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## ACCES the magazine of a

contents Vol 11 No.2



#### Y @ Our Library: What Do Millennials Want?

By Sarah Harrison

Sarah Harrison investigates the demographics and searching styles of the Millennials who live in this Digital Age.

#### Kids Read: Vaughan's Annual International Reading Festival

By Barbara Falby

Teacher Barbara Falby talks about the joys of organizing Vaughan Road Academy's annual International Reading Festival.

#### **Card Sorting: A Practical Guide**

By Peter Rowley and Kathy Scardellato

How card sorting usability tests can provide meaningful results that actually make sense.

#### Reading the World: Building an Adult Literacy Collection

By Maria Moriarty

The challenges of creating an adult literacy library collection, as experienced by Ontario's AlphaPlus Centre.

#### The NEW British Library: A Tour

By Frances Davidson-Arnott

Frances Davidson-Arnott tours the nearly new headquarters of London's British Library and discovers an amazing contrast between what is, and what used to be.

#### **Nihil Obstat**

By Pearce Carefoote

An exhibition of banned, censored, and challenged books in the West 1491-2000

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On The Cover: Just in time for Super Conference, a dynamic new exhibit on banned, censored and challenged books 1491-2000 is at the Fisher Rare Book Library. Exhibit curator, Pearce Carefoote, presents a free not-to-bemissed seminar Wednesday, Feb. 2, 2:30-4:30 p.m. in this spectacular setting. www.accessola.com/superconference2005 Click on 02 WED Sessions.

#### Mediaedge

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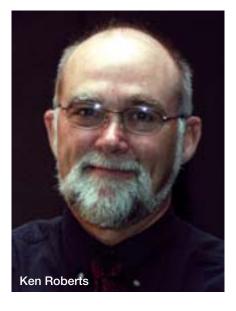
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#### Président d'ABFO

To be named



#### President's *Column*











**Darrel Skidmore** 

**Roch Carrier** 

Steve Salmons

Roch Carrier has retired from his position as National Librarian. Darrel Skidmore is leaving his position as chief executive officer of the London Public Library. Steve Salmons recently resigned as director of the Windsor Public Library. All three are not, by training, librarians and all three appointments, when made, were loudly criticized.

The issue of whether or not a library should be managed by a trained professional will continue to draw heated debate, as it should, but there can be no doubt, looking back on the accomplishments of these three non-librarians, that our values can be embraced and advanced by good leaders who do not have our training.

One of the first moves that Roch Carrier made, as National Librarian, was to remove the fees for AMICUS. He did so while arguing one of our key principles, equity of access. He fought for stronger school libraries and managed to highlight the inadequacies of the National Library's facility problems to the point where action was taken.

Darrel Skidmore managed to enact an amazing capital campaign that saw branch libraries renovated and saw, as well, the construction of a superb and much needed Central Library for the City of London. Skidmore did much more, however. He championed the concept of partnerships

between libraries and consistently reminded us of the similarities between libraries, no matter what size or sector, at a time when others tended to stress our differences.

Steve Salmons helped to lead the Ontario public library community's 2000-2001 strategic planning process, a process that led to Building Value Together, a working document designed to help Ontario's libraries integrate their services. As chair of the Strategic Directions Council for the past two years, Salmons has been instrumental in the development and promotion of the Federation of Public Libraries. Salmons and Skidmore, at a recent dinner, each commented on their respect and admiration of our profession and for the values we hold dear. They stressed, however, that we could do so much more if we could figure out how to unleash the power that can come by working together.

I want to thank these three men. They entered our profession, accepted and embraced our values and left us richer for the time they spent with us.

Ken Roberts is the 2004 president of the Ontario Library Association. You can reach him at <kroberts@hpl.ca>

#### **New & Forthcoming Databases & Books**

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#### Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION

#### **Local Library Partnership Assists University Students**

An innovative partnership between Nipissing University and the Bracebridge Public Library is set to make earning a degree in Muskoka easier.

Students enrolled at the Muskoka Campus of Nipissing University in Bracebridge now have extended access to the University's on-line catalogue and electronic resources on two new computers that have been located beside a small but growing collection of print materials at the public library. Cataloguing records for the Nipissing Collection have been merged with those of the public library, with books and journals being specifically selected to support the courses offered in Bracebridge.

Lacking a local campus library, students pursuing a degree at the Bracebridge campus of Nipissing University have relied upon university library staff in North Bay for assistance with assignments and research. Books, journal arti-



cles and inter-library loans have been delivered from the North Bay campus to local students.

With the launch of this new local collection, university texts and support materials will be housed at the Bracebridge Public Library, providing an immediate and effective source of information for busy students. As the collection develops, it is intended to lessen the need to have items shipped from the main campus in North Bay.

BPL Reference staff have enthusiastically embraced the project and are eager to provide the professional level of service that will allow students to maximize their use of both public and university library resources.



#### **Author Clarke Wins 2004 Torgi**

Austin Clarke's The Polished Hoe won the CNIB's 2004 Torgi Literary Award for Produced Fiction. Judges praised Clarke's command of Island dialect and gripping plot. The nuanced language of Clarke's setting meant that the role of narration was central to its production as a talking book.

As one judge commented: "The intersecting tales of these characters are wonderfully colourful, believable and compelling. This is a wonderful book, which should delight the reader. The narrator of this book did a wonderful job and added much to the enjoyment of the reader. This is one case where a talking book would be much preferable to a print version because of the narrator's contribution."

#### Other Torgi Literary Awards went to:

- •Sailors, Slackers, and Blind Pigs: Halifax at War by Stephen Kimber (CNIB Produced Non-Fiction)
- Run, by Eric Walters (Tiny Torgi Audio)
- Stanley's Party, by Linda Bailey (Tiny Torgi PrintBraille)
- •Buddha Da, by Anne Donovan (Partner Produced Fiction)
- •Stupid White Men...And Other Excuses for the State of the Nation, by Michael Moore (Partner Produced Non-Fiction)

The CNIB Torgi Literary Awards program is the only one in Canada to celebrate books in formats such as PrintBraille and audio.

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Ryerson Library celebrates \$1 million donation to build the Ronald D. Besse Information and Learning Commons

Ryerson University Library recently celebrated the official launch of the Ronald D. Besse Information and Learning Commons. The Library was the recipient of a \$1 million personal donation from Ronald D. Besse (Business, '60) to build the Information and Learning Commons, and in recognition of Mr. Besse's donation and his ongoing contributions to the University, the Information and Learning Commons has been named in his honour.

The scope of the renovations on the main floor includes the building of the Ronald D. Besse Information and Learning Commons, a technologyenhanced space providing access to approximately 140 computer workstations, the Commons Learning Lab, complete with 42 workstations and presentation technology to facilitate instruction and the development of research skills, and the building the Geospatial, Map and Data Centre, which houses the map collection and supports access to specialized digital materials. Mr. Besse's donation has also facilitated the relocation of the Writing Centre inside the Library to allow for better partnerships in support of student success, and the relocation of the Audio Visual Collection to a new space in order to encourage access and use of the collection. With this generous gift, the Library has achieved approximately 25% of its target fundraising, and will seek additional funds from corporations and individuals to fulfill other elements of the vision.

For further details, please visit http://www.ryerson.ca/library/ic/or see for yourself! Sign up to take part in the TALK 'N TOUR at RYERSON UNIVERSITY Wednesday, February 2, 2:15-4:15 p.m. just prior to Super Conference 2005! No cost. Register at www.accessola.com/superconference2005

#### Ontario Snapshot

#### **Electronic Vendors Information Day**

As part of Public Library Week Celebrations, the Niagara Falls Public Library hosted an Electronic Vendors Information Day. The library invited representatives from each of its subscription databases to come to the library on Wednesday, Oct. 20 to demonstrate their databases to the general public. The event was a success, and favourable publicity with newspaper articles and photographs was generated. The event also gave staff a valuable chance to talk to vendors to learn new searching techniques and new features of databases.

-Andrew Porteus

#### The Information Literacy Evaluation Project

York University Libraries are participating in Phase III of a North America-wide project called SAILS: Standardized Assessment of Information Literacy Skills. The ultimate goal of this project is to first assess how well undergraduate students are able to find, evaluate, assimilate and use information to serve their academic needs, and then use that data to determine how universities can develop programs that will hone these skills and prepare our students for successful careers in the information age. This project has been developed at Kent State University, in collaboration with the Association of College and Research Libraries (ACRL). It involves the creation of a survey questionnaire for measuring student information research skills. York will be administering the survey to more than 500 students this fall and early winter. For more information on SAILS visit: <a href="mailto:kent.edu/">http://sails.lms.kent.edu/>

#### OLA Welcomes VTLS as a Significant New Sponsor

VTLS is a major player in the development of technology solutions for libraries and is now a significant contributor to OLA programs for members. The complex negotiation

has resulted in VTLS underwriting the Super Conference cutting edge plenary sessions devoted to the social and practical use of technology, starting with international expert Clifford Lynch in 2005. VTLS joins Micromedia ProQuest, National Book Service, Brodart, S&B Books, Whitehots and CVS as a critical supporter of Super Conference, ensuring that the formidable program remains available to delegates at reasonable fees.

#### **Georgina PL Teams with Learning Centre**

Georgina Public Libraries is launching a partnership with the local literacy centre to host an AlphaPlus Community Literacy Collection. The Georgina Learning Centre is right next door to the library in the community complex, and supporting their students and tutors by developing a custom-designed collection is a logical step in the provision of service to all patrons.

—Mary Baxter, Head Librarian, Georgina Public Libraries



Caledon's Love Your Library Month Display

#### **Love Your Library Month**

October is Love Your Library Month in the Town of Caledon. Every fall the library picks a theme for the month and creates a number of programs and promotions to help celebrate. A calendar of events is designed and circulated to more than 17,000 local homes.

This year's theme was "A Celebration of the Arts." Each of the seven branches of the library had a minimum of one artist displaying their art. The official kick-off for the month was held at the Alton Branch with a display of more than 104 works of art created by the children of the nearby elementary school.

The children were invited see their works of art during the opening of Love Your Library Month. When asked if he was on his way to see the art inside the library, one little boy replied: "See the art? I'm one of the artists!"



Caledon's Love Your Library Month Artists

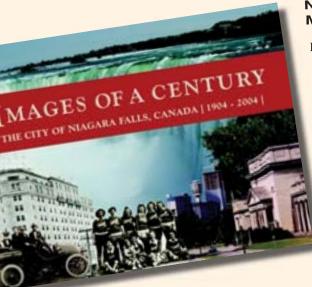
#### Back Row (left to right)

Bill Manson - Chief Librarian - Caledon Public Library, Lyn Westfall - Artist, Marolyn Morrison - Mayor of the Town of Caledon, Adriana Zettel - Artist, Geoff Armstrong - Artist **Middle Row** 

Zach Moreth, Derek Clee, Kaitlyn Winton, Justin Reesor, Rylie Schagena, Jonathan Courts, Steven Pearce, Heather Gabor **Front Row** 

Jacob McCausland, Michaela Reesor, Cody Ivany, Brittney Winton, Taylor Sheen, Amy Weston, Sarah Weston, Paige Moreth

#### Ontario Snapshot



#### Newly Published by OLA Members:

Three staff members of the Niagara Falls Public Library—Cathy Simpson, Inge Saczkowski and Andrew Porteus—have contributed to the production of a new book celebrating the 100th anniversary of the incorporation of the city. *Images of a Century: The City of Niagara Falls, Canada, 1904-2004* is a pictorial history of the city set against the backdrop of the falls. Copies of the book are available through the library for \$30.

Downsizing in Academic Libraries: The Canadian Experience, authored by Ethel Auster and Shauna Taylor, has now been published by University of Toronto Press. OCULA members who responded to questionnaires contributed to the information found in this book.

#### **Pulling Together at Niagara on the Lake**

Several years ago, the Public Library at Niagara on the Lake started a trust fund for future development of its library. After raising \$350,000 (approximately \$200,000 more than its initial goal) and building a whole new library, fundraising efforts continue. Events, including the local Town Classic Golf Tournament, helped raise additional funds, and several generous donations have been made. The next step is to launch a planned giving campaign to continue the library's good fortune and work toward a legacy that will continue the fine efforts of past boards and CEOs.

How does this library do it? Community development through good relations with its council, along with selection of good trustees that network in the community. Board members are encouraged to bring along membership and participation in community groups, such as Rotary, golf clubs, the local historical society and chamber of commerce. Working on, and participating in, local politics helps as well. Partnerships such as the sharing of the work load in organizing and carrying out the golf tournament is an example. The library teamed up with Red Roof, a local organization for children with special needs, which became a recipient of the funds raised. Guess what? A board trustee was also a director of Red Roof.

All of these efforts continue to prove that great things can be accomplished when we all pull together.

-Bob Allen

#### Kingsville Public Reads Across Canada

This past school year Kingsville Public School in Kingsville, ON, tried something different to encourage students to read during winter months. The principal, with input from the TL and other teachers, started a program to get their students to Read Across Canada.

Utilizing the school's four house leagues, it was decided that for each book read by a house member, the house would receive points. To keep track, a bar graph for each house was erected. The points were tallied weekly.

House points were transferred into kilometres and the race across Canada began. All houses started at St. John's, NFLD, and the goal was to reach Victoria first.

The race grew very competitive with students, teachers, parents, and custodians all contributing their reading to the points totals.

Not only did all four houses make it to Vancouver by the end of the four-week race, three houses made it all the way back to St. John's!

By the end of the race, Kingsville students read thousands of books.











Flash*point* 

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION



#### Copyright ©

As reported in the fall issue, Access Copyright has filed a request with the Copyright Board to increase fees to schools from \$2.30 per full-time student to \$12.00 per full-time student. This was a result

of a failure by Access Copyright to get this concession from the Council of Ministers of Education of Canada. The Copyright Board is requiring Access Copyright to prove their case through a concrete study of copying habits in 1,000 schools across Canada. The study will be conducted in 2005, starting in January, and take most of the year for completion and analysis. The study, which has a very large price tag, is being paid for by Access Copyright and being done by an outside agency of their choice.

The first hearing with the copyright board will take place in September 2006, at which time responses and counterarguments will be heard. A decision is expected some time in 2007. In the meantime, the \$2.30 rate will be maintained, adjusted by the consumer price index.

Access Copyright are sure they can get this increase. Quebec has agreed to escalate to \$17.50 per student. Looking ahead, Access Copyright sees a fee possibly four times larger when digital licensing is included. The OLA Board of Directors will be following this development closely and preparing a reaction based on our own fact-finding and on the material being used in evidence by Access Copyright. More to come...

ABOVE: The Ontario Coalition for School Libraries at the Canadian School Boards' Association Conference (from left - Sya Van Geest, Janet Kaufman, and Liz Kerr).

#### The Federation of Ontario Public Libraries

The OLA Board of Directors continued to support the Strategic Directions Council and its work on development of the Federation of Ontario Public Libraries. Financial and logistical support was given in September to the creation and distribution of kits seeking membership in the new organization. OLBA President Suzanne Culp has provided a running record of those public library boards agreeing to join the new organization and, at the time of writing, it was clear that support had reached a critical mass sufficient to move forward with the establishment of the Federation. The official launch will take place during the Public Library Awards dinner at Super Conference 2005.

