

ACCESS the magazine of sola

SPRING 2006

the
**right brain
of librarianship**

the best and the brightest at a
mind-blowing Super Conference

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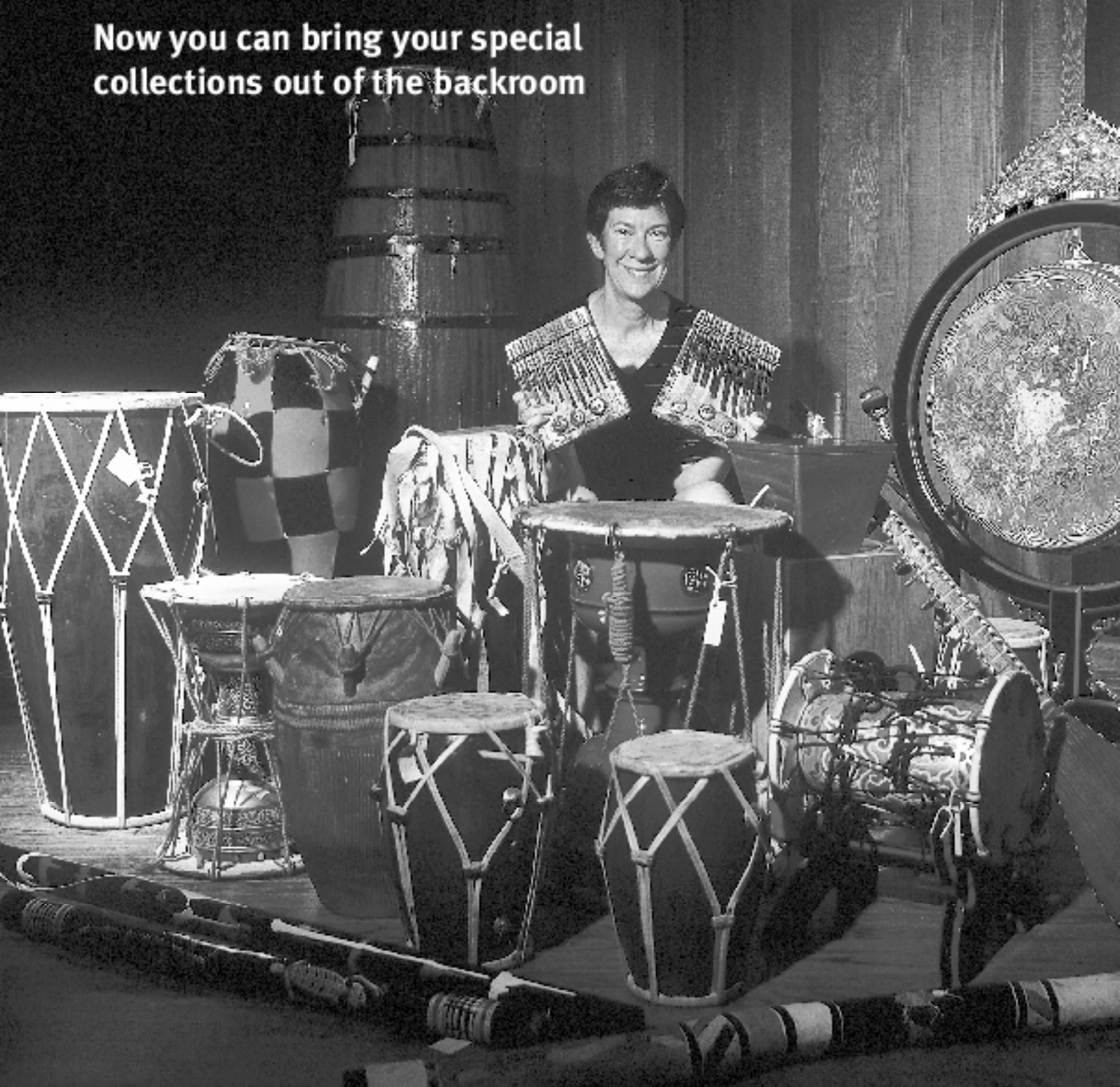
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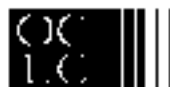
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

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On The Cover: : The Right Brain of Librarianship was one of the most successful Super Conference themes in years. Daniel Pink set the tone opening night and it was picked up by speakers and delegates alike. It became part of the language of Super Conference 2006 – and when was the last time that happened!

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Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION

Trading Words For Charity

Eighteen writers gathered at the Pickering Public Library in February for a three-day Canadian novel marathon during which the writers traded words for donations. For a \$50 donation, callers could have their names woven into the plot. Pets, addresses and street name inclusions went for \$25. The money benefited a local women's shelter.

Richmond Hill's First Joint Use Library

Richmond Hill Public Library has opened its first joint use library. Richmond Green Library is serving as both the public library branch for local residents as well as the school library for the adjacent Richmond Green High School.

This joint use facility is truly unique, as the staff serving both the public and the high school students are employed by the Richmond Hill Public Library Board.

At 12,000 square feet, the library is 4,000 square feet larger than the typical Richmond Hill neighbourhood branch and will house a collection of 70,000 items, including traditional books and audio-visual collections, as well as electronic databases and workstations.

A 'Pride' Library In London

The following appeared in 24 HOURS NEWS SERVICES

The sign on the front desk reads "Queeries." The office has a giant window in the shape of a Q. Green walls and purple carpets greet students. The Pride Library at the University of Western Ontario has come out of the closet, with 200 people celebrating its opening on the main floor of Weldon Library after 10 years of being shuffled from place to place. The size of the library, its combined use as a serious research centre and a casual place to gather, and its prominence at Western are among the reasons it's a first in Canada, said university president Paul Davenport.



At the official opening's ribbon cutting from left to right: Lui Temelkovski, MP Oak Ridges Markham; Mario Racco, MPP Thornhill; The Honourable Bryon Wilfert, Parliamentary Secretary to the Minister of the Environment and MB, Richmond Hill; Frank Klees, MPP Oak Ridges; Bill Hogarth, Director of Education, York Region District School Board; Jane Horrocks, CEO, Richmond Hill Public Library; Shelagh Harris, Richmond Hill Public Library board Chair.

We Regret...

We neglected to print the biographical information for writers of Eye on the Web, Access, Winter '06, vol.12 no.2. p.39. Access regrets this error. The following should have appeared at the end of the article:

Thumeka Mgwigwi is a Reference Librarian and the Subject Specialist for Criminology at the Scott Library Reference Department, York University thumekam@yorku.ca

Amanda Wakaruk is a Reference and Government Information Librarian at the Scott Library Reference Department, York University awakaruk@yorku.ca



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Story Dogs Work For Literacy

Story Dogs, a new program helping students struggling with reading, has been created through a partnership between the New Tecumseth Public Library and a local volunteer group.

Dogs and their trainers are paired with students. The dogs are non-judgmental and the children are eager to teach the dogs! The success rate is high, report the organizers. It is a joy to watch the children as they gain reading skills and confidence.

The dogs, trainers and students meet once each week at the library, which also provides resources. Hosting the program in the library makes the children and their families comfortable in a library environment. It helps them become aware of a library's resources and creates life-long learners.

The Minister of Culture, the Hon. Madeleine Meilleur, visited New Tecumseth Public Library when the program was taking place. She enthusiastically took part. It was a great experience for everyone concerned. The dogs liked it, too. The program won an Angus Mowat Award from the Ministry of Culture this year.





Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

A Stunning Provincial Budget for Libraries

March 23, 2006 was a red letter day for libraries in Ontario. The Ontario government, in its provincial budget announcement, included special project support for libraries that establishes a new hallmark for government recognition. There were key announcements for:

- All libraries:

Knowledge Ontario, the repositioned project that was originally developed under the name, Ontario Digital Library, received \$8,000,000 to bring the multi-sector project to fruition. A co-operative endeavour of university, college, school and public libraries, Knowledge Ontario has had close to \$100,000 investment from the Ontario Library Association, \$700,000 from the Ministry of Culture, and extraordinary time commitments from the cream of the province's library leadership. For more, see the new Knowledge Ontario column, p. 58.

- Public libraries:

A special project grant of \$7,000,000 was announced for use by First Nations libraries and by rural public libraries serving populations of under 20,000 people. As part of the government's literacy program initiative, each library and branch receives \$21,500 to further literacy programs and services.

- School libraries:

A new special project grant furthers the improvement of library collections in every school in the province. No matter what the size of the school, a dedicated sum of \$3,096. is to be used explicitly for collection development purposes. This \$15,000,000 follows a \$17,000,000 grant in 2005 to refresh aging school collections neglected through the previous decade.

BOARD ISSUES and ADVOCACY

Knowledge Ontario pre-budget status report

Representatives from three vendors of commercial digital product met individually and confidentially with school, public, college and university members of the Knowledge Ontario Digital Information Resources Committee on the opening day of the OLA Super Conference. These were exploratory discussions in which guiding principles and assumptions for negotiations were detailed. Each of the vendors was given a list of core products under their management that were of interest to the negotiating group, and were asked to indicate in writing their interest in continuing to the negotiating stage. All three vendors responded in the affirmative. Actual negotiations are expected to get underway by early April.

Over the past 6 months, Knowledge Ontario has adopted the HALINET Images application and a brand new federated search portal that will be used to provide a "one place to look" tool for Ontario library, archive and other memory institution digital collections. Using this combination of tools, libraries, archives, historical societies and others will be able to upload metadata,

along with accompanying metadata and appropriate thumbnails, that include urls pointing back to their locally hosted digital collections. This follows the Images Canada model.

Two sessions on OurOntario.ca were presented at Super Conference at which time OurOntario.ca was launched. A number of attendees expressed interest in contributing their locally created digital products to OurOntario.ca as soon as possible. A meeting with cultural heritage organizations is being planned in conjunction with the Ministry of Culture. This meeting will introduce the Knowledge Ontario and OurOntario.ca project to other heritage groups under the umbrella of the Ministry of Culture. The Committee is at work setting guidelines for acceptable use of OurOntario.ca digital space and developing an on-line form for contributors that will provide information on existing and future (in production and planned) digital resources. A framework is being developed for a pilot project, and work continues on technical development focusing on indexing different types of digital formats from diverse groups of contributors. A link to the OurOntario.ca prototype can be found at <http://images.ontario.halinet.on.ca/demo.html>.

Library Book Rate

A letter has been sent to the new Ministers of Finance and of Heritage asking them to reaffirm the federal government's support of the library mail rate. Depending on the tenor of the reply, members will be asked to thank them for their support or to lobby the government on the need.

Accessibility standards representation

Cynthia Archer was approached as OLA 2005 President to apply for a position on the newly established Customer Services Committee of the Common Accessibility Standards Project. The purpose is to develop standards that will lead to the implementation of the Accessibility for Ontarians with Disabilities Act, 2005. After discussion with the OLA Board of Directors, she applied and was accepted as the libraries representative on the committee.



OMERS legislation

OLA endorsed a lobby by the Association of Municipal Clerks and Treasurers of Ontario (AMCTO) to expand representation for non-unionized workplaces on the board proposed in new legislation for the OMERS pension fund.

PROGRAMS

OLA Education strikes gold for teacher-librarians

Now that the OLA's Education Institute is starting to grow and thrive as a project of The Partnership, the Association has been looking at other opportunities for our members to supplement this huge undertaking (73 programs this spring alone).

A distance education MLIS program for teacher-librarians through San José State University, the world's largest library school (Ken Haycock is the Director), is a truly exciting addition to OLA education offerings that could not be more timely. This program gives teacher-librarians an extraordinary opportunity to show their interest in professional growth at the same time they

will be getting courses through some of the library and education world's biggest names. Discounts are being offered to OLA members as well as Margaret Scott Fund supplements. The residency requirement is being set up in an Ontario location during the summer months to ensure everyone can do this without loss of work time or pay.



23 of the 25 provincial and territorial library association leaders who make up The Partnership had two days of meetings at Super Conference. Quebec Library Association's Mary Jane O'Neil and Wendy Wayling, Nova Scotia Library Association's Mary Landry, OLA's Janet Kaufman, Newfoundland and Labrador Library Association's Ron Knowling listen.

The Partnership strengthens its mandate at meetings in Toronto

The Partnership is an informal national network of provincial and territorial library associations. Its mandate is to share resources to build the programs and services within their mandate. Through this shared improvement in all associations, membership should grow exponentially from the present 8,000 members. OLA is pleased to provide logistical support to The Partnership and its committees.

Super Conference played host to the President and Vice-President of every provincial library association in Canada (British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Atlantic Provinces, Nova Scotia, Newfoundland and Labrador). The Executive Directors also participated from BC, Alberta, Saskatchewan and Ontario. The Northwest Territories Library Association was represented by its Treasurer. The day before meetings at Super Conference began, Nunavut informed the Partnership that it wished to join.

The opening full-day meeting focused on Education Institute issues, and on the developmental progress of both the new e-journal and of the information side of the new Career Centre that everyone will share from coast-to-coast.

Frances Davidson-Arnott, President of this organization of retired or about-to- retire librarians, made a presentation to The Partnership during its meetings, in which she unveiled plans for a national collection of library stories and memories. There was great interest in the project.

The group participated in a spotlight session at Super Conference that was small but animated, and highlighted by ideas from audience members to explore certification possibilities inherent in the Education Institute.

The Partnership group then met with Ian Wilson, Librarian and Archivist of Canada. All meetings were reflective of the fresh thinking driving The Partnership and for the openness and exploration for which they are now becoming known.

A half-day meeting with the Canadian Library Association and a half-dozen of their guests completed the two days of work. CLA President Barbara Clubb surprised The Partnership with the announcement that CLA was withdrawing from continuing education activities at the end of this season. Plans for CLA to provide a national strategy for advocating copyright issues was put on hold until it was clearer where the new government is going with this common concern. The CLA national strategy is to be the pilot for exploring concrete ways to integrate the strengths of The Partnership with CLA leadership.

Flashpoint

DONATIONS

The Africa Project takes over OLA hearts

The first major fundraising event around OLA's Africa Project took place at Super Conference one year after the speeches of Craig Keilburger and Stephen Lewis lit a fuse of concern to do something for Africa's children. The OLA Board as its first act after last year's emotional events formed the Project and invested in school and health kits for some 600 children in Kenya. This time, the target was to build a joint school-public library with an adjoining school. Former Presidents, June Wilson,

Ken Roberts, Gerda Molson, Peter Rogers and a group of dedicated OLA members staffed the tables to make this happen. When closing speaker Charmaine Crooks gave her \$500 donation at the end of the luncheon, over \$20,000 had been collected from the 4,499 delegates.



