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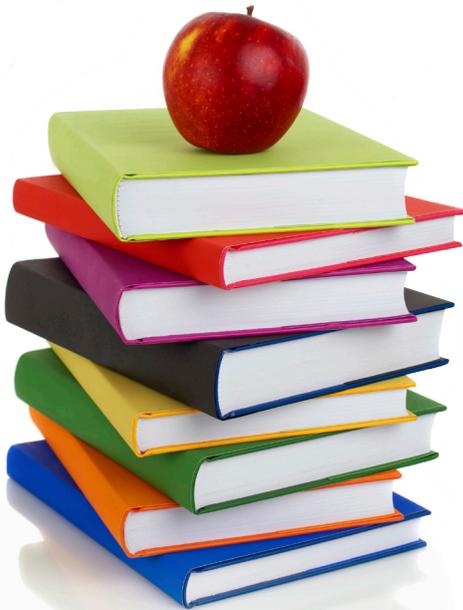
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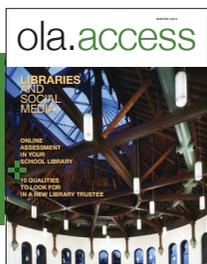
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Access is the official magazine of the Ontario Library Association, published quarterly for members as a continuing education service to keep them informed of its activities and of events, trends, and issues affecting the association as well as libraries all across Ontario and beyond. The magazine is a forum for discussion, a place for news, and a source of ideas for the development and improvement of librarianship in the province.



On the cover: The reading room of the Gerstein Science Information Centre at the University of Toronto.

Building by Diamond and Schmitt Architects; photograph by Tom Arban

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from the editor

By **Wayne Jones**

I thought that some readers might be interested in knowing the rationale for what kinds of stories and pieces are published in the magazine (both in print and online). Why do we publish X and not Y? Who are we aiming to serve by publishing the things that we do publish?

Perhaps the main readerships we aim for are reflected in the editorial board to the left of this column: the six divisions within the Ontario Library Association itself, that is those that are responsible for college and university libraries (OCULA), library and information technology (OLITA), library boards (OLBA), public libraries (OPLA), school libraries (OSLA), and bibliothèques francophones (ABO-Franco). The “divisional editor” for each of these divisions has an assignment for each issue: write a piece – or solicit someone else to write a piece – that will be of interest to your general constituency. These editors stay in touch with the other members within their divisions, and also stay on top of the issues which are important to them all.

The other big group there on the editorial board are the columnists. They all cover topics which don't derive so much from the big administrative divisions within OLA, but rather from a very broad range which reflects subjects which we think (or at least hope!) will be of interest to all sorts of OLA members from all segments of the membership. I don't mean to imply that a piece written by our OLBA divisional editor, for example, wouldn't be of interest to anyone but library board trustees. Not at all. The columnists are just meant to slice the pie from a different angle, or into different pieces, or – maybe you get the idea even though my metaphor is, well, crumbling. Some of these columns have been part of *Access* for a long time, and some have been introduced only during the last couple of years. As always, I'd be very interested to hear which columns you like (or not), and especially topics for brand-new columns which you don't think we're covering adequately in the magazine already.

Another big part of *Access* is the unsolicited features which are sent to us from all across the membership. These are won-

If there's anything you perceive as being blatantly missing, please let me know.

derful to get, and we publish what we can in the printed magazine, but often for practical reasons of space we have to post them to *AccessOnline* instead. We always encourage submissions: if you've got something already written, or have an idea for something that you think we'd be interested in, please either just submit a piece for publication (there are full instructions at accessola.com/accessonline/submit), or just send me an email any time.

Finally, there are the Ontario Snapshot and the Flashpoint sections of the magazine, which feature library news, programs, and recognition, and current issues and programs of OLA. Here you'll find the up-to-date (or as up-to-date as a quarterly can be) news about what's going on in libraries generally and in OLA in particular, each of them usually a short piece, informative and to the point.

Overall, there are probably some gaps in our coverage of the Ontario library landscape. Some of them we know about and are working on filling, but if there's anything you perceive as being blatantly missing, please let me know.

As for the current issue ... I'm happy to welcome two new contributors to the editorial board. Alessya Quattrociochi, a Children's Librarian with the Toronto Public Library, is the new editor of *The Last Word*, and she starts us off with a piece about an initiative from OCLC, geekiness, and other important topics (page 44). Robin Bergart is the User Experience Librarian with the University of Guelph Library, and she introduces a brand new online column for *Access* called Random Library Generator: it's an interview feature with a twist (see accessola.com/accessonline/onlineonly).

Welcome to the winter issue of *Access*. Please come on in: it's warm inside.

.....
Wayne Jones is Head of Central Technical Services at Queen's University and Editor-in-Chief of Access. wjones@accessola.com

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ontario snapshot

LIBRARY NEWS, PROGRAMS,
AND RECOGNITION



Gerstein Reading Room Honoured in Heritage Toronto Award

The recently renovated Reading Room of the Gerstein Science Information Centre, University of Toronto, received an honourable mention in the 35th annual Heritage Toronto Awards on October 13, 2009. These awards celebrate outstanding contributions in promoting and conserving Toronto's history and heritage landmarks. In preparation for renovation of the room, a drop ceiling with fluorescent tube lighting was removed. Surprisingly, a stunning glass skylight as well as hand-carved wood trusses and rafters were revealed – architectural details which had been hidden for decades. The room is now flooded with natural light.

“SHUSH!”

“Our Bracebridge Public Library had a booth at the local fall fair to promote our resources and community survey. Two of our staff members created Marian the Librarian for the scarecrow contest. Here's the kicker: they belatedly read the contest's small print that said you had to be in



Grade 8 or lower to enter! Oh, well: it offered the opportunity to tell people that librarians are much cooler these days, and that they really don't 'shush' people!”—*Cathryn Rodney, CEO/Chief Librarian, Bracebridge Public Library*



London's Living Library

Last September the Cardinal Carter Library and Career Services Department at London's King's University College hosted a Living Library event as part of the University of Western Ontario's campus-wide career week. Readers were able to choose from a catalogue of 20 books, all of which/whom were volunteers from the community who work in professions that have stereotypes associated with them or have encountered prejudice in their workplace as a result of their backgrounds. The goals of the Living Library were to dispel misconceptions and promote diversity in the community. Book titles included: Gay Elementary School Teacher, Female Organic Farmer, HIV-Positive Prevention Worker, Visually Impaired Public Relations Specialist, and Learning-Disabled Banking Specialist. The Living Library was promoted on the college's website, by faculty members in their classrooms, and by posters throughout the campus. The students were enthusiastic participants.

A Reading Garden Wedding

What could be a more fitting place for the wedding of two librarians than a reading garden? On a cool evening at the end of August, Vanessa Weideman, a staff member at the Strathroy branch of Middlesex County Library, and Drew Jenner, a librarian at Lambton College, exchanged vows. Friends, family, and library staff joined the couple for the service and a dessert reception held in the library's reading garden. The wedding (naturally) had a library theme, with invitations on discarded date-due slips and a book-shaped cake which read: “And they lived happily ever after.”





Ethiopia's Donkeymobile

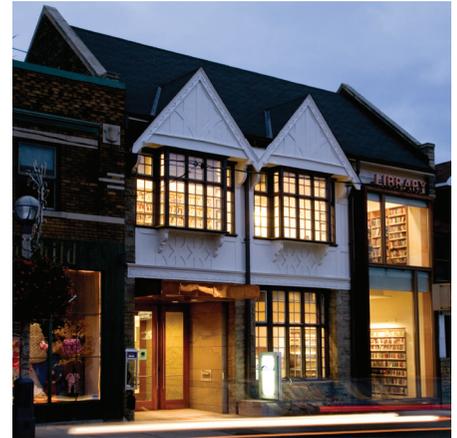
“Since retiring, I’ve been working with a literacy project in Ethiopia called Ethiopia Reads. The Shola Children’s Library in Addis Ababa is supported by educators and librarians in Canada and the United States. Here is a photo of their Donkeymobile, which takes books to children in and around Awassa. In a country where only 37 percent of the population can read, this project is truly idealistic ... a small step in the right direction for Ethiopia.”

— Shirley Lewis, Executive Director, Children of Ethiopia Education Fund (COEEF) Canada

PAPE/DANFORTH LIBRARY WINS URBAN DESIGN AWARD

Toronto’s Pape/Danforth community was delighted to learn that its much-loved and well-used library branch won the 2009 Toronto Urban Design Award of Excellence for a Public Building in Context. Located in Toronto’s Greektown on the Danforth, the library reopened in August 2006 to an enthusiastic crowd of library users. In the renovation the entrance was moved (making the building accessible without needing a ramp), the floor space was reconfigured, the original windows were restored, and a floor-to-ceiling window was added, offering views into the interior and enhancing its street presence.

Photo Credit: Ben Rahn, A-Frame



NEW LIBRARY OPEN AT WESLEY UNITED CHURCH

The new Thelma Conway Library located at Wesley United Church in Welland was officially dedicated on June 28. The library was named in honour of Miss Thelma Conway, a deaconess who was instrumental in the formation of Wesley United Church in 1956. The success of making a dream come true is due to the wonderful co-operation between the Christian Development Committee and the Property & Maintenance Committee who worked together to produce a stewardship plan for construction of a new library. The collection currently consists of approximately 1,200 books, 60 VHS tapes, 30 DVDs, 25 CDs, a number of cassette tapes, and current subscriptions to two periodicals. All of the materials are Christian themed.

CELEBRATING MISSISSAUGA’S PAST

The Mississauga Library System and the Living Arts Centre/Mississauga brought together authors, local agencies, community groups, and businesses to celebrate the library’s theme for 2009: Year of Celebrating Our Past. The 2nd annual Mississauga Literary Festival took over the Living Arts Centre/Mississauga on September 13. Festival-goers attended sessions by renowned authors Robert Sawyer, Liz Primeau, Kenneth Opper, Rukhsana Khan, Linwood Barclay, and Joy Fielding, meeting them at the author autographing sessions throughout the day. Short films, panel discussions by local authors, a Kids’ Zone, and a Parade of Decorated Library Book Trucks were also part of the festival.



and Joy Fielding, meeting them at the author autographing sessions throughout the day. Short films, panel discussions by local authors, a Kids’ Zone, and a Parade of Decorated Library Book Trucks were also part of the festival.

“AARGH, MATEYS!”

Excitement and ahoys were in the air as four of the five school libraries in Ontario’s Near North District School Board celebrated Pirate Days in the Library. Students and staff dressed the part of buccaneers on the high seas and got into the swing of pirate lore. This picture shows the treasure chest full of books, bookmarks, jewels, and pirate booty!

— Brenda Turl, Library Technician



WORD IN THE SQUARE

Children's author and illustrator Werner Zimmerman signs a book for a young fan at Word in the Square. This family literacy festival featured a variety of events and activities and highlighted the 125th anniversary of the Brantford Public Library.



THE ROYAL CONSERVATORY'S NEW MUSIC LIBRARY

The Royal Conservatory's new music library, Rupert Edwards Library, will be opening in January 2010. The library will be located below Koerner Hall, the conservatory's new 1,200-seat concert space that opened in September. The Rupert Edwards Library will be primarily serving the faculty and students of the conservatory's three learning divisions: the Glenn Gould School, Young Artists Performance Academy, and Community School. The library will be home to a collection of some 18,000 compact discs, 20,000 scores, 6,000 books, 300 video recordings, as well as orchestral parts, periodicals, and archival material, all in the realm of western art music.

UNIVERSITY OF WATERLOO'S LIBRARY RECEIVES HISTORICAL PAPERS

Canada's oldest watershed management agency, the Grand River Conservation Authority (GRCA), has donated its corporate archives from its first 75 years of operation to the University of Waterloo Library's Special Collections.

The Grand River is a major waterway flowing 300 kilometres through southwestern Ontario from the highlands of Dufferin County to Port Maitland on Lake Erie. The GRCA manages the Grand River's water and natural resources on behalf of 925,000 residents living in 38 municipalities.



This is the first time the GRCA's papers have been made publicly available to researchers. The collection is one of Special Collections' most valuable and intellectually significant and is anticipated to be of great interest to those researching in the areas of water management, environmental resources, and the history of Waterloo Region.



After the Flood: Meaford Public Library Starts a New Chapter

On August 20, 2009, just as a tornado was passing nearby, staff noticed water seeping down the walls of the Meaford Public Library. Soon water was streaming from ceiling lights and fans; fire alarms were sounding off. The deluge on the flat roof of the Meaford Public Library resulted in major rainwater infiltration and water damage to the library.

Meaford Library CEO Rita Orr and Jane Leckenby, who was working the circulation desk, immediately began to evacuate the patrons from the building. Fire and maintenance personnel were notified and they shut off power to the building in case of possible electrical shorts. A sump pump was set up on the roof with a large hose to drain a sea of murky water to the street level.

The municipality's insurance company surveyed the damage (about \$25,000), most of which was covered by the library's insurance policy. Clean-up crews began removal of water-damaged items, carpet, and plaster the next day. Fortunately, the library's book collection had been quickly covered by plastic and tarps and suffered only minor dust damage.

