and universities recognize that students' academic experiences are linked closely to their academic program and learning objectives. To improve that experience at Durham College/University of Ontario Institute of Technology in Oshawa, the Centre for Students with Disabilities (REACH office) offers a number of valuable services to students with disabilities, including working with students and their professors to identify the most suitable method of accommodation while upholding the integrity of the academic program. The centre provides study strategies, resources and assistive technology training. In partnership with REACH, the Library at DC/UOIT has three computers loaded with adaptive software, a scanner and closed-circuit television.

In all libraries, another step is to have wireless access. This benefits individuals who have adaptive software installed on their laptops. Jeevan is a regular library user in Oshawa. She is blind and uses JAWS® software on her laptop. "I get tired of working at home," she says. "I like to come to the library for a change of pace."

JAWS® (Job Access With Speech) is the most popular screen reader worldwide, and increases accessibility to software applications and the Internet. With its speech synthesizer and the computer's sound card, information

**By Alison McCullough**

from the screen is read aloud, providing technology to access a wide variety of information, education- and job-related applications. A psychology major, Jeevan works with the Durham Region Employment Agency (DREN) on special projects, such as developing content for the DREN Web site.

DREN is a leader in the Durham region regarding accessibility. If you are experiencing barriers in implementing adaptive technology in your library, look outside the box for local expertise and funds. DREN administers the Community Access Program (CAP) in the Durham Region, and organizes bulk buying of hardware and software which fall within the CAP funding guidelines. DREN offers an Accessibility Workshop, bringing in partners from the deaf, blind, mental health and legal communities for a comprehensive half-day of awareness training for community organizations.

Small business provides sources of expertise to help implement adaptive technology in your library. Deborah Wilson, who owns the Durham Region Low Vision Clinic, is one source of expertise in the Oshawa area. Another is Don Reist, who owns Tutorwiz Education Centre in Ajax. Don has 12 adaptive technology stations plus a SmartBoard. He provides tutoring and summer camps. He also targets adaptive technology training in the workplace. Don, who worked at IBM before he became a teacher, recognizes the need in the education system and the workplace to educate individuals to use the technology effectively.

At OPL, four types of specialized software are offered, with scanner, and other adaptive hardware. Staff are trained to assist the users, but the reality is that the kind of extensive training required to become competent in the software needs to be acquired from outside the library. A simple introduction to Kurzweil 3000 takes two to three hours. Having reputable partners

in the community that can do the training is an important step to improving information access.

Autism Ontario of Durham Region is learning the value of this kind of partnership. OPL is hosting a seminar delivered by MICROCOMPUTER Science Centre Inc. ([www.microscience.on.ca/](http://www.microscience.on.ca/)) for parents of children with autism. The company is bringing in fifteen laptops pre-loaded with the software program CLICKER 5® for demonstration. Clicker is a fully integrated, talking word processor that can enable users to write with pictures as well as words. Hosting such an event gives parents an understanding of the software and raises the profile of the library in the community.

WindowEyes® is another screen reading software for persons who are low vision or blind. This software converts components of the Windows operating system into synthesized speech allowing for complete access to Windows-based computer systems. It is easy to learn if you know the Windows basic keyboard commands. OPL found this program more suitable for a public library than JAWS. However, JAWS users like Douglas found switching to WindowEyes in the library bothersome. OPL decided to add JAWS to its line-up.

Initially purchasing the software for an adaptable station is costly with prices beginning at \$800; however, upgrading is more reasonable. A recent quote to upgrade Kurzweil 1000, WindowEyes, JAWS and ZoomText Magnifier/screen writer was approximately \$1500 total, including tech support and training.

If you lack funds for adaptive technology, an alternative is to use the accessibility features available within the Windows and Apple operating systems. These features help people with a disability or injury quickly and easily access the vast resources of a computer.



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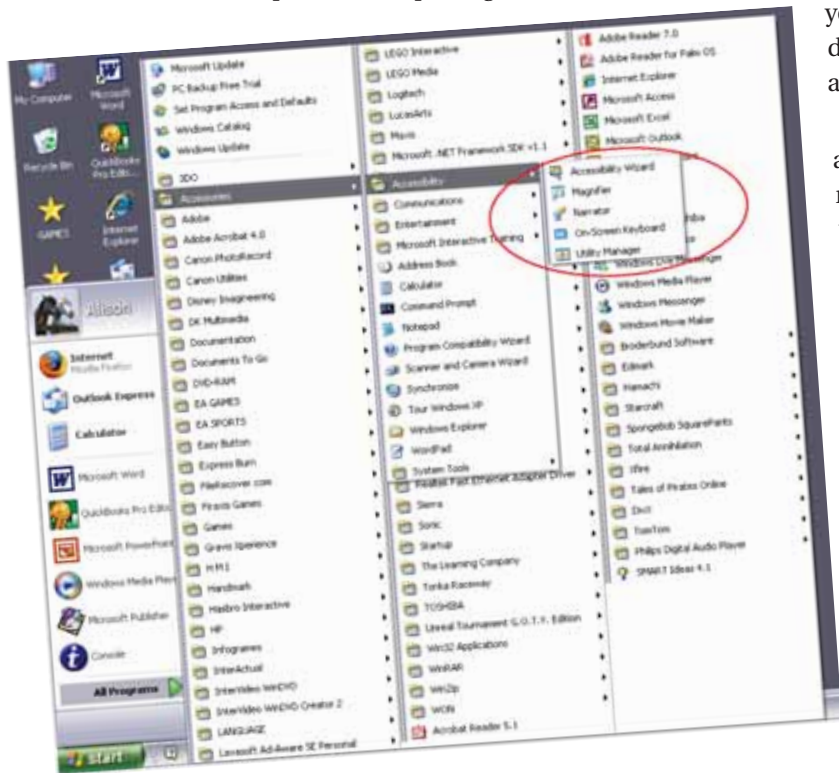
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In Win98-XP, open the Accessibility Options folder from the Start menu, and then choose Control Panel. In Windows Vista the Accessibility Options have been renamed the Ease of Access Centre. A number of options are available, including adjustments to the keyboard, sound, display and mouse. Full instructions on the new accessibility features may be found on the Microsoft Accessibility Site ([www.microsoft.com/enable/](http://www.microsoft.com/enable/)).

For MAC (Apple) Operating Systems, select Control Panel from the main menu. The Easy Access folder is represented by an accessibility icon. The Apple Accessibility Site ([www.apple.com/accessibility/](http://www.apple.com/accessibility/)) provides information on Apple's approach to accessibility.

The Accessibility folder in the Start Menu lists more accessibility features. This includes a magnifier, a narrator, and an on-screen keyboard. The Accessibility Wizard can help new users quickly and easily set up groups of accessibility options that address visual, hearing and dexterity needs all in one place. These features do not compare with an adaptable technology software product but are meant to offer a minimum level of functionality for persons with slight impairments.