GRANTS

OLBA receives \$20,000 to develop trustee education



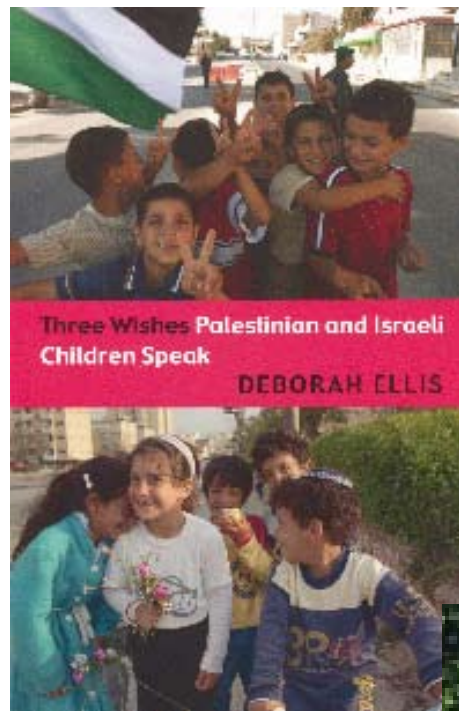
OLBA 2005 President Sue Culp with the Hon. Madeleine Meilleur

At the Ontario Library Boards' Association Annual Meeting, the Hon. Madeleine Meilleur announced a special \$20,000 grant to assist the Association in developing a multi-year education cycle for library board trustees. Former

OLTA President Margaret Andrewes and

former SOLS Trustee Development Officer Randee Loucks have been engaged to research the needs and to propose the program to be followed. Part of the project is to create a resource database that will capture the enormous number of quality resources that have been created over the years for trustees and to make them available readily and easily. The work will reference similar work being done by Ken Haycock for the British Columbia Library Trustees' Association and the Education Institute. Recommendations for the program will be received by OLBA Council this fall with a projected launch at Super Conference 2007.

Authors and writers developed a press conference to protest the Toronto District School Board ban. From left, Giller nominee Edeet Revel, Grade Four student Evie Freedman, her stepfather children's author Lawrence Hill, Pen International's Alan Cumyn, Three Wishes publisher Patsy Aldana, June Callwood, Book and Periodical Council Freedom of Expression Committee's Franklin Carter and the Canadian Coalition for School Libraries freelance writer John Lorinc. People for Education's Annie Kidder and OLA Reading program chair Liz Kerr are not shown



The Three Wishes challenge from the Canadian Jewish Congress

Three Wishes: Palestinian and Israeli Children Speak Out is a 2004 non-fiction book by Governor General's Award winner, Deborah Ellis, in which she has collected a series of conversations with contemporary Israeli and Palestinian children who talk about their lives living in the middle of conflict.



In February, the Canadian Jewish Congress sent a five-page letter to OLA Executive Director Larry Moore asking that Three Wishes be removed from the OLA's Silver Birch reading program. The letter included a threat to send copies to Directors of Education in all English school boards in Ontario pending a response, an action that was taken approximately a week later. The letter cited age appropriateness as the issue, taking umbrage with the historical contexts provided by the author and with the words of the children. "The children...are no doubt genuine in their feelings, but that does not make them right," said the letter.

In a review, OLA Board of Directors confirmed their support of the selection process, in which twenty to twenty-five practicing school and public children's librarians pick 20

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Flashpoint



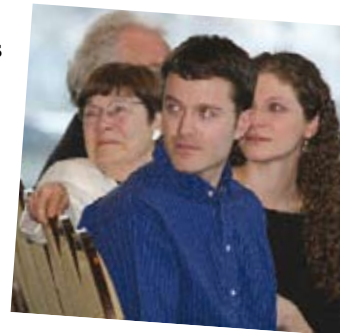
Elizabeth Hoffman
1951-2006

The three Lizs.

Liz's deeply rooted sense of fairness and social justice led to a career as ombudsperson at Carleton University, the University of Toronto, Ryerson Polytechnic University, the Ontario College of Art and Design, working in Winnipeg over the last five years as a Senior Investigator with the Office of the National Defence and Canadian Forces Ombudsman.

- Member, Executive Committee of the Canadian Commission for UNESCO.
- Member, Board of Directors of the Canadian Network for the Advancement of Research, Industry and Education (CANARIE)
- Member, National Community Access Programme Advisory Board
- Member, Federal Government's Information Highway Advisory Council
- Founding chair, Canada's Coalition for Public Information, 1993-1998.
- Keynote speaker, 49th International Federation for Information and Documentation Conference and Congress held in Jaipur and New Delhi, India.
- Chair, Toronto Public Library Board, 1983, 1984; board member, 1981-1989
- Activist with OLA and Toronto Public Library, against Bill C-54, 1987-1988
- Chair, Development Committee, Winnipeg's Millennium Library

Liz's untimely death came as a shock to the many library people who had worked with her and for her on these and many other critical and timely projects. The family held two reunions, one in Winnipeg where Liz spent her last years, and one in Toronto where she had spent the heart of her life. The pictures on this page are from the Toronto event, which was held in the Northern Lights Ballroom of the SkyDome Hotel where Liz co-chaired with Mike Ridley the meeting that launched the Ontario Digital Library (now known as Knowledge Ontario), the subject of much government attention these days.



At the Toronto event, OLA Executive Director Larry Moore was able to announce that the joint school-public library for which the OLA Africa Project is currently fundraising would be dedicated to Liz in recognition of her incredible successes on behalf of libraries over the years.



The combined school library/public library being built by OLA in Kenya will be dedicated to Liz Hoffman.

As the OLA's seminal volunteer over the twenty years from 1980 to 2000, Liz gave and gave and gave. She stuffed envelopes, sat through endless meetings and kept everyone on task. The following list is a sampling of the larger things that Liz pursued for the library and information world to ensure equity for the people libraries served from coast to coast.

- Centenary president of the Ontario Library Association in 2000.
- Chair, One Place to Look: Ontario's first Public Library Strategic Plan, 1988-1990.





Riding *the Wave*

PROFILES OF AN EMERGING LIBRARY LEADERSHIP



Looking to the Future: A Year in the Life of an Intern

Each July, on the University of Alberta campus, a fresh-faced group of recent library school graduates from across the country meet to discuss their recent introduction to the world of academic librarianship. Hired by the University of Alberta Libraries as Academic Library Interns, these new librarians will each undergo a vastly different experience: different work environments, different projects, different supervisors, perhaps even a different city. However, one morning each week for the first few months of their year-long tenure, these interns will connect, sharing training sessions, orientations, and professional development opportunities, as well as the ups and downs of their entry to the profession.

The University of Alberta Libraries established its Academic Library Internship Program in 2000 to address a growing need to recruit new academic librarians within a climate of tight budgets and hiring restrictions. The U of A's program is designed to benefit both the interns and the library system. The internship provides new graduates with skills and experience in a wide range of academic library activities, creates mentoring and networking opportunities, and encourages professional development and training. The library system in turn benefits from the interns, who can provide fresh perspectives and ideas.

The interns' year at the University of Alberta is packed with professional and developmental activities. In addition to undertaking day-to-day reference,

collections, and instruction work in one or more library units, each intern participates in committee activities. A significant portion of the interns' time is also spent on project work, both for their assigned unit libraries and for system-wide projects.

An in-depth orientation schedule, including site visits to the University's member libraries and units, as well as meetings with key personnel, introduces the interns to the workings of a large academic library. This orientation schedule also features professional development opportunities, such as resume and interview workshops and self-assessment seminars. The interns are paired with a mentor, who provides guidance and advice from an insider's perspective. The library also provides the interns with funds to support their attendance of relevant conferences and memberships. Exit interviews are conducted with each intern at the end of the year, and concerns and recommendations are used to strengthen the process.

Because of the wide range of possible opportunities provided by the Library, each intern's experience is a unique reflection of his or her own interests and abilities as well as the needs of the system.

This Year's Interns:

Sonya Betz is a recent graduate of the University of Alberta's School of Library and Information Studies.

by Kathleen De Long

Sonya splits her time between the Herbert T. Coultts Education and Physical Education Library and the Winspear Business Reference Library. With many of her assignments focusing on emerging technologies such as instant messaging reference, podcasting, institutional repositories, and blogging, Sonya has found her internship experience to be a substantial deviation from the more traditional subject-based librarianship she had anticipated for her career. However, she finds that the challenges and opportunities afforded by working with these technologies make for a rewarding and exciting work environment.

Jeff Davis received his MLIS from UBC's School of Library, Archival and Information Studies in the spring of 2005. As a public services librarian in the Humanities and Social Sciences Library, his duties include in-person and virtual reference service, preparation and delivery of bibliographic instruction and information literacy sessions, and some collection management work. Jeff also has a keen interest in using information technology to improve library services. He has established a blog for reference staff, has done some programming with Perl, PHP, and MySQL, and is helping to redesign the library's intranet and migrate it to an open-source content management system.

Kristen Kruse, a Dalhousie MLIS graduate, is in Camrose at the Augustana Faculty, an undergraduate liberal arts and sciences Faculty of the University of Alberta with a student population of approximately 1,100. Kristen's main focus is on the information literacy program at Augustana. This involves collaborating with teaching faculty to design and grade library research assignments. She also tailors library instruction sessions for disciplines ranging from psychology to insect ecology. One of her ongoing projects includes conducting informational/instructional library sessions for the campus' teaching faculty. Kristen also covers reference services for an average of 20 hours a week in

Applying to the Academic Library Internship Program 2006/07:

Applicants must:

- have graduated from an accredited Canadian library school program in 2005 or 2006
- commit to a one-year contract appointment in the University of Alberta Libraries

Interested candidates should submit an application package that includes:

- a cover letter indicating interest in an intern position

- a resume
- a one-page statement of career goals and interest in academic librarianship included
- a letter of recommendation from one referee, such as a current supervisor or a former professor/instructor

Applications packages should be submitted by March 31, 2006 to:

Kathleen De Long
Associate Director (Finance and Human Resources)
Cameron Library
University of Alberta Libraries
Edmonton, Alberta T6G 2J8

(780) 492-8302 (fax)
kathleen.delong@ualberta.ca

addition to rotating virtual reference responsibilities. Many of the library's communication needs are put in Kristen's hands as well, including the library's Web presence, signage, and an upcoming blog for faculty. The close interaction with students and faculty has been very rewarding and the intern experience has been an excellent introduction to the academic library community and profession.

Virginia Pow also completed her Master of Library and Information Studies programme at Dalhousie University. Virginia splits her time between the Rutherford Humanities

and Social Sciences Library and the U of A's Data Library. Her Rutherford duties include a variety of reference services, such as E-Reference, Chat Reference (as part of the Global Reference Chat), and in-person reference, as well as information literacy instruction. In the Data Library, Virginia provides specialized reference service and is currently conducting research on the Data reference model. For her system-wide project Virginia is coordinating a pilot program called "The Librarian is In..." This innovative project provides in-person reference services to users outside of the library, in locations such as student lounges,

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allowing students greater access and exposure to librarians.

Weiwei Shi, originally from China, is a recent graduate from the University of Alberta's School of Library and Information Studies. Before beginning her adventures in the internship program, she had focused her work and studies on information technology. This program opened the door for Weiwei to experience some exciting combinations of technology and traditional librarianship. Weiwei shares her time between the Cameron Science and Technology Library and John W. Scott Health Sciences Library. Her responsibilities and projects include both traditional and digital library work, such as collection evaluation, instructional design and delivery, podcasting and screen casting, and virtual reference. She finds her experiences, along with the internship's program of

professional development activities, are an excellent step towards her goal of becoming a "blended librarian," who has the skills required to be successful in both traditional and digital library environments.

The Intern Experience:

The University of Alberta Libraries staff have found that the internship program adds vitality, energy, and innovation to their workplace. Along with an awareness of current technologies and an enthusiasm for the profession, the interns also bring their varied perspectives and new ideas- a potentially tricky addition to established work environments. The staff's openness to fresh faces and willingness to embrace new ideas is perhaps the key to this program's success. To date, 27 interns have passed through the Academic Library Internship

Program. Many have gone on to work in other academic libraries, and a few have found positions with the University of Alberta. The overall experience of the interns has been overwhelmingly positive, providing them with valuable skills, experience, and networks. Next July's cohort of Academic Library Interns can look forward to a challenging and rewarding year that will provide them with a solid foundation for their future careers.

Kathleen De Long is Associate Director at the Cameron Library of the University of Alberta Libraries. <kathleen.delong@ualberta.ca> Anne Kaay is editor of this column and invites you to provide the names of up-and-coming librarians in Ontario who would be of interest to our readers. <akaay@uwindsor.ca>

Flashpoint *Continued from page 12*

titles from over 200 Canadian titles considered, using a set of criteria approved by all programmers. The Silver Birch Selection Committee, in a further review of the titles chosen for the 2006 lists, reconfirmed their choices as appropriate in their estimation. Reviews were great, even in the Jewish literature, most recommending the books for Grades 5 or 6 and up. An analysis of the Canadian Jewish Congress letter by Bernard Katz, a former chair of OLA's Committee on Intellectual Freedom, put the objections into focus. Bernard proved to be immensely significant in conversing with other Jewish intellectuals who debated the merits of the book on Jewish networks and in the press. Bernard is winner of an OLA Distinguished Service Award and an OCUA Academic Librarian Award, is a scholar in Jewish history and in the archival materials of Lucy Maud Montgomery, and is recently retired from the University of Guelph.

While the Canadian Jewish News had been featuring the book for weeks, it was a front page story in The Toronto Star on the first day of Freedom to Read Week that turned Three Wishes into a major media discussion. Radio and television picked it up in numbers right away, while other news media held back. A column in the National Post later in the week was followed by a number of columns and editorials in the Star, the Globe and Mail and Maclean's. Local coverage around the province largely materialized where it became known that the local school board had the book under review. Interviews were eventually requested from sources



as far flung as the Internationalist and the Manchester Guardian in the United Kingdom, the Jerusalem Post in Israel and news services such as Reuters.

While most school boards that reviewed the book supported its continuance, York Region, Niagara, Greater Essex, Upper Grand and Toronto did ban it. Ottawa Carleton Catholic reportedly would not let their schools even buy it. As

we went to press, a dramatic four hour meeting at Toronto District School Board recommended that the staff decision to ban the book be brought to the full Board for consideration. The publishing and writing industry responded with a mammoth press conference. June Callwood read a statement from Deborah Ellis prefacing her comments with her astonishment that she found herself in the press conference in a day and age that she felt had learned from past mistakes. Patsy Aldana, the book's publisher, chaired the event. "Attacks on kids' freedom to read is... very dangerous as this award and others like it across Canada are now almost the only way Canadian books are reaching children given the disastrous state of school libraries." In spite of the size of the press conference, there were a haunting breadth of views on the damage the suppression of children's right to read Three Wishes represented.

Voting day is May 3 and the results will be revealed by the children before 1500 of their peers on Wednesday, May 24 at Toronto's Harbourfront Centre.



The Association Award Winners 2006

*OLA's annual tribute to the
men and women who make
the library world go 'round*

OLA's Distinguished Service Awards

The OLA Board of Directors from time-to-time honours individual members who have contributed significantly over time to the ongoing work of the Association and of libraries in Ontario.