The library was closed for 10 weeks while repairs and renovations were completed. The temporary storefront operation around the corner was up and running a week after the flood and continued to provide about 10 percent of collection to patrons, only about 1 percent of whom availed themselves of the generous offers of assistance from neighbouring libraries in Blue Mountains, Grey Highlands, and Owen Sound & North Grey Union.

Perhaps clairvoyantly, just days before the flood, Meaford Public Library had submitted a grant application for a new library building under the infrastructure funding program. Reporter Chris Fell of the *Meaford Express* noted: "It's almost like our old library building was telling us last week: 'I've done my part and held up as long as I can. Now it's time for me to retire.'"

— Fred Kennedy





Look for Freedom to Read activities at OLA's Super Conference – are you ready for the banned-book Olympics?

Libraries 2020

The following were the key thrusts identified at the library symposium held September 2009. While the focus was on public libraries, the themes apply broadly to a discussion about any type of library looking into the future:

- Create a library culture that supports continual innovation
- Expand the public library role as community place and public space
- Ensure all physical and virtual libraries are high-quality, visible, and well-used spaces
- Engage people and leverage community connections and resources
- Establish collaborative program models

Four additional thrusts:

- Build greater capacity between partners, users, and ourselves
- Use Scenario Models
- Use First Nations public libraries as a model
- Make place as a journey, not an end

Freedom to Read Week – February 21-27, 2010

While we sometimes think it is not much of an issue anymore, censorship and book banning are alive and well. In Ontario this past year there were protests from parents about *The Handmaid's Tale* and *To Kill a Mockingbird* – among others. Private member's Bill 202 (formerly Bill 128) was introduced and proposes to enforce mandatory filtering software on all school and public library computers in Ontario. Look for Freedom to Read activities at OLA's Super Conference – are you ready for the banned-book Olympics?!

Open the Door – Reimagining OLA

Hundreds of OLA members participated in the reimagining OLA activities online and in person this past fall. The process is not over – the results will be showcased at Super Conference and we'll be inviting members to help shape the actions and strategies needed to create our future.

A KO Call to Action!

Knowledge Ontario has launched an advocacy strategy to attract sustainable funding. We all know about the amazing services and features, and what they mean for our libraries and patrons – now we need your help! Send in your great stories and anecdotes – we can use them to describe services and showcase their positive impacts. Watch for advocacy alerts and learn more about KO services at knowledgeontario.ca.

Accessibility – A New Tool for Libraries Coming Soon

The Ontario Public Library Association (OPLA) identified the need for a series of short, scenario-based training videos for staff to use in better understanding the customer service and communication and information accessibility standards that need to be implemented. Thanks to generous support from the Ontario Ministry of Community and Social Services via the EnAbling Change project funding, the cameras are rolling! The project is managed by a core OLA member committee in conjunction with staff from the Accessibility Directorate. The target time-frame for release of the videos (online and on DVD) will be early spring. The videos are intended to complement existing training and resources, and will feature scenarios specific to libraries.

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By Rochelle Mazar

I'm all for social media, don't get me wrong. I'm a big fan of and an advocate for things like Twitter and blogs and IM and all the other cool tools that are tumbling out of the 2.0 blitz. I use social media, I recommend social media to others. I am a social media maven. Being one of the first 100,000 people with a Google Wave account is something I'd like to add as a line to my CV. However, I don't really understand the current advice being doled out to librarians about social media. It largely starts with something like: "If your library isn't on Twitter/Facebook/Second Life, you've missed the boat! You're dead in the water! You're a has-been!" In spite of my fully digital-native life (don't let my birth certificate fool you; I am certainly as digitally native as they come), I just haven't seen any compelling reasons why libraries absolutely must use social media networks.

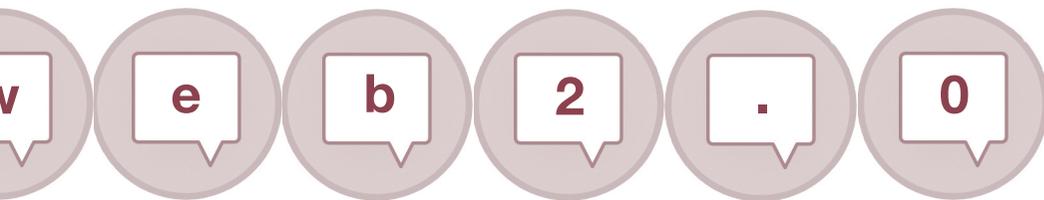
Here's why I don't get it: social media have a pretty broad reach geographically, and allow you to connect to people who use that particular brand of social media. So you can reach, say, lots of people who use Facebook, Twitter, or LinkedIn, but there's no particular reason to presume that those people are your users. Also, does anyone actually like it when companies/institutions use social media for marketing? I certainly don't. The moment I feel like they're trying to sell me something, I stop following them. I like to follow individuals who

have particular professional passions, not institutions who have a corporate agenda. I'm not interested in mixing public relations in my authentic social media experiences. If you're interacting with me online because it makes you look good to do so, I smell a rat.

So why do we want our libraries to be so deeply embedded in social media?

If you can find a way to use social media to narrowcast to your users, even the ones who don't use that brand of social media, then I think you have a winner. Using technology to engage within your physical/community space with your actual patrons, rather than blindly broadcasting to the universe, seems like a better use of time and resources. RSS is good this way – being able to push information into other digital spaces that serve your community is invaluable. Having a two-way interaction with your patrons in places other than the digital spaces owned by the library is great too. From an academic library perspective, IM reference inside courseware, or on departmental websites, makes sense. Moving your digital presence around, being flexible enough to constantly update all sorts of spaces, is very useful. This is also where social media meets

SOCIAL MEDIA



ubiquitous computing – you shouldn't require your users to find you in their spare time, or be as tech savvy as you are. If you can move that same information and interactivity into the physical spaces where your patrons are, then it will always be worth the time and effort.

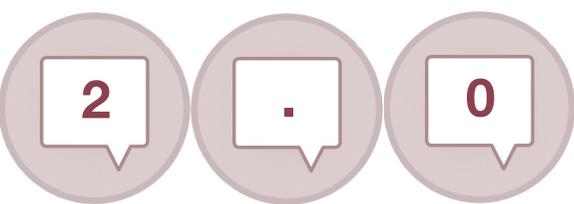
The research is tending to show that people over 25 make the best use of social media tools. If your audience is 35-45 with no fixed geographic location, Twitter might be a good tool for you to use in reaching them. As I recall, there's already plenty of evidence to suggest that no one wants to add institutions or libraries to their friends on Facebook, unless they are offering a particularly useful service. (Groups run by senior students directed at incoming students, however, have better luck.) People use Facebook to connect with and keep track of their friends; mostly it's librarians who are interested in libraries on Facebook.

That said, I am beginning to use social media within our library, but not in the usual sense. We're using Twitter to deliver announcements and news of all varieties; we're using it to report on things like traffic inside the library, the status of the printers, construction updates, key dates and deadlines at the university, etc. We want to use Twitter to push "just in time" notes to our users. But we're not going to judge success or failure by how many people follow the Twitter account. In fact, the RSS parser that publishes our Twitter feeds to our website doesn't even indicate

that they are coming from Twitter. They are designed to show up on the website, to require no ID, login, or knowledge of Twitter in the slightest. The messages also appear on the library's digital signage, where everyone can see them the moment they walk into the building. While broadcasting our news to the world is fun and can be great PR, it's not a primary or even a secondary goal for us. We will not be RTing, we will not be @replying (though I do make a point of watching to see if there are any questions or comments directed at the account and responding to them with my personal Twitter account). The real purpose is to narrowcast to the people who actually need to know what we're saying in the simplest possible way, without requiring any participation in that particular application. If our users want to add us and watch our updates from within Twitter, that's great! But it's important that we remember that our user base is beyond Twitter's core audience.

So why use Twitter at all?

There are some key reasons. First: it's easy to syndicate it. I can update in one place and near-instantly update our two most important communication media. Second: it's easy to use. While our website has some great editing tools, updating Twitter means nothing else on the site is disturbed or accidentally



deleted, an archive of our messages is automatically created, and we can share responsibility for the content. Third: it can be updated via SMS. During our last demo to the library staff, one of our Associate Librarians posted to the Twitter account from his BlackBerry, demonstrating how easy it is for us to make quick announcements to the students in our building, even when not in front of a computer. All this means that our library staff will find it easier and easier to provide our students with the information that will make their lives easier, to make them more comfortable in our library.

This is “social media,” but it appears to have all the “social” sucked out of it.

I’ve been a bit sheepish about expressing how we’re using Twitter, mostly because I know that as someone who respects and participates in social media, I’m using the application in ways that remove a lot of its interactivity. I’m conflicted about that. But this is the only way I can see it being genuinely useful, both to us and to our users. I don’t want to encourage anyone to use Twitter, Facebook, AIM, Skype, or anything else just because I’m using them and think they’re cool; when I introduce a tool, I want it to be the right tool for the right job (and for the right person!). We need to get

beyond the locked gardens of particular social networks and particular tools and focus more on the communication needs within our particular libraries.

It was Friendster yesterday, it’s Twitter today; why marry one social medium in a prominent and public way?

As for our broadcast approach: you can’t expect to foster good digital communication with your users without first opening up and starting to really, fully communicate yourselves. Libraries are buildings; by communicating digitally in this way, we at least give that building a sort of digital voice and personality. We are attempting to set the tone as a place that is open, communicative, and caring about student needs. We are embracing the fact that as the study hotspot on campus, we have a certain amount of control over the daily activities of students, and thus have things we can and should communicate. New staplers by the printers? Might seem insignificant to us, but that could be a really important bit of information for students! Printers are going to be out between 4 and 5? That’s critical to student work and something we need to express! Our library is their second home; we need to make sure they know what’s going on inside it so they can feel like one of the family. We are giving them information to help them claim the space.

I don’t know that I’ve seen many social media yet that I think would make sense for institutions like libraries. You can have a Facebook page that everyone

(including all the staff) will largely ignore, or you can set up a Twitter account and encourage sharing and conversation with whatever patrons happen to find you (or whatever patrons you happen to have found, unsolicited). But it’s generally unsustainable. You can’t catch everyone, you can’t find everyone. And if everyone found you, would you have the time/staff to respond? This method is often invisible to the real workings of the library, a pet project by one tech-loving, well-meaning librarian. It’s usually not fully integrated into the work that goes on. It is rarely an institutional decision, institutionally supported, institutionally understood. I’m looking for ways to integrate the business of the library into social media in ways that are inclusive, useful, and sustainable.

Social media’s current focus is on individuals with passions communicating with other individuals with passions.

It’s great; it’s just not always the right answer for libraries as institutions. Librarians are great Twitterers; libraries are more difficult beasts.

Rochelle Mazar is the Emerging Technologies Librarian at the University of Toronto Mississauga Library. The content of this article is excerpted from her blog, [Emerging: Diary of a Librarian](http://emerging.diaryofalibrarian.com), mazar.ca.

CHERCHEURS D'EMPLOIS À LA BIBLIOTHÈQUE PUBLIQUE

Par Julie Desmarais

Par ces temps de crise économique, nombreuses sont les personnes qui, ayant perdu leur emploi, sont à la recherche d'un nouveau « gagne-pain ». L'opportunité d'un changement de carrière ou d'une redirection dans le parcours professionnel amène celles-ci vers un lieu de culture et d'apprentissage, auquel autrefois nous n'aurions jamais pensé, la bibliothèque publique.

De même que la New York Public Library (nypl.org/services/jobs), très réputée dans le domaine, la Bibliothèque publique d'Ottawa (bibliooottawalibrary.ca/connect/research/jobs/jobs_f.html) est également un exemple vivant de ce type d'endroit qui offre de multiples services et ressources dans le secteur des emplois et carrières. Le présent article a pour objectif de vous faire découvrir ses ressources afin qu'éventuellement vous développiez ce genre de service.

La section « Emplois & Carrières » de la Bibliothèque publique d'Ottawa dessert deux types de clientèle : les chercheurs d'emploi et ceux qui désirent réorienter leur carrière. Les services proposés tentent de répondre à la majorité de leurs besoins. Au sein des ressources offertes, nous pouvons retrouver des livres, des magazines, des DVDs, des livres sonores et des livres électroniques. De plus, la Bibliothèque fournit des suggestions de lecture par sujet, des listes de sites Internet et permet l'accès à diverses bases de données. Career Cruising, Canada Employment Weekly, Library PressDisplay et Learning Express Library sont au nombre de celles qui permettent d'effectuer des tests d'aptitude et de connaissances, d'identifier une profession qui sied au

candidat, d'obtenir de l'information sur les programmes de formation scolaire et professionnelle, de réaliser des recherches d'emplois parmi les annonces publiées dans de grands quotidiens, et d'exécuter des cours en ligne. Certaines possèdent une interface bilingue, d'autres sont en anglais seulement. Career AIM, futur produit vedette, fera partie de la liste sous peu. Cette base de données similaire à Canada Employment Weekly permet d'effectuer des recherches avancées à travers l'éventail des postes canadiens contenus dans les banques telles que Jobboom, Workopolis, Monster, etc.