A major factor in the use of adaptable technology for web browsing is Web site accessibility. No assistive technology will provide access to information on the Web if the site is not designed accessibly. On May 17, 2007, the Working Draft of the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) was published, replacing the 1999 WCAG



1.0. Groups like the Citizens with Disabilities-Ontario ([www.cwd-o.org/](http://www.cwd-o.org/)) frequently check the Web for sites that are inaccessible. In the May 2, 2007 issue of *Blind Access Journal*, MySpace.com was featured in an article by Darrell Shandrow titled "MySpace Ignores and Locks Out the Blind, Puts Up 'No Blind People Allowed' Sign." MySpace uses CAPTCHA, a method of visual verification, as part of the signup process which does not permit audio or any other method to gain access. If you can't see the characters to enter into the edit box you cannot register.

Another recent site check was the Government of Ontario's own accessibility site AccessON ([www.accesson.ca/](http://www.accesson.ca/)). The site was rated inaccessible, not even meeting the minimum requirements! Web site accessibility may not seem like a priority, but by making improvements, you are not only making it usable for persons of disabilities but making the Web content available for all users, no matter what their device or browser.

Whether we are public libraries, school libraries, academic libraries or special libraries, it is our responsibility to open up access to information to the inclusion of all. Jutta Treviranus is director of the Adaptive Technology Centre (ATRC), Faculty of Information Studies at the University of Toronto. As she says: "In this digitally transformed reality that we live and work in — where consumption does not consume and space has no limits — there is no downside to inclusion and it is possible to make room for us all." Following some of these simple steps make a great start.

*Alison McCullough is the community development librarian at Oshawa Public Library. A former children's librarian and a big Harry Potter fan, Alison has been gloating that she successfully predicted the answer to: Is Snape a double agent?*  
[amccullough@oshawalibrary.on.ca](mailto:amccullough@oshawalibrary.on.ca)

A close-up, profile view of a woman's face, looking towards the right. She has light-colored eyes and is holding a black pen in her mouth. The background is a soft, out-of-focus light color.

# *SOLS Ventures into the Business of Leadership Development*

Leadership development is a new enterprise for Southern Ontario Library Service (SOLS), but one that is very timely for a number of reasons. The high number of retirements predicted in the library profession over the next five to 10 years will leave a significant leadership gap unless new leaders are trained and developed. In addition to the demographics there is the growing complexity of public library leadership, requiring new skills such as community engagement, funding and resource development, municipal cultural planning, and performance measurement. Increasingly, successful public libraries are those that are firmly anchored as a highly valued community service, well integrated with other community services within the municipality. This requires strategic leadership that focuses on cultivating collaborative relationships that position the library as a key player and cornerstone of the community.

For the better part of the past year SOLS has been working on developing a training program that will advance the leadership capacity of public library CEOs and managers. The result is the creation of the APLL Institute (Advancing Public Library Leadership), a certificate program aimed at public library staff with leadership aspirations, with and without the MLIS degree. Using blended learning approaches, the program will take approximately two years to complete, with participating library staff undergoing independent course work in a number of areas, complemented by face-to-face classroom sessions. The program consists of 12 courses in two streams: Organizational Leadership; and Leading in the Municipal Environment. Courses include: Strategic Financial Management, Planning, Organizational Culture, Succeeding in the Municipal Environment, Partnering and Collaborating, and Advocacy and Influence. Courses are being developed and presented by experts within the public library community and the not-for-profit sector.

In addition to the course work, students in the program will also undertake a local library project each year, applying what they're learning in one or more of the courses. They will have access to a mentor and ongoing coaching throughout the program. The intent is to not only provide participants with important new knowledge but to also provide opportunities to apply that knowledge and grow into their leadership potential.

A key feature of the program is a strong focus on peer learning and the benefits of going through the program as a

**By Anne Marie Madziak**

community of learners who take collective responsibility for learning together and from one another. It is hoped that once participants reap the benefits of learning from their peers in a structured environment, the relationships established within APLL and the practice of peer learning will extend beyond the duration of the program. Indeed, a key characteristic of many current models of leadership is the leader's willingness and capacity to learn from the experience and perspective of peers and subordinates.

More challenging than naming the courses and topics of knowledge a leadership program for public librarians should cover is the work of articulating a model or approach to leadership that serves libraries well. Library leadership is leadership rooted in the values of librarianship and library service. It is leadership that is committed to improving the library's programs and services, and the library's position and profile within the community. Library leadership cultivates relationships and shared responsibility for fulfilling the library's mission and realizing the vision of future success.

Public library CEOs and managers may or may not see themselves as leaders, depending on their understanding of leadership and their own capabilities. Regardless of how they feel about themselves as leaders, however, their position unarguably requires them to assume responsibility for leading the library. As managers of the library, or a service, they need to behave in ways that advance the library strategically, moving it forward.

The SOLS approach to leadership is behavioural and practice based in a concerted effort to embrace a broad definition of leadership. Leadership is, by its very nature, exceedingly difficult to define or characterize in a way that fits all styles and circumstances. It is an enormous topic of enduring appeal on which, literally, thousands of books are published every year. Rather than endorse any single model or definition, SOLS has opted for naming leadership practices that have emerged, from extensive reading and years of observing successful library leaders, as important ways of getting things done. They are intrinsically flexible and allow for individual leadership style and expression. They are practices and behaviours that emphasize the leader's responsibility for creating the conditions where others can be successful.

*The following eight leaderful practices represent the approach to leadership encouraged throughout the APLL program.*

### **Inspiring and holding the vision**

Instigate the work of envisioning a future rooted in exciting possibilities for the library. Enlist others in a shared vision by appealing to shared aspirations. Advocate the vision as the source of alignment and action.

### **Reaching for exemplary service**

Understand the diversity of individuals within the community. Convey a deep commitment to meet and anticipate emerging and evolving needs. Emphasize exceptional service, defining standards for quality.

### **Making informed decisions**

Value information and seek it broadly, involving others who think differently and have other areas of expertise. Employ creative and critical thinking in exploring options and then evaluating those options. Facilitate consensus by seeking common ground.

### **Creating a learning environment**

Value learning and cultivate the conditions that embrace and encourage lifelong learning. Seek and provide training and development as needed. Encourage staff to see themselves as self-directed learners. Engage in background reading, consultation and conversation as ways of gathering information.

### **Embracing strategic and purposeful change**

Champion change and innovation; take risks and act as a catalyst for improvement. Create the conditions that inspire others to change and improve. Implement and manage change skillfully.

### **Orchestrating relationships**

Build a network of respectful, mutually empowering relationships that value and utilize diversity and difference of opinion. Facilitate collective responsibility and collective action based on trust, respect and shared aspirations. Model a commitment to exceptional listening skills and asking probing questions.