#### School Libraries

The Ontario Coalition for School Libraries, through the OLA, has stepped up its activities. A new Web site at <www. ontarioschoollibraries.ca> has given the group a strong base from which to work. The group appeared with the Canadian Coalition for School Libraries at September's Word on the Street in Toronto. This fall, booths and displays were mounted at the annual conferences of the Ontario Principals' Council and People for Education and at the annual meeting of the Ex Libris Association. The volunteer chairs Liz Kerr (Kawartha Pine Ridge District School Board) and Catherine Mitchell (Tundra Books) are to be congratulated for their efforts. Getting away from their regular jobs, let alone finding others who will be at these critical conferences, is more than a challenge.

BELOW: Ontario Coalition for School Libraries Co-chairs Liz Kerr and Catherine Mitchell from Tundra Books at the Ontario Principals' Council Conference.



#### Flash*point*

#### The Education Institute

OLA, the British Columbia Library Association, the Library Association of Alberta and the Saskatchewan Library Association (The Partnership) are placing the Spring catalogue of programs for the Education Institute

members' hands this month. The Institute has had an outstanding fall with dramatic increases in participation from coast to coast.

The new creative partners Darlene Fichter, Pat Cavill, Rebecca Jones and Jane Dysart are already making a strong impression and the spring program will see Ken Haycock and Ken Setterington adding their international reputations to the programming. Rita Vine and Sya Van Geest continue to bring their fresh perspectives after a strong fall.

This past November, Rebecca Jones and Jane

Dysart had a huge critical and participatory success in the two-day Leadership Forum on developing partnerships that they created with OLA President Ken Roberts. The program featured former Winnipeg mayor Glen Murray, San Diego chief librarian Jane Light, Alberta Library's Lucy Pana, and even the Hamilton Ti-Cats, in a remarkably revealing look at what partnerships are, what they are not and what the principles are that are critical to their success. A very big

highlight in a solid fall!

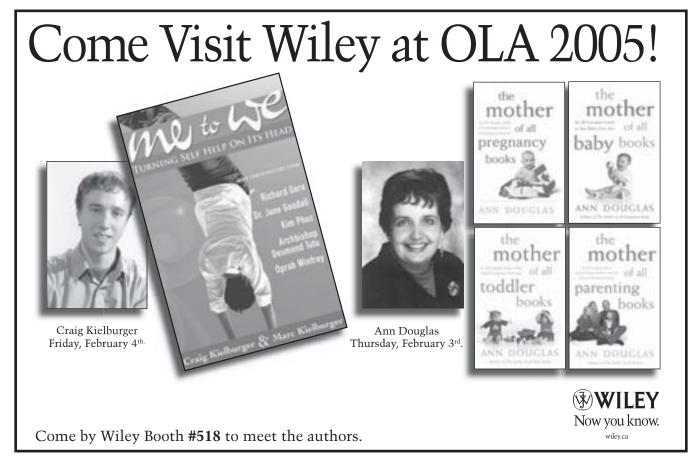
For the Associations of The Partnership, the virtual offerings on-line and by audio conference were the highlight, attracting hundreds from coast to coast. Before the 2004-2005 program concludes, over 85 presentations will have taken place.

Looking forward to this spring, Ken Haycock returns, bringing his remarkable depth of knowledge and experience to a stunning range of programs. Ken Setterington brings his expertise to the Education Institute for the first time with a highly anticipated two-day conference on children's services. All Education

Institute program partners and all Glen Murray, Jane Dysart at the very successful Leadership Forum on Partnership Development. Associations of The Partnership are at Super Conference 2005 where they will be meeting with delegates and each other to start

planning on the 2005-2006 program.





#### The **OLAStore**

Last year, the buzz in the OLAStore was around the Nancy Pearl Librarian Action Figure. This year, it is the 2005 literacy calendar that OLA has worked on with Eric Walters and



his team of authors, photographers and friends. So far, almost 9,000 of the calendars from the 10,000 printed have been sold. This first venture has been an excellent learning experience, and the 2006 version will be even better, S&B Books, who have been a wonderful support for the project, is inviting the authors who are in the 2005 calendar to be present at their booth at Super Conference, the culmination of a great adventure. The theme

for the 2006 calendar is about "couples", matching male and female authors in striking and original ways.

#### Libraries as part of Ontario's Cultural Industries

OLA is working closely with the Organization of Book Publishers of Ontario, the Canadian Magazine Publishers Association and CIPRA, the Sound Recording Organization, to create a major feature area at Super Conference 2005. The provincial government is backing these organizations and OLA is providing major logistical support for development

of an Ontario Pavilion which will provide a major focus for the Ontario cultural industries. The Hon. Madeleine Meilleur, Minister of Culture, will open the exhibit, expanding her role at Super Conference significantly.

In another venture this fall, OLA distributed kits to publicize a free distribution of children's and young adult books to public libraries by the Ontario Book Publishers of Ontario.

Slightly different, but also bringing libraries closer to Ontario's cultural industries, was the appointment of Stratford Chief Librarian Sam Coghlan, President of the Ontario Public Library Association, to the Minister of Culture's Advisory Council, a 22-member board that has a veritable who's who from the arts and the arts fundraising community. Coghlan is on the Education sub-committee of the Advisory Council.



#### The OLA's Forest of Reading literacy initiative

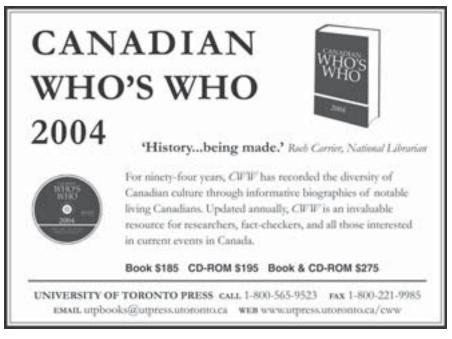
TVOntario's Imprint program featured the Silver Birch ceremony in its one-hour program, Reading Rocks. Even the title came from the OLA which has used Silver Birch Rocks as a theme for a number of years. The program was an excellent look at how reading and literacy are promoted among children and was a welcome acknowledgement of the OLA's literacy initiative.

A modest grant from Canada Post is supporting purchase of extra sets of Golden Oak Book Club titles. Literacy programs that register for the 2004-2005 Golden Oak Reading Program can borrow up to seven copies of each of this year's official selections from their local literacy network for use within their programs. Readers in the Golden Oak Book Club are adults who are learning to read and ESL students in high school and college.

Another Web site improvement for the reading programs is on its way. Last year, a template was created for a series of password-protected sites to support librarians and teacher-librarians providing the programs in their institutions. The OLA Reading Program Council has asked for the public side of the site for readers be revamped to be a fun and colourful meeting spot for the close to 200,000 readers in the programs. The redesign should be under way by the time you receive this issue.

#### The Ontario Digital Library

The OLA and the ODL Steering Group have asked the government to reconvene the meeting of Deputy Ministers that started the last year's round of meetings to determine a timeline for implementation of the project. In the meantime, meetings with politicians and with other key advisors have been stepped up. Interest remains high and an announcement is anticipated for Super Conference.





#### The World Outside

OBSERVATIONS ON NATIONAL AND INTERNATIONAL LIBRARY EVENTS AND PROGRAMS

### Just Like Us?

#### I had expected that more would be different.

This past summer I visited libraries in Australia, New Zealand and South America and found that their focus, experience and future plans are very similar to libraries in Ontario. Their physical layouts are also similar, as is their increased focus on electronic access and services. I felt right at home.

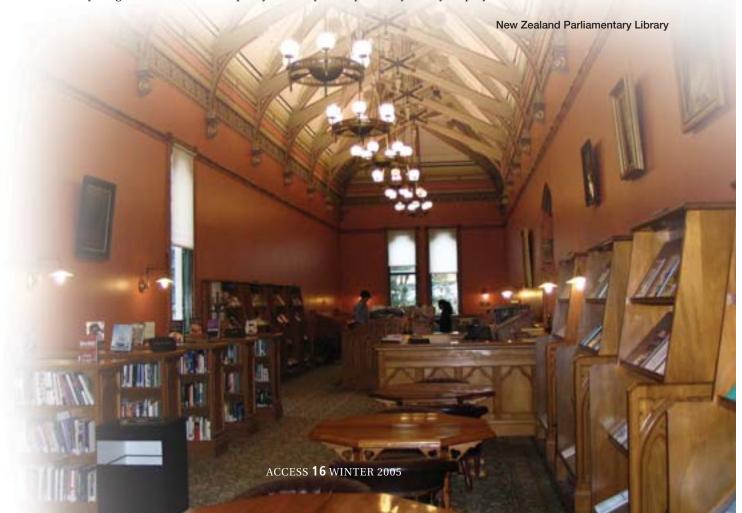
My first trip took me Down Under, where I had been invited by a group of six university libraries (the members of the Libraries of the Australian Technology Network) to assist them in developing workforce and succession plans. The trip gave me an opportunity to visit not just university settings, but also parliamentary and state libraries.

Much was the same as what we find in Canada and the United States. These libraries are grappling with the change in publishing from print to electronic and how best to provide resources and services to their users. Their workforce is aging and, recognizing how few chances they have had to hire younger librarians over the past years, they

are concerned about how they will ensure that they have the staffing they need to take their libraries forward.

They are finding better ways to work together. New Zealand, for example, has a country-wide consortium that includes all types of libraries and is having significant success in negotiating electronic licenses for better prices and greater accessibility. Another effort by the Australian Library and Information Association (ALIA) provides a service that brings together individual libraries as partners in purchasing electronic products.

Libraries in Australia and New Zealand are concerned about the education of their library students (many receive only a bachelor level library degree, although this is beginning to change with more masters programs being put in place). Ties between the libraries and many of their library school programs have been strained. This has resulted in little or no dialogue between educators and practitioners about the skills and competencies that are needed and expected by library employers. Salaries are an issue too, with



salaries lower than other comparable groups. (ALIA has just released new standards for fair pay of Australian libraries and library technicians. See <a href="http://alia.org.au">http://alia.org.au</a>)

Libraries are committed to representing the culture, experience and age of their users. Both Australia and New Zealand have indigenous populations and large numbers of immigrants. However, attracting them to use libraries and to consider library work as a career is a challenge, as it is in Canada.

#### **Are There Differences?**

Of course there are differences. If any of us ever questioned the importance of advocating for more open copyright laws, one need only to visit the parliamentary libraries in Australia. Exemptions for members of parliament permit these libraries to copy and disseminate print and media broadcasts in a way that can only be dreamt of in Canada and the United States. The exemptions allow the libraries to provide a full range of current awareness services that make their users more fully informed and, hopefully, better at what they do.

The most striking contrast to Canada are the prominent state libraries found in Australia. Many of them were built in the late 1880s when Australia emerged as an important source of the world's gold. Impressive public buildings, such as parliaments, museums and libraries, were created at that time by government and benefactors. The state libraries are housed in elegant, well-maintained Victorian-style buildings with impressive collections and resources.

The State Library of Victoria in Melbourne is an example of this. It contains a number of important historical collections that reflect the state and the country's history. Of particular interest is the Ned Kelly collection that profiles the life of this

notorious bushranger. The State Library of Victoria recently celebrated its 150th birthday with a lavish refurbishment. Another beautiful library is the Parliamentary Library in New Zealand. Few buildings of any type in Canada can match the grandeur, sense of history and public space that these libraries do.

#### **Next Stop: South America**

My next trip took me to the World Library and Information Congress, the 70th conference of the International Federation of Library Associations (IFLA) held in Buenos Aires, Argentina. This conference was preceded by the conference of IFLA's Section of Library and Research Services for Parliaments that was held in Valparaiso, Chile and hosted by the Library of the Chilean Congress.

The parliamentary conference was attended by librarians from more than 30 countries. Again the issues were much the same for participants or speakers, whether operating in a historical democracy such as the United Kingdom or a new democracy such as Ghana. Librarians were concerned about getting their members to use the libraries, working with parliamentary staff (many of whom are quite young and have different expectations and uses for libraries) and providing external library services and educational programs that support democracy.

The full IFLA conference in Buenos Aires was an impressive event, with more than 160 countries represented. As expected, given its location many South Americans were in attendance. Libraries in South America suffer from poor economic conditions but remain an important part of the educational, legislative and community landscapes. Political upheavals have caused disruption of libraries (in 1973, for example, the Chilean Librarian of Parliament was arrested



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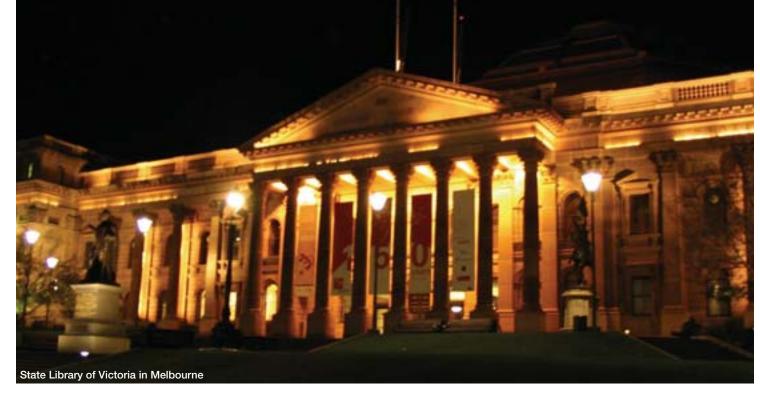
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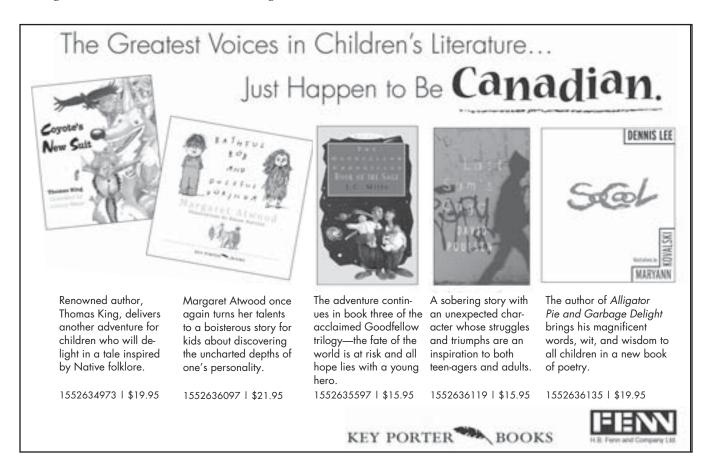


and imprisoned by the Pinochet government). Being able to get books published by their national authors has been difficult at times, but a desire to move forward under today's more stable conditions was very clear both among delegates and speakers representing those countries. (For a great review of the conference visit the blog by Jacqueline Van Dyk of Vancouver, a first time attendee at <www.vcc.ca/library/blog>).

Just like us? Yes, but different too. I am pleased to say that visiting libraries in other countries and hearing from others

around the world gave me a great deal of confidence in the future of libraries. The value of learning from others about what they are doing is essential in our globally connected library community. It is hoped that this column is a piece of that.