Margaret Andrewes

The OLA Board of Directors wishes to acknowledge the enormous contributions Margaret Andrewes, former trustee and CEO of Lincoln Public Library Board, has made as an advocate for Ontario libraries and Ontario library boards. Margaret became a trustee in 1980 and by 1983 was already active in the Ontario Library Trustees' Association where she immediately established her interest in advocacy. She brought to Ontario the American Library Association's Workshop in Library Leadership (WILL), an ambitious train-the-trainer program that she successfully saw developed by boards in communities across Ontario. From that initial

success, she championed advocacy and leadership in many programs for both trustees and librarians over the last two decades, most notably in recent years as a trainer for Library Advocacy Now! (another ALA program adopted for Canadian use by the Canadian Library Association). She has been President of the Ontario Library Trustees' Association, the Canadian Library Trustees' Association and of the Canadian Library Association, mentor at the Snowbird Leadership Institute in Utah and at Northern Exposure to Leadership in B.C., and local advocate for the Early Years program. From 1995-1999, she took her interest in advocacy into the Canadian National Institute for the Blind where she was Advocacy Coordinator. For Margaret's

outstanding contributions and leadership, the OLA Board of Directors is pleased to award her its highest honour, the OLA Distinguished Service Award.

Diane Bédard

The OLA Board of Directors wishes to acknowledge the enormous contributions Diane Bédard, Supervisor of Resource Centres and Webmaster for the Windsor-Essex Catholic District School Board, has made as a leader and mentor to librarians and teacher-librarians, fostering the practical and imaginative use of technology in libraries. As a writer of some 26 major articles in *Teaching Librarian* over the last 10 years, she has been one of the most read and anticipated features of the magazine. Her extraordinary organizational efforts have led to the annual Digital Odyssey, OLITA's stellar showcase for technological advancement. She is a key contributor to the development of the technology programs and operations of the Ontario Digital Library, OLA's ambitious program for the libraries and information users of Ontario. She has been President of the Ontario Library and Information Technology Association, but most of all, is always there when expertise is needed. She is reliable, a stickler for detail and (in the most flattering sense of the word), a workaholic. Diane acknowledges that she is an information junkie and suffers from the deadly sin of technolust (the need to have the newest, biggest,



baddest, fastest technological toys). Whatever it takes, Diane is a leader and we are all the better for it. It is the pleasure of the OLA Board of Directors to award Diane Bédard the OLA's Distinguished Service Award, its highest honour.

Art Rhyno

The OLA Board of Directors wishes to acknowledge the leadership and distinguished contributions of Art Rhyno to the Ontario Library Association, the Ontario library community, and for being a stellar representative of Ontario librarianship on the North American library stage. Art distinguishes himself through his remarkable depth of knowledge, and the ability to see the larger applications of technology that lead to true vision. He is the true techie's technical visionary. A President of the Ontario Library and Information Technology Association, Art has been a champion of the Ontario Digital Library Project from its inception, leading discussion of technical issues and ways to move programs forward in Knowledge Ontario, the repositioning of the ODL project. Art's workshops

and presentations dot the landscape through Super Conference, the Education Institute, conferences such as Access (his program Hackfest is one of the conference's most enjoyed elements),

and regional education, such as provided through the Library and Information Technology Association of the American Library Association. He is the author of *Open Source Systems for Digital Libraries* and chapters in three other major compilations. He is writer of prize-winning scholarly articles and co-owner and publisher of *The Essex Free Press*. A more modest person you cannot find. The OLA Board of Directors proudly awards Art Rhyno with its highest honour, the OLA's Distinguished Service Award.



Be the Change: Take Up the Challenge

It is an honour to accept the OLA President's Award for Exceptional Achievement for the work done on the OSLA Be the Change global citizenship project.

There are many snapshots of memory that remain absolutely clear, no matter how much time elapses. Some memories carry emotions, others a seminal moment—an experience that changes you in a fundamental way. One such time for me was when, as a reluctant, negative 15 year old, I was forced to attend a lecture outside of school time. I arrived, delivered by my mother actually, fully intending to not listen and be unimpressed. Then, the speaker was introduced. Elie Wiesel spoke for the next two hours and not a sound was heard except for his voice. That lecture transformed my life, altered my focus and opened my eyes. My parents had raised me with many of the ideas and lessons he spoke of that day, but Elie Wiesel crystallized them for me made them real. He became one of my heroes. Since then I have tried to incorporate some of the lessons he spoke of into my daily life: we are all important, we all deserve respect and there is no room for racism, hatred or indifference in our world.

Last year, the words of Craig Kielburger and Stephen Lewis were a reaffirmation of that transformation. Craig impressed me with his youthful enthusiasm, his astute grasp on what is important in this world and his understanding at such a young age. Stephen Lewis overwhelmed me with his passion and clarity of thought. New heroes were added to my list and a determination was born to act upon their words in a larger sense than before. Inaction was not an option.



And so, the Be the Change project came into being. It contains 33 lessons/units for Kindergarten to Grade 12 meant to integrate into the curriculum knowledge of world issues and encourage students to find their passion and take action. To misquote Gandhi, "to teach children to be the change they want to see in this world."

Although this project may have started with an idea of one, it came into being due to the efforts of many. The OSLA Council and the OLA board were instrumental in supporting this effort, both financially and with continual encouragement. The writing team of Anita Brooks Kirkland, Michelle Flecker,

Sybille Parry, Marybeth Snyder, Lisa Teodosio and Aislinn Thomas brought to the project dedication and creativity. It was a joy to work with them and the honour of this award is shared with them. Andrew Ryther took the time from his busy schedule to craft the amazing website and made our work sing. The presentation is all that we could have hoped for and more. And finally, thanks are due to Larry Moore for his patience, insight and good humour and to Cynthia Archer for her belief in this project from its very inception.

Elie Weisel once wrote, "...to remain silent and indifferent is the greatest sin

of all..." Although he was speaking of a different horror and reality, his words ring true today. It is my hope that the "Be the Change" project becomes a vital part of the curriculum, continues to grow and makes an impact on an entire generation of children.

This article serves as a special invitation to all readers to investigate the resources/ lessons on Be the Change (www.accessola.com/osla/bethechange) and take up the challenge of implementing them, whether as a teacher-librarian or in a different context and role. In the words

of Craig Kielburger, "...the power of your job is that when you reach out to people, inspire people, challenge people you are never sure of the impact you have on their lives." Reach out, make a difference and join us. Be the change.

Peggy Thomas: Be the Change

...in recognition of her passion and vision for children helping children around the globe.

Last February at the Ontario Library Association Super Conference, delegates were treated to passionate keynote speeches from both Craig Kielburger (founder of Free the Children) and Stephen Lewis (UN Special Envoy on HIV and AIDS in Africa), describing the plight of Africa's children. Most of the 4,400 teacher-librarians and librarians in attendance left with a deep-felt intention of doing something more than just listening. Peggy Thomas proceeded to make a difference.

Peggy Thomas was inspired to challenge and empower Ontario students to "Be The Change" themselves, by taking action personally, locally and globally. She led the creation of a dazzling new curriculum for grade ranges Kindergarten through Grade 12. Peggy and her team created more than 30 inquiry-based lessons which relate the UN Convention on the Rights of the Child, the Ontario Curriculum and OSLA Information Studies. Each lesson includes a component with suggestions for how students can take action personally. The lessons are accessible through the OSLA Web site.

Peggy Thomas works for the Toronto District School Board, Library and Learning Resources .

Ontario Council of University Libraries Scholars Portal

...in recognition of innovation and cooperation resulting in the creation of a world class digital library.

Students and faculty in this province's universities are part of history in the making when they use Scholars Portal to find and access information in electronic format. The services offered through Scholars Portal are duplicated nowhere, but envied everywhere. Scholars Portal is a permanent archive of electronic scholarly journals, indexes, and documents. Scholars Portal also offers convenient one-stop searching for indexes and electronic journals from different publishers covering a broad range of subjects in the humanities, social sciences and sciences. It provides personalized service features which allow patrons to create, modify and store bibliographies as well as store searches and receive regular, customized current awareness updates.

By working together, and with funding support from both the federal and provincial governments, universities across Ontario are facilitating the transition from print to electronic, while achieving significant savings by pooling resources. Users enjoy speedy and simple access to the shared content, and the university libraries of Ontario are confident that the technical support and development of the portal is assured by OCUL staff and representatives.

The Scholars Portal: A Vibrant Reality

I am pleased to accept this award on behalf of Scholars Portal staff, and on behalf of the many individuals from all of the Ontario universities who have freely contributed countless hours to make Scholars Portal a success. Through Scholars Portal, OCUL has become a world leader in the delivery of electronic information resources and services. Scholars Portal offers access to more locally-loaded and managed electronic resources than any other academic consortium in the world.

Scholars Portal reflects the many benefits that can be derived from libraries working together to achieve common goals. All of the Ontario universities share a common vision of supporting research, enhancing teaching, simplifying learning, and advancing scholarship through the delivery of scholarly electronic information resources and services.

Through Scholars Portal, students and faculty are no longer disadvantaged by the geographic extent of Ontario. They all have access to the same scholarly resources and services whether living in Thunder Bay in the West, Kingston in the East, Windsor in the South, or anywhere in between. Scholars Portal has also helped overcome the disparities of the large and small universities; the same Scholars Portal resources are available to all students and faculty alike.

The world in which we live and work is changing rapidly. The expectations of students have been shaped by the Internet, by instant messaging, by iPods, by Google, and by the countless other new ways of delivering and using information. I would like to give you a few examples of how Scholars Portal is helping to meet these changing expectations and is changing the day-to-day lives of students and faculty.

If most of us were to look back at our time in school, we would see a world of print books, journals, indexes and abstracts. Today a common comment from students is "Oh, if it isn't electronic, I don't want it!" While this



view is not good; it is reality. Scholars Portal, on one hand, seeks to satisfy the need for instant gratification, and, on the other hand, guide students to the vast array of valuable resources that live only in the print world.

Today we provide students and faculty access to over 9,000,000 articles from nearly 7,500 scholarly electronic journals via the Web. And use them they do. In 2005 alone, they downloaded over 4.5 million articles. These are available 24 hours per day, 7 days a week; in fact, about 25% of these were downloaded when our physical libraries were closed.

Scholars Portal has enabled libraries to change as physical places. At one time, we were "the only game in town" and students had to come to the library to use our resources. That is no longer the case. Only 20% of the use of our electronic journals is in library; 80% is in labs, in offices, in residence rooms, at home, and even on the street through wireless connections. Yet, libraries are often busier than they ever were. The electronic resources and services of Scholars Portal is one factor of our being able to find new uses for library spaces.

Today, we provide students and faculty access to over 75 index and abstract databases through a single system. Scholars Portal Search is like Google, but for scholarly information and resources. And it guides people not just to our electronic resources but also to our print resources. One of our aims is to never leave the user at a dead-end. If our users want items that are not available in electronic form, we take them to our library catalogues. If

they are not there, we take them to the Scholars Portal interlibrary loan system.

Today, students and faculty have access to Scholars Portal services that remove much of the drudgework of doing research. For example, the RefWorks citation management system enables users to build and manage their bibliographies right within Scholars Portal Search with only a few mouse clicks. Students and faculty are able to use their research time more effectively than ever before.

All of this would not have been possible without the generous funding from the Government of Ontario through the Ontario Innovation Trust. This enabled us to get started, and now Scholars Portal is funded entirely by the member institutions of the Ontario Council of University Libraries. Recently, we have extended some of the Scholars Portal services to several of the Ontario colleges and to several universities outside of Ontario.

Scholars Portal is not standing still. We are continually improving and expanding our services and resources. One exciting new development will serve not only the Ontario universities, but also everyone in Ontario and throughout the world. In conjunction with the Ontario Legislative Library we will be providing free public access to Ontario government publications. And we would welcome the opportunity to work with other libraries on similar cooperative initiatives.

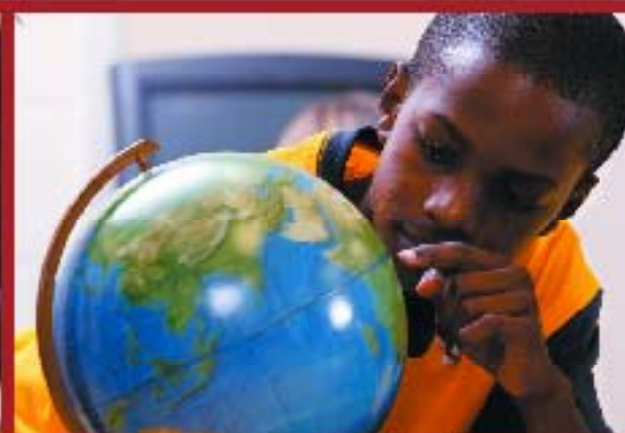
You will find more information about Scholars Portal at: <http://www.scholarsportal.info>.

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The Diversity and Power of our Profession

Faced with the task of cobbling together my thoughts on librarianship, I found myself reflecting fondly on how books and libraries have always been a part of my life. Books and magazines were everywhere at home when I was young. I'd read anything I could get my hands on and still do. If there is a printed word in my field of vision, I'm drawn to it; hence my encyclopedic knowledge of the fat and fibre content of many breakfast cereals.

Libraries and librarians first entered my world in the form of a bookmobile parked up the street and around the corner from my house. I can remember the elderly gentleman who worked the 'circulation desk' at one end of the trailer's cramped, book-lined walls. He'd take my books and run the cards through a magical whirring roller thing: cards in at the top and out at the bottom. He knew my grandfather through the local Lawn Bowling Club and for the longest time I worried that I'd have to answer to this guy and my grandfather if ever I lost a library book... "Hey kid, you wanna learn da hard way how we keep da grass...?"

Later on, my school librarian, Mrs. Evans, introduced me to Farley Mowat. She took me aside and handed me *Lost in the Barrens* and I was captivated. Getting 'lost' in a book was as adventurous an experience as I had ever had – how I envied Farley's fictional characters! I learned, through Mrs. Evans, about the wealth of books my school library held, and the value of a few well-timed words of encouragement. Libraries remained an important part of my life throughout my pre-teen and teen years.

As a graduate student working in Algonquin Park, I realized that after graduation I'd actually have to do something with my life. Part of my fieldwork involved putting little license plates on bugs — more than 2000 of them — and in hindsight the bug/label, book/call number parallel is a bit creepy. I mean, seeking to 'organize nature' by slapping labels on bugs certainly leans toward the obsessive. The point is that back at Waterloo I sought advice from the then Systems Librarian, Carolyn Presser (now Chief Librarian at the University of Manitoba). She encouraged me to consider librarianship as a profession, but to first seek counseling about the 'bug thing.'

There is more to this encounter than meets the eye. The 2003 OCULA Award Winner, Janet Kaufman, who worked as a library page at UW, was also encouraged to enter librarianship by Carolyn Presser. At that time, Carolyn worked



OCULA 2005 President Sharon Munro with OCULA Academic Librarian of the Year, Jeff Moon.

in government documents. The 2001 OCULA Award Winner, Sue Moskal, was a Government Documents Librarian at UW. Going way back, Margaret Beckman (the 1987 winner) was the creator of the CODOC classification system used for government documents. I work in Government Documents! Conspiracy? Perhaps. Coincidence? I think not.