### **Developing individuals**

Help staff be successful by building their capacities, stretching their potential, evoking their leadership. Expect and demand everyone's best performance. Create the conditions that allow for an expansive, creative exchange of ideas and viewpoints. Share the power, the decision-making and the responsibility for library success.

### **Navigating municipal and community connectedness**

Know the community; understand local issues and concerns. Establish the library as a valued community service. Advocate the integration of the library into other community services and promote its advancement in terms that support the vision and strategies of Municipal Council.

Over the course of the past many months SOLS has been dialoguing with groups and individuals in the public library community, testing out aspects of the program design and the overall approach to public library leadership. One piece of the program that is currently

being tested is a self-assessment tool based on the eight practices. There are 10 behavioural-based statements for each practice and respondents are asked to rate themselves on a scale of 1-3 where 1 is something they cannot do at all; 2 is something they need to work on; and 3 is something they do well and with confidence.

While feedback has led to minor revisions, the overall response has been very positive, both from emerging leaders and well-established CEOs. In the words of one recent M.L.I.S. graduate, "I knew before I took the test that I am very much on the ground floor of leadership skills ... so that's how I think of this assessment; the areas I need to work on are all laid out for me, and there are a lot of them, but at least now I have a clear idea of what I need to do!"

While a lot more dialoguing and development need to occur before the APLL Institute can be launched, tentative plans are to accept its first registrants for fall 2008. As more information becomes available it will be posted on the SOLS Web site ([www.sols.org](http://www.sols.org)).

*Anne Marie Madziak is a Library Development Consultant with Southern Ontario Library Service. She can be reached at [ammadziak@sols.org](mailto:ammadziak@sols.org).*

## *Importance of the Flying V*

As with models, there are countless metaphors or images used to convey various approaches to leadership. Some of the more prevalent examples include portraying the leader as conductor, servant, hero, facilitator, coach, midwife, gardener, and visionary. An image not as well known, but particularly Canadian, and, perhaps, revealing and instructive is that of a flock of Canadian geese. The geese rotate through the leadership position recognizing that it is utterly demanding and that no individual can do it all the time, thus it is shared between them. Also informative is the fact that by flying in a 'V' formation, the flock achieves a flying capacity 71 per cent greater than if each bird flew alone.

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# The Education Institute: Learning Throughout Life

*“Hello everyone, and welcome to the Education Institute, Canada’s virtual professional learning network.”*

Most days of the week, this introduction can be heard by numerous groups of library professionals across Canada, gathered together to participate in one of the exciting sessions in the Education Institute (EI for short!).

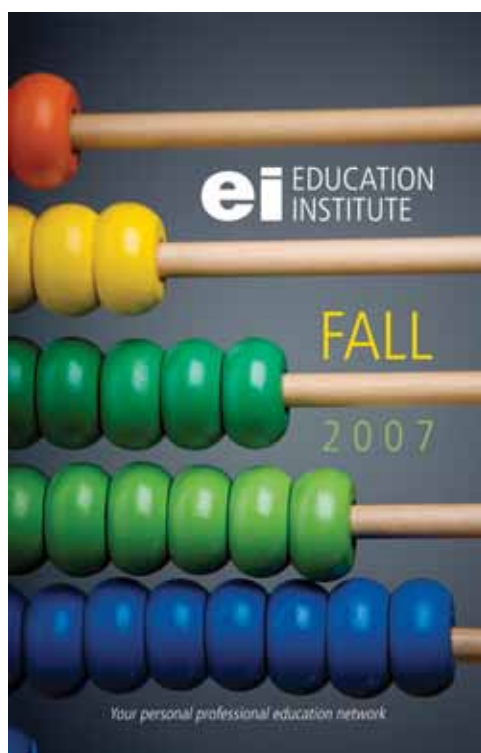
The EI was created by the Ontario Library Association in 2002 in response to the burgeoning need for continuing professional learning. Roughly 150 courses are offered each year, divided into two semesters: September to January and February to August. Most sessions are virtual, although a few face-to-face workshops are held each year. In 2005, the British Columbia Library Association, the Library Association of Alberta, and the Saskatchewan Library Association joined with OLA to form The Partnership. Since then, all of Canada’s provincial and territorial library associations have joined The Partnership, and the library leaders in each association meet twice yearly to discuss jointly developed initiatives. The Education Institute is one of the more visible joint projects.

All associations participate in the development of the program, making this a wonderful opportunity to highlight the leading Canadian professionals

that are at the forefront of the various aspects of library information learning: technology, mentoring, cataloguing, reference, library programming, library instruction, marketing, management, faculty collaboration, collection development, assessment, Web 2.0, and so on. The program also includes North American experts, and is beginning to tap into international thought and practical leaders.

This innovative approach has caught the eye of the United States, and Neal-Schuman Publishing is promoting the Education Institute in the U.S. as the Professional Education Network. The development and administration continues to be done in Canada.

Each semester is planned six to eight months in advance of the start date, and sessions are posted on its Web site ([www.educationinstitute.ca](http://www.educationinstitute.ca)). A print catalogue is also done twice yearly and 12,000 copies are mailed to all provincial and territorial library association members, and prospective members. All associations’ members register for courses at the member rate – a huge plus for the entire Canadian library community.



## **Learning Throughout Your Career**

Formal degree programs from recognized institutions of higher education are normally completed prior to beginning one’s professional career. Following graduation, library and information professionals realize that on-going learning, either self-directed or mandatory, will be necessary as the library,

information management, and knowledge creation careers are being reinvented at lightning speed!

Continuing education can take many forms, but increasingly, virtual learning opportunities are becoming the preferred form of taking courses. Not only are the costs so much lower for both the speakers and the participants, but the time-efficiency is also a major factor. And learning theory experts are telling us that the most effective learning is “job-embedded” – a term that means the learning is taking place within the workplace as part of the daily job duties, and the content is relevant to the workplace projects and needs. Participants learn by doing, reflect on their learning, and share their insights with each other. Building personal and institutional capacity in this manner is powerful and highly effective.

### How Does the Education Institute Assist?

All EI courses are designed to fit the “job-embedded” concept; however, the one-hour audio and Web

conferences are particularly appropriate if the goal is to build institutional capacity. Pricing for the one-hour sessions is intentionally by site, thus encouraging teams of staff to come together for the training. The speakers are experienced and knowledgeable – often the leading experts in North America! How else could so many staff hear so many excellent presentations?

Speakers are encouraged (and we find they do this naturally) to provide materials that remain with the participants for their further discussion and action.

### Browsing the Education Institute course offerings is easy, and the on-line registration takes only minutes to accomplish.