Vicki Whitmell is Legislative Librarian of Ontario <vicki\_whitmell@ontla.ola.org>





### View from the Top

LIBRARY LEADERS COMMENT ON THE PROFESSION AND THE FUTURE

## The Care and Feeding of New Graduates!



young library school graduate who had recently moved to Ottawa admitted that she had actually "stalked" me for several months before coming up to speak to me. She wanted to talk (of course) about job prospects with the OPL. I was shocked. Was I so unapproachable? Was the library administration office such an ivory tower (it actually is in a tower) that she didn't believe anyone would take her call? Fortunately the story so far has had a happy ending. But it did raise the question of what senior public library officials can do to help young starting-out professionals looking for work (and usually carrying a heavy debt load).

Like so many other sectors, the library profession is entering a period of massive boomer or zoomer (boomers on the go!) retirement at the same time as there aren't enough beginner positions for new graduates even considering work in public libraries. Add to that the hiring drought of the '90s and the allure of so many other information industry jobs and the future looks troubling for public libraries vis-à-vis new graduates. How can we help these young grads particularly after they have had the guts to stalk us down or send us their resume cold-call? What's wrong with this picture? I had many of my career breaks thanks to the helpfulness and caring of senior library professionals. We now have to do the same.

Here's what I suggest and try to do even when there are no positions being posted in my institution. Get to know the young ones! Keep the door open. Read the resumes that come in rather than passing them off unopened to HR or the round file. Circulate them (with permission of course). Invite the grad in for a chat. Get to know them. Advise them if their resume could be improved. Get them involved in local library association events as volunteers, presenters, etc. Talk to them about networking. Acknowledge them when you see them at functions. Help them get on as a casual worker so you and your staff can

By Barbara Clubb

#### View from the Top

"test-drive" them. Fill them in on the formal and informal hiring processes and cultures of your organization. Help clear the path by giving them other names of people they might contact. Invite them personally to library events and introduce them to new contacts while you are there. Suggest additional courses they might take to improve their chances such as management, supervision or especially here in Ottawa — French language training. (A newcomer to Ottawa often doesn't realize how important this is now). Give them some library or association volunteer work to get some experience.

On a more formal basis public library managers should accept young library school students on assignment; create internship programs; visit library schools to meet the new students and graduates and find out what they are taking these days. You will be surprised what is in and what is left out of the course load since you graduated.

There is much that you can do to help the young professional but the rewards are great. They can give you new perspectives on service and the profession. You can get to know the thinking of a new generation of both librarians and hopefully users. This interaction can be your own little development laboratory — worth its weight in gold. And they can become advocates for your own institution. So the next time a new grad calls...put on the coffee pot and take time out to have a chat. The director is in!

Barbara Clubb is City Librarian and CEO of the Ottawa Public Library, Ottawa. She is a champion for the benefits of reading, literacy and public libraries as a core community service.

She is a leader in the Canadian and international library communities and is a frequent speaker at conferences and meetings at the local, national and international levels. She is the president-elect of the Canadian Library Association (2005-6) and the immediate past chair of the IFLA Public Libraries Section. She has recently received the Queen's Golden Jubilee Medal and been elected as a Paul Harris Fellow of the Rotary Club International.



## **What Do Millennials Want?**

Knowing one's users is one of the most important aspects of a librarian's job. In order to effectively serve them, we must be—to the best of our capabilities—informed as to their general characteristics as we implement efforts and strategies to satisfy their information needs. In academic libraries, it is perhaps easier to see users as belonging to a larger trend or group, in comparison to public libraries. One general aspect of our academic users that we can track and anticipate is their age. More broadly, we can look at our users in terms of belonging to a specific demographically defined generation. Thus, we must familiarize ourselves with the common experiences, factors, and perspectives that have influenced a generation's value system in order to best understand and serve it.

As we move into the new millennium, the core group of academic library users is the generation of individuals who are known collectively by many names, but most commonly as Generation Y. As a result, it is vital that the librarian professionals on campuses throughout Canada recognize that this generation, like the ones that preceded it, possesses some unique traits. Such common threads of knowledge and attitude speak directly to the styles of learning of members of this generation, and impact the strategies we must adopt in order to most effectively give these patrons the information-seeking skills they will need in order to be search-savvy throughout their working and personal lives.

#### **Defining the Generation**

The Y generation is the largest generation since the Baby Boomers, who often make up the parents of this younger group. Though not as large as the post-World War II generation, the Y generation is significant nonetheless, both in its size as well as the impact of their values within society. The date range of the Y generation cohort is roughly defined as being born between 1980 and 1995 (Foot 24).

In attempts to define and describe this generation, many names and labels have been put forward by many different sources. In addition to the Y generation, some of the most prominent names for this age group include:

- Digital Generation
- Net Generation
- Nintendo Generation
- Echo Generation
- Internet Generation
- Generation 2000
- Generation Next
- Generation Y2K

- The Baby Boomlet
- Yers
- Millen(n)ials
- Y2Kids
- Nexters
- Echo Boomers
- Next Gens

#### **Gen Y Influences**

The Millennials grew up with a number of outside environmental factors that shaped the generation's values and understanding of the world around them. One of the most prominent factors in this regard is the parenting habits of the Baby Boomers, the group that predominantly makes up the parents of the Y generation. This parenting generation applied certain styles of parenthood that were unprecedented in their level devotion to their children (Murray). While parents have always been making huge sacrifices for their children, the Baby Boomers did so at a previously unseen degree. The image of a middle-aged soccer mom driving her namebrand-dressed children in a mini-van , replete with the obligatory Baby on Board sign in the back window, has been a common one over the last 15 or so years.

Thus, the Y generation grew up being the centre of attention for their parents, who were wanting and able to give their children the best of everything. These kids grew up with their bedrooms as rec rooms, complete with TV



and stereo. They were raised predominantly in the suburbs, within an environment of rapidly sprouting box stores. Also, the Y generation was learning about its world within the culture of all-day news and sports delivery, not only on television, but also via the internet. Thus, this age group was getting what it wanted in a more immediate way than any other generation before it.

#### **Gen Y Characteristics**

How did such an upbringing end up shaping this generation? Well, first of all, the Y generation is very technosavvy. They started off with VCR, microwaves, camcorders, and Nintendo. Now, Xboxes, cell phones, text-messaging, laptops, and digital cameras are everyday commonplace devices. It's hard to believe they have been using computers since (at least) kindergarten! At the same time, the Y generation is a very diverse generation due to their having the whole world at their fingertips through global economies and the internet, which introduced this age group to an asyet unrivalled variety of sights, sounds, styles, and tastes.

Due to this generation being raised in the planned and organized households created by its parents, the Y generation has expectations of a highly structured, me-

oriented environment (Zemke). They have grown up with a tight agenda scheduled by their parents that included team sports, music lessons, and other organized activities that filled their afterschool hours. As a result, Millennials tend to have a low threshold for boredom and a need to be entertained. Since parents have enjoyed making their children the centre of their universe, the Generation Yers are self-confident and vocal,

parents have enjoyed
making their children the
centre of their universe,
the Generation Yers are
self-confident and vocal,
generally not hesitant to speak their minds and challenge
the status quo. However, at the same time, due to their
high level of extra-curricular activities, the Millennials, as

accustomed to team-based organization (ibid).

Equipped with this knowledge and understanding of this demographic group, librarians can make informed decisions about how to instruct and serve this generation as they walk into our libraries with all these characteristics and values (Oblinger).

a generation, tend to be team players, comfortable and

#### Y@our Library

When Generation Y students come to the library, what do they want? What kind of help do they need? Well, we know that this generation is definitely computer proficient. But techno-savvy is not synonymous with techno-smart. They may be familiar with using technology, and be using the most updated software with great ease and comfort. And

they may know how to surf the internet and find what they want. But can they transfer these abilities into academia? Usually not.

Students expect information retrieval to be fast, free, entertaining, and available right from the computer (Oblinger 39). They have been masters at locating books, clothes, CDs, MP3s, lyrics and other entertaining venues on the internet. However, the library does not function exactly like the internet and information is not packaged in a necessarily fast and entertaining single location. So when the Millennial generation comes to the library, they still require a high level of instruction in order for them to be techno-smart. By looking at the learning styles and strengths of this generation, we will know how to assist in the wants and needs of this demographic.

#### What do Millennials Want?

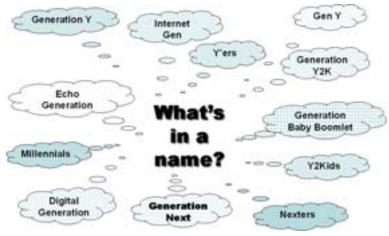
Members of the Y generation benefit from experiential activities. They want to be active participants rather than passive recipients. While participating, members of the Y generation prefer a highly structured environment and they want to be presented with the big picture so that they understand the outcome of their step-by-step discoveries. Members of the Y generation are accustomed to learning

through technology as they have grown up watching educational programming and mastering video games, and prefer to learn through images as opposed to text (Manuel).

Members of the Y generation are used to simultaneously talking on the phone and surfing the internet while music is blaring in the background.

They are, according to Howe and Strauss, born multitaskers, so for a Yer to do only one of these activities at a time is tedious. Since they are comfortable multi-tasking, solo-tasking is boring (Manuel). Also, this demographic has grown up with a learning style that closely resembles what Jason Fraud calls "Nintendo logic." Nintendo represents a trial-and-error based approach to learning where losing is the fastest way to mastery (Oblinger).

When instructing this demographic it is important that we acknowledge their worldview. If we start with what they know – computers, the internet, and other technologies – we will get into their environment and way of thinking. It seems pointless to help members of the Y generation search for articles in a print index when electronic indexes are more prominent than their print counter-part. And so we must embrace the internet and use it as much as possible. We must promote the internet through positive use, and acknowledging the features, benefits and potentials it has to offer (Manuel). As well, we must favor image over text.



We must be willing to provide instruction in a visual style rather than expecting them to read line by line instructions. In doing so, our patience may be required, but as Nintendo logic has shown this generation, trial and error brings results.

Some areas we should be considering in our library in order to take advantage of this demographic's traits include promoting our e-book collection, helping them 'virtually' with on-line reference, offering as close to 24/7 service as possible, and providing application software which enables the complete information cycle to take place within the library. On the plus side, all of this seems to be on the horizon, if not already here.

Knowing these unique learning styles and learning strengths, we as teachers of the library are better able to engage this generation. Instructing this demographic according to their styles and strengths will result in a techno-smart demographic in the library.

Sarah Harrison (Warkentin) is a recent MLIS graduate from the University of Western Ontario and has just completed a reference internship with McMaster University. She plans to continue working in academic libraries in reference and instruction. Her research in demographics and the library aspires to understand how best to serve the current student population in post-secondary school. <sarahharrison@yahoo.ca>

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### Kids Read:

### Vaughan's Annual International



Library volunteer Magdalene Luong with Olive Senior.



Pamela Mordecai and friends



Reading Festival

n April, 2003 during Canada Book Week, we held our first International Reading Festival at Vaughan Road Academy. The festival was held over four days in the library. It was a great success, with 17 students and teachers reading in their first languages during lunch hour, followed by translations and question-and-answer sessions.

The kids and teachers enjoyed it so much that this past year there were 40 participants, including visiting authors who presided at presentations during regular class times. We even managed to include one evening session at the local public library. The week-long project demands much time to elicit and organize input from student and teacher volunteers, but all are totally committed because they have such a good time.

This project began in September 2002 during a library volunteer meeting. I surveyed students to ascertain how many different languages they spoke. They were asked whether they would like to conduct readings for five to 10 minutes in a language other than English, with explanations, and a question and answer session. I suggested reading a short poem, part of a story, or fairytale. Some students accepted the challenge immediately, with favourite passages in mind; others asked for help with surfing the Internet for material. In January, I began asking Anglophone volunteers if they would be willing to introduce and thank readers, or set up chairs and organize water for speakers. All participating volunteers earned community service hours.

At first, I did not wish to attract large audiences, because many readers were quite shy. Ideally, readers of similar language groups are paired in the two seminar rooms. I print tickets and ask volunteers to distribute them to friends. Sometimes, a volunteer will post signs in the halls, and there are P.A. announcements. I distribute pamphlets at staff meetings and the principal distributes them at Parent Council meetings. The first year, a parent's offer of press coverage meant that Marichka Melnik came to interview students for the CBC! Teacher Julie Birrell brought her Spanish class into a seminar room for a lunch time session. Moreover, teachers whose first languages were Ukrainian, Italian, Greek, and Serbian, offered to share lunchtime sessions with students of the same language heritage.

The first Festival extended well beyond lunch hour sessions when our English teacher, Ken Klonsky, followed up on a parent's offer to arrange for Olive Senior to conduct a reading. Olive is a Commonwealth Writers Prize winner, whose book, Summer Lightning, is on the curriculum. Also a writer, Ken offered to read, and asked friends to join him. When

y Barbara Falby

another parent volunteered her friend, mystery writer Maureen Jennings, an English teacher built this genre into his curriculum.

This year, teacher Jason Kunin, read from his comic novel, a work in progress, and Heather Birrell read a short story from *I Know You Are, But Who Am I?* Students were most enthusiastic about discussions with "a real writer" and with the re-arrangement of library shelving, we were able to accommodate the growing audience. Pamela Mordecai read in a dialect from the Caribbean, which captivated students and poets Allan Briesmaster and Maureen Hynes revealed that poetry can still hold students spellbound.

Indigo book certificates were issued to each participant: \$10 for students, \$25 and \$50 for others and each reader received a certificate of appreciation. As the program grew, Principal Sue Eaman was kind enough to obtain board funding for a supply teacher, to assist with supervision.

The Reading Festival has become so popular that some students request tickets before January, and pressure classmates or friends to read or introduce themselves. Languages have included French, Spanish, Italian, Greek, Serbian, Ukrainian, Azeri, Turkish, Russian, Tamil, Yoruba, Chinese, Creole, and Korean. Foreign language dictionaries have suddenly become very popular. Participation in the festival has forged bonds between students of different cultures. The Azeri reader was ecstatic to discover that Turkish speaking classmates could read his selection.

Most difficulties encountered while running the festival were surmountable. During the first year, one student repeatedly insisted that he was too shy to read in Vietnamese. It soon became apparent that he could not find Vietnamese literature on the Internet. When my attempts to assist yielded only poems translated into French or English, I finally called the Vietnamese consulate, where a youth worker agreed to translate if we faxed a poem to him. The next day, the student read and discussed his passage beautifully for CBC. Another student contributed a poem at the Tagalog session, and explained in his limited English that the poet was asking for courage to read his poem.

This project seems to extend itself naturally beyond library walls.

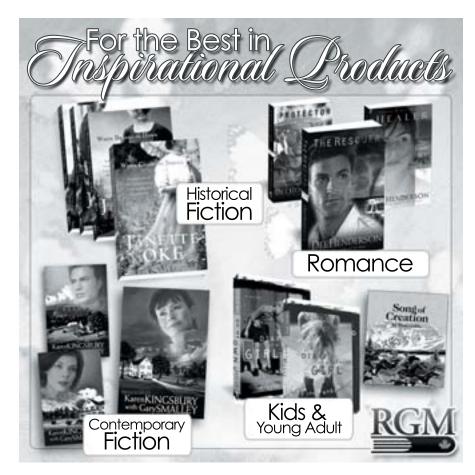


Jason Kunin reading to students in Barry Sullivan's English class.