De plus, les différents partenariats que la Bibliothèque entretient avec certains centres communautaires d'emploi d'Ottawa permet aux deux parties d'organiser des ateliers et des activités hors-les-murs sur la recherche d'emploi, la rédaction d'une lettre de présentation et d'un curriculum vitae, la préparation à une entrevue d'embauche, etc. Notre institution fait un effort constant afin de préserver et maintenir ses relations et d'en créer de nouvelles. La section « Emplois & Carrières » tentent également d'aider les nouveaux arrivants à s'établir dans la collectivité et à trouver un emploi par la mise sur pied de programmes créés à leur intention, et ce, en partenariat avec plusieurs organismes locaux d'établissement.

Le monde de l'emploi est très vaste et parfois, ardu. La quantité d'informations qui est disponible aux chercheurs d'emploi et à ceux qui désirent changer de carrière est immense. Ceux-ci ont souvent l'impression d'être ensevelis sous cette masse. La section « Emplois &

Carrières » de la Bibliothèque publique d'Ottawa trouve sa raison d'être dans cette réalité. Nous nous efforçons de répondre aux besoins de cette clientèle en leur procurant les services et ressources essentiels à leur quête.

Ouvrages et sites Internet à consulter :

- *CV expert : le CV efficace, passeport de vos compétences.* Paolo Maillette.
- *De quelle couleur est votre parachute?* Richard Nelson Bolles.
- *Les lettres d'accompagnement pour les nuls.* Joyce Lain Kennedy, Alain Dumesnil.
- *Palmarès des carrières 2009.*
- *Préparation, action, embauche! guide pratique.* Charles Seems.
- *Trouver un emploi après 50 ans.* Daniel Porot.
- *Votre réussite professionnelle.* Frédéric Delacourt.
- Association nationale des entreprises en recrutement et placement de personnel (acsess.org)
- Carrières dans la fonction publique de l'Ontario (www.gojobs.gov.on.ca)
- Emploi-Avenir Canada (jobfutures.ca)
- Guichet Emplois Canada (jobbank.gc.ca)

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Julie Desmarais est une bibliothécaire qui a gradué de l'EBSI en 2006. Elle a travaillé deux ans et demi à la bibliothèque municipale de Ville St-Laurent et travaille depuis un an à la Bibliothèque publique d'Ottawa comme bibliothécaire de référence, Section Emplois et carrières.

Online Assessment in Your

By **Mary** Hickey

For years I've wondered how I could test students after workshops in the library. I considered paper testing, but the resulting printing and marking were unmanageable. When the board promoted online schooling software, I looked into those modules, but established that I could create accounts only for one class, not for every student in the school. I had just about given up hope, but then I discovered the testing module of NetSupport, an application licensed for all public school boards in Ontario and with teacher take-home rights for educational purposes.

My intention was not to mark or penalize students, but rather to give them feedback on their learning. Furthermore, I wanted to know if the workshop was successful. Had my students learned any of the vocabulary? Had they learned the names of the databases? Did they acquire the expected learning outcomes?

My wish came true with the appearance of NetSupport's Testing Module. Using it, I was able to develop short, timed quizzes that were sent directly to each student's computer. When students completed the test, NetSupport showed their score, where they went wrong, and the correct answer. I was so excited: I could teach a class and have a quantitative measure of my success at the end. Even more exciting was that the students loved the process. They were able to review and, without pressure, see how they had done. They left knowing they had achieved many of the outcomes.

To date, I have created tests for library orientations, MLA workshops, and an APA workshop. Each of the tests had a variety of questions related to library research, and computer

and school success initiatives. In the orientation session, the test focused on logging on, saving, printing, and EQAO (Education Quality and Accountability Office) awareness as well as library procedures, catalogues, and databases. The MLA and APA tests focused on academic honesty, plagiarism, and citation styles.

Of course, the first few times the software was used, there were difficulties. Computers without a proper IP address wouldn't display the test. Then there was a problem with students logging out in the middle of the test, causing the test to lock up and the results to be lost. Eventually, with the help of the school's computer technician, all problems were resolved.

The NetSupport testing module allows for eight types of questions: multiple choice, drag the correct response, drag the correct label, drag the correct image, true or false, choose one, many true and false, and order items.

The most basic question is the multiple choice question (Fig. 1). The teacher-librarian types in the question, the correct answer, then three incorrect answers. When students run the test, they click on the button associated with the correct answer.

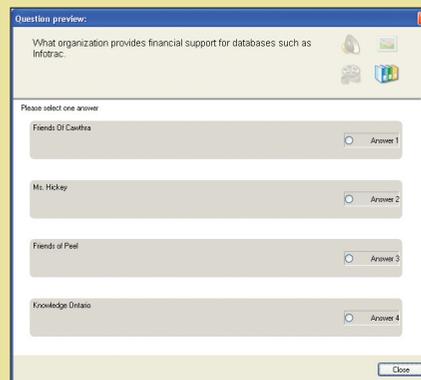


Fig. 1

Drag the correct response is similar to fill in the blank (Fig. 2). Here the teacher-librarian enters four simple statements and the word that goes with each of the state-

ir Classroom

ments. It is the student's job to drag the answer to the correct location. Each of these questions counts as one point in the quiz.

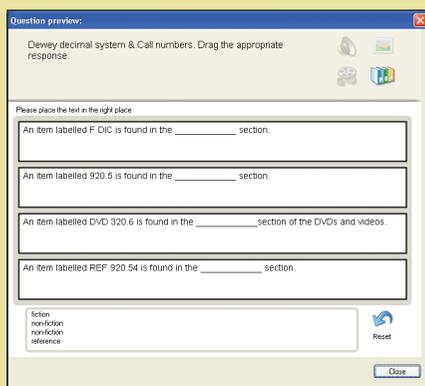


Fig. 2

The true and false questions are as expected. I avoid these types of questions because they don't emphasize vocabulary.

The remaining question types that I have used are graphical. The teacher-librarian types in the description and points to the picture files that contain the graphic file. The student's job is to drag the picture to the correct box (Fig. 3). The challenge is having to create the graphic files. This type of question is excellent for reviewing software and icons.

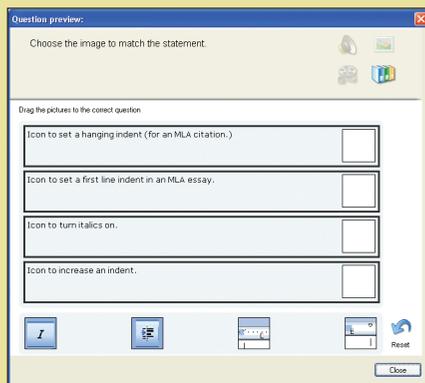


Fig. 3

The final question style that I used requires students to label a picture (Fig. 4). To set this type of question up, the teacher-librarian has to browse the picture file, then move pointers to the parts of the screen that students will label. Lastly, the words that the students will choose from are entered. The student's job is to drag the correct term to the correct box; in doing so they are labelling the parts on the diagram. In a library, this question is useful for reviewing databases, catalogues, and other software where students need to know and understand the interface.

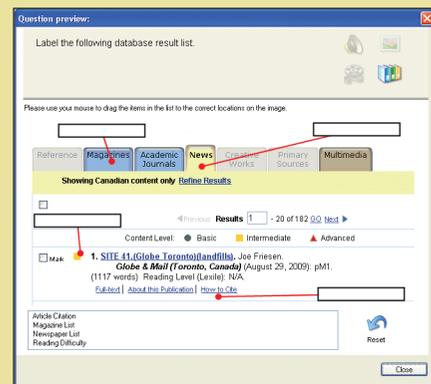


Fig. 4

NetSupport is ministry licensed in Ontario. So, if you have a little spare time, try it. It's amazing how excited students can get about a little quiz. And, as an added bonus, your modeling will likely lead classroom teachers to use NetSupport as an assessment tool in their classrooms too!

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10 QUALITIES

TO LOOK FOR IN A NEW LIBRARY TRUSTEE

By Ian Hunter

Next year in Ontario, following the municipal elections, the new councils will be appointing the library board members (trustees) for their library service. Given that the appointments are for four long years (2011 through 2014), it is especially important that the best possible people are selected. The success of a library depends on it.

Too often, library trustees are chosen for reasons that don't adequately address the needs of the position. The rationale for selection may include being a frequent library visitor, a published author, a bibliophile, a municipal or business leader, or a former librarian.

While these factors may enhance a person's candidacy for being on the board, they don't sufficiently address some fundamental trustee attributes that a library and municipal council should be seeking.

Listed here are 10 qualities a library should consider when looking for a new, high-performing, effective trustee.

1 Persistence. In their work, diligent trustees must absorb a huge amount of information, and then have the drive to pursue unresolved issues. If a given library situation is unsatisfactory, instead of accepting the status quo, trustees should be looking for creative solutions.

3 Respect for the institution. Libraries are proud institutions that provide an essential service and protect a fundamental right. Board members are important for its prosperity and growth. Trustees should conduct themselves so as to always keep the library's interests at the forefront, even when they disagree with some library position or practice.

2 Willingness to learn. Past experience and education do not fully prepare anyone to be a trustee. Even a seasoned municipal councillor has a lot to learn about being on a library board. Only those who want to get the training should be appointed.



This list of 10 qualities should help municipal councillors look beyond what passes for traditional qualifications for membership on the library board. Trustees and library CEOs can help their council by clearly defining for them the skills and qualities the next library board needs ... and also by encouraging good people to apply for the positions!

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Ian Hunter is a retired member of the Kanata and Ottawa Public Library boards (1995–2003). An Ontario Library Boards' Association (OLBA) volunteer since 2001, he was president in 2004. judyian@sympatico.ca



Web-based Health Resources +

By Asha Bajaj

The number of websites providing health resources, and including information about complementary and alternative medicine, is increasing. Laypeople regularly seek online health information, primarily as a secondary information source. Web-based journal articles and medical libraries are increasingly accessible to them, but the benefits of web-based health information need to be considered along with the hazards. Health professionals should play a role in educating users in this regard.

The first aim should be to establish how individuals use the internet for health purposes and how the internet would function as a resource for health information alongside the advice from general practitioners. How does the internet change the way people manage their health and how reliable is online health information? Many sites are useful, but others may present inaccurate or misleading information. For example, complex scientific research can lead to misinterpretation if results are not presented in their entirety.

The following points should help users to evaluate the validity of online health information when they visit any site for the first time.

The Source: An “About Us” page helps to determine the source of the website. Websites being run by federal government, a non-profit organization, a professional health organization, etc., tend to be more reliable. Great caution should be exercised if the website lacks any contact information.

Authenticity: The presence of an editorial board, the members’ expertise, their credentials, the mission statement, and the affiliated organizations can prove the authenticity and quality of a website.

Skepticism: One has to be cautious about any sites that promise quick and miraculous cures and results. A second opinion should be sought on sites which use technical jargon and make health claims that seem too good to be true.

Medical research and evidence: One should look for the author of the information, either an individual or an organization – for example, “Written by Tom Neilly, R.N.,” “Copyright 2007,” “Canadian Heart Foundation.” All anonymous testimonials should be viewed with caution.

Currency: Health research and health information are changing at a rapid pace and currency is of utmost importance. A current date on such documents is crucial. Any site with broken links, for example, may not be current or up to date and should be used carefully.

Confidentiality: A good website should have a privacy policy, which users should read carefully in order to determine if they are really being protected. For example, one must be cautious of sites which share information with companies that can provide useful products. If there is a registration form asking for personal information (such as name, address, date of birth, gender, mother’s maiden name, credit card number), refer to the privacy policy to ascertain how the privacy of the participants’ information would be protected (or not).

The availability of health information through journals, books, and in particular the internet should not lead users to ignore the authority of health professionals. Rather, you should be encouraged to regularly consult your health professionals, not only to strengthen the bond of the patient/provider partnership but also to get access to the best medical decisions. At the same time, patients should be encouraged to take a more involved and proactive role in their healthcare. Patients and/or users of the online health information have more power to learn how to conduct their own health checks and to negotiate their own treatment.

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Weighing in on Wikipedia

By Pat Jermey

Warning: This article contains information verified through Wikipedia, and has been edited by online collaboration.

Full disclosure: I am a dinosaur. I did my undergraduate research with books, and sometimes cutting-edge microfiche.

I produced my written work with a typewriter: footnotes were the Waterloo of many an error-free page. I remember the technological advancement brought with the IBM Selectric: a typewriter with the ability to change fonts by substituting a different mechanical type ball, and – miracle of miracles – correction tape!

I became a computer user through word processing. Imagine being able to correct typing errors without any visible evidence, and make copies without carbon paper and onion skin. Files were somehow kept (although sometimes lost) right inside the machine. It was true progress.