1. Access the online catalogue at [www.educationinstitute.ca](http://www.educationinstitute.ca), and click on the name of the month. This will lead you to a list of all the courses happening in the current month. From there, you have options to look at other months, all Web conferences, etc. (see figure 1)

## Types of Courses in the EI program

**Audio Conferences:** one hour in length; telephone or speaker-phone required; priced by site connection, not by person

**Web Conferences:** one hour in length; telephone required for audio portion, computer required for Internet connection; projection of sound and computer required for larger gatherings; priced by site connection, not by person

**On-line Courses:** vary from three to eight weeks; computer with e-mail and Internet; telephone for the audio conference which is part of every course; priced by person; certificate of completion available upon request

**Audio Courses:** Vary from two to five one-hour audio conference calls with readings, assignments and e-mail collaboration spaced throughout; priced by site, with a single contact person interacting with the instructor; certificate of completion available upon request

The screenshot shows the Education Institute website interface. At the top is the 'ei EDUCATION INSTITUTE' logo with a link to 'Click here to learn more about EI'. Below the logo is a navigation bar with 'Education Institute' and a calendar for 'January 2008'. The main content area is titled 'Events for January 2008' and lists several audio conferences with their dates, times, and titles. The titles include 'The Forest of Reading White Pine Award', 'How to Land Your Ideal Library Position: Part One: Writing a Resume that will Attract Attention', 'Learner Librarianship... Pushing Beyond the "Traditional" Roles', 'Ten Top Technologies for 2008', 'Connect Issues & to promote academic Organization 2.0', 'Information Literacy Collaborations That Work -- Developing Successful Advances for Teachers Critical Thinking and Promoting Lifelong Learning', 'Financial Literacy: (Part 3) The Budget as an Advocacy Tool', and 'How to Land Your Ideal Library Position: Part Two: Working Interviews, Fairs and Techniques'.

2. Click on the course title you are interested in, and the full description of the course will be presented. (see figure 2)

The screenshot shows the full description of the course 'Financial Literacy (Part 3) The Budget as an Advocacy Tool' by Ken Haycock. The course is listed as an Audio Conference on Tuesday, January 22, 2008, at 7:00 pm ET, lasting one hour. The pricing is \$54.00 for members and \$74.00 for non-members. There is a 'register' button. Below the course details is a photo of Ken Haycock and a short description: 'The presentation of the annual budget affords many opportunities to address the strategic priorities of the institution. Gathering evidence to support budget requests often reveals information and statistics that can be used to set the context in such a way as to become a powerful advocacy tool.'

3. If this is the course you want to register for, click on the “Register” button. You will be presented with the whole list of courses in one long form which you will need to scroll through. The course you registered for will be checked. At this point, you can click on other courses, if you wish to register for many at a time. One of the perpetual specials is the “5 for 4” offer: register for five audio conferences at the same time and pay for only four (same as a 20 per cent discount!). When you are finished all the registrations you wish to make, click on the “next” button at the bottom of the form. You will be presented with the registration form (see figure 3).

**ei EDUCATION INSTITUTE**  
Click here to learn more about E.I.

Event Title	Time	Date	Cost	Discount	Total Cost
Top Top Technologies for 2008	1:05 PM	Tuesday, Jan. 15	\$74.00	0%	\$74.00
Sub Total					\$74.00
GST					\$4.44
Total					\$78.44

**Registration Information**

Name: \_\_\_\_\_  
 Email Address: \_\_\_\_\_  
 Job Title: \_\_\_\_\_  
 Library/Institution Name: \_\_\_\_\_  
 Library/Institution Address: \_\_\_\_\_  
 City: \_\_\_\_\_

- The course(s) you have registered for will be displayed, including the time, date, cost and total, without the member discount or any special discounts applied yet. Proceed to fill in all of the required fields, including any special discount codes, and then click “recalculate” at the bottom of the form. The new total will be displayed.
- Choose your method of payment. Credit card is preferred, but sometimes an institution wants to pay by cheque, which is one of the options available. When this option is selected, you will receive an e-mail receipt to submit to your institution for payment.
- Keep the e-mail confirmation that you receive. You will need the confirmation number on the day of each course you have registered for.
- On the day before the course, you will receive a second e-mail with full connection instructions. For an audio course, there will be a toll-free telephone number to call, and when you do so, the conference operator will ask for the confirmation number you have been keeping handy! For a Web conference, you will receive the telephone number as above, and you will also be given a Web address to access for the Web portion.

## Quick Snapshot Based on October '07 Evaluations

- **41%** were participating in their first experience
- **4%** had taken more than 12 sessions previously
- **40%** of the sites had a single participant
- **60%** of the sites had an average of 6 at each site
- the highest number at a single site: 19
- **52%** were public library sites
- **17%** were university library sites
- **10%** were school library sites
- **5%** were college library sites
- **13%** were “other” sites (government, early learning centres, etc.)
- **3%** were health library sites
- **89%** rated the sessions very good/excellent
- **86%** rated the materials received as very good/excellent
- **93%** rated the speaker delivery as very good/excellent
- **65%** of the sites were in the Eastern Time zone

8. There are two other important pieces of information in the second e-mail: the link to the session materials, and the link to the short, anonymous evaluation survey you are asked to complete at the end of the session. If you have several gathered at your site, give everyone the evaluation link so that all voices can be heard.

### Preparing for a Session

Your preparation will depend on which courses you have registered for, whether there will be other colleagues joining you, etc. Some of the basics include:

- Have the confirmation e-mail with you
- Invite potential participants
- Book space if required
- Book equipment if required
- Copy materials and either distribute beforehand, or have available on the day of the course.
- Brief participants, and perhaps share in-house readings, focus questions, etc.

The Education Institute is popular because it is practical. The technology needs are intentionally minimal so as to be able to reach small and rural libraries as well as the large urban centre. The focus is on job-embedded learning – delivered directly to the workplace – and presented by leaders and experts in the field. The EI continues to evolve, and will be strengthened by your ideas, participation, and feedback.

*Liz Kerr is the education director at the Ontario Library Association. Prior to that she was a teacher, teacher-librarian and Information Literacy Consultant and Learning Resources Centre manager. Liz is passionate about the role of all libraries in personal and professional learning. (lkerr@accessola.com)*

## Sampling of PARTICIPANT COMMENTS:

- This was an excellent preparation for introducing wireless to the staff. I have my “to do” list ready made from this presentation, and can prepare for our launch with ease now.
- Excellent session, discussing ideas of significance for libraries. This kind of consciousness-raising is needed: comprehensive, practical, and theoretically challenging. Also like how the speaker actually allowed for questions and did not use the whole hour for his own presentation.
- We felt that the speaker brought up interesting ideas that were framed in a way that facilitated further discussion among my colleagues and I. We are now gathering more information to put to use some of the guidelines/structure provided in this session.



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# THE MEDIA, THE MADNESS, AND JK ROWLING

When someone asks you if you'd like to meet JK Rowling in person, it's a bit like being asked how you'd feel about meeting the Queen. If you happen to be a teacher-librarian and an aspiring children's author, the thrill is even greater...kind of like being asked if you'd like to sit down with Harry Potter himself!