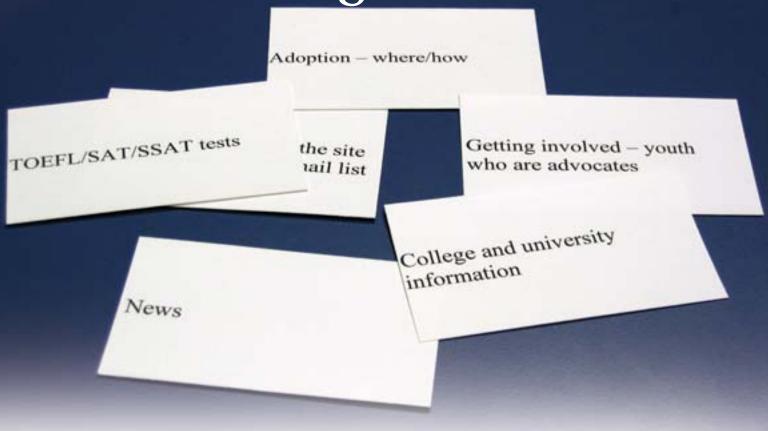
Students tell of receiving help from parents, girlfriends, or other relatives, because they arrived in Canada before learning to read or write in their first language. Students also remark that they hadn't realized the similarities many languages share. Occasionally, I am thrilled to hear students asking others to teach them phrases in another language. Finally, the writers themselves are thrilled with the students' responses.

Our International Reading Festivals at Vaughan Road Academy have become a celebration of reading, creating and communicating, well worth the tremendous effort on everyone's part. As of the second week in September, four participants have already come forward to volunteer for sessions in April, and the new head of the English Department has already contacted me about working some of the authors' presentations into the curriculum. We are looking forward to another exciting Festival in April.

Barbara Falby is the Assistant Curriculum Leader of the Library Reading Festival 2003 and 2004 at Vaughan Road Academy.



## Card Sorting: A Practical Guide



ser-friendliness is a central goal in any kind of user interface development, whether for a Web site, intranet, or in-house software application. A user-centred design approach, which includes usability testing at various stages of development, is a preferred methodology for achieving a user-friendly interface. Many techniques can be employed and several are quick and inexpensive. At Toronto Public Library, card sorting usability tests have been used in two recent projects to evaluate terminology on our Web pages. These tests are easy to set up and can be relied upon to provide meaningful, that-makes-sense results.

Typically, card sorting is used to determine the best way to organize all of the content in a proposed Web site and to name the menu items and topics that appear on the interface – or "what goes under what, and what will we call it?" Both open and closed card sorting tests can be used.

In open tests, the subjects or testers work in teams of two to four people and arrange topics into common groups and then name each group. The names are then candidates for the main group names which will be used on the site.

At TPL, we favour closed card sorting tests where staff use their subject expertise and reference desk experience to create a taxonomy of main categories and then the subjects are asked to group a number of defined minor topics under these main categories. This test identifies problem category names, ambiguities, and overlapping categories.

For Ramp <a href="http://www.torontopubliclibrary.ca/ramp">http://www.torontopubliclibrary.ca/ramp>, the TPL gateway for Toronto teens, we used card sorting to evaluate our proposed terminology to be sure that teens could understand it and successfully browse the site. This Web site uses a unique taxonomy of subject terms developed to describe the interests of youth in Toronto. The terms are intentionally casual and fun—limited use of LCSH is intentional! For the re-designed Virtual Reference Library site <a href="http://www.virtualreferencelibrary.ca">http://www.virtualreferencelibrary.ca</a>, launched in October 2004, the terminology needed to work for a wide variety of users—old and young, with and without experience or expertise.

What follows is a description of how to set up a closed card sorting test. Before testing, first you will need to do your research and prepare your proposed taxonomy of categories for the site. Separately, create a list of topics that will be included in the content of your Web site and that users are likely to seek. For instance, we planned main categories in Ramp like SOS and Opportunities. We wanted to test topics like food banks, jobs, and volunteering. In the VRL tests, we tested three types of topics: proposed subcategory headings like Wars, Conflicts and Military History, general topic terms like "Canadian elections", and sample Web sites with a title and brief description. As you prepare the testing materials, you arrange for the subjects to visit your location for a card sorting session. Recruit your testers to represent the target

audience of your Web site. Think in terms of age, education, internet experience and degree of subject knowledge. Subjects with little or no prior knowledge of your project will be most helpful.

#### **Preparation**

You're ready to do some closed card sorting and want to know where to start. The key task for the subject is indicating in which category they believe each topic belongs. So you need cards for the topics and labeled piles for the categories.

For the topics, you can use 3" x 5" index cards, writing the topics clearly, one per card, with a marker. You can also use laser printer business card kits such as those from Avery. Use the label wizard built into Microsoft Word and similar programs to format a document for the labels, with one topic per label. You'll get 10, 2" x 3.5" cards per page (See Illustraion 1). These smaller cards are easier for subjects to handle so it's practical to deal with up to 100 topics per subject.

For the categories, use envelopes on which you write the category names (See Illustration 2). At the end of a session, you can quickly put the topics associated with that category into the envelope, keeping the association clear until you have time to process the results. Create one set of envelopes per subject and write the subject number on the back of the envelope. In each set, include one envelope marked "No suitable category", for topics that subjects feel don't belong with any of the categories you've provided.

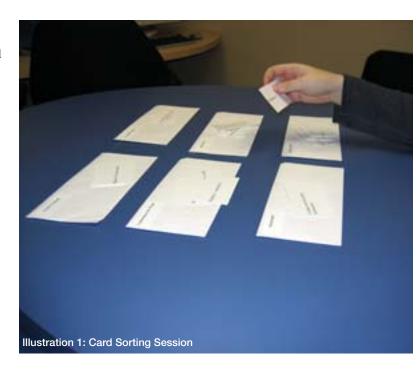
#### **The Card Sorting Session**

Administering the sessions is straightforward, but it is wise to pilot your materials with two subjects first. They will help you identify any fine-tuning required.

Start with a large table that the subject can comfortably sit at. Spread out the envelopes so that the subject can easily reach all of them. Shuffle the topic cards very well and give the deck to the subject. Ask them to place each card on the pile corresponding to the category they would expect to find it under or on the "No suitable category" pile. Ask them to talk out loud about why they're placing that card in the particular pile; this will give you insight into how they're interpreting the topics and categories. If possible, videotape the sessions to capture this verbal data for later review. Even if you don't transcribe all of the sessions, it may be useful to be able to return to the explanations for particularly problematic topics.

When the subject has placed all the cards, ask them to pick up all the cards in the "No suitable category" pile and have them group the cards however they see fit. This is a small open card sorting session: when the subject has a grouping they're comfortable with, ask them to name the groups and write those names on the associated topic cards.

When the session is complete, put the topic cards in the associated envelopes, make sure the envelopes for a particular subject are kept together (e.g. with an elastic band), and bring out the materials for the next subject. For 70 topics, each session will last between 15 and 30 minutes, depending on how talkative the subject is. You should try to get as many subjects as you have categories, and in any case, at least seven subjects.





#### **Analysis**

Record the categorizations in a spreadsheet (a sample can be downloaded from <a href="http://www.torontopubliclibrary.ca/cardsorting/analysis.xls">http://www.torontopubliclibrary.ca/cardsorting/analysis.xls</a>) with one topic per row and one category per column. The cell at the intersection of a particular topic and category is the number of times a subject placed that topic in that category. You can think of that number as the number of "votes" that the topic belongs in the given category.

A key result from card sorting is whether or not subjects agreed on how to categorize the topics. So, for each topic, create a column that shows how many of the subjects chose the most popular category for that topic. For example, in the Ramp study, we asked seven subjects to place 70 topics into eight categories. The study found 27 topics where the most popular category for that topic was chosen by six or seven of the subjects, 30 topics where the most popular category for that topic was chosen by four or five subjects, and then general disagreement on the remaining 13 topics.

The topics that subjects widely agree belong in a particular category are the core topics for the category; they should be presented as prime examples of what a user can find in a category.

Another key result is identifying pairs of categories that are often confused. Subjects are just as likely to place certain topics in either of the categories. These categories are candidates for being merged (if it is agreed that no significant difference exists) or rewritten (to emphasize their intended differences). Find these categories by looking for topics which have two or more votes for two or more categories.

Confusion during card sorting may arise from not understanding the meaning of a category (which is likely to lead to category overlap, as discussed above) or from not understanding the meaning of a topic (or a bit of both!). Confusions around topics typically result in the topic being

placed in many different categories (e.g. three or more) with similar vote counts. The verbal data is also a good indicator of confusion, so keep notes during the session. As a result of the Ramp test, we decided to change the main category SOS to Emergency to improve understanding. Some confusions are particularly good at showing the power of the technique at revealing unexpected interpretations. For example, we had one subject for the Ramp study that placed the topic prostitution under the category Careers.

#### Conclusion

Developing taxonomies is a traditional skill of librarians and information specialists. The internet has introduced users to a huge proliferation of on-line menu systems and with this has come a new spectrum of expectations. At TPL, card sorting has been very helpful in resolving nomenclature issues. It's an inexpensive, objective way to gather user feedback on staff proposals. It has helped to identify terms that needed to be changed, when a see also reference is appropriate, what will be important to explain in a scope note, and where content should be duplicated.

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# by Maria Moriarty

## Reading the World: Building an Adult Literacy Collection

Reading the world always precedes reading the word, and reading the word implies continually reading the world.

**Paulo Freire** 



I have always imagined that Paradise will be a kind of library.

Jorge Luis Borges

These two quotations illustrate the challenges of creating an adult literacy library collection. The first quotation introduces us to an understanding of adult literacy that goes far beyond the mechanics of reading and writing; it opens up the question of the purposes and meaning of adult literacy. Freire challenges and expands our assumptions about becoming literate in adulthood. He reminds us that adult literacy students are living and working in the world and that adult literacy work and materials must reflect the realities of students' lives and must address and respect them as adults.

The second quotation reflects the thinking of many of us who work in libraries. For many of us the library is a perfect place.

The ideal adult literacy collection represents and respects the lives of adult literacy students and also reflects the joy of the reader.

My understanding of the process of building an adult literacy collection has been developed through several years of working in information and resource services at AlphaPlus Centre. AlphaPlus is an adult literacy resource centre that provides services to adult literacy programs across Ontario. We work closely with programs and with adult literacy practitioners to provide appropriate and interesting materials to adult literacy students. Our knowledge and understanding of what this means

has developed through collaboration with the adult literacy field, and our library perspective has been challenged and enriched by our contact with the field.

Our ongoing project, Linking Literacy and Libraries, has made significant strides in raising and promoting community awareness of adult literacy by fostering partnership development between literacy programs and public libraries across Ontario. Four Ontario communities – Timmins, Sioux Lookout, Sarnia, and Six Nations – are currently sponsoring adult literacy collections from AlphaPlus. These community literacy collections, customized to meet our community partner's identified literacy needs, are housed in the local library and available for borrowing.

#### Who is the adult literacy collection for?

The best place to begin to address this question is by asking the local adult literacy community, because they will be the most likely users of the collection. Local adult literacy practitioners have the training and experience in adult learning principles along with a well-developed understanding of the role that learning styles, multiple intelligences, and learning disabilities may play in adult literacy learning. These factors will influence the types and range of materials to be selected.

An adult literacy collection that is built consultatively, according to the principles of adult learning and incorporating the knowledge and expertise of the literacy field, will be richer, more effective, and ultimately more likely to be used by and useful to the adult literacy student in local programs, as well as by adults in the community who are working independently to improve their literacy skills. The adult literacy field makes use of the services of volunteer tutors, many of whom work one-on-one with adult literacy students. In a local library setting it is likely that the adult literacy collection will be used by tutors and by tutors and students working together.

#### These are some topics tutors might want to learn about:

- · Readability and theories of literacy
- Adult learning principles
- Instructional strategies for teachers of adults
- Tips for volunteer literacy tutors

These are some materials tutors and students working together, and students working independently might want to use:

- Reading materials with comprehension activities
- · Spelling and vocabulary activities
- Materials to support the development of writing skills
- Materials to support the development of life skills
- Materials that contain teachers' guides to help tutors adapt them for individual students

#### **Adult Literacy and ESL Literacy**

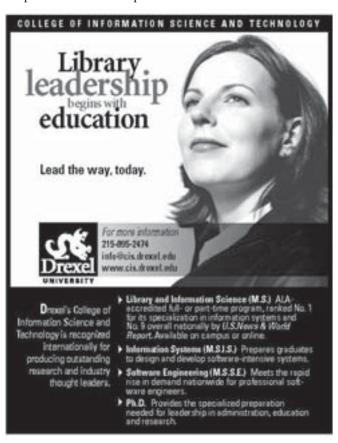
In selecting materials for the adult literacy collection it is important to be able to distinguish between materials that are intended for ESL students, adult literacy students, and ESL literacy students.

ESL materials are designed and produced for learners of English who have the ability to read and write in their first language (and who may be multilingual and quite familiar with language structures in a variety of languages). Such materials, in which the focus is on language acquisition, are not relevant to an adult literacy collection. Having said that, if your library is in an area where there is no ESL program don't be surprised if you see students in the literacy program using your ESL materials. It may be that the local literacy program is also trying to serve ESL needs too.

Students learning English who do not have the ability to read and write in their first language and who have little or no familiarity with the structure of written language will probably be designated as ESL literacy students. Materials to support the learning of these students are relevant to an adult literacy collection. But library professionals should be careful about assumptions and take direction and advice from instructors in the community, for example in local school board ESL programs and LINC programs [Language Instruction for Newcomers to Canada] and who are familiar with ESL and ESL literacy issues.

#### Where to Find Materials for the Adult Literacy Collection

Finding materials that are appropriate to the Canadian context is an ongoing challenge. There are a variety of materials produced by commercial and educational materials suppliers in the United States, often in response to specific curricular requirements at the state and federal



levels. Information about adult literacy materials is available through the National Institute for Literacy (NIFL) LINCS special collections, <a href="http://www.nifl.gov/lincs/">http://www.nifl.gov/lincs/</a>>.

Recently the National Center for the Study of Adult Learning and Literacy (NCSALL) <a href="http://www.gse.harvard.edu/~ncsall/">http://www.gse.harvard.edu/~ncsall/</a> published Important Resources on Literacy for Libraries. <a href="http://www.gse.harvard.edu/~ncsall/">http://www.gse.harvard.edu/~ncsall/</a> libraryliteracy.html>

Some of these materials may be appropriate for an adult literacy collection in a Canadian library, but it is important to review materials for Canadian content (e.g., currency, weights and measures, and spelling), and to recognise that in the US, students developing literacy skills and students of English for Speakers of Other Languages (ESOL) often attend the same programs so materials produced for these programs may not be as useful as they first appear.

Across Canada, literacy networks and programs produce quality materials for adult literacy students. The National Adult Literacy Database (NALD) <a href="http://www.nald.ca/index.htm">http://www.nald.ca/index.htm</a> is a rich source of information about materials produced in and for the field. Grass Roots Press <a href="http://www.">http://www.</a> nald.ca/index.htm> in Edmonton specializes in the publication and distribution of adult literacy materials and is an essential collection development tool. The AlphaPlus Centre <a href="http://www.nald.ca/index">http://www.nald.ca/index</a>. htm> also acts as a distributor of Canadian and international adult literacy materials.