The upshot is that I went to Library School. I chose McGill, naively thinking I'd learn French and the Dewey Decimal System. McGill did little to improve my French, but I did learn about libraries... boy did I learn

about libraries. I learned about stuff I'd never heard of before. For instance, I learned that biology graduate students should, as a rule, know about the existence of Biological Abstracts. I'd ask you to keep this quiet, but I don't think my thesis examiners knew about this resource either.

Shortly after graduation, I was hired at Queen's University into a newly created Gov Docs/Data Librarian position. This was the same year that a certain android was introduced to our cultural lexicon on *Star Trek the Next Generation*. My family and friends couldn't pass up on the chance to combine the standard library jokes with this new Trek icon... and I have the Data Action Figure to prove it.

At Queen's I had and still have, the immense good fortune of working with a wide range of gifted and giving colleagues in my unit, in Stauffer Library, and in the Queen's library system at large. Faculty and students have also enriched my work experience, providing questions and perspectives that broaden my view of what libraries are about.

Working with my data librarian colleagues has been a pleasure and learning experience as well. This area of specialization is perhaps less known in the library world, but it certainly does not lag behind in terms of the passion of its practitioners. Looking at parallels, librarians in the traditional sense have always been staunch supporters of literacy. In the world of Data Librarians statistical literacy or numeracy is the underlying motivation for much of what we do. By numeracy, I mean the basic ability to read, interpret, and manipulate numbers well enough to participate fully in our society. In a recent *Kingston Whig-Standard* article, a Queen's University mathematics professor commented that "research in numeracy trails research in literacy by 50 years," (18 Jan/06, p.5). Those of us who work with data are only too aware of the

need for increased emphasis on numeracy. But what is being done about it?

The majority of work to date has concentrated on improving access to data. The Data Liberation Initiative (DLI) was established 10 years ago to ensure affordable access to Statistics Canada data for academic research. DLI also runs annual workshops to help Data Librarians new and old, to improve the services they offer. More recently, the Ontario Council of University Librarians (OCUL) established a Data In Ontario group (DINO) to look at emerging data issues and opportunities for collaboration. One of the primary issues identified by DINO is numeracy. In many respects, we have moved beyond *access* and are now more concerned about the *ability to use data*.

Academic libraries and librarians are addressing numeracy in a variety of ways. For instance, there is a growing trend for Library Learning Commons to include statistical consulting in their suite of services. Wellesley College in Maryland has raised the stakes considerably, requiring all undergraduates to write and pass a *Quantitative Reasoning Assessment* before graduating. A recent issue of the IASSIST¹ Quarterly (an international journal of Data Librarianship) was dedicated to the topic of Developing

Statistical Literacy. Data librarians across the country are involved in one-on-one and group instruction of students.

Librarians need to support and build upon such initiatives. More needs to be done, starting with increasing awareness of numeracy in the broader library community. Literacy and numeracy go hand in hand, and librarians are uniquely positioned to address both issues.

The opportunity to work with OLA and OCULA Council helped me forge friendships with librarians from across Ontario. Together, we worked on a range of initiatives and projects and grew together as part of the broader OLA family. On the *OLA Board*, I had the distinct good fortune of working with Mike Ridley as outgoing OLA president, and the even more outgoing Stephen Abrams as incoming president. Working with these gifted librarians, and others from different OLA divisions, opened my eyes to the diversity and power of our profession.

I'll close by thanking my family, and my Queen's and Kingston area library colleagues, for their support and inspiration. Thanks also to OLA and OCULA Council for this honour and the many doors they have opened for me.

¹International Association for Social Science Information Service & Technology, IASSIST Quarterly, Summer/Fall 2004

OCULA's Academic Librarian of the Year: Jeff Moon, Queen's University

Jeff Moon is the recipient of the 2006 OCULA Award for Academic Librarian of the Year.

The purpose of this Award is to recognize an individual member of the library profession in Ontario who has made an outstanding contribution to academic or research librarianship and library development. Candidates are expected to have an impressive record of service to the academic community through contributions to professional organizations, publications and/or research; to have maintained consistently high standards of service and to have developed innovative approaches to library issues; to have served as role models for the

profession and to have made significant contributions to their home institutions.

Jeff has an outstanding record of service at Queen's University to various library associations, and to the profession in general.

Jeff has been a Government Documents Librarian at Queen's University for 19 years. He has been Head of the Maps, Data and Government Information Centre for 10 years. He has been actively involved with several library associations over the years. He was President of OCULA in 2002 and was a member of the OLA Board of Directors from 2001 to 2002. He has been an instructor for a wide range of very popular continuing education events for OLA and OCULA.

Jeff is regarded as the resident expert for the Education Institute on Canadian, American and international government publications. In addition to all of his other activities, he has also found the time to be an ongoing reviewer for Canadian Book Review Annual.

He is deeply committed to preserving government materials for future generations and to sharing his knowledge, skills and expertise with students and colleagues.

OCULA is delighted to acknowledge the many professional contributions that Jeff has made over the years by recognizing him as OCULA's Academic Librarian of the Year for 2006.

Public Librarian of the Year

A Reflection on the Future of Public Libraries

In the dozen years I have been a librarian, I have seen profound changes in the way we do our jobs and the types of services we offer. A small branch library today has more potential to provide relevant information to a customer than many of our largest libraries did when I first became a librarian. If we look forward another dozen years, the picture we shall see will be even more different than the one in 1994. I have been asked to share with you some of my thoughts on the future of public libraries. While I do not have a crystal ball, there are a number of things that are clear to me.

There is one thing we can be certain of the future: the world around us is changing at an accelerating rate. And it will continue to do so. While the acceleration of change is clear, the direction that change will take is not necessarily so. We can look at trends and predict that computing capacity will continue to expand. We can see demographic trends pointing to an aging population and creating stresses on our labour force. We can see issues like global warming creating more extreme weather events. But what we cannot see are those unexpected advances or negative events that could change our world rapidly and in unforeseen ways.

While it is necessary to understand trends affecting the communities we serve and making informed decisions that anticipate predictable changes, this in itself will not be sufficient. The key to our success in the future will be our ability to adapt to the unexpected and respond effectively to the new needs that emerge. Fortunately, we are well positioned to do this provided we stay focused on a few key principles.

The starting point for responding to change needs to be a focus on the core values we share as public librarians: access, equity, intellectual freedom, a belief in the power of literacy and reading. While on the surface, an instant messaging service may look very different than what we are use to, it is at its core, a reference interview. We need to be able to see things for what they are and not confuse our current methods of doing things with our core values.

Today we often hear about the challenges of maintaining work-life balance. In more rapidly changing times, we should anticipate the potential for more stress on our workforce. Helping our staff stay healthy and creating workplaces where they can develop and explore their potential will be essential to our mutual success. Libraries need to learn how to be more flexible so staff can effectively balance their family and work lives. We also need to empower staff by engaging



W.J. Robertson Medallion for Public Librarian of the Year: Paul Takala, Manager of Electronic Services, Hamilton Public Library.

them in shaping their future and helping them understand the context of change.

Staying focused on our customers by providing services they need and ensuring those services are actually easy for them to use. Because of rapid changes in the way people use technology, we are going to have to be ready to respond to changes in the way our users get both information and entertainment. With abundant choices for users; we can be sure customers will look elsewhere if they find our services too complicated to navigate. The good news is methods to develop usable systems have evolved significantly in recent years and a picture is emerging which shows that frequent low cost usability evaluations are the most effective. We need to make using our physical locations, participating in our programs and visiting our online branches more user-friendly.

Looking at the future of our online catalogues and Web sites, young people that have been raised with the Internet expect a level of interactivity that libraries have not generally offered. We need to respond to this and transform our passive customers into active participants of the online conversation. As we do this, public libraries must ensure we create spaces that enable the free expression of ideas, while at the same time preserve a safe public space. These two goals are not incompatible, but require we take a few risks and ensure we establish clear standards that establish our online spaces as places where diversity is celebrated and we protect personal information and rights.

Effective collaboration will continue to be critical to our ability to respond

to change. Today, libraries share and learn from each other. With improved adherence to standards and open systems, the potential exists for not only sharing ideas but also sharing developed solutions. In addition, cooperative initiatives that can attract and pool resources can help us deliver valuable services at less cost. Knowledge Ontario is a good example of this. In collaborating, we need to ensure that there is a real element of experimentation and flexibility. Allowing for local experimentation, customization and having effective governance that facilitates clear decision making are all critical to ensuring a collaborative effort that can evolve and remain relevant.

Collaborating with other libraries is a great start, but it is also critical that we work extensively with our municipal governments and other

agencies serving our communities.

Libraries are uniquely well-positioned to do this. Working with other agencies helps us understand the unique needs of our community and enables us to have a greater impact than working in isolation. Providing value to our partners in government is also critical. They need to understand what we can bring to the table. If they understand our value, the ability to secure effective funding is significantly enhanced.

In conclusion, change is here and more is coming. Public libraries are well-positioned to respond to the rapid changes if we: use our professional values to evaluate change, help our staff achieve balance, create programs and systems that respond to customer needs and are easy to use and finally, expand our collaborative efforts with both other libraries and the communities we serve.

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Cambridge Libraries and Galleries *RSS @ Your Library*



OLITA President Jean Foster with Cambridge Chief Librarian Greg Hayton

RSS – A New Way to Communicate

The idea of using RSS feeds to notify patrons about new books, CDs and movies added to the Cambridge Libraries' collections arose as our more web-savvy librarians became increasingly aware of the potential of Really Simple Syndication (RSS), also known as Rich Site Summary, as yet another way to deliver relevant content to users at their own initiative. Following from this growing interest, Betty Wilson, Electronic Resources Training Librarian, began to orient Information Services staff to the value of RSS feeds.

In turn, Information Services staff in the four Cambridge library locations was able to advise patrons on the potential of using RSS feeds while assisting in the use of Internet resources.

From this awareness grew the idea that Cambridge Libraries could offer RSS feeds through the library's own website. Such a service would allow both library staff and users to become

accustomed to using RSS feeds and learn the value of this new technology. Once this service path was suggested, it was necessary to develop a cost effective application using RSS feeds.

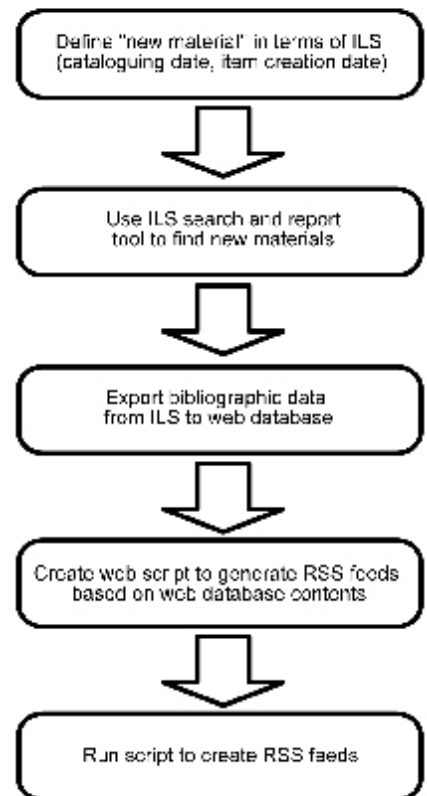
The key to success was finding the appropriate content to match with the technology. To ensure acceptance and use of the RSS service by library users and staff, the content should be something already in demand. In this way, formal user education and service marketing would be minimized. Instead, library users and staff would be encouraged to use the service because they would be motivated by their own desire to receive the information through RSS feeds.

The Message - What's New

New materials are in great demand and public libraries like to inform users about their dynamic collections to increase overall use and interest in the library. To encourage this, Mike Cunningham, the library's Web Services Librarian, had already set up a "New Materials" feature that could be easily accessed from the library's web site and this service seemed tailor made for RSS feeds. Patrons could subscribe to the service and so be informed of new materials relevant to them, once they were added to the library's collection. Being dynamically informed of new materials might be just the incentive patrons and staff needed to learn more about RSS feeds by using Cambridge Libraries' website.

Before embarking upon this project, Mike wanted to understand how other libraries were using RSS feeds. In his 2005 survey of RSS use among other libraries, Mike learned that few North American libraries were using RSS feeds to inform patrons of new materials as they became available to

RSS Feed Creation Process



More Information: <http://www.cambridgelibraries.ca/olita/>

their communities. The University of Alberta library was one of the few using RSS feeds in this way. Of those libraries providing RSS feeds, most were delivering news content: either library-based or other. This is a very good use of the technology for those libraries already providing a "News" or "What's New" service because it provides a method to feed current information to subscribers in a way that is dynamic for the users and cost-effective for the institution.

How it works

Under the supervision of Cathy Kiedrowski, Cambridge Libraries' Manager of Information Services, Mike Cunningham, programmed an RSS extension to generate the feeds from

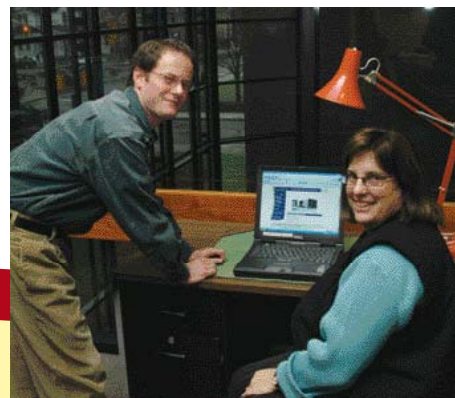
the New Materials Lists, displayed on the library's website. Using a reporting tool provided by the library's integrated library system (ILS), Innovative Interface's Millennium, Mike created lists of relevant bibliographic data and exported these to an Access database on our web server. In Cambridge Libraries' web server environment, ColdFusion is the program used to generate RSS feeds based on this material in the database. Access, a common Microsoft product, is the database program used. Libraries interested in setting up RSS feeds should be able to accomplish the same result using the database or programming language supported in their own web server environment. For example, MySQL, SQL Server or Oracle could be used for the database and Active Server Pages, PHP or Java Server Pages could be used for the programming language. These steps are outlined in the workflow diagram.

The RSS feeds are available from this address: <http://www.cambridgelibraries.ca/newmatrss2.cfm>.

RSS feeds from these lists are linked to items in the library catalogue so patrons can easily place holds on them. As the Cambridge Libraries project demonstrates, any library system or database can be used to set up RSS feeds, it is essentially platform independent.

The Value - Choices for our Patrons

The RSS service is valuable to our library on several fronts. It integrates library web services with the functions provided by Millennium, Cambridge Libraries' ILS, yet can work with any ILS product. With RSS, Cambridge Libraries' patrons now have several options for keeping up to date with new library materials. By setting up RSS feeds from the library website, we demonstrate to our users that the library is a dynamic institution willing to embrace newer technologies,



Mike Cunningham, Web Services Librarian, and Cathy Kiedrowski, Manager, Information Services.

especially when it improves a service that is already in demand. Patrons are given another option for receiving timely information in a way that is cost-effective, efficient and reliable from the library's perspective. In this way, an initiative such as RSS feeds achieves what we all wish for in technology: it is patron-centered, easy to use and cost effective because it uses existing tools to gather and deliver content. In combination with the recently launched email notification service for new library materials, Cambridge Libraries patrons now have three options for receiving notification of new library materials: monitoring our website, signing up for email notification or RSS feeds. Our patrons can now choose the best way to be informed of additions to the libraries' collections.