Having come down the night before on the train, we arrived early at the Elgin and Winter Garden Theatre for the 8 a.m. press conference. It was all very surreal. The professional reporters gave off a strange vibe...a palpable sense of boredom mixed with something far less benign. Clearly Rowling's reference to Dumbledore's sexual orientation a few days earlier in New York — and the subsequent furor — had prompted the media's hope for more salacious details. They were not unlike sharks, circling and waiting for the right moment to attack.

The visit really did have protocol requirements right up there with a visit from Queen Elizabeth, even without the Dumbledore controversy. Reporters had to present questions ahead of time, which I was told is only done for visiting members of royalty. The Elgin and Winter Garden Theatre would be in veritable "lock down," with reporters permitted to only go one way through the building, and being forced to leave out the back.





When JK Rowling arrived, she seemed quite rigid and formal. She had her hand crossed over her belly as if she was in pain. I've seen her a number of times in interviews, and could see she wasn't her usual cheerful self. I didn't know which I felt more: awe or sympathy.

As the questions began to flow, I expected the "Dumbledore elephant in the room" to come up, and of course it did immediately. Rowling clarified that she was asked a straightforward question about Dumbledore at Carnegie Hall, and had simply never been asked it before. She made it clear she did not do it for publicity reasons, and told us the girl who asked the question had prefaced it with how much the series had helped her in her life. Rowling was clearly touched by this, and reiterated that Dumbledore's infatuation was a key point in Book 7. She didn't say a lot earlier because she had to keep focused on the plot, she said. "It's been very freeing to be able to talk more about the characters," she added.

Unfortunately the press scrum ended with a certain reporter from a national news agency

## Access Photo Essay

once again trying to imply that Rowling had a self-serving reason for mentioning the Dumbledore tidbit when she did. The author was irritated, and I couldn't believe how well she handled herself despite being clearly upset. She even had the audience laughing, a true sign of a consummate professional. She is clearly a woman confident in what she does and why she does it, and she makes no apologies – nor should she.

At 10 a.m. we joined almost a thousand children and their companions and entered the main part of the Winter Garden theatre. The vibe here was far different from that of the press event earlier.

Rowling was introduced with much laughter and celebration. She arrived beaming and laughing herself, and received





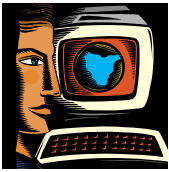
numerous standing ovations. Guests were privileged to hear her read the scene she refers to as “Ron Comes Back.” She was so animated she actually rose out of her seat! She answered questions from the audience, visibly loving every minute of it, and there was none of the awkward moments of the press conference. After a break, she even returned to sign free copies of *The Deathly Hallows* for each and every one of the guests. She graciously said hello and made small chat as we walked past, one by one.

Those of us who have loved Harry Potter and his world understand that the entire series stresses inclusion and understanding – a need to defy injustice and seek out truth. What was so revealing about the press conference wasn’t some new tidbit regarding Dumbledore’s sexual orientation; it was how

little some members of the media actually understood Rowling’s writing and the books themselves. Seeing the author with her true fans later in the morning convinced me that she is a writer who writes for herself and her audience...she is not a “people pleaser” or a hack who needs to cater to the whims of society or critics. Peggy Thomas, OSLA president, said, “What became clear to me as I listened to [her], is that authors really do write for themselves. Their characters, to them, are real people.”

This is what the majority of the press couldn’t understand... Rowling didn’t have to make Dumbledore a certain way; to her he just was the way he was.

*Martha Martin is a teacher-librarian. More of her thoughts on the event appear in OSLA’s Teaching Librarian.*



# Eye on *the Web*

LINKS TO THE RESOURCES ON THE INTERNET

## Online Census Geography Resources

Census data are some of the most important tools for understanding Canadian society. But tables and timelines can be challenging for students and librarians alike. This article briefly discusses census resources available online from Statistics Canada but is focused on resources available for the geographical mapping of census data. The online and interactive GeoSearch 2006 is the featured tool which provides opportunities for creating customized maps based on 2006 census data.

*To locate geography products available from Statistics Canada, go to: [www12.statcan.ca/english/census06/geo/index.cfm](http://www12.statcan.ca/english/census06/geo/index.cfm)*

Census geography products provide the linkages among various levels of geography for which census data are available.

Statistics Canada ensures that all products (e.g. reference maps, boundary files, digital street networks, and reference tools to support the spatial analysis of census data) are consistent with current industry standards in the rapidly growing geographic information systems (GIS) and desktop mapping

Figure 1



By Paula Hurtubise

fields. To this end, products are designed to facilitate the retrieval and determination of census geographic areas in order that they may be better integrated with census data. All 2006 census geography products include detailed metadata, which are accessible to the visually impaired.

To create thematic maps based on the 2006 census, go to GeoSearch 2006: <http://geodepot.statcan.ca/GeoSearch2006/GeoSearch2006.jsp?resolution=H&lang=E&otherLang=F>

GeoSearch 2006 is an interactive mapping application and an important tool for the dissemination of census and geographic data. Redesigned for 2006, GeoSearch makes it easy to find places in Canada, see them on a map, and obtain their basic geographic and demographic data. To find a specific place of interest, users can click and zoom in on a map of Canada or they can search by place name, street name, street intersection or postal code. GeoSearch 2006 will display the appropriate map showing boundaries and other features. GeoSearch 2006 displays population and dwelling counts for the identified areas, and shows what kind of geographic area it is and its relationship to other census geographic areas.

### Opening screen of GeoSearch 2006 (Figure 1).

As one zooms in (shown on previous page), various census boundaries become available and streets as well as street names appear. Once a map is selected and an area identified, the population and dwelling count for that area appear at the right of the screen.

### (Figure 2)

A series of tabs under the map window serve as a gateway to a variety of different functions, such as Search (places, addresses or postal codes), Thematic maps, Geographic



Figure 2



Figure 3

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Figure 4

hierarchy or Additional data. The Additional data tab leads to some 10,000 hyperlinked reference maps. Once an area is identified (see image on previous page), all PDF reference maps associated with that area may be viewed with a click of the mouse.

(Figure 3)

Freely available on the Internet, all 2006 Reference Maps are now in colour and easier to navigate with the introduction of hyperlinked maps. Hyperlinking approximately 10,000 reference maps allows users to move from the Canada map to the census metropolitan area map to the census tract with a click of the mouse on the entity name. The hyperlinking feature renders the maps far more manoeuvrable and ultimately more useful than in previous censuses, where users were required to scroll through lists of as many as 1,000 map titles to find an area of interest.

(Figure 4)

Clicking on the thematic map tab reveals a series of choices based

on each of the 2006 census data releases for selected topics (for selected levels of geography).

(Figure 5)

New functionality for 2006 also includes links to the Community Profiles, as well as Census Tract Tables, new this census.