#### **Material Types and Formats**

A well-rounded adult literacy collection will contain a variety of material types and formats that will meet identified learning needs of adults. Literacy materials developed for children are not useful or appropriate for adult literacy students and should not form part of an adult literacy collection.

Fiction materials reinforce skills, develop reading comprehension, provide reading practice, and introduce students to the sheer pleasure of reading a good story. The Golden Oak™ Adult Literacy Book Club, sponsored by the Ontario Library Association, is an inspiring example of how libraries and literacy programs can work together to introduce adult

literacy students to Canadian fiction and non-fiction.

Selection tip: Review these materials for complexity of structure and density of text.

Non-fiction materials in an adult literacy collection could include dictionaries, atlases, basic mathematics: general knowledge: and information on accessing community and government services.

Selection tip: Review for organization of materials, tables of contents, clear headings, indexes, and glossaries that will assist the reader using the materials.

Workbooks are an essential component of an adult literacy collection, as they provide opportunities to practise reading comprehension and reading mechanics such as spelling, as well as writing and numeracy skills. From a practical standpoint, workbook and loose-leaf materials are useful, but in a public library may be problematic since they are easily damaged. Reproduction rights and copyright requirements also need to be taken into consideration.

Workbooks should be treated like paperbacks that are refreshed annually due to high usage and damage. Clear language and design is an essential requirement of adult literacy materials.

Selection tip: Review layout of the material for appropriate white space; number of pages; font size; clarity of layout; length of sentences, paragraphs, and chapters.

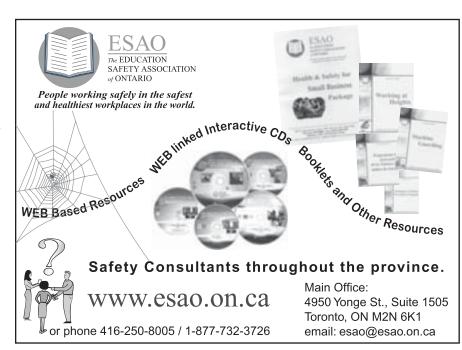
It is helpful to develop a checklist of selection criteria or a set of selection/review forms for fiction and nonfiction materials, to guide the selection process. A useful exemplar of such selection/review forms is available on the Literacy Trust (U.K.) site through their Vital Link initiative, a program linking libraries and adult basic skills. <a href="https://www.literacytrust.org.uk/vitallink/1stchoice.html#Help">https://www.literacytrust.org.uk/vitallink/1stchoice.html#Help</a>

#### The Rewards

The challenge of building a useful adult literacy collection can help your library forge links to the community by actively seeking out the knowledge, commitment, and expertise of the adult literacy community. The resulting collaborations will result in the widest range of materials and information, and the joy of reading.

Together you can build adult literacy collections that will be a rewarding source of learning, pleasure, and entertainment for the adult literacy community.

Maria Moriarty is an information resources officer at AlphaPlus.





On my recent visit, I was seeking small bits of information of interest to really curious librarians, including myself, and that was harder to find. I had hoped to meet a crusty old-timer who would be indiscreet and tell me hidden stories. Upon arrival, however, I was met and taken around the library, including some of the backroom and underground areas, by a charming and beautiful librarian, Judith Barnes, who was able to tell me a great deal about the workings of the British Library. She worked in the Sound Library for some years and has a great sense of the history of the whole institution.

For those of us fortunate enough to have visited the old site of the British Library in the British Museum, including tours of the non-public areas, the new facility is an amazing contrast. The romance of the old Reading Room, the dark and mysterious stacks and the oh-so-British atmosphere, quirky and somewhat inefficient, remain a fond memory. Still, the new building is charming in its own way. The building, as seen from the large and open courtyard (the piazza), looks oriental, spacious and angular with warm colours on the cold stone. Underneath the piazza, hidden from view, are four levels of stacks, 24.5 metres deep, where 60% of the collection is stored. Inside the building, the huge foyer is slightly intimidating but not more so than a very posh department store.

Initially, there is little that shouts out "LIBRARY!" to the visitor. In keeping with the current political philosophy in Britain, the library is making efforts to be open and accessible to all. The public exhibits are cleverly displayed and allow all visitors to experience some of the library's great treasures, from the Magna Carta to Beatles music.

There are cafés and restaurants inside the building and in the piazza.

The library displays art throughout, from the amusing brass book seat to a huge tapestry, to busts and sculptures, along with temporary pieces of art. One of the most striking features is the King's Library, which is enclosed in a glass tower reaching several stories high through the centre of the building. Some of the finest books are visible from the outside of this column on the walkway galleries.

Barnes took me to visit several of the reading rooms, each of which has a slightly different atmosphere, reflective of both the readers, as users are called, and the collection. In all there are 1,300 seats in 11 reading rooms. The Oriental and India Office Reading Room is fascinating. The India Office collection came as a unit from the old India Office and includes archival material and records such as birth certificates, paintings and artefacts as well as books. Some of the material is still located by using a lovely exotic wood card catalogue and wonderful paintings hang on the walls.

The science reading room has material from the last 10 years, accessible and shelved in DDC order. Older materials here and materials in most other reading rooms are retrieved for readers using a mechanized book delivery system which is fairly fast, about an hour from request to personal notification by a light at your own desk.

Becoming a reader is much easier now than it was in the old days. I recalled the trials and tribulations of the hero in David Lodge's novella *The British Museum is Falling Down*, and remembered his challenges in getting to use the old



Reading Room at the British Museum where space was very limited. Now, in keeping with the highly automated modern library that it is, potential readers go to an office where they can fill out an application form on computer terminals and then have a brief personal interview before obtaining a reader's permit. While the library was formerly known a library of last resort, it is now possible for most adults to get permission to use the library. Once given this status, all of the reading rooms are accessible. In keeping with the traditional idea of reader status being exclusive, there is even a special little room where readers can relax and eat their lunch.

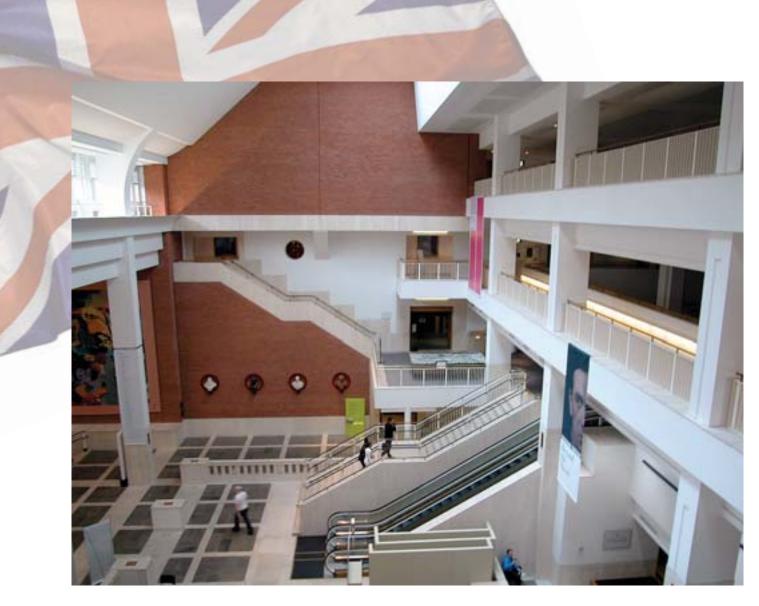
Access for handicapped readers is also much easier. The new building is well equipped to serve people with special physical needs and the Disability Discrimination Act which has just been fully implemented in Britain, ensures that all readers have their needs met, including staff assistance and all equipment necessary.

While many services are free, some services, including assistance in finding patents and some research, are provided on a fee for service basis. Reference service for the readers is limited to 10 minutes of research help for on-site readers and 30 minutes for remote users. Fee for service research has been done for many years but has only been formalized and promoted in the last year.

The building cost £511 million to build, far over budget, and took much longer to finish than expected. It is smaller than was originally planned. It costs £85 million a year to run the British Library including the interlibrary loan facility at Boston Spa which generates £28 million a year in revenue and the newspaper library which is off-site. The new building also houses a large conference centre which is revenue generating.

The stack storage and retrieval system is fantastic. The materials are stored on huge compact storage stacks. Computer print-out slips are received in the stacks and assistants find the material which is loaded into plastic boxes and put on a conveyer belt system to be delivered to the right reading room. Despite the huge capacity of the stack storage, it is not large enough and many items which are contemporary but not being used are stored offsite. These require a day's notice for retrieval. Bar coding is used to ensure that the right material goes to the right place and is returned to the right place. The slips include information which is retained and allows the library to know who has used what. This is, of course, necessary when dealing with materials which are often rare and valuable.

Some readers also want to know what they have consulted previously (e.g., to create bibliographies) and since Access to Information legislation has been passed, the library provides



this information for a small fee. It also allows staff to co-operate with the police in criminal investigations. This interesting detail led me to think about the differences in approach between Britain and North America to privacy issues.

Staffing is a challenge. Finding support staff is difficult in London where the cost of living is exorbitant. Most support staff work a lot of overtime hours. There are many parttime staff and there will be more soon as overtime is going to be reduced. While there are many qualified librarians working in the British Library, the retrieval and storage, along with many other tasks, is handled by library assistants. Since there is no category of training in Britain equivalent to our library technicians, many of the assistants are trained on the job.

I was interested to know how the staff felt about the move to this glamorous new library and how it worked from a staff point of view. Barnes explained that most of the opposition to the move from the British Museum came from readers, many of whom were quite elderly, and from local residents, especially antiquarian book dealers who worried that their business would drop. Certainly since the move, many small cafés around the British Museum have closed and businesses have suffered.

To ease the move for staff, a large transition team was established and staff were given "induction" tours of the building and occupation was phased in. This allowed much of the worry and apprehension to be alleviated. Most of the staff are happy with their new workplace. It is bright, clean, safe and climate-controlled. It is more efficient. There were worries that the library assistants working underground in the stacks all day would be unhappy but, not surprisingly perhaps, they generally prefer to stay there rather than work in

the public areas when offered a choice.

My tour of the British Library, St Pancras, was interesting and informative. My host was gracious and friendly. Like most library people, Barnes was terrific to meet and open and honest in her discussion. There are many other things I am curious about, in technical services (where the cataloguing backlog is down to a very reasonable six months), in systems, in preservation, in selections and others. Perhaps another time...

For more information visit <www.bl.uk/>

Frances Davidson-Arnott, a librarian since 1970, mainly worked in academic libraries and, until her retirement in 2003, as co-ordinator of the Library and Information Technician Program at Seneca College. Now doing some library consulting and travelling as much as possible, she enjoys visiting libraries. <Frances. Davidson-Arnott@SenecaC.on.ca>

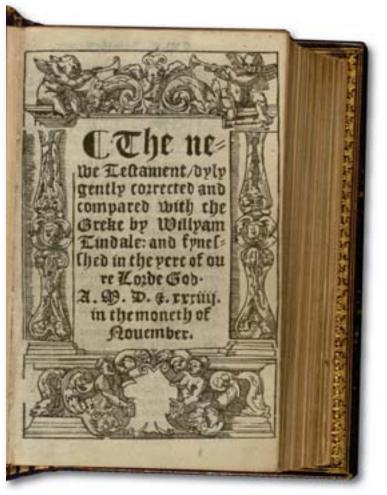
### Nihil Obstat: An Exhibition of Banned, Censored & Challenged Books in the West

~ 1491-2000 ~ Thomas Fisher Rare Book Library, University of Toronto, January 24 - April 29, 2005

The Thomas Fisher Rare Book Library houses the Department of Rare Books and Special Collections of the University of Toronto. With approximately 700,000 rare books, it is a major research centre with manuscripts and printed materials that document human thought since the Middle Ages. The library sponsors three exhibitions annually that highlight various aspects of the collections. Though a part of the University Library, the Fisher is open to the public, whether they are affiliated with U. of T. or not. Indeed, it is this very notion of universal access that is the premise for this particular exhibition of banned, censored, and challenged works.

The freedom of the press and the liberty of writers in general are once again being challenged, but now as victims of the global war against terror. This display, therefore, is intended to put censorship in an historical context. In the past, did the efforts of censors ultimately advance or hinder human development? Is it better to quash those ideas with which we disagree, or does society grow stronger through open discussion of them? Is our security better guaranteed today by silencing our opposition any more so than it was in the past? And lastly, we hope that those who see this exhibition will be left with one fundamental question: What would my world be like if the censors had actually succeeded and these works had either not survived or never existed at all?

A slightly longer version of this photo essay with citations for the resources used in developing the text is available on the OLA Web site: www.accessola.com. Click on OLA magazines and newsletters > Access."



#### **Religion & Science**

1. William Tyndale (d. 1536). The Newe Testament. Antwerp: M. Emperowr, 1534.

By 1524, England was the only European country that did not have a printed vernacular edition of the Bible. The only version of the Scriptures permitted in Henry VIII's realm was the Latin Vulgate translated by St Jerome some eleven hundred years earlier. In 1525 Tyndale, a priest of the pre-Reformed tradition as well as a humanist, produced the first New Testament in English at Cologne, and six thousand copies were smuggled back to Britain the following year. This 1534 edition represents a careful revision of that earlier work. Together with the other Reformers of his day, Tyndale believed that the Bible had to be translated into the people's language and released from the allegorical interpretations so common in the mediaeval church. His New Testament was immediately denounced by the Tudor bishops as well as the King, who saw in his efforts the unsettling power of Lutheranism. In 1535, Tyndale was arrested in Antwerp where he was working on a translation of the Hebrew Scriptures. He was taken to Brussels, and in the following year was strangled and burned at the stake. Although all vernacular translations were opposed by the Catholic Church, no version was as violently suppressed as Tyndale's New Testament. It was condemned and forbidden by the Council of Trent in 1546 and was banned during the reign of Queen Mary Tudor. All of these efforts notwithstanding, nine-tenths of his translation survived in the Standard Version of the Bible, licensed under King James I and still beloved of the English-speaking world.

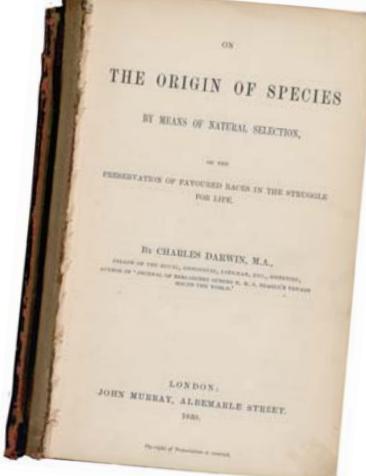


2. Judah ben Samuel (ca. 1150-1217). Sefer ha-·hasidim. Bolonya: Avraham ha-Kohen b. k. mo. ha-r. Mosheh ha-Kohen, 5298 [1537 or 1538 C.E.].