At about this time, my pioneering colleagues were experimenting with the internet. Remember the freenet? Internet service without an internet provider – free! And when researching, you would type in predictive URLs. For example, a search for Gordie Howe probably began by typing **gordiehowe.com**. If that didn't work, you substituted various extensions.

Then along came Yahoo! The exclamation mark indicated the relief that someone had finally brought order to the wild west. Yahoo! was technically an indexed site, not a search engine. An index ... sort of like a library catalogue. Now we were talking! I recall being proudly informed that librarians even had their own Librarians' Internet Index, at lii.org, "websites you can trust."

But Google has evolved as the big player. Although we used to encourage a variety of search engines be used for more complete results, Google has become the undisputed market leader. At my school, Google is a quick link on the internet home page. It is an indispensable tool for accessing information quickly and effectively.

Evolution is a slow and passive process, but eventually the quickest and most effective survive. My own technological expertise has gradually evolved. I am definitely not an early adopter; I still don't text, Facebook, or upload to web 2.0. **When or if I need to, I will adopt those technologies. Meantime, like many of our students, I am a passive consumer, waiting until the most user-friendly products have emerged from the primordial sludge.**

And from that sludge Wikipedia has crawled. It is now the **800-pound gorilla in the academic research room.** As with so many technological shifts, it has enthusiastic supporters and

wrath-of-God naysayers. As with so many technological shifts, I think evolution will eventually determine Wikipedia's fate. But in the meantime, what is its role in school libraries and research?

I have heard teacher-librarians say that it should be de-listed from student access. I have heard teachers threaten classes that it had better not appear on their monitors during research time. Academics bemoan the laziness of the Wikipedia generation. But when I am researching basic information, I often use it. Yes, my name is Pat Jermey, and I use Wikipedia.

As teachers, we are often reluctant to welcome change. This sometimes begins as a fear of the unknown, then evolves into a concern for academic rigour. We are justified in that reluctance. The public education system acts for society as weight on a pendulum: by slowing down extreme or rapid motion, we create the opportunity for more thoughtful reaction. Looking back, I remember the panic when students dared to transfer files on floppy disks brought from home; now we encourage flash drives and email to improve learning opportunities. Teachers reference YouTube and post assignments on websites. Our pedagogy has evolved to stay current with students' interests and experiences.

So, as with cell phones and earbuds, Wikipedia is technology we must learn to live with by informing ourselves and developing appropriate guidelines and restrictions. When I was a student, encyclopedias were considered an invaluable starting point, but you would never submit a formal paper with a mere encyclopedia in the bibliography. Today, Wikipedia is often a useful starting point for research, but should never be the finish. The old rule of multiple sources still applies, and Wikipedia can provide excellent sources through its references and external links. For research requiring popular culture analysis or really current information, Wikipedia is certainly the source to check.

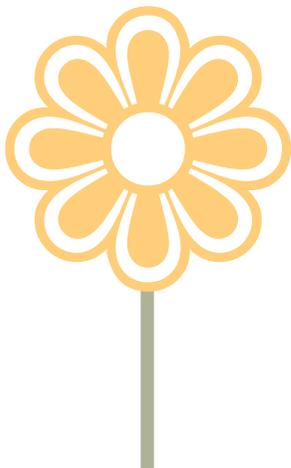
Of course, Wikipedia can contain inaccuracies; so can print material. Of course, content can change; it must be accurately cited with date. Of course there can be bias in entries; that is what we teach in media studies. Students need to understand the wiki editing process, and to decode the revision history of a site. Just as we teach our students internet awareness skills when using Google to select research sites, we need to teach Wikipedia skills. In evolutionary terms, you ignore the 800-pound gorilla at your peril.

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The Care and Feeding of Yo

Your integrated library system (ILS) is like the plumbing in your home: you don't think about it much when it is working well, but when it stops working or becomes obsolete, you are faced with some difficult challenges. Good maintenance practices, forethought, and planning can keep the trials and tribulations to a minimum.

We are part of a consortium of six small public libraries in southwestern Ontario, the Saugeen Library Consortium. The consortium was formed in 2007 after our ILS, Winnebago Spectrum, was "orphaned": Spectrum was bought by Follett, and Follett informed us that they would no longer be supplying updates or support for the program. For small rural libraries like ours, this was a huge problem, since our budgets are already very tight, with no spare funds for the enormous cost that a new ILS can represent. After much deliberation and research, the consortium chose an open source system called Koha, and in 2009 all six libraries changed over to the new system.



By Norma Graham & Agnes Rivers-Moore

This experience has taught us some important lessons:

- Ensure that the computer hardware that you will use as your server is current, robust, and secure. Because library program applications have evolved from a time when computer storage was minimal, they tend to be quite dense and do not require a lot of storage space. So you may think that an old computer could be used as a server. But as computers age, their ability to process and retain information can be reduced (rather like people in that regard), and you may find that data becomes fragmented or lost altogether. When you attempt to migrate to a new system, recovering lost data can cost time, money, and stress. It is worth spending a bit more up front for good hardware.
- Ensure that any IT people who are working with your ILS are knowledgeable and that they consult with either the software company's tech support or, in the case of open-source software, the programmer and the users' community, before making any changes to the system setup. Many of us have had the experience of trusting an overcon-

fidant tech support person to fix a problem with a computer and finding that things get rather worse after they're done with it. Don't let a computer daredevil have free rein in your ILS software or hardware. At least one staff member in your library should have sufficient understanding of the system to know what is, and what is *not*, a reasonable idea for making changes to your system. If you don't know, find out before the change is made.

- There are many types of barcodes. Codabar and Code 39 are two that are in common use in libraries. We advise that you use *one* kind of barcode for *all* your materials in *all* your branches, and do not change from that one kind of barcode. Your present system may be able to read different kinds of barcodes, but when it comes time for you to migrate your data, you may find that the new system doesn't like a lot of different kinds of barcodes and refuses to acknowledge the existence of part of your collection. Unless you have a very amenable programmer working for you who is willing and able to write extra code to accommodate different kinds of

Our Integrated Library System

barcodes, you might find yourself having to re-barcode, and we all have better ways to spend our time and energy than that.

- Keep a tidy house. Databases and ILS systems work better if they are not clogged up with accumulated years of unused data. These systems are recording every move of every item in the library, going back to the day the system was turned on. Weed the data as you would your library stock, removing out-of-date circulation history, membership records for the lost and deceased, and stock that has vanished from your shelves. If you change a policy, make sure the system reflects your current practices; remove references to old item types or loan rules. If there are repair procedures for your older ILS, use them to keep the system healthy. Like good housekeeping, keeping the database tidy and unclogged makes everything run more smoothly, and when it comes time to move there is much less “stuff” to migrate to your new ILS.
- Libraries need to do succession planning for their ILS. Planning will ensure a smoother transition when the time comes for your ILS

to be replaced, because you can find out if the data from the old system will migrate smoothly into your new system. This can prevent irritation at a time when you’re already stressed from what can be a major change. You can better ensure the integrity of your data when you keep both your present system *and* your next system in mind. Consultation with other libraries that have systems you are considering will help inform your choice as well. ILS succession planning will also help you to budget for the new system. It is true that proprietary software companies make it very difficult to budget for a new system by imposing strict confidentiality agreements on their customers, so you can’t just ask someone at another library what their system cost them unless they went open-source. But having at least some funds in place will mean that you can get a new system when you need it – not a few years *later* than you needed it, when your data is losing integrity and your ILS has begun to crumble from lack of support and upgrades.

We strongly recommend that CEOs and library staff involved in systems management keep up to date with the rapid changes in library software technology by following relevant blogs and websites. One site that we suggest is Marshall Breeding’s “Library Technology Guides: Key Resources in the Field of Library Automation” (available at librarytechnology.org). Breeding tracks current trends in libraries’ use of ILS technology, including what systems are being chosen by which libraries in over 50 countries, and provides contact information so you can get in touch and ask their opinions of the systems. He also charts the history and current status of various software companies whose main business has been ILS software.

A little planning and research and good maintenance practices can make the change to a new ILS much less traumatic. There’s a world of difference between having your migrated data click smoothly into place, and having to mash it in with a mallet. We hope these tips will make your experience delightful, not difficult.



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Agnes Rivers-Moore has her Dip. Lib from Aberystwyth University in Wales and a BA from the University of Natal in South Africa. She works at the Hanover Public Library. arm@hanover.ca

ORGANIZATIONAL CHANGE

The Dirty Little Secret

By Michael Ridley

Organizational change is good. It is also difficult, and getting it right is important. What is the biggest threat to successful organizational change? What typically stands in the way? The answer is easy: it's me. Me. The Chief Librarian, CEO, Senior Administrator, person in charge.

I have witnessed (and participated in) many organizational change initiatives that have floundered largely because the senior leader in the library (let's use *CEO* to describe this role) doesn't really understand what they are doing. Organizational change must have very tangible outcomes; staff must be repositioned, departments or units created or removed, new services started, old services retired, budgets realigned. But I think we all know that the process of organizational change is what is most valuable. And that's the problem with people like me. Typically we don't get it; CEOs think implementing the right model is the ultimate or important goal. We focus on the outcome not the process.

Of course, you have to give us CEOs a break. We are control freaks, know-it-alls, Type As. Not that there's anything wrong with that. However, it can make us focus on ego and hence power. And that's where the blinders come on and the whole thing falls off the rails. Don't get me wrong. The motivation the CEOs have is real; they have enormous pressure to justify to their board (or boss) that the library's resources (human, financial, capital) are used wisely and effectively. They have a bottom-line responsibility that is clear and unequivocal. Get mired in the touchy-feely world of group dynamics and staff self-actualization, and they will find themselves "available for

new leadership opportunities" (i.e., looking for work). I typify the very leaders I'm describing. I'm in therapy; this column is part of the 12-step program.

[So how do you tell your CEO about this? Here are some thoughts to pass on to them.](#)

First things first. All that stuff about values and vision and mandate. It turns out it isn't fluff after all. It matters; it really matters. You can't deliver values to an organization: they need to be uncovered. The values are the foundation upon which you know yourselves and will later build a renewed organization. Short circuit this stage, blow it away, spend 10 minutes on it, use the last set of values your predecessor had (or the ones on your website that no one has accessed for five years) and there you have the first step in a disastrous organizational change process. Stick a fork in it – you're done already. Values, vision, and mandate are the internal guidance systems of a library. Sure they all start to look the same after awhile but the process and the discussion that brings them to the surface are essential. It is where you demonstrate trust, deal with conflict (difference), and build commitment.

Next is time and engagement. Organizational change is a process. It must be planned out with timelines, deadlines, and deliverables. The timeframe is not a single-day retreat, or over the weekend, or even a solid month of effort. While the size of the organization will impact this, change takes months, even years. Remember, it's not about rearranging the deck chairs; that's the easy part. It's about engaging the hearts and minds of staff. If you want to inculcate personal leadership, effective communication, teamwork, and performance management (all critical elements of organizational change), then allocating appropriate time is key. It's not just that there is lots to do. A critical piece is sufficient time for reflection and personal

growth. We have to learn to be different; we need to practice the skills and test the new perspectives. Participation is the prerequisite to engagement; and engagement is your objective. Trust the team. They will raise the issues that concern you; they will identify the directions that you want to explore. If they have a voice they will accept your voice (especially if you subsequently want to challenge some of their ideas or issues). If you want superficial change, by all means announce the new organization on Monday morning and get on with it. Your successor can clean up the mess.

Finally, we have the consultant. Everyone knows that CEOs hire consultants to deliver the message they don't want to deliver themselves. Consultants are the hand puppets of the CEO. Perhaps. Sometimes. Not in this case. First, engage a good consultant in organizational development. Second, listen to them. If you selected a good one they will tell you what you should hear and not what you want to hear. They will test you in the early stages of the relationship; if you are found wanting, they will decline the work. Remember, their measure of success is your successfully changed organization. They don't want a control-freak CEO jeopardizing their reputation. In

any good consultant relationship there is a commitment moment. The consultant says to the CEO: "Are you fully prepared to do this? Are you going to follow through and deliver on your promises? If so, full speed ahead. If not, we're finished." If your organizational development consultant doesn't have this conversation with you, get another one.

As CEOs we steward a library through a particular phase of its history. Part of that responsibility is effective organizational change and development. It's hard work and we stumble sometimes. There, the secret is out of the bag; I feel better already.

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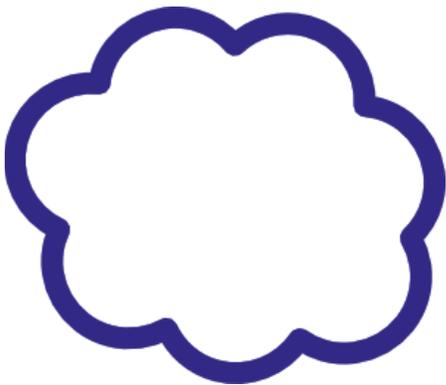
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The Server in the Sky Say Hello to Cloud Computing



By Amanda Etches-Johnson

Here's a random list of a few things I did during my workday today: edited a document with four colleagues; added 11 items to my to-do list; read two articles on the future of libraries; flagged about 13 other articles for future reading; created a spreadsheet with another colleague to track our progress on a project; took approximately four pages of notes at various meetings; chatted with a number of colleagues in the staff lounge; and updated my calendar more times than I care to count.