Cambridge Public Libraries and Galleries

Really Simple Syndication RSS Application

The idea of using Really Simple Syndication (RSS) to notify patrons of new books, CDs and movies added to the Cambridge Libraries' collections grew from the desire to enhance the New Materials lists posted on the library's Web site. New Materials lists are updated monthly and are organized by genre, media and subject. Although the lists are appreciated, patrons must monitor them for new content to keep updated, or sign up for email notification. RSS feeds would give patrons the further option to be notified when the lists are updated.

As awareness of RSS feeds grew among library staff, it was felt that a subset of library users would find this method useful in keeping up-to-date with new additions to our collections, particularly in subject areas of interest to them. Cambridge Libraries' Web services librarian, Mike

Cunningham, enabled RSS feeds from the library's Web site by programming an RSS extension to generate the feeds from the New Materials Lists, displayed on the library's Web site. RSS feeds from these lists are linked to items in the library catalogue so patrons can easily place holds on them.

The RSS service is valuable to the library on several fronts. It integrates library Web services with ILS functions, yet is ILS vendor independent. With RSS, Cambridge Libraries' patrons now have several options for keeping up-to-date with new library materials. Setting up an RSS feed demonstrates to our users that the library embraces newer technologies to improve services and make them cost-effective, efficient, reliable and patron-centred. With the addition of RSS feeds, patrons decide the best way to be informed of interesting, new materials added to Cambridge Libraries' collections.

Projects, Presentations and Publications 101: What every new librarian should know

Imagine you are a new librarian, fresh out of library school and you've just accepted your first position as a professional academic librarian. You might encounter either one of the following scenarios:

Scenario 1: You are obviously thrilled and are excited about applying what you learned in library school to the "real" library world. The reference interview, using the citation reports to evaluate journals, information retrieval, and library instruction. But wait one book-loving minute; a condition of your job responsibility is that you are required to engage in research and scholarship. You wonder to yourself, "where do I start?"

Scenario 2: You are enjoying your new position as you learn in leaps and bounds on the job from your more experienced colleagues. You bubble over with enthusiasm and have several great ideas for improving reference services, information literacy instruction, the library website. You bring your ideas to some of your colleagues, but their jaded reaction to your suggestions leaves you unsure about what to do next. You are convinced that your idea is for the greater good, but there is resistance on all sides. What do you do next?

I proposed the session "The 3 Ps of Academic Librarianship: Projects, Publications and Presentations" for two reasons. First, I recognized that innovative and creative projects as well as the dissemination of these projects are vital to the future of academic librarianship. Second, as a new librarian I believed that recent library school graduates and new librarians can offer fresh and innovative ideas to further the vision of academic libraries.

Librarianship is far from being a static profession. On the contrary, with technological advances, new trends and other external forces pounding at the door, the nature of academic librarianship is ever evolving. Google Scholar,



OCULA 2006 President Cynthia McKeich with OCULA Student Award Winner, Norda Majekodunmi

weblogs, open access and online learning are a few examples of forces that are currently ushering changes in academic libraries. These forces that instigate change in the field offer the opportunity for new and exciting projects to be born. It is a natural progression for librarians to share their innovative and creative projects with colleagues through publications and/or presentations to further their idea and ultimately academic librarianship. Publishing is of vital importance to the field because it offers an opportunity for dialogue

between librarians and libraries. An article written about a particular project endeavored at one library will encourage another library to attempt the project or spark an eureka idea for a completely different project or idea. This new project can then result in another published article. As a new librarian, I wanted to be part of this dialogue and wanted to learn how to go about establishing projects as well as presenting and publishing information about these projects.

Regardless whether publishing or conducting research is a requirement of employment, it is not surprising that new librarians can infuse the library field with fresh perspectives and ideas. Stephen Abram's address at this year's SuperConference on the issue of innovation in libraries speaks to the idea that new librarians can be a source of innovation. Fresh ideas may be sparked by recent discussions in a lecture hall or based on thought-provoking assignments in library school, or as a new librarian on the job, recognizing a need in a particular area of the library. Fresh ideas can lead to worthwhile projects, but a new librarian may encounter obstacles in seeing these ideas/projects come to fruition. A key to overcoming such barriers include knowing how to effectively market ideas to key decision-makers and gain their support as well as knowing how to respond to resistance to change by others.

I envisioned an OLA session that would address these issues as well as discuss the role of projects, presentations, and publications in academic librarianship. The goals of the session were:

- 1) to have all participants, especially new librarians, gain an understanding (with the help of real-life examples) of the process for contributing new ideas and projects, and ultimately introduce change in an academic library
- 2) to encourage all participants, especially new librarians, to contribute their ideas or pursue new projects in their role as academic librarians

The speakers of the session, Patti Ryan and Lisa Sloniowski, provided advice based on their own experiences on how to generate ideas for new projects, market these new ideas and how to find venues for presentations and publications. It is hoped that the session would be of use to any new librarian experiencing either of the two scenarios presented above. New librarians can be instruments of innovation if they mind their P's: Projects, Presentations and Publications!

OCULA's Award for Graduating Students and New Professionals: Norda Majekodunmi, York University

Norda Majekodunmi is the first recipient of the newly established OCULA Award for Graduating Students and New Professionals.

Candidates for this Award are either graduating students from a Master's program in library/information studies in Ontario with an interest in academic libraries or new professionals in the academic library field in Ontario who have been working for no more than two years. Applicants are asked to submit a proposal for an OCULA conference session for the OLA Super Conference, covering a topic that would be particularly meaningful or helpful for new academic librarians.

Norda is a reference collections and instructional librarian at the Scott Library at York University. Her winning entry for the OCULA Award was entitled: *The 3 Ps of Academic Librarianship: Projects, Publications and Presentations*. This session addresses several areas of high interest to new academic librarians. Throughout the career of an academic librarian, it is important to develop a portfolio of projects, publications and presentations. Norda's proposed session had the potential to provide very useful information and advice to novice academic librarians. It was also proposed that the presenters for this session be relatively new professionals

in the academic library field, who could share the benefits of their experiences and research.

OCULA is dedicated to supporting and promoting professional development for academic librarians. It is hoped that this Award will encourage participation by graduating students and new professionals in OLA and OCULA and that it will assist in the development of continuing education events of interest to them.

Public Library Trustee of the Year *When Handed Lemons, Make Lemonade*

To be recognized by my peers with the James Bain Medallion is a very big honour. However, I did not earn this award by myself. I would like to share it with the many peers and colleagues who have supported me and shared their wisdom and ideas with me. Without their support and encouragement, I would not be in the position I find myself in today. Thank-you, to all of you.

In today's environment of budget cuts, downloading of services, public demand for no tax increases, library boards are having to spread the same amount of money much further and are having to find creative ways to earn additional funds. Whenever I meet a fellow trustee, the discussion inevitably turns to how we are managing our budgets and the ways we have found to raise money for our libraries. We are all faced with an increased demand for technical support, electronic resources, alternative media and other new services. We want to be able to focus on improving what we have to offer instead of whether or not we can afford to buy any materials this year or pay the utility bill at the end of a cold winter!

The expression "thinking outside the box" has been very important to me as a board member (even if it is overused). I have learned that the best solution to a problem is often by doing something that may seem different and sometimes downright scary, but has generally had positive results.

The Bonfield Public Library Board wanted to improve the services we offered and had no resources beyond our limited operating budget. The board made a decision to go directly to the community, increase awareness and ask for support. We started by targeting our users - we placed a "Guilty Conscience Can" on the circulation desk. We took the funds and used them to buy books. Then we wrote letters to each service club, requesting an invitation to attend a meeting to talk about the library. We received invitations from just about everyone we contacted! We identified a wish list and targeted each club based on their interests/mandate - the Golden Age Club purchased some large print books; the Lioness Club purchased some children's reference materials; the Lions purchased an after-hours drop-box.

We put floats in the annual Canada Day and Santa Claus parades, we hosted yard and bake sales, and we hosted annual open houses and events at the library. Within a



Jan Perfect with the Hon. James Tsubouchi.

few years, we were able to purchase additional materials, open a CAP site, and expanded the facilities. Awareness in the community led to increased support from Council. When I first joined the Bonfield Public Library Board, our budget was approximately \$16,000 per year. At the time of my departure, we had increased this to approximately \$25,000, and we had also increased donations from the community.

North Bay Public Library Board members are involved in numerous community organizations and take every opportunity to speak about the importance of the library. Library board and staff members regularly participate in community events. We make regular

presentations to council, focusing on the importance of the library, and demonstrating this with evidence of the support we have from the community. Many of these presentations are televised on local cable TV. We also make ourselves available to local media, often inviting them to events at the library.

Last year, asbestos was discovered in the library. The board worked with council to address both the financial and the service delivery challenges. We were able to access future capital funds to pay for the work. Instead of having to close for two months, we ran a very small but very busy 'mini library' in a corridor off the lobby of city hall. We were provided with office space for staff in City Hall, where we were able to use the opportunity to do some much-needed training and professional development. The local newspaper did a great front-page story about the work that was going on at the library and provided occasional updates.

Things are not always easy. When the Ontario Library Service - North was faced with a budget cut last year (along with the Southern Ontario Library Service), we had to close offices, reorganize and restructure. We had a Strategic Plan that we had introduced a couple of months earlier, and the Board was determined to fulfill its commitment to client service. We had been talking about board structure and governance for a few years. Faced with cuts to services or governance, we met this challenge and committed to making cuts to ourselves before cutting services to clients. This was one of the hardest things I have ever had to do as a trustee. The whole board struggled with the decisions we made

and the consequences. We were faced with intense criticism from clients, special interest groups, and even from each other. However, by focusing on the goals and objectives of the Strategic Plan, we were able to persevere and I believe we are much stronger today as a result. At the same time, we were able to raise awareness of the importance of the services we offer to our clients at the provincial level.

I know that none of my personal experiences or stories will fix the outrageous fiscal situation many of us find ourselves in. I believe that it is time governments at all levels stopped thinking about public libraries as an expense, and started thinking about them as an asset. I do not want to find myself standing outside my library with a tin cup in one hand, begging for support to keep the doors open for another day. These days, trustees need to be experts in finding ways to make money in a business that was never intended to be profit-oriented. We spend many hours trying to find new (and legal) ways to bring in additional funds so that we can continue to provide the basic services users want and demand.

Who said, "When handed lemons, make lemonade?" Every library trustee I have ever met has been an expert at doing this. Take every opportunity to promote your public library. If you meet a municipal councillor on the street, work the conversation around to the library. Make public presentations to council. Talk to reporters and go on local cable television community programs. Talk to your friends, co-workers, etc. I can only hope that by sharing my own experiences, you may find some comfort in knowing that we are not alone and that library trustees throughout Ontario are continuing to deliver and improve the library in their community.

I am an optimist always looking for the silver lining and trying to do my best. My experiences as a trustee have been challenging, rewarding and at times frustrating, but always exciting. I have had opportunities as a trustee that I would never have had otherwise. Being the recipient of the James Bain Medallion is the icing on the cake. Thank-you again to each and every one of you.

James Bain Medallion: Jan Perfect, North Bay Public Library Board

Jan Perfect started her career as a library trustee with the Bonfield Public Library Board in 1991, and was board chair of this small rural northern library for four years. In 1998, she became a trustee on the Northern Ontario Library Services Board. She held the position of vice-chair from 2000-2004 and has been chair since 2004. She has also been a trustee with the North Bay Public Library Board since 2001 and its chair since 2003. Jan also presently serves as Northeastern Ontario councillor on the

Ontario Library Boards' Association Council.

Jan has served on many board committees with all of the above-mentioned boards as well as serving on the Strategic Directions Council, Ontario Public Library Strategic Plan 2000-2002 on the Governance Issue Team. She has also been involved in the Library Building Project, Mgbala Agwa Youth Forum (Imo State, Nigeria).

In the real world, Jan Perfect is a senior policy advisor for Youth Justice for the Government of Ontario, receiving the

2005 Silver Award and the 2004 Bronze Award from the Ministry at their annual Public Sector Quality Fairs.

Ms. Perfect has taken a leadership role in every library organization in which she has been involved - at the local, regional and provincial levels. She is to be commended for her commitment to libraries and we are honoured to name her as the recipient of the of the James Bain Medallion for 2006 Public Library Trustee of the Year.

OLA's Archival and Preservation Achievement Award


Mississauga Library System *Historic Images Gallery*



Preservation Technologies' Jason Graham, OLA 2006 President Janet Kaufman, and Mississauga Library System CEO, Don Mills.

The Archival and Preservation Achievement Award for 2006 goes to the Mississauga Library System for its Historic Images Gallery. This project to make accessible the images that preserve the history of Mississauga in a single on-line site, was initiated in April 2002. It came from a common vision to unify and promote the resources of all partners. This Project brings together the image collections of multiple institutions in the City of Mississauga through centralized access and an on-line searchable database. It highlights the heritage resources of the city and demonstrates to its citizens the importance of respecting and protecting their links to the past. The project has five major partners from different industries, and with different goals. They came together and found a common ground that resulted in the development of a viable product. The immediate feedback on the "Historic Images Gallery" was unexpected by the Mississauga Library System and has enhanced the Library's on-line presence across the community that will continually expand with time. The OLA congratulates Mississauga Library System, winner of the 2006 Archival and Preservation Achievement Award, sponsored by Preservation Technologies Canada.

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LIBRARY now

Finding Solutions: The Full-Service Wholesaler

This is the second article in a series produced by S & B Books. This series is designed to highlight the working relationship between school and public libraries, and the full-service book wholesaler.

Finding Solutions: The Full-Service Wholesaler

Virginia Davis, BA, MA, MLS
Virginia Davis Consulting

For both school and public libraries, the full-service wholesaler offers advantages that fully justify its presence in the supply chain.

The first advantage is *cost savings*. Wholesalers work consistently to acquire the best possible terms from publishers and distributors. Good terms allow the wholesaler to provide handsome discounts to customers. The reduced base price also prompts savings in taxes, since taxes are a percentage of the price charged.

Savings don't end here. They continue through the entire process of selecting, ordering, and receiving the books. The wholesaler's skilled selection team searches through all catalogues from



all publishers (from the large and well-known to the small and obscure) to isolate and deliver titles that range from good to exceptional in quality and match the interests and abilities of the library's clients. In a wholesaler's school catalogue, titles are chosen for "fit" with the curriculum. As the client librarian, you can work through a wholesale catalogue without having to push chaff aside. Selection is brisk and precise (and, because it is swift, less costly).

One purchase order (PO) to a wholesaler will include a cluster of titles from many different publishers. One PO does the job – instead of 30 - 40 small, separate POs to individual publishers. The savings here are startling. In 1980, one of the school boards in greater Winnipeg decided to assess the cost of

their purchasing activities. The analysis was exact and complete: cost of labour needed to prepare and complete a PO, cost of materials, and share of the cost of the building in which the work was done. It cost \$124.00 to produce one PO. That was 26 years ago. Apply your knowledge of increases in the costs of materials, staff, postage, and building maintenance, and imagine what that figure might be today. Ordering as much as possible from one source makes dollar sense.