(Figure 6)

Also new, 2006 Census Geography products may be purchased online. Clients may purchase GeoSuite, the Geographic Attribute File and the Cartographic and Digital Boundary Files as well.

Increases in Statistics Canada's public good (i.e. free!) offerings for 2006 make data much more widely available to the public. Boundary files for all geographies at the census subdivision level and above, in a variety of formats, are now available free of charge. Further, Statistics Canada's Geography Division has created all boundary files in GML, an open source format.

Figure 5

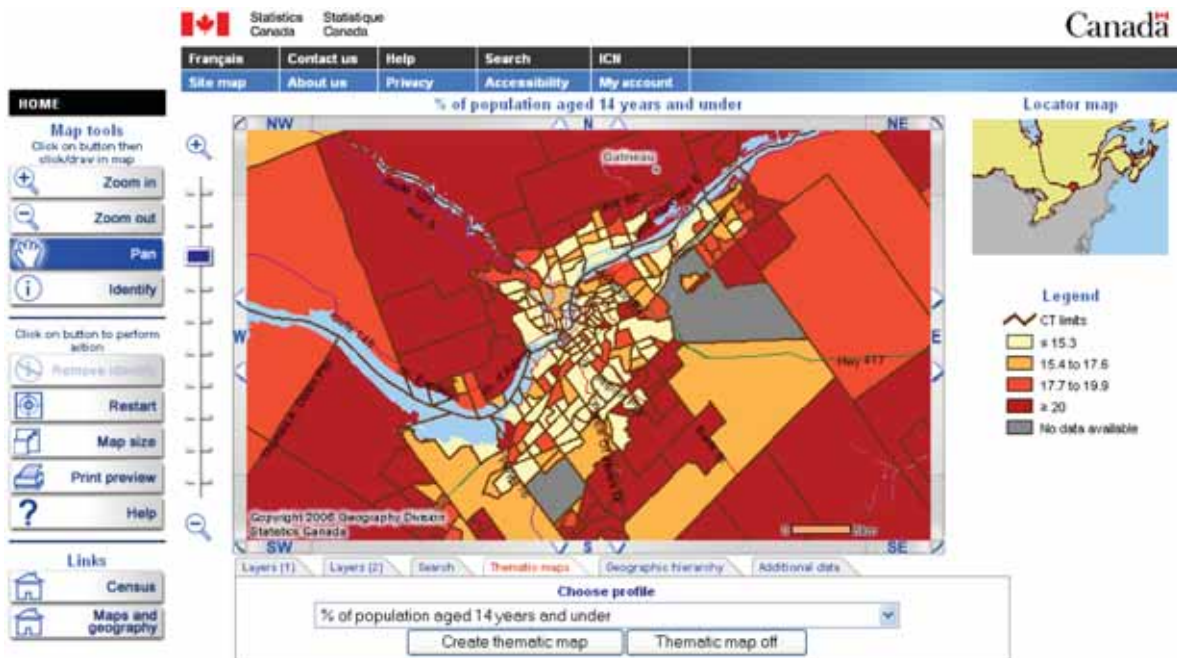


Figure 6



Finally, all metadata associated with the 2006 geography product line now conform to Statistics Canada's requirements for accessibility. Reference guides are available in HTML format. Census geography tables can be accessed by a screen reader. All visual cues included in Geography Division's products or documentation such as maps and diagrams are paired with alternative text.

### About Statistics Canada's Geography Division

The Geography Division maintains a spatially referenced geographic database in support of the Census of Population and Dwellings, the Census of Agriculture, the Standard Geographical Classification and other Statistics Canada programs. It also develops geographic concepts, delineates geographic areas, publishes maps and other reference materials, produces a suite of online products available through the Statistics Canada

Web site ([www.statcan.ca](http://www.statcan.ca)) and offers a variety of services.

For more information, or to enquire about the concepts, methods or data quality, contact Geo-Help (613-951-3889; [geohelp@statcan.ca](mailto:geohelp@statcan.ca)), Geography Division.

*Paula Hurtubise is chief, client liaison at Geography Division, Statistics Canada. She can be reached at 613-951-3889 or [geohelp@statcan.ca](mailto:geohelp@statcan.ca)*

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# Knowledge Ontario

KEEPING OLA MEMBERS IN THE BIG PICTURE



# Sustaining KO Momentum

Knowledge Ontario continues to roll out the six projects originally proposed in the 2006 Business Case presented to the Ministry of Culture. As chair I was joined by board members Janice Hayes, Stephen Nelson, Larry Moore and interim executive director, Gerda Molson to meet in September with Ministry of Culture's Acting Deputy Minister David Lindsay, Assistant Deputy Minister Steven Davidson and Suzanne Rowe-Knight, manager of the Culture Liaison Unit. The group was able to update them on KO progress, dialogue with them about sustaining the present KO momentum and also request assistance in further engaging other ministries of government.

A joint committee, comprised of representatives from several ministries, was established in December of 2003 to collaborate to make KO a government priority. With the help of the Ministry of Culture, it is our intent to revive this committee to ensure that KO remains a government priority. We are very pleased that the Ministry of Culture continues to take the lead on the KO project.

On behalf of KO, Molson and myself attended the AMO (Association of Municipalities of Ontario) conference in Ottawa in August. While there we were able to inform and assist municipal politicians on how to make the best use of the KO resources. Many of these politicians were extremely pleased to see Resource Ontario and KO logos on their local library sites and we had great conversations with councilors and library board members about the significant contribution the resources were making in strengthening their communities. As well, our two heralds attended the government's Showcase Ontario 2007 Conference in Toronto in September. Showcase Ontario provides a venue for government employees

to hear about new initiatives and to see first-hand how the government is transforming the way services are delivered to Ontarians. We were invited to attend by the Ministry of Culture and demonstrated our resources to a large number of these government employees.

The Board has authorized the hiring of a full-time executive director and the search committee will be making recommendations to the board at its mid-December meeting. We also expect to appoint a new board member with background in cultural heritage.

## Connect Ontario

- Knowledge Ontario and the British Columbia Library Association formally entered into a contract in July with BiblioCommons for the provision of a "new social discovery for library patrons which enables rich connections around the libraries' collections—connections between our users and the content, conversations and communities they're most interested in." This software fits seamlessly on top of a library's catalogue and circulation system (ILS) and allows library users to search much better and more easily, to share reading preferences, reviews and a host of other information with other users both locally and with other jurisdictions joining the service. Based on a user's previous circulation record and obvious interests, the software will make recommendations for additional books by similar authors or additional books on the same subject. Patrons will be able to talk to each other electronically. All functions are controlled by the user and can be either activated or not, as the individual user desires. This will truly "connect Ontarians with themselves and eventually any user on the system world wide."