Sounds like an average day at the office, doesn't it? That's exactly what it was. Except I accomplished all of those things with almost no face-to-face contact with other human beings and the only tools at my disposal were my laptop, a browser, and a couple of web-enabled apps.

Welcome to the cloud! It's comfy up here.

This is not the stuff of science fiction – it's cloud computing. Chances are, you probably recognize some of these activities as ones that you perform during your average workday too, and probably using many of the same apps I do. I turn to Google for productivity tools, like Docs (docs.google.com) for documents and spreadsheets, Reader (google.com/reader) for my RSS feeds, and Calendar (google.com/calendar) for my schedule. My to-do list lives in my browser at Remember the Milk (rememberthemilk.com), as do my bookmarks at Delicious (delicious.com). While I am still an ardent fan of analog note-taking technologies (pen and paper!), nowadays I turn to a little app called Evernote (evernote.com) when I need to jot things down. And at my library, our staff lounge is actually an online chat room that I access through my chat client. Yes, we also have a real life staff lounge, complete with couches and a fridge, but I'd have to leave my office to get there, so I prefer the virtual one.

The "cloud" is actually the perfect metaphor for this group of applications, services, and platforms – an amorphous, fluffy server in the sky that we can see but can't really touch. The cloud not only houses our data (documents, calendars, and such) but also the very applications that we used to have to install on our hard drives, like productivity tools (e.g., Microsoft Office), email, time management software, and scheduling applications (including Outlook and Lotus Notes), browser favourites, and document readers. In fact, cloud computing is becoming such a ubiquitous trend that major hardware and software companies Microsoft and Apple have developed cloud counterparts to applications that used to require hard-drive

space, installation, and licenses (see Windows Live, window-slave.com, and MobileMe, apple.com/mobileme, for examples).

Of course, the most comfy part of cloud computing is that it not only affords us the luxury of no longer having to worry about software licenses and data storage and backups, it also means that all that data is accessible from a web-enabled device, including mobile devices.

But don't get too comfortable.

As much as the cloud metaphor – the amorphous, fluffy server in the sky that we can see but can't really touch – inspires a certain level of comfort, it also aptly hints at a sizeable limitation: depending on the cloud requires us to give up a certain amount of control over our data and apps. The cloud is only dependable as long as you have a stable internet connection and the applications' servers are firing on all cylinders. Without both conditions in place, you risk losing access to both your data and your applications. Of course, some cloud applications provide users with offline access to their data (for example, with a little browser extension called Google Gears gears.google.com, you can access Google Docs without a web connection), but offline access is usually the exception rather than the rule when it comes to cloud computing. Then there is the ever-present danger that a cloud-based app you depend on could

decide to pull the plug, and your only hope might be that they give you enough time to export your data (and in a format that you can actually use). There have been too many web 2.0 cautionary tales for us to ignore this possibility (the server failure at ma.gnolia.com and quiet closure of Stikipad are two painful cases in point).

So, do we quietly renew our software licenses and move on?

When you stop to think about the current limitations of cloud computing, you might be tempted to just renew those software licenses and not look back. However, it would be remiss of us not to consider the ways in which the cloud could revolutionize many library functions, from public access computing to how we serve our patrons. Cloud computing is a trend worth watching, and even in its infancy it offers many advantages that might well be worth the risk (note: keep backups).

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Amanda Etches-Johnson is the User Experience Librarian at McMaster University. She is also an adjunct faculty member at the Faculty of Information and Media Studies, UWO. She gets to explore and teach technology in both of her jobs and that makes her happy. blogwithoutalibrary.net



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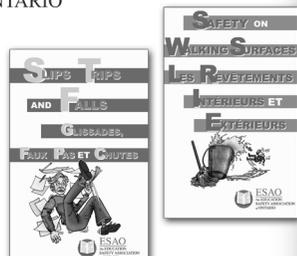
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CAMPAIGN FOR REAL Libraries

By Catherine Baird

What would I say is the biggest trend in marketing these days? You might think I'd point to something like Twitter, mobile technologies, or the next big social media phenomenon that is on the verge of discovery as I'm writing these words.

But when it comes right down to it, I'm putting my money on authenticity.

That's right, being yourself, being authentic, is arguably more important these days than tweeting or hooting or pinging or ponging (I think I made a lot of those words up, so don't leave me to Google any of them).

Whether we attribute it to reality TV, blogging, YouTube, or Ellen, people enjoy engaging with reality, or at least with something that appears to be reality.

Dove's Campaign for Real Beauty is a prime example of authenticity in advertising. Their time-lapsed Evolution YouTube video shows a pretty but average-looking woman being transformed into a flawless billboard model with the help of a team of hairstylists, makeup artists and, of course, a Photoshop expert who even goes so far as to stretch the model's neck in post-production.

Authenticity is the name of the game and it's so big people are already trying to fake it. Companies are paying high-profile bloggers to name-drop products and engineering how to make YouTube videos go "viral." Though risky, these guerilla tactics are flourishing now that there's a whole new online playground to work with.

Authenticity in Libraries

So what does this mean for libraries? It means that polishing a newsletter until you've showcased your library in the absolute best possible light, while not a bad thing, may not be your best strategy.

And not that there's anything wrong with creating a Facebook page, starting a podcast, or becoming a tweeting library, but if you're not really into it and just pursuing these tactics superficially, anyone listening or reading is going to figure it out pretty quickly.

So whatever activities you decide are the best for your library, approach them with authenticity. Offer a behind-the-scenes tour of your library, respond to negative suggestions in your suggestion box with frank responses, address problems both big and small that are pointed out in library surveys or even in (gasp!) local news stories.

But remember: it's not just being honest about flaws that promotes a sense of authenticity. Authenticity is also about empathy. And it's difficult to be empathetic with a bunch of bricks and mortar. So personalize your library. If you are using social media such as Twitter or Facebook, personalize your accounts by putting a real person behind them, ideally a real library staff member (e.g., here's Mario tweeting for Your Public Library).

If you are a teaching library, be sure to use real examples when showing a search in a database (even if it is a bit messy).

No one is ever going to encounter the perfection you portray in a canned search strategy you've practiced before the class. If you have them, make sure your library's mission, vision, and value statements are real reflections of what your library is all about and make sure these inform library policies.

Authentic Brand

Authenticity can also be a different way of thinking about branding. The library's brand is not necessarily a manufactured entity that is under the sole control of the library. Library users contribute to your brand, interpret it, tell others about it, complain about it, and sometimes tell you what your brand is. Your brand becomes a conversation and an interaction, even more so when people feel they are involved in your library via public consultations, surveys, or even contests.

And don't think libraries have to play second fiddle to the for-profit world just because we don't have huge marketing budgets to spend on developing an authentic brand. Big companies may use authenticity in advertising to associate themselves with a certain set of values, hoping these will be attractive

to their target consuming audience. But when it comes down to it, products and services need to be sold and money needs to be made.

Libraries, on the other hand, already have a head start when it comes to authenticity. We don't often have an ulterior motive to sell the public anything. We just honestly want everyone to be able to take advantage of all of the great things we think we have to offer.

The Last Word

Authenticity is about being genuine and truthful. Never exaggerate. Be honest. And remember that it doesn't make sense to pretend that your library is perfect. Who wants a perfect library? I want a flawed, interesting library with a few wrinkles, a healthy dose of credibility, and above all, authenticity.

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readers' advisory

PROMOTING ENJOYMENT
AND PASSION FOR THE
WORLD OF BOOKS

In an article in *American Libraries*, Walt Crawford argued that libraries need to pay more attention to the 80 percent of our collections that are less used. He argued that libraries not only need to give users what they want, but should also focus on giving users what they need. The challenge for readers' advisors is that readers don't always know what it is they want or need.

The traditional library layout is collection-driven rather than customer-driven and librarians can be guilty of not putting the reader first in the layout. The reality is that we know our way around our spaces, but for many of our customers, the library is simply too overwhelming.

READERS

A further complication is that many people do not ask for help, especially when they are seeking leisure reading suggestions. They may even leave the library thinking that it has nothing for them. We need to offer people new (or new to them) suggestions and make great reads easy to find.

A number of libraries are now looking at strategies to reinvent themselves and their spaces and are creating more of a retail model of collection presentation (such as California's San Jose Public Library). They now realize that the way to connect reader and book is through attractive and engaging displays, placed strategically in high-traffic areas and not necessarily in their traditional shelf location.

In fact, displays are one of the most effective ways to recommend our collections to customers. In her book *The Responsive Public Library*, Sharon Baker reports on display experiments in three public libraries. What they discovered is enlightening: "Books on display near the front desk checked out 300 per cent to 1000 per cent more frequently than books on the shelf." This clearly demonstrates that many readers are browsers who enjoy self-discovery. Leisure readers, unlike information seekers, can be vague about their reading needs, and displays are an effective way to suggest as well as offer a glimpse into the depth of our collections.

F 1 R S T

By
Sharron
Smith

Additional evidence on the importance of displays (or merchandising) can be found on the website of a UK-based company, Opening the Book (openingthebook.com). Their research and observation (in more than 100 library authorities in the UK) reports that:

- 75 percent of readers are browsers looking for reading ideas; only 25 percent are searching for a specific title
- The average length of a visit is between five and nine minutes. (Remember Ranganathan's Fourth Law of Library Science: Save the time of the reader. Their time is precious and they want to find materials with as much convenience as possible. Displays simplify their visit and make their library experience more enjoyable.)
- Many readers prefer to choose independently rather than to ask staff or use catalogues.
- Face-out book displays in good locations significantly increase performance.

The good news is that libraries can create this reader focus easily and at very little cost. Start by simply removing the clutter. Home designers recommend taking photographs of a room to get a clear picture of what is going on. This technique allows us to see our space through the eyes of a customer. Develop an understanding of the importance of product promotion, and devote prime real estate to the promotion of collections. Consider setting up point-of-purchase displays at or adjacent to your check-out points. There is a reason why the candy is in this area in supermarkets: retailers know all about impulse buying. Integrate displays where the browser is, right in the collection. Ongoing collection weeding can free up space within the collection for this promotion.

And finally, ensure that your displays allow for the discovery of the unexpected. Integrate a variety of materials – fiction, non-fiction, teen, and children's into your displays so that there is something for everyone. That way they may just discover both what they want and what they need.

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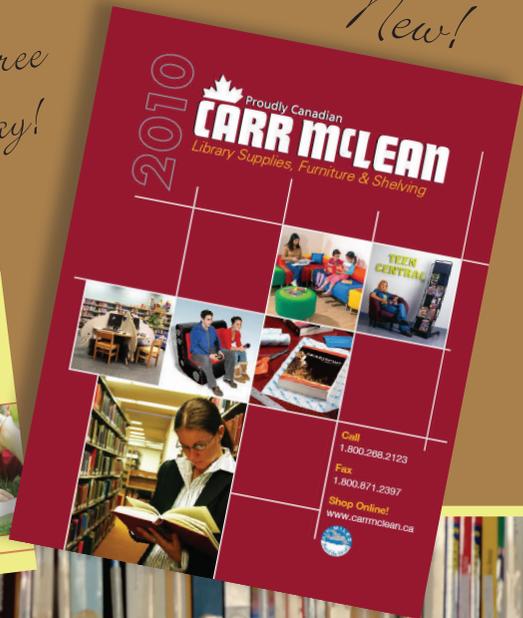
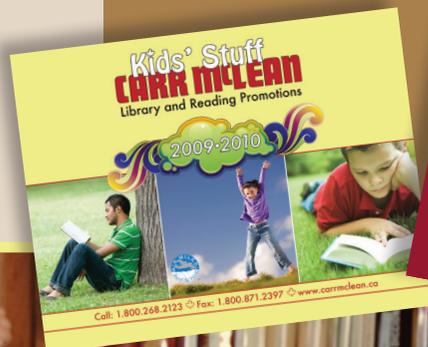
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Canada's Mission in Afghanistan

By **Brent** Burbridge

Canada's mission in Afghanistan – its number one foreign policy concern for the last several years – is a complex issue. Its many facets include building governance capacity, the counter-insurgency mission, development projects, and domestic security capability. For readers who want to investigate the country dubbed the “Graveyard of Empires” beyond the mass media's often formulaic and repetitive reporting, the following resources are a solid start.

CANADA'S ENGAGEMENT IN AFGHANISTAN afghanistan.gc.ca

The Canadian government has consolidated its many online resources into a single portal. This makes finding information from different departments easier and shows the “whole-of-government” approach in action. Interesting features include an interactive map that highlights where and how Canada is pursuing its objectives, photo galleries, news releases, and video. The only caveat is the somewhat promotional tone of this site, attempting to put a positive spin on a mission whose success is very much debatable. One example is a video featuring a Canadian Forces improvised explosive device (IED) technician claiming that Canada's counter-IED program is one of the best in the world. Unfortunately the video fails to mention that the majority of Canadians killed or wounded in Afghanistan have been victims of IEDs.