Then there's unpacking when the order arrives. Unpacking is time consuming (but exhilarating, one hopes). Unpacking one box with one clear invoice is much quicker than unpacking a variety of boxes that must be checked against an array of invoices that may vary in design such that a pause is required to search the invoice for key data. Every pause has a dollar cost.

Of course, soon the bill must be paid – and the execution of only one cheque instead of many is another opportunity for cost savings.

Selection is the true siren call of the full-service wholesaler. The skilled selectors read all the key review journals and work through the pages of all publishers'



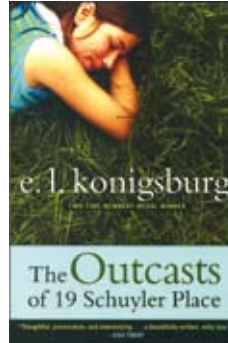
RECOMMENDED LIST

Children's Selections

Fiction



Superhero ABC
Written and Illustrated By Bob McLeod
0-06-074514-2 HarperCollins
\$21.99
HC/3 yrs up/40 pages/January 2006
Silly and zany, and armed with the most unusual powers, these superheroes save the world one letter at a time. An exploration of word development for preschoolers that's truly fun to read.



The Outcasts of 19 Schuyler Place
By E.L. Konigsburg
0-689-86637-2 Aladdin
\$8.25
PB/10 yrs up/240 pages/January 2006
Margaret Rose is delighted when her beloved uncles bring her to stay in their wonderful house at 19 Schuyler Place, but she soon discovers that something is terribly wrong. A welcome companion to "Silent to the Bone".

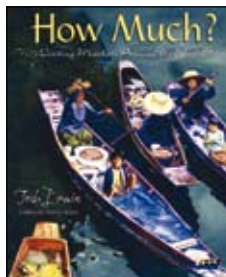


But Excuse Me That Is My Book
Written and Illustrated by Lauren Child
0-8037-3096-9 Dial
\$24.00
HC/4 yrs up/32 pages/January 2006
Lola discovers that someone has borrowed her best book in the whole world from the library. How will she cope? Another laugh-out-loud story in the popular Charlie and Lola series.

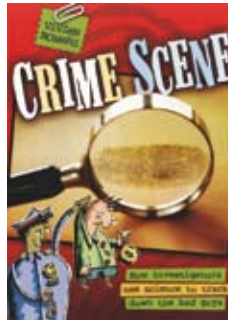


Looking for JJ
By Anne Cassidy
0-439-94770-7 Scholastic Canada
\$9.99
PB/12 yrs up/304 pages/February 2006
A gripping, emotionally searing novel about a child murder. Alice Tully knows what happened in the woods six years ago. Her past - dangerous, violent and sad - is about to catch up with her and tear her new life apart.

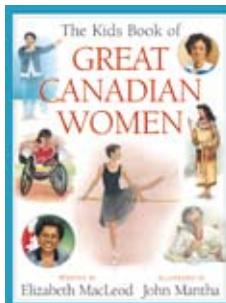
Non Fiction



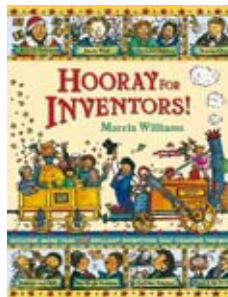
How Much?: Visiting Markets Around the World
Written and Illustrated by Ted Lewin
0-688-17552-X HarperCollins
\$21.99
HC/5 yrs up/40 pages/January 2006
Grab your passport and your wallet and get ready to be taken on a continent-hopping journey to markets in Thailand, India, Peru and the U.S.



Crime Scene: How Investigators Use Science to Track Down the Bad Guys
By Vivien Bowers
CANADIAN
1-897066-554 Maple Tree Press
\$21.95
HC/8 yrs up/64 pages/March 2006
Formerly published as "Crime Science", this book has been completely updated with the newest information on forensic science and a bold new cover for today's CSI enthusiasts.



The Kids Book of Great Canadian Women
CANADIAN
by Elizabeth MacLeod
Illustrated by John Mantha
1-55337-820-2 Kids Can Press
\$19.95
HC/8 yrs up/64 pages/February 2006
Read about the feats of more than 130 women in the fields of exploration, science, the arts, politics and sports. Prima Ballerina Karen Kain and wheelchair athlete Chantal Petitcler are among the remarkable women profiled in this book.



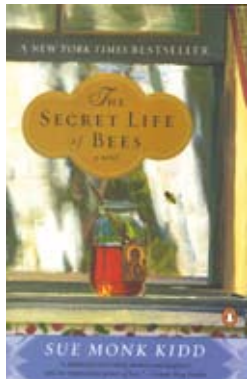
Hooray For Inventors!
Written and illustrated by Marcia Williams
0-7636-2760-7 Candlewick Press
\$23.99
HC/8 yrs up/40 pages/November 2005
What are your eight favourite inventions and who were the persevering minds behind them? Williams honours the geniuses who brought us the world's greatest inventions.





Teen & Adult Selections

Fiction



The Secret Life of Bees
Sue Monk Kidd
0-14-200174-0 Penguin
PB / \$21.00 / 302pp / Adult (15 up)
Now available in paperback.
The powerful story of Lily Owens, her black "stand-in mother," and the black beekeeping sisters who teach the secrets of bees and honey, offers intense exploration of yearning for the lost parent and the intricacies of mother-daughter relationships.



Earth and High Heaven - CANADIAN
Gwethalyn Graham
1-896951-61-9 Cormorant Books
PB / \$19.95 / 326pp / Adult (15 up)

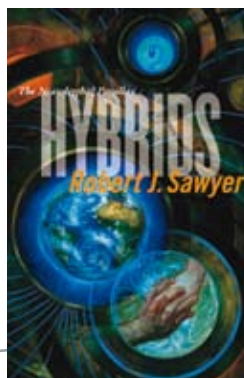
Not only did this novel win the Governor General's Literary Award for Fiction in 1944, but it was also the first Canadian novel to top U.S. bestseller lists for the better part of a year. Graham tackles directly the anti-Semitism of Canada before, during, and after World War II, creating one of the documents that has contributed forcibly to the more diverse and inclusive culture of Canada today.

The central characters are lovers who receive direct blows from the social attitudes of the time: Marc Reiser, a Jew from northern Ontario, and Erika Drake of the Westmount Drakes.



Strange Affair - CANADIAN
Peter Robinson
0-7710-7608-8 HC \$34.99
0-7710-76134-4 PB \$10.99
McClelland & Stewart
326pp / Adult (14 up)

Another Inspector Banks novel - intricately plotted, relatively unpredictable - includes severe bumps to Banks' psyche that are stimuli to change. He is becoming a more wounded and more interesting man, surrounded by a clutch of well-shaped characters. Particularly interesting here is the exploration of the complicated emotions held by family members who are estranged.



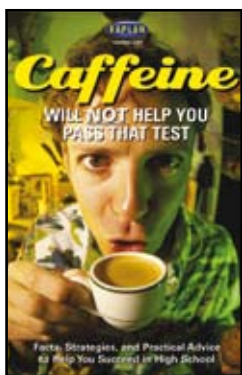
Hybrids - CANADIAN
By Robert J. Sawyer
0-312-87690-4 Tor
HC / \$34.95 / 396pp / Adult (15 up)

In this third of the Neanderthal Parallax trilogy, Ponter Boddit, the Neanderthal physicist who was whisked from his reality onto Earth by a quantum-computing experiment gone awry (in "Hominids"), is tackling the struggles of dual-world relationships with his Homo sapien lover, geneticist Mary Vaughan. They hope to have a child, a hybrid, and they face numerous complications, all explored by Sawyer's inquisitive mind. Sawyer is a winner of the Nebula Award and has a strong international reputation.

Order quickly; there may still be an autographed copy available.



Non Fiction

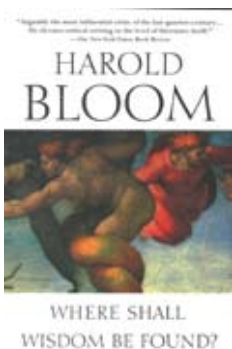


Caffeine Will Not Help You Pass That Test
By Cynthia and Drew Johnson
0-7432-7966-2 Kaplan/Simon & Schuster
PB / \$16.50 / 176pp / YoungAdult (13 up)
The sub-title indicates much of the purpose of this useful handbook: "Facts, Strategies, and Practical Advice to Help You Succeed in High School." There is also step-by-step advice on studying more effectively; test-taking strategies; tips for improving note-taking and listening skills; and a complete guide to writing papers. Web resources.



Ice: Beauty, Danger, History - CANADIAN
By Pauline Couture
1-55278-447-9 McArthur & Co.
HC / \$29.95 / 336pp / Adult (15 up)

Couture's specialty as a journalist and communications consultant combines with her passionate personal interest in ice in all its forms and meaning to create a dynamic text. She pursues science, literature, art, philosophy, and popular culture to explain the power of ice, and she, too, warns of the danger of unpredictable planetary change. Index.



Where Shall Wisdom Be Found?
By Harold Bloom
1-59448-138-5 Riverhead Books
PB / \$21.00 / 320pp / Adult (16 up)
The pre-eminent literary critic of the 20th century leads us passionately through nearly 1,000 years of man's creative expression - the poetry, drama, story that shape our thinking today. He makes clear his three criteria for what he reads and teaches: splendor, intellectual power, wisdom.



The Origin of Brands: How Product Evolution Creates Endless Possibilities for New Brands
By Al & Laura Ries
0-06-057015-6 Collins
PB / \$19.95 / 288pp / Adult (15 up)

Darwin proposed a "tree of life" as the core image for his exploration of evolution. The Rieses use the same image as metaphor for brand development. They argue that divergence is the source of new products, potentially new brands, and success in any field. The clear and lively text, the easy humour, and the frequent new baubles to decorate the tree make this fun to read. Index.





catalogues, isolating the titles that are appropriate for your collection. In the wholesaler's catalogues, you will see only titles that can successfully augment your collection, not a mélange of brand products and crafts books that are suitable only for general bookstores.

The selection staff of a full-service wholesaler also provides specialized bibliographies listing the latest titles on topics of current interest. If there's a major curriculum change, the wholesaler will often respond quickly with a listing of current resources that are suitable for the new programme. With the added communications paths of the 21st century, the specialized lists are available by mail, fax, electronic transmission, or the corporate Web site.

The wholesalers' skills are especially valuable when your library receives funds for updating and when you have that rare privilege - building a brand new library! There will be a well-selected core collection containing titles that are ideal for a children's, or elementary school, collection. A high school collection of well-selected titles will also be available. These collections will contain 5,000 titles or more. The collection listings are available via electronic transfer or in print form. With these lists, upgrade selection can be made efficiently. Information about major backlist titles has already been captured. As the librarian, you have only the pleasant task of deciding which titles will best augment your collection.

If it's the creation of a brand new library you face, you will benefit even more. In addition to providing you with the special collection lists just described, the wholesaler will introduce you to other resources that are available in the community at large. The wholesaler may, for example, escort you to other locations where you can shop and will simplify the purchasing process for you.

Other needs? *Cataloguing and processing*, of course. Full-service wholesalers provide cataloguing and processing of the titles you purchase to your specifications. The service is provided by in-house staff, managed by an MLS or Library Technician, or outsourced to a library services supplier. This service means that books arrive at your library door ready to go on the shelf. It also means that your



aesthetic sensibilities are satisfied by, for example, attractively even spine labels, giving the collection a highly professional appearance.

The full-service wholesaler will have a *showroom*, which is another cost saving to you. You can examine all pre-selected titles in one convenient location. If you live too far away to visit the showroom, the wholesaler's catalogue is your showroom on paper.

The full-service wholesaler also uses the showroom and its catalogues to bring you solid forecasting. The selection team strives to "call" in advance the new authors (and their titles) that are not yet publicly applauded - but *will* be - the next J.K. Rowling, Lemony Snicket, or Kathy Reich.

If you find that the wholesaler has not chosen particular books that you want for your collection, you can order through

the wholesaler. The wholesaler has *research staff* that knows the intricacies of book distribution and will apply their skills to track the titles to sources that can deliver.

The full-service wholesaler also supplies other formats that you and your clients need: large-print books, audio books, DVDs, multilingual materials, music CDs, etc. The wholesaler stays alert to market developments in learning and recreational materials, ready to add new formats as libraries need them.

For public libraries in particular, the full-service wholesaler provides automatic release plans (ARPs) and standing orders in several categories. Fund accounting is available to accompany any purchase programme and is especially valuable when your task is to purchase a new collection.

The wholesaler can also supply a minimal library catalogue record as an order record for titles in its own catalogues. The minimal record then becomes the building block for the complete MARC record.

Returning to the importance of skilled selection for a moment, I've said many times over the last several years, "You can't buy a *bad* book from us. You might buy a book that's *inappropriate* for your library, but it won't be a bad book."

The full-service wholesaler brings you only books and other materials that could be appropriate for your collection, provides them in a well-organized showroom (or a catalogue) for your examination, delivers them to you "shelf-ready" and efficiently, helps you by developing special bibliographies and collection lists, and does all this with very competitive pricing.



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OPLA's Lifetime Achievement Service Award

Of Leadership and Vision: Stan Squires

The Ontario Public Library Association is pleased to present our first Lifetime Achievement Service Award to Stan Squires.

For the past thirty years, everyone involved in public libraries in Ontario has worked with, contacted, heard of, and most importantly, benefited from Stan's efforts. His influence is so persuasive and fundamental to the development of information technology and its application to public service that we forget a time when these services did not exist.

His amazing biography displays his true character as a gracious, innovative and generous individual who came to Canada from Britain in 1969. His early days in Britain included a library internship in 1961 and a stint at the BBC. After three years in the Maritimes as a teacher librarian, bookmobile librarian and Head of Technical Services, he moved to Oakville in 1972.

In Oakville, Stan became Coordinator of Children's Services. During his ten years there, he introduced such then radical programs as:

- Extensive all-day, everyday preschool programs beyond the traditional story hour
- 24 hour dial-a-story
- Computer programs for preschoolers
- Computer programs for physically and mentally-challenged children and adults
- In 1982, an internet-based program for children to teach them to use CompuServe
- A program for gifted children in partnership with the Science Centre and the ROM
- Established Byte Size, the first all-technology based public library in Canada in conjunction with the 1983 International Tele-Communication Year
- First "Battle of the Books" for elementary students in Canada
- A prenatal story time broadcast on Global Television

In 1986, Stan joined the Ministry to help set up an automated interlibrary loan system in all Ontario public libraries. Suddenly, for the first time, computer technology became our working norm to conduct business with Stan serving as the animator.

He has continued his work with the Ministry under its many name variations for the past twenty years to help foster the



OPLA Lifetime Achievement Award winner Stan Squires with OPLA 2006 President Karen McGrath

continued growth of computer technology in public libraries. From 2002-2004 he was Chair of LibraryNet. He developed Network 2000, an initiative to ensure that all public libraries in Ontario were connected to the Internet by the year 2000.