**By Peter Rogers**

- User acceptance testing of the software has taken place and a beta test involving 600 real library patrons is currently running at the Oakville Public Library. The service is expected to rollout to other libraries by next March following a successful beta test. Libraries will be required to sign a library agreement if they wish to sign on to use the service but the software contract has been paid by Knowledge Ontario.
- The contract was negotiated over many months of negotiations with BiblioCommons personnel and we want to acknowledge our appreciation of the services provided by George Geczy, chair, Hamilton Public Library Board and Allan Carlson, project specialist, Public Library Services Branch, Ministry of Education, British Columbia Government.

### Teach Ontario

- The Teach Ontario Project Team worked diligently over the summer months, using resources at the District School Board of Toronto, to produce the first learning module for Knowledge Ontario. As might be expected the first module is a “how-to” on using the database resources provided by Knowledge Ontario. The module demonstrates how to apply appropriate research skills to finding the information required from the databases. A list of appropriate learning modules is being developed by the committee and, following testing of the first module with a diverse audience this fall, will result in additional modules being produced.

### Video Ontario

- The Video Ontario Project team with cross-sector representation has met several times to develop terms of reference and a plan to move forward. The committee has hired a consultant, Kimberly Silk, to develop a report on the present state of video streaming and video conferencing in Ontario, in Canada and throughout North America.
- The consultant along with the project team has developed a one-day symposium to stimulate an informed dialogue on where Video Ontario should go with video streaming technology, content and conferencing. The workshop will be held as a pre-conference to 2008’s OLA Super Conference on Wednesday, January 30.
- Based on the findings of the research and the pre-conference session, the consultant will develop a “way forward” proposal with the Video Ontario Project team to present to the KO board.

*Peter Rogers is chair of Knowledge Ontario.*

## askON Launches Phase 1 in January '08

Ask Ontario will launch phase 1 of askON (ONdemande), its collaborative virtual reference service, in January 2008.

Ten public libraries will offer more than 40 hours per week of real-time virtual reference service to their public library customers. Eight academic institutions will deliver more than 60 hours per week to their post-secondary students via the askON link from their Web sites.

The participating public libraries for phase 1 are: Hamilton, Innisfil, Kingston, London, Middlesex, North Bay, Stormont Dundas, Glengarry, Sudbury, Vaughan and Welland. The participating academic libraries for phase 1 are: Algonquin College, George Brown College, Lakehead University, Mohawk College, Ryerson University, Seneca College, St. Clair College and York University.

The askON service has been made possible by the tremendous contribution of libraries and librarians from across the province. Ask Ontario is very grateful for the time, energy and commitment of the task forces and steering committee members who have given their expertise and advice to the project. A heartfelt thank you from the project team!

Visit the Knowledge Ontario booth at the Super Conference to see a demo of the askON service and help us celebrate the launch of virtual reference services in the province.

For more information on the askON service and the Ask Ontario project visit the Web site ([www.knowledgeontario.ca/askontario](http://www.knowledgeontario.ca/askontario)).

*Virginia Roy is with Ask Ontario.*



# HealthWatch

KEEPING WATCH OVER LIBRARIANS' HEALTH ISSUES

*The Consumer Health Information Service epicentre at the Toronto Reference Library.*



## CONSUMER HEALTH INFORMATION *Is Only a Click Away*

**By Susan Murray**

*"I have been diagnosed with irritable bowel syndrome - what foods should I eat?"*

*"What can my husband do to reduce the side effects caused by chemotherapy?"*

When questions such as these come across the reference desk, librarians wonder if the information in their collections is up-to-date, relevant or too confusing. Health questions are always difficult because the literature is frequently changing and we are never sure that we can provide a comprehensive and understandable answer.

Fortunately, librarians are not alone when having to answer these questions. The Consumer Health Information Service (CHIS), located at the Toronto Reference Library, is available to help library staff answer any health-related

question that comes their way. What is more, the service is free to Ontarians and can be accessed through a 1-800 telephone service or through the Internet via email.

Currently funded by the Ontario Ministry of Health Promotion, this province-wide service was established in 1992 to assist the public to find answers to health questions. While the service was launched in the pre-Internet period to fill a gap in the provision of consumer health information services, it continues to provide a key service to both the public and public librarians.

The Internet has made finding relevant and accurate health information even more difficult and librarians need all the help they can get finding appropriate sources of information.

**CHIS can help libraries in numerous ways:**

- CHIS has an up-to-date consumer health collection and are always happy to assist others setting up or managing a collection;
- CHIS has created a range of useful finding aids, such as a list of core titles for a consumer health

information collection, annotated resource guides on a variety of health topics, a list of toll-free numbers for health organizations, and a list of frequently asked health questions that will be of assistance to librarians and their users;

- CHIS offers a general workshop on consumer health information, as well as courses on health literacy and locating reliable health information on the Internet for the public and library staff.

So the next time someone comes in and wants consumer health information, remember that you are not alone. Call CHIS for help or refer your patron to CHIS directly. Either way, the service will help find the right information.

For More Information:

[www.tpl.toronto.on.ca/uni\\_chi\\_index.jsp](http://www.tpl.toronto.on.ca/uni_chi_index.jsp)

416-393-7056 or 1-800-667-1999

*Susan Murray is manager of the Consumer Health Information Service at Toronto Public Library.*



*Susan Murray, CHIS manager.*



# The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

## Confessions of a Caribbean Book Packer

*“You mean to tell me that after all this education you are going to take a job packing books?”*

This was the response of one member of my church when I announced my intention to study librarianship. It took a bit of explanation and much repetition of the phrase “information studies” to convince her that the degree was not, in fact, some sort of academic fall from grace.

Initially, I believed that this lack of knowledge of librarians’ work was restricted to my own lovely corner of the earth. That belief lasted only until the first week of orientation when I overheard a faculty tour guide responding to the incredulous question: “Do you really need a Master’s for that?” These and many other conversations both in Trinidad and Canada convinced me that for the general public, the job of a librarian is shrouded in mystery... or just plain invisible.

As someone who once found myself in charge of an entire library (albeit a small one), I knew all too well the necessity of training for librarians. But even as I entered the classrooms at Western my concept of the intricacies of librarianship was vague.

By Vernice Phillip



I confess myself amazed to discover that the profession could span areas of knowledge as diverse as storytelling to marketing and public relations. Much murkier is the understanding of those outside the profession. The unknown speaker's astonishment that one needs a post-graduate degree to become a librarian is understandable when one realizes that the average person does not distinguish between a library technician and a librarian and consequently fails to realize that there's more to the job than what they see at the circulation desk.

The failure of wider society to recognize librarians' work as significant has led to an almost hysterical insistence on the value of librarianship in the literature. There are articles dedicated to arguing that librarianship is a profession. Others attempt to define the type of profession it is. Speakers visiting my classes spoke of a constant need to justify their existence.