To say that the censorship of Hebrew books has a long history is an understatement. Since the year 1144, when it was first burned in Paris on charges of blasphemy, the Talmud has constantly attracted the attention of censors. In 1239, Pope Gregory IX ordered all Jewish books destroyed; in 1592, Pope Clement VIII forbade the possession by Christians or Jews of any writings in Hebrew that contained heretical or erroneous statements concerning the Scriptures. The first censor of Hebrew books was Jacob Geraldino whose salary, ironically, was paid by the Jewish community itself. This copy of the Sefer ha-hasidim or "Book of the Pious" (the ethical teachings of the Hasidei Ashkenaz movement) is noteworthy for the clear expurgation marks made by the ecclesiastical censor throughout the work. In many places, however, another hand has reinserted the offending texts that refer to the cross, converts to Christianity, and the person of Jesus. This Bologna edition was probably edited by a French scholar who lived before 1300, since the transliterated vernacular words are in French. Censorship of this text was not limited to the Roman censors. Nineteenth century Russian officials made other bizarre changes so that the word for "priests", for example, was replaced with a Jewish homonym meaning "clothes" rendering the meaning of whole sections entirely senseless.

3. Galileo Galilei (1564-1642). Dialogo sopra i due massimi sistemi del mondo tolemaico e copernicano. Florence: B. Landini, 1632.

Based on Copernicus' theories, in this volume Galileo confirms the thesis that it is around the sun, not the earth that the heavenly spheres revolve. Should there have been any doubt about his theories, Galileo provides a series of diagrammatic illustrations, the clearest of which depicts the sun being encircled by the six known planets in Book III. His research led to further speculation about the elliptical orbit of the planets and to the theory of the finite nature of the universe. Two key principles expressed in this work guide modern science today. First, that theories about nature must be confirmed through observation and evidence; and second, that natural processes are best understood when represented mathematically. The year following its publication Galileo was imprisoned in Rome on a charge of heresy and the Dialogo was formally condemned in 1634. The scientist was placed under house arrest for the rest of his life until his death in 1642. His name remained on the Index until 1835, though he was not officially rehabilitated by the Church until 1992. As one commentator noted, "if it is denied to history to surround the head of Galileo, the greatest advocate of the new system, with the halo of the martyr, ready to die for his cause, posterity will ever regard with admiration and gratitude the figure of the man, who, though he did not heroically defend the truth, was, by virtue of his genius, one of her first pioneers, and had to bear for her sake an accumulation of untold suffering."



4. Charles Darwin (1809-1882). On the Origin of the Species. London: J. Murray, 1859.

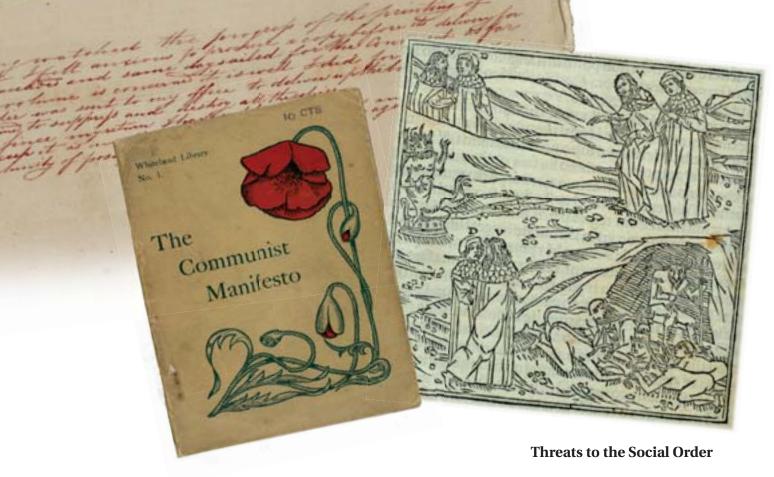
Darwin's opinions on the "descent with modifications" of a wide variety of organisms challenged the prevailing belief in an orderly creation by God in six days. Although the author never criticized theology directly, ecclesiastical authorities certainly interpreted his work in that vein. His concluding remarks, as pious as they may seem today, were in fact heretical to many nineteenth century eyes. "There is grandeur in this view of life," he wrote, "with its several powers, having been originally breathed by the Creator into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been and are being evolved." The implications of this final statement were serious since it would seem to indicate that what God had wrought at the beginning was subject to change and therefore imperfect. Furthermore, to describe the original creation as "simple" was an affront to the divine glory. Not surprisingly, his book was barred from Trinity College, Cambridge (from which institution Darwin had graduated); but its greatest opponents have long been found among American fundamentalists who succeeded in having the book banned in numerous school jurisdictions, especially in the South. By the end of the 1920s, the work had been proscribed in four states while more than twenty other states considered doing the same. The "Scopes Trial" of 1925 is perhaps the most famous incident involving challenges to Darwin's theory, though as late as the 1990s it still had to be taught along side biblical creationism in Arkansas, Louisiana and Kansas. Unlike most challenged books, however, this work was never actually removed from the bookstores nor did it appear on the Roman Index.



#### Politics and Philosophy

1. Thomas Hobbes (1588-1679). Leviathan, or The Matter, Forme, & Power of a Common-Wealth, Ecclesiasticall and Civill. London: Printed for Andrew Crooke, 1651.

After the execution of Charles I, Hobbes developed a political theory asserting that humans are by their nature solitary, nasty and brutish. Left to their own devices, he asserted, humans could never control themselves, and government was therefore essential. Since political and religious theory were not yet completely separate, it is not surprising that Hobbes' theory, which appeared to deny the role of divine grace in individual lives, was offensive to many Christian theologians. For the peace of society, Hobbes insisted that citizens should submit themselves to governments whose sovereigns would, of necessity, enjoy greater power than any religious force. His ideas clearly represented a break with classical tradition by denying "the dictum of Aristotle that man is by nature social," and were extremely unpopular on the continent. After the Restoration, the book was condemned by the 1683 Convocation of Oxford University. Hobbes was prohibited by Parliament from publishing any more philosophical works since they espoused atheistic blasphemy in their denigration of humanity. Surprisingly, it took fifty-two years for this work to be placed on the Index, though the rest of his works followed in 1709 where they remained until 1966.



2. Great Britain. Public Record Office. Liber munerum publicorum Hiberniae, ab an. 1152 usque ad 1827. [London: s.n.], 1824-[1830].

In 1823, the cause of Catholic emancipation in Ireland was undertaken by Daniel O'Connell, "the Great Liberator" - an endeavour that would not actually achieve success until 1829. In the intervening years this two-volume work was ordered printed. A masterpiece of scholarship that involved the archives of Trinity College Dublin, the Bodleian, Lambeth, and various other university and royal libraries, these books provided the first serious overview of the state of Ireland both before and since the arrival of the English. Given the general unrest in Ireland, especially in 1829, the book was deemed to be inflammatory. It was rigidly suppressed and destroyed in 1830, just as its index was being printed. According to one nineteenth century bookseller's catalogue, "it is believed that not more than four copies remain unsuppressed." The display copy was preserved only because the original owner, who had been involved in the printing, had purchased the work immediately upon its appearance and the same day sailed for the continent.

3. Karl Marx (1818-1883) and Friedrich Engels (1820-1895). The Manifesto of the Communist Party. Vancouver: Whitehead Estate, [1919].

In this book Marx and Engels issued a call to the proletariat to reclaim their dignity as workers. Though published in London in 1848, it was first banned in Germany in 1878 after several assassination attempts on Kaiser Wilhelm I. The Catholic Church added the work to its Index because of Communism's inherent atheistic character, with American Catholic universities restricting access to the book in their libraries. In 1929, the Chinese government attempted to prevent access to the Manifesto as well as to Das Kapital, while the Nazis included the title in their 1933 book burnings. During the McCarthy Era, it (along with 30,000 other "subversive" volumes) was destroyed by various American agencies around the world. As recently as 1989 it was confiscated by customs officials in Grenada. After the Canadian government effectively banned the importation of literature dealing with working class issues in the wake of the World War I, the Socialist Party of Canada published this Canadian edition of the Manifesto using funds from the private bequest of George Whitehead.

1. Dante Alighieri (1265-1321). La commedia. Vinegia : Petrus de Plasiis, Cremonensis, dictus Veronensis, 18 Nov., 1491.

Among the earliest works of literature written in the Italian language, La commedia provides the foremost model for the fall and redemption genre of modern literature. Dante himself is the protagonist, journeying with Virgil through the various circles of existence as he plumbs the depths to which humans can remove themselves from the divine. Dante condemned corrupt popes to the eighth circle of hell, in the company of panderers, magicians and those guilty of simony. The suggestion that many of those men who had occupied Peter's Chair had merited eternal perdition because of their interference in the secular and political affairs of Christians undermined the very premise of Christendom itself as it was understood in pre-Reformation Europe. Savonarola burned this book, together with De monarchia in the "bonfire of the vanities" in 1497. Curiously, the work was never banned in Italy, though the Spanish and Portuguese Inquisitions recalled all copies of the poem for expurgation in 1581. In 1612, the Spanish Index eliminated three offending passages before permitting its dissemination.



2. Walt Whitman (1819-1892). Leaves of Grass. Brooklyn, 1856.

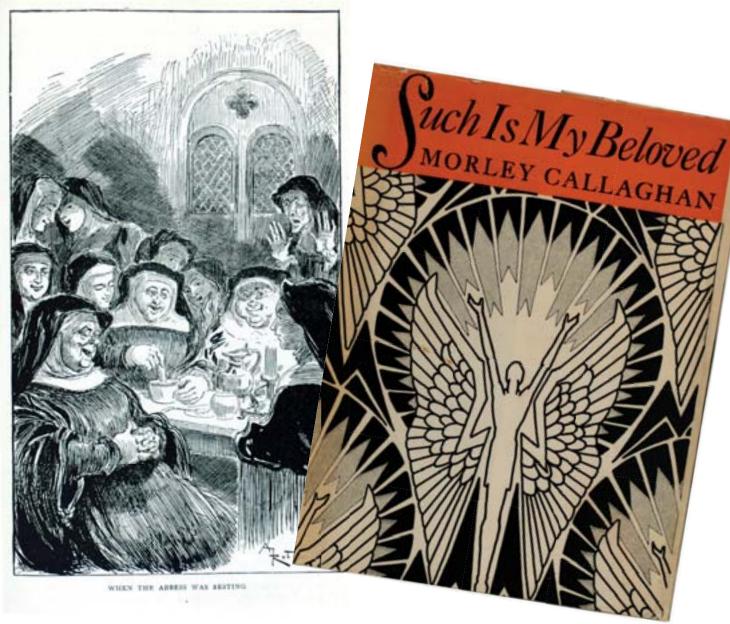
The first editions of this work were published anonymously, though Whitman's name appears in the copyright and his portrait appears next to the title page. His greatest offence was his use of vivid descriptions for bodily and sexual functions in terms distressing to Victorian sensibilities. Literary reviews on both sides of the Atlantic immediately condemned its immorality and the president of Yale University even equated the work with permitting public nakedness. Informally banned by both New York and Philadelphia booksellers, it was legally banned in Boston in the 1880s. The English government only allowed its publication in an expurgated form, with which Whitman himself expressed deep dissatisfaction. The poet, however, was not without his defenders in Britain. In 1868 Anne Gilchrist penned "A Woman's Estimate of Walt Whitman" in which she opined that "a quarrel with words is more or less a quarrel with meanings ... If the thing a word stands for exists (and what does not so exist?), the word need never be ashamed of itself; the shorter and more direct the better. It is a gain to make friends with it, and see it in good company."

3. Emile Zola (1840-1902). Piping hot! (Pot-bouille.) A Realistic Novel. London: Vizetelly & Co., 1885 [i.e. 1884].

In 1857 the British government passed the Obscene Publications Act, granting police sweeping powers to search those premises where publications deemed obscene were stored for distribution or sale. The Post Office too could now seize and destroy materials, as well as prosecute those persons responsible for their creation. The problem was that there were no real standards to determine what constituted obscenity, and so in 1868 it was decided that obscene literature tends "to deprave and corrupt those whose minds are open to such immoral influence." In 1888 Henry Vizetelly was summoned before the Central Criminal Court and charged under the Act for translating and publishing Zola's La Terre, Nana, and Pot-bouille, works that a contemporary Methodist Times journalist maintained "no one can read ... without moral contamination." At his trial, the jury requested that the offending passages not be read aloud precisely because of their obscenity, causing Vizetelly to recognize the futility of his cause, reverse his plea to guilty, pay the £100 fine, and withdraw the books from circulation.

4. Aristophanes (ca. 448-380 B.C.). Lysistrata. Sydney: Fanfrolico Press, 1925.

Aristophanes' play presents one of the most innovative solutions to the problem of war that diplomats have never considered – the withholding of sexual favours until resolution is achieved. The results are comical, the language is bawdy, and the outcome, as contrived as it may seem, is certain. This large-paper edition, translated by Jack Lindsay and containing illustrations and decorations by Norman Lindsay, captures the erotic nature of the work. As early as the first century, Plutarch (45-125) considered the prose obscene - an opinion shared by the Columbia County (Florida) School Board which removed both this title and Canterbury Tales from its reading lists in 1986, even though no complaint against them had ever been lodged. The "sheer vulgarity" of the works was deemed unsuitable for young eyes. The Board's decision was challenged but upheld by the Federal Appeals Court, with the reservation that it was unclear "how young persons just below the age of majority can be harmed by these masterpieces of Western Literature."



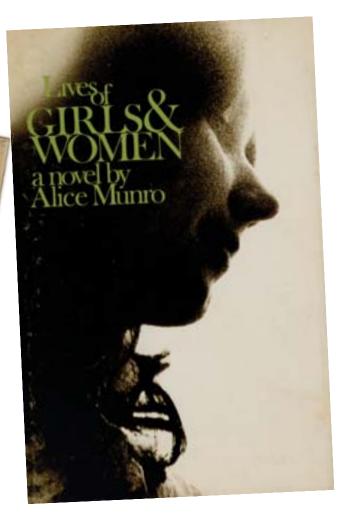
#### **Canada & Canadians**

1. Honoré de Balzac (1799-1850). Droll Stories. London : Privately printed, [1874?].

Originally published in 1832 as Contes drolatiques this collection depicts the life and often bawdy manners of sixteenth century France. In 1841, "omnes fabulae amatoriae" written by Balzac, including this title, were added to the Roman Index and remained there until the suspension of its use in 1966. It was similarly purged from libraries and bookstores in Russia in 1870, the United States in 1885, with Ireland and Spain following in 1953. In 1876, Frederick Beecher Perkins, a Boston librarian and cousin to the author Harriet Beecher Stowe, declared that this book should be excluded from the public library as "arsenic and laudanum and rum should be refused to children." In addition to these countries, the title was banned by Canada Customs beginning in 1914 and was subject to confiscation as late as 1970.

2. Morley Callaghan (1903-1990). Such is my beloved. Toronto: Macmillan Co. of Canada, 1934.

Set in downtown Toronto in the 1930s, and considered by many to be Callaghan's greatest masterpiece, this story concentrates on the efforts of a young Catholic priest to help two impoverished prostitutes overcome the futility of their tragic lives. Because of its realistic depiction of life on Toronto's streets it was a success from its first printing. For many years, however, Callaghan's novel was restricted to the "Art Room" at the University of Toronto, in the company of other suspect authors, such as the Marquis de Sade, Havelock Ellis, and James Joyce. To gain access to such restricted materials students had to affirm that they were free of "mental problems". As late as 1972, two ministers in Muskoka sought to have the title removed from the Huntsville High School because of its depiction of prostitution and the use of strong language.