Stan has represented Ontario libraries at many national and international conferences as part of an Ontario and Canadian delegation.

Over the past 20 years, he has always operated on a philosophy of integrated policy development, service and partnerships. To this end, he has helped leverage more than \$30 million for public libraries through agreements and relationships with Industry Canada, Ministry of Economic Development, Science and Technology, Microsoft and the private sector. He has also worked on inter-ministry committees to develop broadband telecommunications support infrastructure.

The Ontario Public Library Community has had many leaders, and certainly Stan is one of them. However, we have too few heroes who do battle for us. Fortunately for us, Stan Squires is that kind of hero. It is the pleasure of the Ontario Public Library Association to honour him.

The Friends of Ontario's First Nation Public Libraries



First Nations Award to the Ontario Library Association: Barbara Lewis with OLA 2006 President Janet Kaufman.

Friendship Feather

*In ancient times, birds were held in great esteem.
It was believed they were created to be messengers.
Their song was to spread peace and contentment.
Their brightly coloured feathers were
to give beauty and happiness
to their friends,
the people.*

*The feather has been used throughout history
as a symbol of friendship.
In Native American culture,
a feather was given to someone
who had shown a kindness to another person.
Today, the feather still symbolizes beauty and friendship.*

The Friends of First Nation Public Libraries Honour Program recognizes and conveys respect and appreciation to individuals and organizations who have actively demonstrated significant understanding and support for the establishment and ongoing development of public libraries in First Nation communities. The program is consistent with

the First Nations' tradition of honouring individuals through the giving of gifts.

The program achieves two goals:

1. It enables the First Nations public library community to honour individuals and organizations who have supported it in a significant way.
2. It also supports *Our Way Forward: A Strategic Plan for Ontario First Nation Public Libraries*. Goal One: Advocacy and Promotion.

The program is owned by Ontario's First Nation public library community and receives generous corporate support from Goodminds.com.

The Award is a framed, stained- glass feather, our gift to our friends.

George Beaver from Six Nations of the Grand River Territory

George Beaver, an educator and author, may well be the longest standing advocate for and supporter of First Nation public library development in Ontario. George has served many, many years on the Six Nations Public Library board.



First Nations Award to George Beaver, Six Nations Library Board

He also represented First Nation public library interests for many years as a ministerial appointment to the board of Southern Ontario Library Service. George attends the First Nation public libraries' Gatherings and conferences regularly. He has visited First Nation communities in southern Ontario to speak to chiefs, councils and program directors about the importance of public libraries in First Nation communities. George has also written about our libraries, our communities and his library travels in his columns for the Brantford *Expositor*. George is our dear friend, staunch supporter, and a respected Elder who has quietly and generously shared his wisdom and humour in both First Nation and non-native library circles.

The Ontario Ministry of Culture

For almost 20 years, Ontario's Ministry of Culture has taken a leadership role both provincially and nationally, in acknowledging the need for public library service in First Nation communities. The Ministry's First Nation Public Libraries Development Program has provided concrete and protected supports for First Nation public library development in the form of modest operating grants, salary supplement funding, and designated First Nations consultants. Our First Nation public libraries and communities have also benefited throughout the years from the Ministry's collaborations with funding partners such as the Bill & Melinda Gates Foundation, Industry Canada, the Ontario Trillium Foundation and, most recently, the Organization of Book Publishers of Ontario.

Our Friendship Feather recognizes the commitment and energy of the many Ministers and ministry staff members who, through the Culture ministry over the years, have supported First Nation public library development in Ontario's First Nation communities. We look forward to the Ministry's continued support.

The Ontario Library Association

The Ontario Library Association, in recent years, has taken a great and much appreciated interest in the development of public library service in Ontario's First Nation communities. Among its initiatives are support for membership in OLA and attendance at the annual Super Conference, the ongoing donation to our libraries of books from the Forest of Reading programs, production and distribution of our wonderful First Nations Public Library Week posters, and most recently, meetings of our First Nation Public



First Nations Award to Ministers and Ministries of Culture: Barbara Lewis with Assistant Deputy Minister Marjorie Mercer and the Minister of Culture, the Hon. Madeleine Meilleur.

Libraries' Strategic Plan implementation committee. Our Friendship Feather recognizes the commitment and energy of the Ontario Library Association presidents and staff who made and have maintained a commitment to support First Nation public library development in Ontario's First Nation communities. We look forward to OLA's continued support.



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Children's Services: Coming In Out of the Cold?

There's basically two ways this article could go. One is a complete overview of current trends in children's services, converging in a cleverly-worded and semi-prophetic exhortation towards better literacy and access to information. The other is a series of disjointed personal observations that are more arcane than brilliant.

Seeing as this will get published regardless, and assuming that my sometime preference for non-linear reading is common in our over-multitasked profession these days, I'll opt for the latter. To wit:

As father of two girls, aged 1 1/2 and 4, I am more convinced than ever that books are the key to emerging intelligence in children. How else to explain my youngest, at 13 months, picking up *Goodnight Moon* and pointing out the 'kitty' after just two readings together? (Well, actually she pronounced it with an initial t but I don't think *that* would get printed). The challenge for public libraries? Solidifying our integral part in bringing this message to parents. We have to make sure that amongst all the Ontario Early Years Centres, Best Start centres and readiness centres, that we are the ones showing them how much fun it is and how many fantastic books there are out there to share.

Speaking of which, *men* have to start realizing this. Frankly, there's nothing unmanly about reading to your kids – in fact, it's typical: men want to do the fun stuff. My wife blames me when my kids don't sleep, saying that my bedtime stories were too exciting. Entertaining your kids is what comes naturally to men.

Public libraries in Ontario need to start being much more involved in French immersion education. Here's an area with parents with huge, unfulfilled needs and demands; with an educational goal that exemplifies "lifelong learning"; with a lobby group (Canadian Parents for French) searching for community partners; where bookstores and the Internet are no match for us; and where the power of literature to motivate and educate is clearly demonstrable. Isn't that the sort of community development we are looking for? Of course, it would be a lot easier if there were better integration of English and French-language publishing and if truly bilingual books were available. Heck, I should write one: *Le rat de bibliothèque vs. the Bookworm*.



Public and school libraries are not in competition to serve student needs. The only reason why public libraries look like they're taking up the slack is the appalling lack of library staffing and resources in schools. In an ideal scenario, the two institutions provide the necessary links to complete the chain kids need to succeed: teacher develops research units with teacher-librarian, who provides core resources and teaches kids to research; kids use public library to expand on research in chosen areas, where they connect to broader interests and reading, which fuels curiosity, which increases thirst for learning at school. It's that simple.

Libraries need to reinvent their role in reading education. We have to move beyond just motivating kids to learn to read through great books, to partnering with parents to make the connection to actually teaching them to read. How? By promoting reading as a lifelong, steady progression, all of it in the context of familiar, appealing stories: from reading books to the child, to engaging in dialogue about books, to playing with phonemes and letters in books, to identifying and sounding out words in books, to reading books together, to listening to the child read.

Politics has been leading parents in the direction of better early literacy for a decade or so, but it has not always benefited libraries. Now that the Conservatives have won the

Creating Responsible Adults who Give Back to their Communities

There is a widely accepted belief amongst librarians and public libraries that it is a challenge to attract teens into the library. While there might be some truth to this notion, I prefer to see it as more of an opportunity to fulfill a need within the community—to create programs and services where perhaps none existed before. And at a time when we are all trying to change 'negators' into 'seekers,' why shouldn't we grasp every possible opportunity available to us?

It goes without saying that it is important for public libraries to draw teens "in" to the library. This is not just so we can show them all that we have freely available to them or to demonstrate how our online subscription databases can help them complete school assignments. While they might not be aware of all that we have to offer, teens feel that they can figure this out on their own – and they are often right. Rather, our goal should be to help change their perceptions of what a library is and what it can mean to them in their futures. Change the negators into seekers. Create lifelong learners. Create a base for the future of public libraries.

So how do we go about doing this? It's a bit of a slow process – one step at a time, building one program or service upon another. More like building blocks – create the base and continue to add to it. But, do so with an overriding philosophy of what you are trying to achieve, and why.

At Oakville Public Library we have begun to have some success with this approach. We began way back in 2001, when we identified those negator groups that we needed to attract into the library. Of course, young adults fit into this category. We then brainstormed and developed programs and services that would help us reach our goal.

Looking back, I think we did two things right. First, we concentrated on raising awareness through community outreach programs. Second, we directly involved youth in the decisions required in developing programs and services that targeted them.

1. Raise Awareness and Liaise

In 2002, we developed a community outreach program, called Youth Online*, with the aim of raising awareness



amongst youth and educators, of the vast number of online resources (read databases) available to them. This required hiring a dedicated staff member, equipment and budget line. It also involved direct input from our Marketing and Communications Department. This is key to ensuring that you stay on message and on brand. Your marketing person also knows how to approach and use the media (community newspapers, local cable channels) to help get your message out there.

We also actively sought opportunities to partner with other community groups for one-off projects that would raise our profile in the community. This came in the form of co-sponsoring a youth workshop with the Oakville Galleries, co-hosting job search sessions with Sheridan College's Job Connect program, and participating in community exhibits or events where appropriate. It is important that your community see that there is someone connected to the library who is dedicated to serving youth. If nothing else, a Teen Librarian acts as a point person. Public libraries and their staff who serve youth also need to liaise more amongst themselves. Networking with colleagues from other libraries or institutions that serve youth offers support and an unlimited resource for new ideas and best practices.

2. Involve Youth

We knew from library literature and workshops that it was important to involve youth in deciding what programs should be developed. So, as many libraries have done, we started a volunteer Teen Advisory Group (TAG). Things did not move along so well at the beginning, but I found that treating TAG meetings more like board meetings seemed to help. Young adults like to be taken seriously and are eager to take on responsibility. Formal agendas, minute taking and assigned tasks will help move things along.

Our TAG members have been actively involved in creating a teen Web site on the library's homepage and advising us on what programs or services might appeal to them. They have provided suggestions on our teen collections and how they are shelved and displayed. Their suggestions have resulted in the creation of a new Teen Lounge, a new theme-based Teen Book Club (we are currently reading Banned Books) and a writing contest called Write to Express. My experience has been that teens are not afraid to speak their minds and offer up suggestions. In fact,

I am often impressed with the depth of their ideas and how well thought-out their comments are.

And let's not forget that there is a segment of youth out there who are desperate for some kind of cultural connection. Young adults who use the library do so not just for research purposes, but also as a social meeting place. There is undoubtedly a cultural and social value to our public libraries for our young people. We must continue to develop public libraries as welcoming places for our teens.

In summary, public libraries can create their own opportunities for cultivating youth as dedicated patrons and lifelong learners. Awareness programs and library services that directly involve youth help create a sense of belonging and instill the belief that the library belongs to them. And volunteer programs, such as TAG, help fulfill our need to create responsible adults who give back to their community. This will help ensure that public libraries remain key cultural institutions in the future. And in turn, this creates stronger communities.

* For more information on the Youth Online program, please contact Shauna Clinning, Teen Services Librarian, Oakville Public Library, at 905-815-2042, ext. 5057, or sclinning@oakville.ca.

OPLA's Award for Leadership in Youth Services: Shauna Clinning

This year's Leadership in Youth Services award winner was also last fall's recipient of Oakville Public Library's Colleague Recognition Award.

Her colleagues report that she has a terrific sense of humour and brings sunshine with her every day, particularly with her wonderful smile. They also commend her for her work with teens. This librarian has been the force behind Youth Online: a three-year initiative designed to deliver an outreach program to secondary school students in Oakville, that would result

in increased use and awareness of the library's electronic resources.

The program has been so successful that it has been expanded to include Grade 7 and 8 students in elementary schools. While working with teens on this project, she realized that more services were needed to serve Oakville Youth and as a result created and nurtured a Teen Advisory Group. The TAG members have helped develop a new Web site, a teen book club and a joint youth workshop with Oakville galleries. The TAG have also established

a teen writing area known as Scrawls on the Walls, created the first ever Write to Express Teen Writing Contest, and have advised the library on its teen collections and creation of teen space within the library.

Shauna Clinning from Oakville Public Library is this year's recipient of OPLA's Award for Leadership in Youth Services.

A Teacher-Librarian's Challenge

For those of you who are not acquainted with our county, it is about an hour north of Toronto – and the distance is lessening all of the time as the GTA expands. It is known as Cottage Country and has a rapidly growing population. A large portion of our population is a bedroom community for Toronto.

We have 92 elementary schools ranging in size from 140 to 1,000 students and 16 high schools that range from 550 to 1,900 students.

For some provincial grant structures, our county is too rural to be urban and at times too urban to be rural. But through the years, I am proud to say that our negotiating team – ETFO, OSSTF, senior administration, and our trustees have made the important decision to support literacy for our students by maintaining a teacher-librarian as what I like to call, an “in-school consultant” in each of our schools. A qualified teacher-librarian covers each scheduled period in our high schools.

I challenge Premier McQuinty and Gerard Kennedy, Minister of Education to position the necessary funds to support the placement of adequate staffing of a trained teacher-librarian and support staff necessary for a viable library program in each of our school libraries.

There is overwhelming and irrefutable evidence that indicates that the size and quality of the library collection and a full complement of library staffing is the best predictor of student achievement. (Lance, 1993, 2000, 2001; Haycock, 1993; Ross & Kaulthau, 2004). If the government is at all serious about the commitment about improving literacy in our province, it defies logic why this has not been a strategy already put into place. There is already ‘money in the envelope’ for school libraries so once the math is done, I would suspect that the added investment needed would not be an unrealistic proposal for the desired net gain for our students.



Central Office Role

As I appreciated the congratulations for this award from my colleagues, I was asked by a few why I don't have one library that I work from. In answer to their puzzlement, I said that I have been a teacher-librarian since 1989. I have been the teacher-librarian for at three elementary schools, including the opportunity to open a new school library at Ferndale Woods E.S. in Barrie. Over the last few years, I have had the exciting position of being the “teacher-librarian” for the county. My role also includes being the Resource Teacher at the board level responsible for Social Studies, History, Geography, Canadian and World Studies. In this joint role, I have been able to support the integration of quality fiction and non-fiction as well as inquiry/research strategies through the implementation of this curriculum. *The Information Studies: Kindergarten to Grade 12* resource was referred to and is reflected in the revised curriculum.

I have come to realize that having a central office library specialist is essential to equity of resource acquisition and also the implementation of cost-effective strategies for their acquisition. Three years in a row I have been asked to coordinate the purchases of resources for our school libraries. The funding has been from board funds and Ministry money. Our senior administration no doubt values the role of teacher-librarians in our board. Also in this role, I have been asked for advice from our Superintendents of Education

on the potential of challenged books and support has been requested for our new teacher-librarians from principals.