Technological advances have added to the sense of insecurity that librarians experience while simultaneously complicating the question of what a librarian's job is. Library literature has documented concerns that with the widespread employment of Google, libraries will become obsolete. Libraries will no longer be necessary as individuals will all be able to seek their own information from the comfort of their homes. There is the view that for librarians to remain relevant they must embrace new roles — primarily helping users cope with increasing digitization of information. From this perspective, it is imperative that librarians become tech savvy.

As new technological advances are developed, the issue of the nature of library work becomes more complex. The profession seems to be in a state of flux as we strive to answer the question: What is a librarian? Are librarians bun-wearing, monograph-toting creatures? Or are they blog-constructing monarchs of the Internet? The prestige of all things tech-oriented encourages an inclination toward the latter.

While the advantages of technology for information services are obvious and undeniable, it has occurred to me that the answer to the issues faced by the profession may not lie in leaping to accept each innovation that is developed. In a class called Advanced Information Services, we learned that high-tech reference software often proves to be a bad investment — unpopular with librarians and patrons alike. Likewise, abandoning paper sources in favour of digital ones frequently leads to a multitude of problems.

It is certain that libraries must keep abreast of the times in order to meet the needs of the clientele. Still, before implementing changes I feel libraries should consider carefully what those needs are. In an interview required

for my Perspectives of Library Science class, I asked why my respondent went to the library. She replied that she enjoyed browsing the shelves in search of a good find. Although she had a computer and Internet at her home, this school teacher preferred to seek books at the library.

For many people in Trinidad, the library is important as a place. In a country with an important oral tradition, the library serves as a treasure trove of local folk songs. It is where poetry is read and calypsonians make public appearances. It is also a quiet space to complete homework. For others, it's a place for instruction.

It is true that the importance of these functions is not widely acknowledged. But for this I can't help but feel as librarians we are culpable. Many people are unaware of the services available at libraries. It's up to us to make our presence felt. Only then will society recognize our value. I believe that we need to make a deeper connection with the communities we serve, finding out what their needs are and letting them know that we can provide more than neatly stacked books.

*Vernice Nadine Cherrie-Anne Phillip is an international student from Trinidad and Tobago. She is in the third semester of the MLIS programme at the University of Western Ontario.*



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## Moving Beyond Your Comfort Zone

*"I'd love to have a job where I get to read all day!"*

How many times have you heard this from a library customer... or even friends? Most of us who work in libraries have heard it, and we know all too well that it just isn't the reality of our work. Even if it is part of our work, there are often too many other tasks in our day to even consider the luxury. For most of us — if not all — reading happens on our own time.

Advisors know all too well how challenging it can be to help a reader find their next great read from a genre they don't read. But should there be a professional responsibility to do so? There are a number of professionals who have written on this topic. A search of the Internet reveals thousands of responses related to the search: reading on the job. This leads to an interesting question: How can we move beyond our personal comfort reading zones and still enjoy the books? After all, if we hope to have readers explore all that our collections offer, isn't there an obligation to consider doing so ourselves?

First, it is essential to consider why we enjoy reading the books

we do. What makes our choices so enjoyable? Joyce Saricks (and others) have identified the primary appeal characteristics of a book as character, language, setting or frame, and story or pacing.

Once you know the appeal characteristic that is most important to you, look for other books that share this primary appeal in an alternate genre — fiction or nonfiction works. If you enjoy character-driven novels, consider reading a biography or memoir. If you are a fan of forensic-based mysteries such as those written by Patricia Cornwell, give true crime a try. If you enjoy the settings of rich historical fiction, consider nonfiction works that explore the same time and place through the life of an historical figure.

The connections, once discovered, can be astonishing. I once had a diehard Nora Roberts fan tell me she thoroughly enjoyed the science fiction series *Neanderthal Parallax* by Robert J. Sawyer because it gave her the same character connections she so enjoys in Roberts' books!

Finally, think about where and when you might squeeze in reading time to read beyond your usual authors, titles and genres. Have you considered exploring books you might not otherwise read through audio books? Most of us have access to audio collections either on compact disc or via digital downloads. These collections offer the possibility of "reading" books you might not have selected otherwise in your car and on an MP3 player. Of course, audio is a great way to get through chores at home... it's the ultimate in multitasking!

Even though we don't get to read on the job, consider the possibilities and value both personally and professionally of reading beyond your comfort zone.

*Sharron Smith is with Kitchener Public Library. She is the editor of the column. [ssmith@kpl.org](mailto:ssmith@kpl.org)*

By Sharron Smith



# The Last Word



## **KATHLEEN WYNNE DEFEATS CONSERVATIVE JOHN TORY TO REMAIN IN GOVERNMENT!**

## **KATHLEEN WYNNE REMAINS MINISTER OF EDUCATION IN NEW PROVINCIAL CABINET!**

These headlines are the ultimate Last Word for school library people across Ontario.

Kathleen Wynne is among the most experienced and knowledgeable Ministers of Education ever appointed to the office. The Ontario School Library Association even gave her the OSLA Award for Special Achievement in the '90s when she was a parent advocate for school libraries. Kathleen Wynne has never lost her enthusiasm for education and the success of Ontario's students.

The Minister and her government have been very positive and constructive about school libraries in their last term in office. There are putting out even more encouraging signs for the upcoming term. Welcome back!

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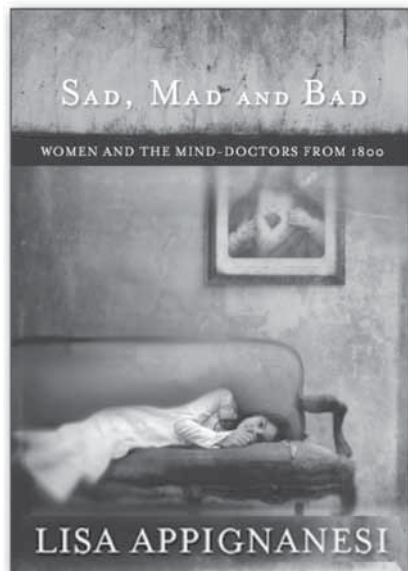
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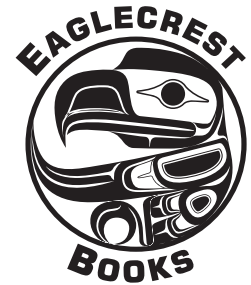
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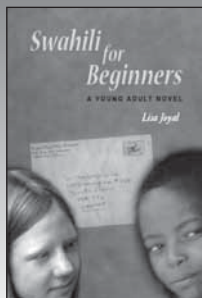
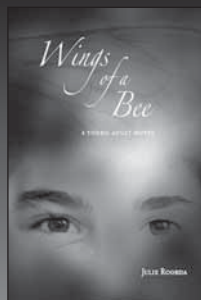
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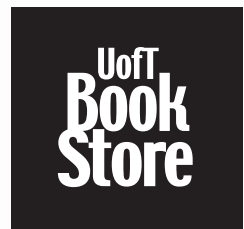
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