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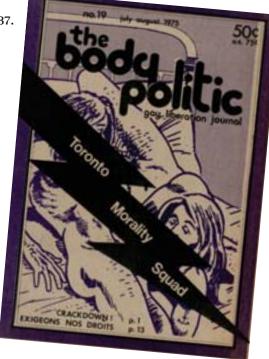
Go to the Super Conference Web site under 02 WED Sessions for details on how to register. www.accessola.com/ superconference2005"

#### 3. Alice Munro (1931-). Lives of Girls and Women. Toronto: McGraw-Hill Ryerson, 1971.

Described as "autobiographical in form, though not in fact", Munro here tells the story of an adolescent girl as she learns about life, sex, and mortality from the other significant women in her life – her mother, their boarder, and her best friend. In the process she discovers her own identity as a female. In 1976, the principal of a Peterborough high school removed the title from the senior English reading list, despite protests from staff and students. Two years later, parents in Clinton, Ontario demanded that it be removed from the school curriculum because of its alleged vulgarity and negative philosophy. The result was a very high profile public meeting at which the author and June Callwood defended the work. It was in the wake of the attack upon this book, however, that the Freedom of Expression Committee of the Book and Periodical Council was established.

## 4. The Body Politic. Toronto: Pink Triangle Press, 1971-1987.

The Body Politic, one of the most influential newspapers in Canadian gay and lesbian history, was printed in Toronto between 1971 and 1987. Inspired by the frustrations that community had experienced both in dealing with the mainstream media and political inaction after Stonewall, Jearld Moldenhauer assembled "The Body Politic Editorial Collective". Their aim was to publish articles that reflected life in the local gay community, but they were also directed at encouraging debate at large. Not surprisingly, such pieces galled many municipal officials by



challenging contemporary mores on sexuality and youth, prostitution, casual sex, violence against homosexuals, and censorship itself. In 1973, the Toronto Star refused to print an advertisement for the paper; in the same year Newsweb Enterprises, a subsidiary of the Star, refused to print the paper at all. Two years later the police raided TBP offices on Carlton Street, threatening to remove the May issue from newsstands because of a sexually explicit cartoon. It was Gerald Hannon's 1977 article, "Men loving boys loving men", however, that incurred the wrath of the police and courts more than any other. The newspaper was charged under section 164 of the Criminal Code (use of the mails to distribute immoral, indecent or scurrilous material), but was acquitted in 1979 and again in 1982. As recently as 2003 Hannon found himself in court defending his almost quarter-century old words yet again.



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## The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

# The NEW Librarian

entered the Faculty of Information Studies at the University of Toronto in the fall of 2003 expecting to become part of a quiet enclave of professional librarians. With three-quarters of my degree behind me, I can now say that I have been pleasantly surprised to discover that librarianship is a vibrant, forthright, passionate pursuit, with more than just a touch of activism to it. And, as with any community activity or political involvement, once one becomes aware of some of the important issues, there's no turning back, no ignoring that newfound enlightenment.

Of course, the first thing we learn from our courses and from the literature at library school is that the role of librarians, even the very title librarian, is fraught with misconceptions and some indifference from both the public and the profession. The public doesn't always understand that librarians are typically early adopters of new technologies, for instance, and can therefore be very helpful in assisting with anything from file storage suggestions

to internet surfing tips and techniques, and even how to manage one's personal digital assistant.

However, there seems to be a perception out there that the word librarian no longer connotes enough of the full range of skills that librarians possess. And so we students are thrown into the debate about what to call ourselves. Unfortunately, new titles such as Information Professional, Cybrarian or Informationist do not help to clarify what librarians are either. Other occupations have tried to improve their image by renaming themselves. One unfortunate example has some telephone operators now calling themselves Information Professionals. This particular phrase is vague and doesn't really get across what librarians can do.

Just as libraries are changing and expanding their roles and services within their communities, such as providing internet access, for example, librarians should also be seen as constantly evolving in the minds of both the public and the profession. The word librarian already has a strong connotation in itself.

Not only are librarians sometimes under appreciated, libraries are also perceived as having less value today. This is in part because libraries are seen as luxuries during an age when belts are being tightened. Libraries must provide more services with fewer resources. In an increasingly profitcentred world, librarians still actively work to strengthen their communities by providing services and information to the public with no expectations in return. Perhaps it is that the public cannot conceive of a profession that does something for nothing. Don't librarians provide answers merely because the question is asked, because there's a need to fill, and not for any ulterior purpose? How many other professions can claim such altruistic intentions?

Along the same lines, the library associations are considering the deeper questions facing libraries today evidenced by their progressive policies regarding intellectual freedom, censorship, and information access. As students we must study and know them, for these policies are some



by Lorraine Salt

of the most significant aspects of the profession. It cannot be stated strongly enough that anyone planning to work in the profession should be well-versed in the rationale and arguments behind these policies in order to have the skills and finesse to effectively address individual issues as they arise.

Librarians also have to work to continue to strengthen existing freedom, censorship and access policies and create new ones when necessary. For example, librarians are at the forefront of efforts to understand the issues around new technologies, which seem to develop faster than the public can comprehend. Librarians are important partners in working out practices and strategies for managing both the good and the bad that increased connectivity brings.

Some of the other significant issues still under debate in the library community include the pressures to install internet software filters on library computers, the information access rights of children, pornography use on library computers, neutrality in the library's collection, the library as a safe place, the library as a community space, to name a few. Some of these issues require an understanding of all sides of the debate, while others need greater public promotion. And so librarians need to keep their wits about them, and their institutions' mandates, goals and policies in mind. Every day should be seen as an opportunity to work towards progress on a particular issue. This means following the debates, keeping up with the literature, and educating oneself to assist in effective advocacy work where required

I am proud to be entering a profession that offers so much opportunity to participate in the discussions of some of the important questions that challenge today's society.

After completing the Master of Information Studies degree at the University of Toronto, Lorraine Salt has happily returned to Saskatoon, Saskatchewan where she hopes to join the library profession.





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## Readers' Advisory

PROMOTING ENJOYMENT AND PASSION FOR THE WORLD OF BOOKS

# QUICK DIPS in Readers' Advisory Services

Library staff continually look for ways to make the task of connecting readers and books easier. In a previous column I offered a number of ideas that could help library staff assist readers in fiction selection when the staff member wasn't familiar with the author or genre. One suggestion was to learn to "read" a book in five minutes, a strategy developed by Jane Hirsh, a librarian from Maryland. In this column Terri L. Lyons, an instructor of Reader's Advisory Services and Genre Fiction, discusses her own method for accomplishing this task, which she calls the "Quick Dip." (Readers' Advisory Editor: Sharron Smith)

Saricks and Brown's book Readers' Advisory Service in the Public Library (ALA, 1989 1997) began a renaissance in fiction services for most of North American. Since then Saricks published The Readers' Advisory Guide to Genre

Fiction (ALA, 2001). In both books, Joyce Saricks described a new way of looking at genre (formula) fiction in order to help our readers find the right book for them. Her theory of readers' advisory is to break down formula or pattern fiction into elements of appeal. This column is not the place to describe them, but I must mention them in order for the reader to understand my quick dip method. They are story line, characterization, pacing and frame or setting.

When I first encountered Saricks and Brown's work in 1989, I thought that I had found the answer to one piece of the puzzle of helping genre readers to find new books. Knowing how to conduct a readers' advisory interview and using the elements of appeal as a guide, it became increasingly easy to suggest titles and authors to our library readers. But another piece of the puzzle was missing: how could I possibly

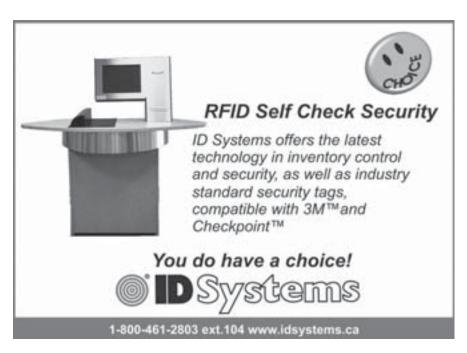
read enough books to be able to keep up with my readers? And, frankly, what should I do about the authors or titles or genres that I did not like?

So.... after years of sitting at reference desks looking over the book carts with all the new books, I developed what I call the "Quick Dip": an inexact method of obtaining a glimmer of a book's appeal. When you cannot read the book, rely on quick dips to garner what you can of the elements of appeal.

First, read the first paragraph or page. What does this tell you about the point of view, who the main character is? The first paragraphs should tell you something about pacing. As many readers will attest, it is the first few lines that will either grab them or not. And that grab or feel of the book can be dictated by the pacing, by the setting/frame, by the level of description and/or by whether or not the story is told in first person. First person

usually means that





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the story is more intimate with more character development. Intimacy builds increasing suspense as we are pulled into the main character's life. Third person can provide a number of different clues: the point of view may change from one character to another causing an increase in tension and pacing. Suspense is usually diminished when the story is told in the more distant third person.

Setting/frame is often disclosed in the first few paragraphs of a book. As Saricks describes setting, it is not necessarily the geographic location of the story. Frame can also mean the context of the story. For example, most people will easily recognize the glitz and glamour of Danielle Steele's books. Others will recognize the often dark and gritty frame/setting of a John LeCarre novel or the cyber-punk language of a William Gibson novel. In all cases, it really does not matter what city or area that the story takes place. It is more important that the setting be one that the reader recognizes.

What does the cover illustration tell you? Flip through the pages. How much white space is there? The rule of thumb is that the more white space in the margins and between the print indicates that the book is fairly fast paced. Are there significant breaks between paragraphs or groups of paragraphs? Again, the rule of thumb is that the point of view may change frequently between characters and locales making this another indication of quick pacing. On the other hand if white space is at a minimum and there are few breaks between paragraphs and chapters, then this would probably indicate a slower, more character driven story.

Caveat emptor: while the quick dip can be remarkably effective, it works best with hard cover books. Paperbacks have different printing conventions. But remember, nothing can ever replace reading the book. This is, instead, a way of quickly examining the book to try to garner some insight into the subgenre of the story as well as to the appeal of the book.

Terri L. Lyons is an elementary school teacher-librarian, an instructor, and a part-time teacher in the Faculty of Education at the University of Western Ontario. For additional information on Terri's Quick Dip method, e-mail her at <ttlyons@rogers.com>



## Marketing the LIBRARY BRAND @ your library®

## Libraries I Have Seen

When I was a child, every Saturday was library day. My grandmother dropped me off at the library and then went to do the shopping. I read, and when she came for me in about two hours I had the books I wanted for the week. Of course it was not long before I was begging to take out adult books, crying the plaintive cry of the avid reader: "But Miss, I have finished all the books in the children's section!"

I was fortunate. The library of my childhood was well stocked, there was a qualified librarian, and I got excellent guidance. Plus, I had the added value of a grandma who had a very high regard for the written word, and a mother who reveled in the mellifluous sounds of English literature, especially poetry. Reading was a high priority in our household.

Then I started my library career with the School Library Service of the Jamaica Library Service. After three months of in-house training I was put in charge of Region Five, which encompassed three parishes and 149 public schools. Most schools got a visit once every term, though a few in the far reaches of the region received only one visit per year if flood rains made the fording impossible on the scheduled day. Yes, driving through dry riverbeds was the only way to get to some schools. Of course, stopping for lunch along a beach, sitting in the shade of a coconut palm and having the warm waters of the Caribbean lap at your feet made up for a lot of frustration!

At my destination, the library could have had only a few shelves, or a whole bookcase, or an entire wall, or—oh, what happiness!—a whole room. Here it was that I honed my skill for presenting a one-person puppet show. Naturally, I was the proud librarian.

Next came the fabulous Toronto Public Library and all its resources. Snowdrifts instead of the warm Caribbean sea, but still heaven for the budding librarian.

I am a wanderlust and I'm married to someone with a similar penchant, so I have been fortunate to see libraries all over the world. Yet, it was that first introduction that gave me a sense of what a library is. It also allowed me to develop an elasticity—a latitude of acceptance—so that my definition of a library is never static or written in stone.

The library in Denpasar, Bali that seems to contain only the artistic works of description of Balinese culture, dance and artistic carvings is fine, so is the missionary library in Papua, New Guinea. The Queen Elizabeth II has one of the best libraries afloat, though I have heard her sister ship the Queen Mary II has a better one. (I don't doubt it... its librarian is a Canadian, and an Ontarian to boot!) Cruise lines know that there must be something to this library thing. Every ship makes a point of advertising the availability of a library on board. Most will say it is a "well stocked" library, but usually this is a distinct misnomer and a disappointment to anyone in the profession.

Libraries come in every shape and size, though size does not determine the use. As an example, the Vatican has a large, world-renowned library but only one borrower. Only the Pope can actually physically take out a book. On the other hand, one of the smallest libraries I have ever seen always has a line-up on the one day it is open. If you are at the end of the line the books might run out before it's your turn to browse!

I consider myself fortunate to have seen the large and the small, the great, the free, the subscription, the not so good, the politically skewed, the special, the open, the closed. Yet they are all libraries. No matter the place or state of the collection, the word library conjures up a special place of learning, information, service, knowledge and history. No wonder dictators first look to burn the books and the libraries. And no wonder people have risked untold persecution to save recorded knowledge in the form of the book.

All these libraries have one thing in common: a librarian. This librarian may be someone who has seen a library school only in pictures, or someone who never went further than high school, or someone who simply loves to read. It is almost always someone who understands on an emotional level what a library is and humbly but proudly wears the sobriquet. If you should ask that person what it is they do, they invariably answer: "I help the people find what they want."

No wonder my advocacy always includes the librarian. Yes, I would like everyone in charge of any library anywhere on land or sea to be a professional. Where that is impossible, however, I will take the person who wants to help me find what I want.

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## Health Watch

KEEPING WATCH OVER LIBRARIANS' HEALTH ISSUES

## When Two Heads are Better than One!

Every librarian has had one of those busy days when deadlines are looming, the phone won't stop ringing and the stream of patrons coming in the door is flowing faster than the creek in spring flood. You wish you had a second pair of hands, a second set of ears and a second—or maybe third—head to keep everything in order. Then, and only then, you might just manage to get everything under control. But growing a second or third head's not likely to happen is it?

On the other hand, maybe someday it

Since 1962 when Watson and Crick were awarded the Nobel prize for their modelling of the DNA molecule, we have seen an explosion in knowledge of genetics and what it means to the development and understanding of all life around us. We can chart who and what is related and understand that the taxonomies of many species are closer than we ever imagined. We can now explain the causation and mechanism of rare diseases and developmental disorders. We can produce genetically altered disease resistant crops. We can use stem cells to repair or regenerate body parts. We can clone mammals like sheep, mice and cats. And some believe we have the ability to clone humans. All this has fuelled intense public interest from both a scientific and moral or ethical view point. It has also generated a million school projects, many of which eventually end up at our desks, seeking help.