NATO: INTERNATIONAL SECURITY ASSISTANCE FORCE www.nato.int/isaf

Of course, Canada is not in Afghanistan alone; it is part of NATO's International Security Assistance Force (ISAF), a coalition of 42 nations spread throughout Afghanistan. The ISAF website is full of useful content including its periodically updated

reference Placemat, which provides basic statistics in a graphical form on NATO and Afghanistan government troop deployments throughout the country. For users who just want to cut to the chase, there is an e-library menu item on the homepage with links to ISAF publications, official documents, and factsheets.

ALDEC: AFGHANISTAN LEGAL DOCUMENTS EXCHANGE CENTRE afghanistantranslation.com

If Afghan primary sources are of interest, ALDEC provides legislation, legal regulations, decrees, and international treaties in English – generally PDF files of scanned originals. For researchers of international law or legal practice, this site also contains a collection of documents that describe the structure and practices of the Afghan legal community, some in Dari, one of the official languages of Afghanistan. But perhaps the most useful feature of this site for the general user is the extensive Links page, which points to dozens of official Afghanistan-related sites, such as Afghan embassies around the world, the official websites of the Islamic Republic of Afghanistan, and many non-governmental organizations (NGOs) operating in the country.

FOREIGN POLICY MAGAZINE: THE AFPK CHANNEL foreignpolicy.com/afpak

There are many lenses through which to view Western involvement in Afghanistan. An excellent source is the *Foreign Policy* magazine website, which has a daily-updated page called the AfPak Channel. It is part blog, part aggregated news site, part meeting place for respected scholars and other experts who contribute in-depth analytical pieces to the site. As the name suggests, this site considers Afghanistan and Pakistan as two inseparable aspects of the same foreign policy conundrum. Every day, new high-quality and original content is added to the site, as

are photos and maps. The site is a pleasure to browse (as much as a site devoted to a war zone can be) with its inclusion of multiple perspectives, attractive design, and its often irreverent tone. One particularly useful article for librarians or researchers is Peter Bergen's "Ultimate AfPak Reading List," which covers the region from the era of the Soviet invasion of Afghanistan (1979) to the current time. The list is also a great repository of books and articles related to Islamist extremism and al-Qaeda in general. The AfPak Channel is highly recommended to anyone who needs to keep abreast of the situation in Afghanistan, and how it is playing out in the capitals and foreign ministries of the West.

INTERNATIONAL COUNCIL ON SECURITY AND DEVELOPMENT
icosgroup.net

A very different perspective can be found on the website of the ICOS (formerly the Senlis Council), an international policy think tank "working to combine grassroots research and policy innovation at the intersections of security, development, counter-narcotics and public health issues" in Afghanistan and other conflict zones such as Iraq and Somalia. The site has many short videos featuring development projects, refugee camps, opium poppy production, and interviews with local power brokers, to name only a few of the topics. There are also extensive photo galleries and maps. These resources often provide sobering

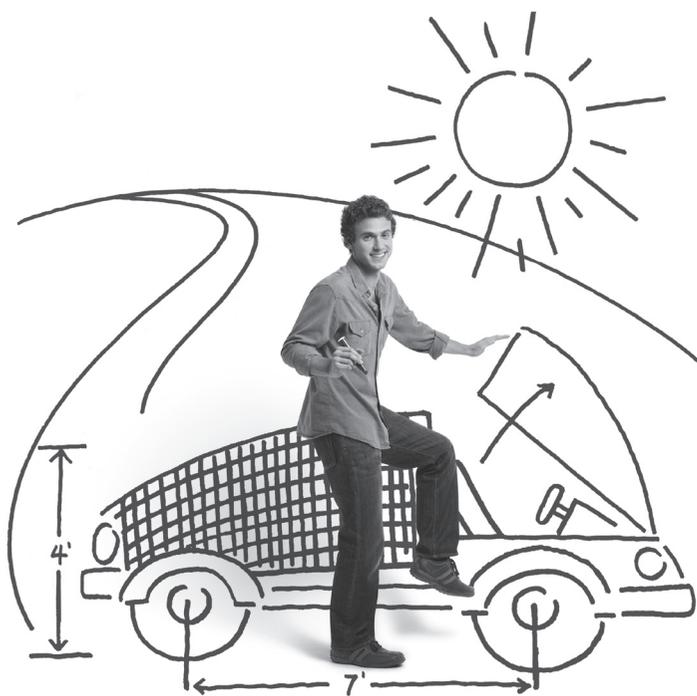
assessments to anyone optimistic about the West's chances of "winning" in Afghanistan.

AFGHAN NETWORK
afghan-network.net/Culture

Finally, readers should not forget that Afghanistan is a country with a rich history; it is an ancient land at the crossroads of central Asia, with distinct musical, culinary, sporting, and literary traditions. The Afghan Network, a portal for all things Afghan, has an excellent Culture page pointing to original content and useful (if sometimes quirky) collections of materials, such as biographies of famous Afghans and an introductory article on Buzkashi, the ancient sport in which the rider (or team) who pitches a dead goat across the goal line first, wins. The page has information on the various dynasties of Afghan rulers, as well as the country's most famous writers. One of the most intriguing links is The Afghan Cooking Channel, featuring traditional recipes for readers who find good food more satisfying than a conflict without any foreseeable conclusion.



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THE SHASTRI INDO-CAN

By Ariel Lebowitz and Tara Mawhinney

The Shastri Indo-Canadian Institute is a binational organization that promotes understanding between India and Canada through academic activities and exchanges. As part of the Department of Foreign Affairs and International Trade's (DFAIT) Youth International internship program, the Shastri Institute sponsored three recent library school graduates between 2002 and 2006 to go to India and help create a Canadian Studies union catalogue. DFAIT through Shastri sends books and journals to Indian universities which have masters-level Canadian studies courses. As each program is responsible for helping select the materials they want, the libraries all have different resources. The union catalogue is a way to facilitate the study of Canada in India by allowing the Canadian studies libraries to share their resources among scholars. After much hard work by the staff in Canada and India, especially Reshma Rana and Poonam Kalia and the interns, the union catalogue went live in February 2009. It is accessible from the Shastri Institute's website (sici.org).

This is what Tara Mawhinney had to say about her experience as a library intern in India:

As a Canadian studies library intern in 2005-06, I had the opportunity to travel to eight Canadian studies centres across India to catalogue their books, which are now included in the Shastri Institute's online union catalogue. I travelled north as far as Shimla, south to Pondicherry, east to Varanasi, west to Ahmedabad, and many places in between. The experience was very enriching both personally and professionally. I learnt a lot, met many great people, and was able to share my interest in Canadian studies and librarianship with others pursuing similar scholarly work. Highlights of my trip included participating in a librarian workshop at the Delhi main office and an international Canadian symposium in Ahmedabad, enjoying unforgettable Gujarati food, and experiencing the fantastic Indian hospitality of the staff at the Shastri Institute, my hosts at each of the Canadian studies centres I visited, and the Delhi family I lived with. My time in India provided the essential work experience I needed to become a librarian at McGill University, instilled in me a life-long love of travel, and left me with lots of wonderful memories!

CREATING A CANADIAN STUDIE

NADIAN INSTITUTE

I (Ariel Lebowitz) was an intern from September 2003 through April 2004. In that time I worked at 4 different universities and the Shastri Canadian studies library in Delhi. Every place I went was a new and exciting experience but also brought new challenges.

I also came away enriched personally and professionally and was ready to take on new experiences and adventures. For anyone who hasn't been, India is a microcosm of the entire world and it is a country of contradictions. Everything that ever has been and ever will be is in India and the best and the worst of everything are also there. To me that means that any time there will be filled with highs and lows and will force you to really think about who you are and your place in the world.

Though the catalogue is now live, it is still a work in progress. New monograph records are continually being added and the goal is to include journals in the near future. The Shastri team in India, led by Canadian studies librarian Reshma Rana, is working on making the catalogue more user-friendly and aesthetically pleasing. And DFAIT is committed to supporting it as means of electronic information dissemination to enhance library services. So far the catalogue has received excellent

feedback and I hope it will continue to be a useful tool. My involvement with Shastri and the creation of the catalogue has definitely been influential in defining me as a person and as a librarian.

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Tara Mawhinney is a liaison librarian at the Schulich Library of Science and Engineering at McGill University. Originally from Vancouver, she completed a master's degree from McGill's School of Information Studies in 2005 and a library internship in India in 2005-2006. Prior to working at McGill, she worked at Concordia University Library and Eleanor London Public Library in Montreal. She dreams of going back to India with her husband and young daughter someday.

Ariel Lebowitz completed her master's degree from University of Toronto's Faculty of Information Studies in 2003. She then completed library internships in India and Holland, before she came back to Canada in 2005. She is now the International Affairs and Defence Librarian at the Library of Parliament in Ottawa. worldoutside.ola@gmail.com

ES LIBRARY UNION CATALOGUE

CONSUMER + HEALTH RESOURCES IN A PUBLIC LIBRARY

By Margaret Hodgins

As we age and as the population of those without access to a primary care physician grows, the public library, in conjunction with the internet, is increasingly a place where the public seeks medical information. Are we up to date in what we have to offer these patrons?

Critically assessing any part of a library collection can be daunting; obviously outdated materials need to be replaced to avoid presenting misinformation. Approach the collection by Dewey section to make the task more manageable (library.on.ca/links/clearinghouse/collectiondev). Take a look at your circulating collection and then check the resources listed below to decide what is missing. Using established guidelines such as the CREW method to aid in decision making is also helpful. (Read more about the CREW method and other collection maintenance tools on the SOLS Clearinghouse site.)

Finding the Resources

Find out what's available by reading reviews in professional journals and keeping abreast of publishers' catalogues. Use annotated lists of essential reference resources such as *Consumer Health Books ... If You Have \$1900* (revised April 2008), produced by the recently disbanded Consumer Health Information Service at the Toronto Public Library. This list has a Canadian focus and includes several basic professional texts as well as consumer guides. It is available at the Toronto Public Library's wiki (chis.wikidot.com/chi-build).

Although her 2001 article "Consumer Health Bibliography for the Small Public Library" is American-focused and now dated, Gail Hendler's list provides a good overview of consumer health subjects, titles, and publishers. The temptation to rely solely on recognizable and respected publishers and traditional print now poses new problems as some titles are being updated and revised as ebooks only. This trend is likely to continue and small libraries need to plan how they can begin to start incorporating these volumes into their collections or they risk being left behind.

The Consumer and Patient Health Information Section (CAPHIS) (caphis.mlanet.org) of the Medical Library Association also supplies reviews of books and websites as well as articles on materials selection and collection development for consumer health. Canadian health information professionals often serve as reviewers.

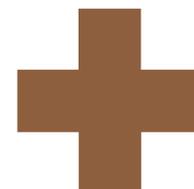
Don't overlook professional societies and health organizations, such as the Canadian Cancer Society, which can provide bibliographies, free materials, and resources to purchase. They also play a vital role in health information by offering support groups and information referral services for complex medical questions from consumers.

Online Resources

Thousands of medical and health websites and resources are available. On the web there are endless links, and links to web pages with endless links. Keep in mind that five good websites are more likely to be helpful than 50, and that access includes accessibility.

Here are some possibilities to consider:

- Merck offers the Merck Manuals Online Medical Library free as a community service (merck.com/mmhe). The website states that revision dates are posted at the bottom of each page and the information is updated periodically. Written in layperson's terms, the online edition is enhanced with photographs, audio, and video files.
- The Mayo Clinic (mayoclinic.com) and Medline Plus (medlineplus.gov) offer materials written in plain language.
- HealthyOntario.com (healthyontario.com) offers excellent information on prescription and non-prescription drugs and is a good complement to a standard print drug reference guide such as the complex and detailed *Compendium of Pharmaceuticals and Specialties* (CPS).
- The Canadian Medical Association has buried its consumer health information under a link called "public." Providing a direct link to patrons will help them find Canadian information on medication, symptoms, and diseases and first aid (cma.ca/public/index.asp?lc=2).
- Knowledge Ontario has taken some of the sting out of accessing online databases for small libraries by providing free access to Gale's InfoTrac. Health Reference Center Academic provides personal health information but also nursing and allied health journals. With the new Powersearch 2.0 interface, libraries can now easily provide patrons with direct access to one database (or a group of subject specific databases) by bookmarking and pasting the direct URL to their library webpage. For more information, ask your Gale representative. The Health and Wellness Resource Centre includes information from the *Gale Encyclopedia of Medicine* – diseases and conditions, drugs and herbal remedies, and directories that include Canadian contacts. The move to provide regional resources, especially in Canada, is a welcome one and thehealthline.ca is an example where residents from Southwestern Ontario can find a directory of health services by county. The site also includes information on events, topics in the news, health careers, and a small health library.



For additional Canadian material, SOLS Clearinghouse on Health and Medicine Resources provides a good list of Canadian sites (www.sols.org/links/clearinghouse/readyref/health.htm).