Because the genetic revolution is so new and evolving so rapidly, we are hard pressed to keep up with the overwhelming amount of information. Books about genetics, even with the a fastest publication schedule, are obsolete before purchased. Journals

such as Science, as well as those of the learned societies, publish much more quickly. However these intensely technical articles are beyond the understanding of any but those involved in the field itself. The internet has been the publishing venue of choice for geneticists for some time and is the obvious place to turn to when looking for information about the subject for students or the lay reader. But as always...searcher beware!

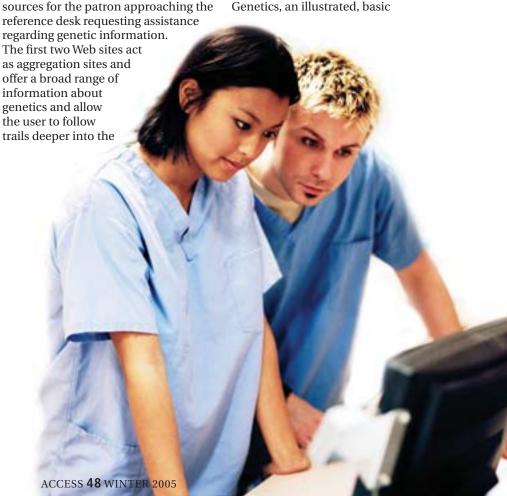
I would like to suggest some reliable

study of the subject.

One site useful to the general public or early grade students who have an interest in genetics but no "project" to complete would be: Genetics Home Reference <a href="http://www.ghr.nlm.nih">http://www.ghr.nlm.nih</a>.

Genetics Home Reference is a National Library of Medicine's (US) Web site for consumer information about genetic conditions and the genes or chromosomes responsible for those conditions.

Sectors include Help Me Understand Genetics, an illustrated, basic



explanation of how genes work and how mutations cause disorders. The site also includes current information about genetic testing, gene therapy, and the Human Genome Project and a Glossary of Genetics terms. Based on the widely used and highly successful Medlineplus database <a href="http://medlineplus.gov/">http://medlineplus.gov/</a> for consumer health, this Web base is a place to start for anyone who has a question about how genetics may affect them or their families.

For more senior level students, the gateway to everything you want to know about genetics is found at Genetics Education Center, University of Kansas Medical Center, <a href="http://www.kumc.edu/gec/">http://www.kumc.edu/gec/</a>.

This site includes information for Genetic Professionals (genetic counsellors, clinical geneticists, and medical geneticists), genetic conditions and support groups for individuals and families with genetic conditions or birth defects, and genetic Educational Information for secondary science teachers and their students. A list of Genetics societies worldwide is also available. The site is huge and has been around since 1995. Because of its size, a number of links there are lost and some e-mail addresses are no longer valid.

More specific sites which students will find of use are as follows.

The first details of what may arguably be the most important inventory in human history: the mapping of the human genome.

#### **Human Genome Project**

#### <a href="http://www.ornl.gov/sci/techresources/Human\_Genome/home.shtml">http://www.ornl.gov/sci/techresources/Human\_Genome/home.shtml</a>

Begun in 1990 and working with researchers around the world, the US Human Genome Project produced a working draft of the entire human genome sequence—a complete map of the human blueprint. As well as technical aspects of the Genome project, the site offers a section for educators interested in human genetics and the Project, as well as a comprehensive section on Ethics of Genetics.





A site useful to those who have an interest in diseases and disorders of humans caused by genetic "mistakes" will find what they need at:

#### OMIM( On-line Mendelian Inheritance in Man) <a href="http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=OMIM">http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?db=OMIM</a>

This database is a catalogue of human genes and genetic disorders authored and edited by Dr. Victor A. McKusick and his colleagues at Johns Hopkins and elsewhere, and developed by NCBI, the National Center for Biotechnology Information (US). The database is searchable by physical feature (low set ears or cleft palate) or behavioural characteristics (stuttering) to find genetic disorders which contain that particular set of features. Each OMIM record contains bibliographic references and a summary of the scientific literature describing what is known about a particular gene, trait, or disorder. The Series was previously published as a three-volume book set. The data base is now free and updated very frequently... often daily. With more than 15,000 entries, this is one of the true gems of free quality scientific information on the Web. A search tutorial is available to make the whole process easy even for non-scientific types.

For information regarding genetically modified foods and crops, the Web page of the Ontario ministry of Agriculture and Food, entitled Biotechnology links

#### <a href="http://www.gov.on.ca/OMAFRA/english/external\_links/biolink.htm">http://www.gov.on.ca/OMAFRA/english/external\_links/biolink.htm</a>

offers a goodly number of sources from around the world, including European materials. Students will likely find the European opinions regarding genetically modified food much different from the North American point of view.





Stem cell research is much in the news at the moment with political comment almost more common than scientific fact. An up-to-date and reliable source for information is found at:

#### Stem Cell Research, National Institute of Health (US) <a href="http://stemcells.nih.gov/index.asp">http://stemcells.nih.gov/index.asp</a>

This site handles stem cell information covering basic sciences, glossaries, F.A.Q.'s. as well as advanced research tools such as gene libraries.



#### Health Watch



And finally... cloning! This is really where the full moon types shine! You can find every opinion under the sun and claims that run from the plausible to the most imaginative of Sci Fi! The original was Dolly, the sheep from Scotland who was the first cloned mammal and who lived a normal sheep life, dying just last year. To view the historical perspective of Dolly's life, go to the Web site for the Roslin Institute. This agricultural and biotech agency that produced Dolly has a well buried section dealing with cloning at <a href="http://stemcells.nih.gov/index.asp">http://stemcells.nih.gov/index.asp</a>

Of the many more sites dealing with human cloning, you should likely check two of them. The first:

### National Bioethics Advisory Commission (US) <a href="http://www.bioethics.gov/topics/cloning\_index.html">http://www.bioethics.gov/topics/cloning\_index.html</a>

This site contains The Council's Report: Human Cloning and Human Dignity: An Ethical Inquiry (July 2002) (PDF version) and F.A.Q.'s about Human Cloning.

#### A second useful site:

#### Health Canada

<a href="http://www.hc-sc.gc.ca/english/protection/reproduction/cloning.html">http://www.hc-sc.gc.ca/english/protection/reproduction/cloning.html</a>

This site lays out the official position of the government of Canada and the legislative background for that position.



Finally, to keep up to date on this fast and ever changing brave new world, book mark:

#### **Medlineplus - Genes and Gene Therapy**

<a href="http://www.nlm.nih.gov/medlineplus/genesandgenetherapy.html">http://www.nlm.nih.gov/medlineplus/genesandgenetherapy.html</a>

Check The Latest News section for daily updates on what new advances have appeared overnight in the wild and wonderful world of the gene.

Myself, I support human cloning. The sooner the better! I have a whole pile of paperwork my clone can get started...then we can both have the weekend off!

Elyse Pike is the Health Sciences Librarian at Grey Bruce Health Services in Owen Sound, Ontario. library@gbhs.on.ca>



## Eye on *the Web*

LINKS TO THE RESOURCES ON THE INTERNET

## LINKS TO THE RESOURCES

ON THE INTERNET



#### On-line Government Archival Resources for Canada, Ontario and Toronto

Archival holdings are normally defined as unpublished primary materials produced by a given government agency, corporate entity, organization or individual. These 'records' are often unique and irreplaceable. Government archives are primarily concerned with collecting documents produced by government agencies, regardless of format. Documents may include but are not limited to birth, death, and marriage certificates, cartographic materials, sound and video recordings, posters, and photographs.

Government archives are found at all levels; federal, provincial and municipal government agencies will generally submit their documents to archival agencies at the same level. In addition, government archives often provide access to select collections of personal papers, normally defined as the documents of an individual or private agency.

This column will introduce readers to a few of the archival resources available on the World Wide Web. As promised previously, the focus of this column will be on domestic materials. I would like to thank my colleagues at the York University Archives and Special Collections Department for their input on constructing this list of resources.

#### **CANADA**

#### Library and Archives Canada: ArchiviaNet http://www.collectionscanada.ca

ArchiviaNet is the main gateway for identifying archival materials held by the Library and Archives Canada (LAC). This multi-level tool is linked from the top right of the main LAC Web site. Thematic guides provide users with research strategies for finding archival materials about aboriginal issues, immigration, UFOs, and federal provincial conferences, to name only a few.

The General Inventory database allows users to search through thousands of entries created to represent LAC's archival holdings. It is important to note that these entries also include information about supplementary finding aids, many of which are available on-line

although linked separately through the main ArchiviaNet Web page. These finding aids provide access points to more specific materials including relevant on-line images. For example, searches in the Colonial Archives, Documentary Art, Photographs, and Maps, Plans and Charts sections of ArchiviaNet allow users to view more than 50,000, 5,000, 10,000, and 4,000 on-line images respectively. Other searchable finding aids include early census and immigration records, postal archives, and Prime Ministers' fonds for Macdonald, Laurier, Borden, Meighen, Bennett and Mackenzie King. In addition, the LAC contributes its General Inventory records to Archives Canada, described below.

Finally, be sure not to mistake the 'On-line Help' link for a chat reference service! Following this link from the General Inventory database will produce useful plain language explanations about archival terminology and research strategies; following this link from supplementary finding aids will provide detailed information about searching that specific sub-section of ArchiviaNet.

#### Archives Canada (Canadian Archival Information Network) http://www.archivescanada.ca

Launched by the Canadian Council of Archives in 2001, this database allows users to search across the holdings of more than 800 archival institutions in Canada. The advanced search feature allows for search limitations by province or territory. Follow the "Virtual Exhibits" link to browse or search on-line exhibits maintained by contributors to Archives Canada.

#### **ONTARIO**

Archives of Ontario http://www.archives.gov.on.ca/ english/index.html

The Archives of Ontario Web site provides intuitive access to a wealth of on-line materials. The site map provides a comprehensive outline, something promised but not always delivered by many Web sites, and should prove helpful for most users. Don't miss the on-line exhibits or the Visual Database. The former covers a wide range of topics including human rights, military involvement, toys, and architecture and the latter allows users to view more than 5,000 images with search limiters for format, creator and subject.

Alternatively, use the "Search the Collections" link from the homepage to select from a variety of research tools including detailed pathfinders about birth, marriage and death records, research guides covering topics from divorce and estate files to newspapers, the Visual Database, and the Archives Descriptive Database. The descriptive database allows researchers to search for records held by the institution. In addition, the Archives of Ontario is a contributor to ARCHEION, described below.

## ARCHEION: Ontario's Archival Information Network http://archeion-aao.fis.utoronto.ca/

ARCHEION is the Ontario component of Archives Canada, described above. It provides researchers with intellectual access to the archival holdings of institutions and agencies across Ontario. A quick review of the long list of contributors reveals that many governmental, academic, and public library archives have submitted information about their collections to this database, including the Bank of Canada and the cities of Toronto and Ottawa, the University of Ottawa and Victoria University, and the North York Central, Windsor and Sault Ste. Marie public libraries.

In addition to detailed descriptions about the records themselves, contact information for the holding institution is provided. On-line exhibits maintained by ARCHEION's contributors are easily linked from the main page. The Links section includes Web sites for similar projects undertaken in other Canadian provinces and territories.



#### **TORONTO**

City of Toronto Archives http://www.city.toronto.on.ca/archives/

The Web site of the City of Toronto Archives provides access to information about its holdings and an impressive array of virtual exhibits covering topics as diverse as the construction of the Yonge Street subway and the history of private housing in Toronto. Research guides covering specific buildings, black history, and council proceedings are also available. Geared to junior and high school students, the Ontario History Quest, linked from the main page, contains more than 3,300 documents from 1820-1970 and includes curriculum guides for teachers.

Finally, be sure not to miss the on-line sampling of editorial cartoons, Victorian advertising cards, and Edwardian postcards or the searchable image database of more than 1,700 photographs taken between 1906 and 1939 by photojournalist Williams James. On-line access to the descriptive database of the City of Toronto Archives is planned for 2005. In the meantime, users can search ARCHEION to obtain intellectual access to its holdings via the World Wide Web.

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#### References

Web sites for provincial and territorial government archives are noted here for your reference. They are also linked from the Library and Archives Canada Web site, noted in the main article. Links to related archival networks are available from the main page of the Archives Canada Web site, also noted in the main article.

#### Archives Nationale du Quebec

(French language only) http://www.anq.gouv.qc.ca/

#### **Archives of Manitoba**

http://www.gov.mb.ca/chc/archives/

#### Archives of the Northwest Territories

http://pwnhc.learnnet.nt.ca/programs/archive.htm

#### British Columbia Archives

http://www.bcarchives.gov.bc.ca/

#### Nova Scotia Archives and Records Management

http://www.gov.ns.ca/nsarm/

#### **Nunavut Territory**

http://www.gov.nu.ca/cley/english/culthertiage.htm

#### Prince Edward Island Public Archives and Records Office

http://www.edu.pe.ca/paro/

#### **Provincial Archives of Alberta**

http://www.cd.gov.ab.ca/ preserving/PAA\_2002/

#### Provincial Archives of New Brunswick

http://archives.gnb.ca/

#### Provincial Archives of Newfoundland and Labrador

http://www.gov.nf.ca/panl/

#### Saskatchewan Archives Board

http://www.saskarchives.com/

#### **Yukon Archives**

http://www.btc.gov.yk.ca/archives/



## Last Word

THIS PAGE IS FOR YOU

## Xena Takes A Bow



o many outstanding librarians in college, university, school and public libraries are now retiring that it is very hard to keep up. This year, Jane Kirkpatrick joined these ranks after 30 some years in librarianship, 28 of them at Stratford Public Library. Over those years, Jane did many things and acquired many friends. In September they came together to wish her well.

Jane's role in creating the local Perth County information network and in turning the library into a wireless environment was set side-by-side with the creation of a serious theatre collection, somewhat appropriate in the community now built on the Stratford Festival, and the library having the first compact disc collection in Canada.

Her professional commitments over the years were also extolled as is right. After all, the room was filled with friends and colleagues who had come great distances to wish her well. They talked about her work on public library accreditation, on the Association of Medium-Sized Public Libraries, on a whole variety of boards and committees. They talked about her speaking, her helping people in a consultative way (something she plans to continue to do in retirement), and her considerable community participation.

All of this one might expect and praise, but this retirement party had one unusual statement to make – Jane as Xena. An inspired idea, brilliantly executed. The Last Word!

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# A snapshot of history...



October 15, 1954

Hurricane Hazel brings flooding and devastation to Toronto area

The front page of the Toronto Star highlights concerns that Hurricane Hazel may hit the Toronto area around midnight. Headlines read "Strikers at Ford in Oakville Clash with Provincial Police." The Globe and Mail runs a feature on the famous Hargraves quadruplets of Sault Ste Marie celebrating their fifth birthday alongside an article detailing Hurricane Hazel's path towards the North Carolina coast. The New York Times reports of the serious threat Hurricane Hazel poses to the Carolina Coast while also chronicling a civil rights struggle in Delaware - where 10 Negro students integrated into a high school were dropped from the rolls due to segregationist pressure.

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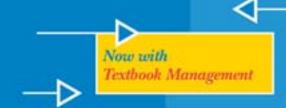


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