Consider Health Literacy

Health Literacy is the ability to access, understand, and act on information for health. Making information accessible also means making it easy to reach and use the resources. Consider keeping lists short, print large, and information meaningful. A public library can be an anonymous first point of research. However staff assistance with more complex searches can be requested or offered. At all points of the information search, libraries must not forget the importance of referring patrons, when appropriate, to local community organizations, health libraries, and health professionals.

Public libraries won't become the next Doctor Kildare or the next House – we just need to put out the best we can to give our patrons the best chances for a good life.

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every book, its reader

CONNECTING COLLECTIONS
WITH READERS

The Mental Ge

By **Tony** Horava

So much has been written about ebooks: it's hard to keep track!

For a change let's look at ebooks from a very different light – not the budgeting and licensing challenges, not the access problems, not the integration issues that we all face in our daily lives. Let's take a more conceptual and cultural approach. How are ebooks viewed by scholars and other professionals who are facing a sea change in research and scholarship?

I'd like to sketch a few strokes of this new landscape and explore some of the implications, in order to connect the dots between our daily endeavours and the scholarly discourse that frames the use and integration of ebooks.

What Is an Ebook?

Johanna Drucker describes the ebook as a multi-experiential artifact that expands our cognitive experience on several levels: “Textual, visual, graphic, navigational, and multimedia artefacts that are geographically dispersed in their original form can be aggregated in a single space for study and use, manipulated in ways that traditional means of access don't permit. The telecommunications aspect of new media allows creation of an inter-subjective, social space of shared use and exchange. Arguably, this latter is an extension of the social space of traditional scholarly or communicative exchange mainly by the change in rate, the immediacy, and capacity to engage simultaneously in shared tasks or common projects.”¹

The telescoping of space and time provides a highly flexible form for dialogue and exchange, but even more important is the radically new dimension of how collaborative space can function not only as an “intersubjective” exchange but also simultaneously with other forms of scholarly engagement. In a few short years this phenomenon has become common and routine. A collaborative book project today takes place in a very different manner from say, 20 years ago, when time and space constraints were much more rigid, and the working tools were much more limited.

One could say that digital media and tools go around spatio-temporal barriers like water moves around stones, shaping its course to fit the circumstances. This also signals the ability to manipulate different types of book objects, e.g., text, graphics, and multimedia, in a seamless fashion, thus profoundly influencing our conceptions of how a book can be made. No longer is text the form that necessarily dictates the organizational backbone of a book – audio and visual content as well as data files can have a major impact, and this has de-centred the primacy of text.

Kate Wittenberg articulates this issue: “Must scholarly narrative necessarily be presented in linear form? Are there new ways to present an ‘authorial voice’ while allowing readers to structure the way in which they encounter a work? Are images and data supplementary evidence for points made in the text, or can they now become central organizing structures of a work? Is there value in being able to search thematically across many different works of scholarship in order to connect information in new ways?”²

Geography of Ebooks

This will have a profound effect on how ebooks are conceived and structured – as outward-pointing, heuristic engines of knowledge that are open-ended in narrative possibilities.

Multiple Iterations

Drucker also notes that “Date stamping and annotating the history of editions will be increasingly important aspects of the information electronic documents bear with them. The capacity to materially alter electronic surrogates, customizing actual artifacts, or, at the very least, specifying particular relations among them, presents compelling and unique opportunities.”²³ This reflects the ability to co-locate, examine, and simultaneously analyze different versions of digital works, often based on print originals, as well as secondary materials for analysis and explication. This can provide the scholar and student with powerful new discovery tools, as new relations, associations, and influences are revealed and shared, such as phrase patterns and syntactic usage, and new linkages across disciplines.

It also points to a pressing need to manage multiple iterations of a book and its associated objects in a systematic manner, in order to avoid the oblivion of becoming cyber debris. Stephen Nichols, a professor of French and Humanities at Johns Hopkins University, writes that “More than ever, research libraries generate projects once seen as the province of scholars working alone. Individual faculty now perceive that research libraries have become the venue for large-scale digital enterprises. If they wish to advance their projects, faculty will have to work with their library colleagues—not only a gain for the undertaking itself but also a sure winner when they go to teach it.”²⁴

Carolyn Guertin takes this issue in a different direction. Instead of emulating the act of reading, she says, what we perform in these virtual spaces is a browsing of multiple narratives. “The concept and practice of private space was born with the printed book. Prior to public education and widespread literacy, all reading was done in public and aloud. As the book became an affordable commodity, however, reading was translated into a private, silent act. In the digital narrative, the browser gains entry into the innermost thoughts of a narrator, sharing her privacy and intimacy as she explores, but this is also a collective text available to multiple readers and readings and varied forms of sensory engagement. It is a way of splicing each browser’s voice in with the narrator’s own, but without making any of us the author of the work.”²⁵

As a result, the concept of “story” is still a private and silent act. However, it has been transformed by a medium where cognitive and sensory experience can be refracted and recombined to create new meanings and narratives, in a remarkably easy fashion. The ebook therefore helps create a new understanding of the function of browsing, as it relates to our desire to spawn new expressions of the self through the generation of new narrative expressions.

To read the remainder of this article, including notes, please visit accessola.com/accessonline/onlineonly.

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BENEFITS OF TAKEAWAY DISPLAYS

By James Saunders

At the beginning of every fall the workforce comes out of its summer malaise, returning (sometimes reluctantly) to a full work schedule. Gone are the lazy, hazy days (although I am not so sure about hazy this past summer). Librarians of all stripes prepare for an influx of students and their multitude of requests. Working away in the background are the many dedicated staff members of your library booksellers preparing for a fall full of takeaway displays. This fact rings true this year more than ever because of the Ontario Ministry of Education's Library Investment Program for elementary school libraries.

Takeaway displays are by no means a new phenomenon in Ontario. While the structure has evolved from trunk-of-the-car selling to an organized fair complete with sophisticated check-outs, the concept remains the same. A number of vendors come together in a large convention centre, complete with a multiple-copy inventory of the most popular, most requested, and/or newest books. As a customer visits each vendor's booth, they select the resources and proceed to checkout with the vendor. Once there, they receive a copy of their invoice and their books. It is as simple as that.

The Library Investment Program is designed to provide elementary school libraries with funding that is in addition to their regular in-year allocations to rejuvenate collections. The Ontario government has pledged \$80 million over four years. Now, in year two of the program, the Ministry of Education has spent \$15 million and is currently in the process of spending an additional \$10 million for the current budget year. Money is being spent with vendors who completed an RFP (request for proposal) process and have signed an agreement with both the Ministry of Education and individual school boards.

Why do takeaways work so well with the LIP funding? As with most government funding, LIP money comes with deadlines. These deadlines are at the ministry, school board, and authorized-vendor levels. Takeaway displays allow customers to visit their authorized vendors in one place and at one time. Books can be taken away or arranged for later shipment and invoices produced on the spot. Schools have the advantage of reviewing the resources in person to ensure that they fit with the curriculum and meet the unique needs of their school. It allows library staff to come together with other librarians in an

environment where the sole focus is collection development. This fall there will be more takeaway displays in more locations in Ontario than ever before.

There are some days after a particularly busy week of displays when I wonder why we didn't go into selling foil balloons filled with helium. After all, they are a little lighter than books. There is no doubt that takeaway displays are a very physical way to sell a product. The fact remains that it is a beneficial and efficient method. Librarian release time is minimized to a particular day and there is no worry of when a backorder may arrive. Of course the method does not work for all customers because of their own unique systems and needs. To be certain, there are many who prefer to use bulk purchasing, look-at displays, general ordering, showroom shopping, and preview packages instead of, or in addition to, the takeaway. Saunders Book Company and members of the Elementary Library Booksellers of Ontario are committed to providing them with the most appropriate methods in order to provide them with the best books possible.

While the Ontario government is committed in the near term to supporting Ontario elementary school libraries, it is important that the current Library Investment Program is continued and maintained at the initially proposed levels of \$15 million for each of the first two years and \$25 million for each of the last two years of the program in order to achieve maximum benefit for school libraries and the economy. While there have been inroads made in addressing staffing issues, there are still many schools without trained librarians or the leadership to make these important knowledge centres work effectively. It is also important that current funding be maintained in order to establish healthy collections for the LIP funding to build upon. Working together, we can continue to strengthen school libraries permanently, allowing booksellers to flex their muscles and bring fantastic takeaway displays to your area. This allows our school libraries to get great books into the hands of students.

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STEPPING OUT OF THE COMFORT ZONE

By Maggie Weaver

You must meet Miles. He's the sleek black adolescent cat, with long legs and big ears and feet, who owns our house.

Miles is a risk-taker. He hurls himself down the stairs, skids on the hall rug and smashes into the front door. That's adrenaline. It's the same kind of risk-taking that takes human teenagers to midways and motorbikes. Once you've experienced the adrenaline rush of a successful presentation or completing a half-marathon, you won't hesitate to do it again.

Miles balances on the newel post, three flights up; he wobbles along the top of a chair; he leaps to reach the window top. His risk is the first step in attaining a goal: the shoulder of the human stepping half-clothed from the bathroom, the huge moth fluttering around the dining-room chandelier, and that dang spider taunting him from under the eaves.

Humans want things too, but somehow we seem to give up goals that entail stepping out of our comfort zones. Our reasons seem valid: we wait too long and the goal fades; we deem the goal too small compared to the risk; we might not succeed, so why try? That doesn't deter Miles, even though the human waits in the bathroom till the ambush gets bored, the moth turns out to be a fruitfly, and the spider is safe behind double glazing.

Miles takes risks motivated by curiosity. There is evidence he has fallen in the toilet bowl and investigated the gas stove – puddles on the powder-room floor and a bad case of singed whiskers. Sometimes we humans avoid risk by widening our comfort zones so there's nothing left to be curious about – we stay in the same job, we go to the cottage on vacation, we re-read our favourite authors or genre over and over. An un-risky way to indulge curiosity is through conferences – go to a session that has nothing to do with your current field or focus, talk to another attendee about her job, or pitch in as a volunteer in a new role such as registration. For young people (or those new to our profession), there's a lot to be said for taking on several contract positions early in your career, in different library types and different functional areas, to determine your best spot.

Miles takes risks because he lacks imagination. That is, his imagination is a void that needs to be filled by experiencing what is beyond the window-ledge of the third-floor bathroom, and what are those railway tracks across the road. If anything, humans have too much imagination. We can imagine loss of face, failure, even disaster, much more readily than success – one reason why bad news sells newspapers. Successful athletes and

performers, who reach their peak by degrees, picture success and keep it in mind as they leap from high diving boards and step onto a stage. (Gamblers do this, too.)

Write down your goal as a motivation to taking that first step. Not "I will learn to love this job," but "by September I will have completed one project that will make me proud to be in this job." Notice the goal is tangible, has a timeline, and is in your control. Shy? Write down "I will tell my peers about my project," then take the first step by introducing yourself to someone new at the next staff meeting. Once the first step is taken, the next will be easier, and soon you'll be submitting a journal article or even a conference paper.

In two areas of risk, humans have the edge over Miles. Miles doesn't step out of his comfort zone to help others, but humans do so all the time. From mothers to by-standers, humans put themselves at enormous risk to help loved ones and complete strangers. In much less newsworthy ways, you too can take a small risk to be a big help to a friend or colleague. You can offer your association some practical support, or your boss some feedback. The reward isn't your name in the paper, but a stronger bond with your team, and probably a new skill in your portfolio.

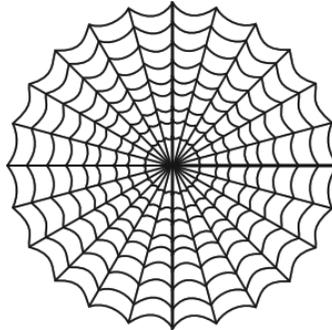
Miles doesn't plan, but we can. We can mitigate perceived risks by using our imagination, research, and advice from colleagues to work out what might happen, identify how to work around a risk, or train to meet the risk, and develop a Plan B for occurrences outside our plan. This doesn't need to be formal, and we can take practice runs. I read widely about entrepreneurship and running a business as a corporate librarian and within the public library before I stepped out into my own business.

Some people take risks through inspiration. Mother Teresa awes someone who then braves tropical disease to serve humanity; recent research shows young entrepreneurs often "inherit" entrepreneurship; and numerous individuals follow a loved one to a new city or country. My first professional inspiration was a librarian for whom I worked in Vienna. The librarian, Harriet Zais, had a doctorate on the economics of information.

My latest inspiration is Miles. Who inspires you?

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Maggie Weaver is the Chapters Coordinator on the executive of the Ontario Association of Library Technicians/L'Association des bibliothécaires de l'Ontario (OALT/ABO). She has her own firm, offering business information services to governments and entrepreneurs.

Finding Information on the Web



Children as Portal Users and Designers

By **Andrew** Large

Children regularly consult the web for information to support both educational and leisure activities, and despite problems in strategy construction and in orthography, their favourite search engine (Google) typically finds something of interest.

Nevertheless, a Google search is not without problems for young users. The information may be unsuitable in content and/or language, or it may be irrelevant, especially when the search term is a homonym. Furthermore, children typically are reluctant to explore results beyond the first screen, and the brief summaries of pages provided by Google often are unhelpful in facilitating relevance decisions.

This raises questions about the best way to design a search engine (or portal, as we prefer to call it) for children that would enable them efficiently and effectively to retrieve information for the project-based assignments increasingly encountered in elementary school curricula. Although our initial plan was to evaluate existing web portals targeted at children in order to identify useful design criteria, we decided that a better way would be to have children themselves undertake such an evaluation.

In 2000, we established four focus groups, each comprising five or six children between the ages of 10 and 12, to accomplish this work. To our delight, they proved up to the task, telling us what they liked and disliked, as well as offering suggestions for improvement. From this initial success at working with children, we decided to design and evaluate our own portals, but working closely with children throughout the process.

Two web portals and one design methodology emerged from this decision. In 2003, we created two design teams: one comprised eight students from Grade 6 classes (11 to 12 years old) plus three researchers; the second comprised six younger students from Grade 3 (8 to 9 years old) plus the same researchers. In each case, the objective was to design a low-tech prototype web portal for elementary school students to find information about Canadian history. This user-centred design approach involved the design teams in analyzing existing web portals, brainstorming ideas, and translating them into visual representations – paper drawings – for critical discussion.

From this process, which took place in two sessions per week for six or seven weeks, emerged a consensus design from each team. A professional graphic artist then converted each team's concept into screen designs that looked exactly like an actual portal but did not yet actually work. The younger team's portal was named *Kidsearch Canada* and the older team's portal, *History Trek*. Both portals were bilingual with an English-language and a French-language version.

The two portals next were each converted by the research team, in accordance with the designs, into operational prototypes that could be accessed on the web. A database was created to link the portals to approximately 2,500 web pages in English or French, dealing with Canadian history and written with a young audience in mind. The portals offered various searching strategies, including keyword retrieval,

browsing via a hierarchical directory, and searching for terms by their first letter. Other functions were included such as spell-checking and a primitive thesaurus to control synonyms, as well as interface personalization opportunities, help pages, and a link to web-based historical quizzes.

At the end of this process we assigned a name to our method: bonded design. It expresses the idea that by combining (bonding) the students' expertise in seeing the world through children's eyes and the researchers' expertise in interface design and information retrieval, a design would emerge that is superior to what either group could have achieved alone.

The web-based portals were evaluated in 2004-2005 by English and French elementary school students, through focus group sessions and through their use over several weeks by students undertaking a class project on aboriginal peoples in Canada. Overall, the students rated both designs highly but expressed a preference for History Trek. We decided therefore to make History Trek freely available to anyone, anywhere, and it can be seen at historytrek.ca or historytrek.ca/fr.

For further information on these and related projects, see

- A. Large, V. Nessel, J. Beheshti & L. Bowler. Bonded design: A novel approach to intergenerational information technology design. *Library and Information Science Research* 28 (1), 2006, 64-82.
- A. Large, J. Beheshti, N. Tabatabaei & V. Nessel. Developing a visual taxonomy: Children's views on aesthetics. *Journal of the American Society for Information Science and Technology* 60 (9), 2009, 1808-1822.

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STUDENTS LOOK AT THE LIBRARY
AND INFORMATION COMMUNITY
WITH FRESH EYES

D E F I N DIGITAL HUM

Defining digital humanities is not a simple task. Aristotle, in his work to formalize the process by which definitions are formed, posited the use of example and induction to illustrate how we can extract meaning through context.¹ Those working in the field know what constitutes the digital humanities. Humanities, as referred in this essay, are defined in the *New Oxford American Dictionary* as the arts: liberal arts, literature, history, philosophy, classical studies, and classical literature. Alan Galey, a professor who specializes in digital humanities and book history at the University of Toronto, claims a central tenet in approaching digital humanities is the importance of “thinking through making.”² Galey asserts the notion of learning through the creation of tools or devices, not only in order to facilitate the transfer from one format to another, but also to reflect on the implications and consequences of how these changes shape knowledge.

However, even within digital humanities circles there is a wide range of opinion as to what digital humanities mean.³ Humanism is already a multidisciplinary field, and so it is throughout the various approaches, the degrees of detail, the itemizing of what’s important and what’s not, that there remains an undeniable consistency, a basic and common objective: these projects revitalize the essence of text. The recasting of text through digitization serves to increase access. All of these projects, regardless of size or scope, require a rigorous review and assessment of text. It is more than an application of computer code to correctly convert a resource within the constraints of technology. The aim, in effect, is to reestablish relevancy, not so much with the intent to reinterpret, but rather in order to create new structures or models that facilitate learning and understanding.

One essential characteristic of projects in the digital humani-

ties is collaboration. As an already multi-disciplinary field, it is inevitable that humanists from a variety of disciplines would work in partnership on projects employing digital tools and emerging technologies. The creation and implementation of applications can’t and shouldn’t be done alone. Humanists can collaborate with programming-savvy colleagues, IT departments, and computer scientists to create new and exciting textual representations and information resources. The collaborative relationship between humanities scholars and programmers is imperative too because, without the other, there is something lost in the end result. Each party learns from the other in the process of creating.

An example of creating and collaborating was demonstrated in the poster session of this year’s 5th annual TRY (Toronto, Ryerson, York) Library Staff Conference in May 2009.⁴ Of the handful of fantastic posters presented, ours was entitled “Re:evolution_of_the_text,”⁵ and promoted the digital humanities in library contexts. The poster outlined how librarians can take leadership of digital humanities projects, enhancing library collections and services. Collaboratively, librarians, archivists, IT personnel, students, and faculty can create useful tools and applications that allow for greater analysis, usability, and visibility of digital textual sources and library resources.

The main goal is to complete a project and make it a success, but one of the problems in digital humanities projects is the sense of never ending, a sense that something can always be improved or added. These temptations often torment and thwart the completion of a project. This is where the importance of planning becomes evident. Each summer the Digital Humanities Summer Institute (DHSI), held at the University of Victo-



MANITIES

By Marian Davies and
Zachary Osborne

ria in British Columbia, provides several advanced courses. A course on Project Management taught by Lynne Siemens, a UVic faculty member, provides an excellent starting point in this area. Siemens summarizes the importance of planning: “4/5ths of the time is spent on planning the project, and 1/5th on actually doing the work.”⁶

The growing attention to digital humanities projects promises rich and exciting future prospects. Works in progress can be found at INKE: Implementing New Knowledge Environments⁷ and the UW-Stratford Initiative,⁸ where digital tools and research are evolving the way we use digital texts. Through collaboration and “thinking through making” practices, the revolution of text is changing how we access, interpret, and use

literary and research materials. Defining digital humanities may always be elusive, contradictory, and fraught with difficulty, but digital humanities increase the potential of possibilities for our lives and our relationships with ideas, language, and each other.

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Marian Davies is a Library Associate at the University of Waterloo. She will finish her Masters of Information from the University of Toronto this year and looks forward to becoming more involved with digital humanities projects. Zachary Osborne is a recent Masters of Information graduate from the University of Toronto. Having research interests in the humanities and social sciences, he is excited to pursue a career in academic librarianship.

Notes

1. David Charles, “Aristotelianism,” in *Oxford Companion to Philosophy*, ed. Ted Honderich (New York: Oxford University Press, 1995), 53.
2. Alan Galey, lecture for the course, Introduction to Digital Humanities, Faculty of Information, University of Toronto, January 6, 2009.
3. Susan Schreibman, Ray Siemens, and John Unsworth, “The Digital Humanities and Humanities Computing: An Introduction,” in *A Companion to Digital Humanities* (Malden, MA: Blackwell Publishing, 2004), xxiii-xxvii.
4. TRY Library Staff Conference, St. Michael’s College, University of Toronto, May 5, 2009, library.utoronto.ca/event/staffconference.
5. Allison Callahan, Marian Davies, and Zachary Osborne, “Re:evolution_of_the_text: How Libraries Can Support the Digital Humanities,” poster presentation at the TRY Library Staff Conference, St. Michael’s College, University of Toronto, May 5, 2009.
6. Lynne Siemens, lecture for the course Issues in Large Project Planning and Management, Digital Humanities Summer Institute, University of Victoria, British Columbia, June 9, 2009.
7. INKE: Implementing New Knowledge Environments, inke.ca.
8. Brian Shypula, “Stratford Declaration: A Digital Nation,” *Stratford Beacon Herald*, June 10, 2009; “Digital ‘Declaration’ on Its Way to Ottawa,” *Daily Bulletin*, University of Waterloo, June 12, 2009, bulletin.uwaterloo.ca/2009/jun/12fr.html.

To Geek or Not to Geek

I always knew that libraries were innovative, creative and literary-driven ... but to venture as far out as attempting to completely change the definition of a common word and expect it to catch on? Now that's quite a stretch.

As some may have already heard, OCLC has launched a recent marketing campaign called Geek the Library, where the term *geek* essentially takes on the meaning to *love*. Hoping to bring awareness to the value of libraries, this is where my confusion sets in. How does encouraging people to use the word *geek* in a sentence enlighten them to the value of libraries?

I Geek the Effort

I must give credit to OCLC for coming up with a pretty creative campaign and for its good intentions. But I do think that for some reason librarians in general have always lacked business sense. Maybe it's because they don't emphasize business courses in library schools, or perhaps librarians just aren't interested in that kind of stuff. I have a degree in business and all my corporate senses tell me that this campaign isn't going to last long.

Every year the world waits in anticipation for the biggest announcement: Oxford's new word of the year! Maybe it's not the *biggest* announcement and the entire *world* might not wait for it, but for us librarians, it kind of feels that way. And if one were to look into the past few years' words, they're generally in use for a couple of years before making their grand entrance into the dictionary. So perhaps OCLC is thinking that if the hype around the term *geek* builds, perhaps they may have a campaign that catches on.

Except there's one problem: the word *geek* already exists. Often used to describe some sort of socially awkward person, *geek* has traditionally been associated with the library world, along with *bookworm* and *nerd*. Not the most flattering of terms. And why then would someone choose one of these words and attempt to change it into something positive when the original definitions are so heavily engrained? If it were up to me, I'd stay as far away from *geek* as possible. The library industry needs to come up with something new ... a new term or a new slang.

After all, if Beyoncé could do it with *bootylicious*, I'm sure we librarians can do it too.

I Geek the Library

Branding is something that takes time, thought, and effort. Nike didn't do it in a day. It is not the time to brand the library using the term *geek*. New librarian graduates are working hard to change the stereotypes their predecessors had to deal with and are motivated to bring awareness to the fact that librarians can be very outgoing, stylish, friendly, and as far from the traditional meaning of *geek* as possible.

If we want people to be aware of library issues, instead of creating a campaign that does nothing for us, how about we actually show people the new librarians and libraries of the 21st century? If we could get even a few of those people reading those billboards to actually enter a library, instead of just thinking about one, they would realize the vast array of free materials and programs available, which is a gold mine in an economic recession.

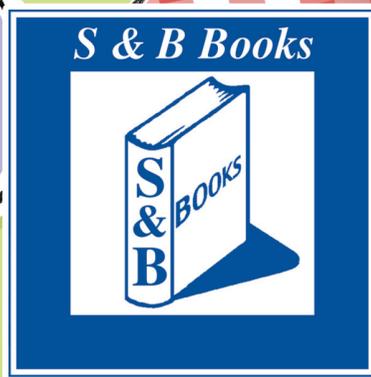
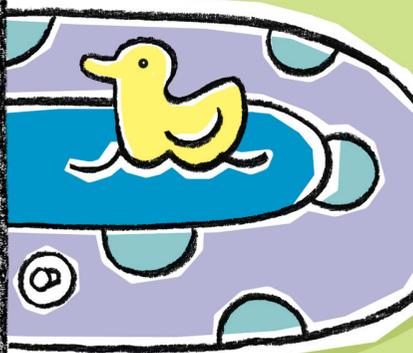
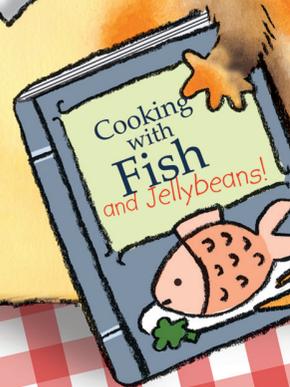
Libraries need people as much as people need libraries and the primary goal should be to get people in and using. Seattle Public Library shut its doors for a full week this year, simply to save money. That creates a lot of employees who are not being paid. Do I think that having a bunch of students going around telling each other what they *geek* will bring them into the library? Not really. I am not an expert in library trends or the library industry, but I do have common sense. Libraries need to stop jumping on bandwagons and instead figure out a long-term plan that will truly assist them in increasing use, both physically and online. When use is increased, people will begin to care about the issues because it will affect them directly. Am I the only one who realizes this?

Maybe I am a geek after all.

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