Teacher-Librarian as Mentor

I serve as a mentor to our new teacher-librarians in the county as Mary-Lynn Steiger (now a retired teacher-librarian) took me under her wing, when I first took the teacher-librarian position years ago. My mentoring of our teacher-librarians includes the teaching of the Librarianship Part I and III courses for Nipissing University for the last 10 years. I have been the instructor to more than 45 of our county's teacher-librarians. We have a team of like minded T-Ls.

Strategies to Collaborate

At times, as a teacher-librarian in a school, we do feel very alone. We are often a 'one member department' so here in

Simcoe, we have developed some strategies to do our work cooperatively and collaboratively using technology through listservers for each of the panels. At times, we even use the phone.

We share lesson plans, assessment tools, URLs, and other resources through the listservers. We use the listserve to borrow novel sets between our schools, announce teacher-librarian meeting dates, arrange book buying trips, plan author visits, literacy nights, our Regional Historical Fair event, public speaking and poetry-in-the-round competitions, and provide moral support for each other. We are now discussing the implementation of the Forest of Reading Programs in our schools.

For the past 25 years we have had an in-house teacher-librarian conference. We have keynote speakers, workshops, and a publishers display—and lunch with no yard duty.

OSLA's Teacher-Librarian of the Year: Patricia Elliott, Simcoe County District School Board

Patricia Elliott was nominated for the OSLA Teacher-Librarian of the Year by the teacher-librarians of Simcoe County. Pat is the Library/Social Studies/History/Geography Resource Teacher for the Simcoe County District School Board and is an outstanding resource, support and advocate for teacher-librarians across our board.

Pat has a comprehensive understanding of all aspects of the teacher-librarian's role and always finds effective ways of sharing her knowledge. She is a wonderful resource for new teacher-librarians who are finding their way, and for more experienced T-Ls who are interested in trying something

new. She initiated the Simcoe County Teacher-Librarians' Listserv and maintains the internationally recognized Web site (www.edselect.com), which keeps the best Web sites, research and lesson plans at our fingertips.

Thanks to Pat, teacher-librarians in Simcoe County are benefiting from a raised profile through increasing leadership opportunities, and through increased investment in libraries. In the spring of 2003, the director of education approved a \$800,000-investment in library books, and every one of Simcoe County's 92 elementary schools and

16 secondary schools has a teacher-librarian on staff.

Thanks to Pat, the Simcoe County teacher-librarians are a cohesive and active group of professionals who communicate regularly to educate, encourage and support each other. Whether she is speaking to the director of education about the importance of well-stocked libraries, posting an article on a listserv, or simply dropping by to help us weed books, Pat is committed to literacy, libraries, and the values of the teacher-librarian.

The School Library as the Hub of Information Literacy

by Pamela Christoff, Principal, J. Clarke Richardson Collegiate, Ajax Ontario

To be recognized by one's peers is truly a wonderful thing. I was very gratified and touched to be honoured with the Ontario School Library Association Distinguished Administrator of the Year award this year. It was a special pleasure for me to receive recognition from the community of teacher-librarians not only because many of my closest colleagues are or were teacher-librarians, but also because I have always felt very strongly about the very important role that the library plays within the community of learning.

I have been a secondary school administrator for many years and I have always thought of the School Library Information Centre as the hub of learning in my schools. A strong school library program provides information literacy skills teaching, opportunity for professional growth for teachers, an atmosphere of partnership and teamwork, and promotes the love of reading and learning for all. I believe the principal has a key role to play in making sure this vision of the school library is a reality and in helping all members of the learning organization to understand this vision.

Creating a great school team and making sure that teamwork is pervasive in the school culture is a prime ingredient in making this happen. The library team must be energetic, creative, supportive and dedicated to the teaching of information literacy skills. Four years ago, I opened a new secondary school and took an active part in the creation of an information literacy skills continuum for our school that is delivered through units in The Library Information Centre to all sections of the compulsory courses in grades 9 and 10. I was committed to making sure our students would leave J. Clarke Richardson prepared, as the Information Studies document expresses it: "To participate in tomorrow's world." (Information Studies, 1999)

The skills continuum was a part of my dream for a 'high tech school' that would give our students and staff access to the wide range of exciting learning resources that technology can provide. I began by planting the seeds for the focus on technology in the school at the outset. I met with my Head



Pamela Christoff is flanked by James Saunders from the Saunders Book Company, OSLA 2005 President Anita Brooks Kirkland, OSLA 2006 President Michael Rosettis, and on the right by her Head of Library Judith Andersen, Greg Scotchburn, Media Services and Library, Durham District School Board, and Richard McCormack, teacher-librarian and science teacher.

of Computers and the Superintendent of Technology to plan for numbers of computers, laptops for teachers, wireless networking, a laptop program for interested students, cross curricular labs and on-going professional development for teachers.

I was convinced of the need to integrate the teaching of Information Technology skills into meaningful problem solving activities. So when my Head of Library, Judith Andersen and my Head of Business and Computers, Greg Scotchburn, came to me with the suggestion that they form a team in the library to develop units that would teach these skills I embraced the idea. Next step, I created a Computers Across the Curriculum Committee to design the skills continuum. This group included teacher-librarians, department heads, teachers, vice-principals and the principal. This committee quickly evolved into an Information Literacy Skills Continuum Committee as it became clear that our continuum needed to incorporate the teaching of traditional research and literacy skills as well as technology skills. The project that resulted has received national recognition from the Network of Innovative Schools program through Industry Canada, our Board's Bertelsman innovation awards program, and the Ontario Library Association Super Conference.

I was also quite aware that such an initiative would need my strong support to make sure it was sustained. I have provided this by incorporating it into the official school plan, by promoting it with staff and all new hires, and by presenting it to our School Community Council and trustees. These continuum units are now an integral part of curriculum at Richardson and it is an expectation of teachers to partner with the teacher-librarians to keep them going. That means that teachers support the units by ensuring that their classes participate, by constantly evaluating, updating and revising the units with the teacher-librarians and by participating in professional development on the applications of the technology. What started in the words of Fullan as a “ready, fire, aim” approach (Fullan, 1993) is now an established part of our school culture.

When the principal creates and supports great teams working together in a school, great initiatives such as this, become a reality. In my school of 1,900 students and 115 staff, there are countless teams of both staff and students working together on a wide variety of projects and initiatives to

improve student learning and to keep students connected to school. The team I presented the skills continuum with at the Super Conference in February this year is a perfect example of such a team. Presenting with Judith Andersen, Head of Library at Richardson, Richard McCormack, teacher-librarian and science teacher at Richardson, and Greg Scotchburn, Program Facilitator, Media Services and Library, Durham District School Board was truly a highlight of my career.

It gave me a chance to demonstrate the kind of partnerships and teamwork that I have strived for and fostered in my schools throughout my career. I truly believe that the model of shared leadership that has given us a strong library program at Richardson, along with so many dynamic initiatives throughout the school, is the key to making our visions a reality. As principals, we can and must find the ways to establish the school culture that will give birth to creative and productive connections and relationships that will ultimately lead to success for our students.

OSLA's School Administrator of the Year Pamela Christoff, Durham DSB

Pamela Christoff, principal of J. Clarke Richardson Collegiate in Ajax, Ontario, is an administrator who is prepared to listen, dream and use her outstanding leadership skills to make dreams for students become reality.

Four years ago, when I was hired to be Head of Library in her new secondary school in Ajax, I saw a wonderful chance to realize a long time teacher-librarian dream of mine: To have a school Information Literacy Skills continuum which would reach all students.

As teacher-librarians, we have had over the years some excellent skills continuums to follow including the *Partners in Action and Information*

Studies documents. But what has eluded us, is how to give all students equitable access to the teaching of these skills. We have needed a systematic way to ensure instruction is received by all.

That vision is now a reality at our school. We have a set of Information Literacy Skills that includes traditional research and literacy skills as well as information technology skills. The skills are taught through research units in the library to all sections of the compulsory courses in grades 9 and 10. This would never have happened without Pamela's leadership.

She was open and enthusiastic about the vision. She was prepared to foster

special partnerships to make it happen. She participated in the founding committee. She provided the staffing and resources needed. She sustained momentum of the initiative through expectations and promotion of the project. But most of all, she made it happen by establishing a culture of teamwork and shared leadership in the school. Thanks to Pamela, our teachers whole-heartedly support our school library program as they do all the initiatives in our school designed to help students achieve success.

—Judith Andersen, Head of Library,
J. Clarke Richardson Collegiate

It's All About Putting a Book into a Child's Hands



It is a tremendous honour to be selected as the inaugural recipient of the OLA/Brodart Technical Services Library Employee of the Year Award. From the days when at my grandfather's knee I listened to him tell stories, I knew that I wanted to be part of a world that brought stories to children with the hope that they would enrich their lives as much as they did mine. It was not until I began to volunteer at my daughters' school library that I discovered how it would be possible to channel my passion for books and reading into a rewarding career.

I have been with the Dufferin-Peel Catholic District School Board for nearly 10 years and have held the position of Elementary Library Support Specialist for the last eight years. The Dufferin-Peel Catholic District School Board encompasses the municipalities of Mississauga, Brampton, Caledon and Orangeville. It currently has 116 elementary schools and 23 secondary schools. The board began automating its elementary schools in 1996 (90 schools) and I was hired as temporary staff to assist with the project. At that point, my only knowledge of the library automation program was what I had discovered through my sheer determination to master the technology. After all, technology is but a tool, which is ultimately part of a process that puts a book into a child's hands.

In 1992, as a result of budget cuts, the Board dissolved the position of Library Coordinator. As a result, teacher-librarians became almost leaderless except for some guidance from the principal of Media Services. While assisting teacher-librarians

with the automation process, I observed that we did not have cataloguing standards, procedures for the use of the software or adequate number of support staff, leading to frustration and confusion on everyone's part. Certainly there must be something I could do to help alleviate this situation. Thus was borne the idea for the *Friendly Manual*, a set of how-to flowcharts for using the automation program in a language that everyone could understand.

However, this was not enough. I wanted to learn more about the how/why/what/who of libraries so that the knowledge could be shared with our library staff. Since the introduction of technology in our schools, we were experiencing a 10-20% turnover in teacher-librarians each year. While I could teach them the mechanics of the technology, I needed to understand more about the mechanics of libraries so that I could marry the two. Only then would we truly be able to harness the richness of the technology to maximize the efficiency and effectiveness of technology in our libraries. Subsequently, I pursued and completed the Master of Information Studies graduate program at the University of Toronto.

My approach to the role of Library Support Specialist has encompassed two of the primary principles of librarianship: access and service. From the beginning, my focus has always been on the ultimate goal—getting the books into the hands of our students. This has meant implementing cataloguing standards (a project that is still ongoing); developing a database of records to minimize original cataloguing; suggesting the creation of a core collection to assist teacher-librarians in opening new school libraries; ensuring that those books are ready for circulation when the school opens; facilitating OLA Board membership for library staff; developing standards for library servers, start-up and year-end procedures; and sometimes just simply being willing to listen. Of course, the most exciting and challenging project of all was managing the Ministry Grant for school libraries last spring. I am proud to say that all these new resources were ready for circulation by the end of November.

One of the most rewarding duties of the role has been working with new teacher-librarians. Each year 12 to 25 new teacher-librarians express how absolutely overwhelmed they feel. At our September training session my objective is to assure them that support is available. A successful training session is one where they leave knowing that I welcome all their questions and that all questions are valid. No one leaves the session until they also know Raff's four guarantees in

life: death, taxes, computer problems and change. There is nothing we can do about them, but relax and accept.

Change is vital to libraries and we should embrace it rather than resist it. We need to keep pace with the world around us and anticipate the needs of those we serve. In the last few years, the government appears to have forgotten this where school libraries are concerned. While the primary focus has been in teaching students the mechanics of reading, many of them are denied access to their school libraries due to reduction in staffing. Some students are fortunate to have parents who take them to the public library, but who serves the students who are not so fortunate?

Moreover, it is now more important than ever to teach our children how to cope with all the information constantly thrown at them. Consider all the billboards on the highways, ads on buses and subway, radio, T.V., movie theatres, newspapers, junk mail, and, of course, the Internet. Add to that the fact that far too many students and adults conclude that Google is research. Gives me goosebumps!

I could not have done and continue to do what I do without the cooperation and assistance of our library support staff whom I affectionately have named the "Ladies of Dewey." They are 15 hard-working, dedicated women committed

to supporting school libraries. I must also recognize the Dufferin-Peel Catholic Elementary Teacher-Librarian's Association a group of dedicated teacher-librarians who volunteer their time, energy and expertise in the support of school libraries. Together we work as a team, each one bringing her/his knowledge to the table in the interests of serving our students to the best of our abilities. I believe that it takes more than a classroom teacher to educate a child; it takes a dedicated staff of secretaries, custodians, technicians, and other professionals willing to share their expertise for the good of the children.

At a time when we struggle to understand how school libraries have been left out of the literacy initiative, when library budgets and staffing continue to be cut, this award has brought more than honour and recognition. It has brought hope. While we can only fervently hope that one-day soon the magic and inspiration that epitomizes a school library will be acknowledged and encouraged by those in power, my bottom line will continue to be: It's all about putting a book into a child's hands.

OLA/Brodart Canada Technical Services Library Employee of the Year: Raffaella Baratta, Dufferin Peel Catholic

The OLA/Brodart Canada Technical Services Library Employee of the Year Award for 2006 goes to Raffaella Baratta, Library Support Specialist at the Dufferin Peel Catholic District School Board. In a time of library staffing cuts and the absence of a Library Coordinator, Raffaella has managed to support the entire Board's school libraries. Her role at the Board started in 1996 with implementation of a multi-year phased conversion of library

resources to an automated school-based system. Her role as Library Support

Person has been multifaceted. She has made major contributions to technical services and to special projects. The School Library Literacy Grant during the spring of 2005 proved to be a challenge for most, but for Raffaella it was well planned and delivered. She was able to orchestrate all of the details with the vendors and different departments in both elementary and secondary schools. Each school ended up having access to

quality resources. She has worked with teacher-libraries, library technicians, library floaters, administrators and suppliers to ensure the Dufferin Peel Catholic District School Board has the best possible libraries. For Raffaella's outstanding contributions and work with her Board, the OLA Board of Directors is pleased to award her the OLA/Brodart Canada/OLA Technical Services Library Employee of the Year Award.

What I've Learned

When I turned 40, my Dad was the MC at a roast in my honour. With tongue in cheek, he described me this way:

Susan Ellen Agnes Hendricks (nee Cunliffe) was born on May 17th, 1949 at Hamilton. For the first seven years of her life she lived in a humble abode that her parents, both of immigrant stock, were able to build on the Mohawk Trail in the environs of Ancaster, Ontario. To this day, spirits of Ancaster's early settlers are said to travel the Mohawk Trail and the local folk speak kindly of children who have been possessed by their pioneering spirit. Can this be the explanation of the effect that Susan has had on events and the people around her?

In deference to her apparent present public respectability, I will not provide any detail on Susan's subsequent years at Hillcrest High School in Ottawa, the International School at Geneva, St. Patrick's College in Ottawa (which unfortunately had to close the year of her graduation) and the University of Toronto's Faculty of Library Science!

My Dad was always my biggest fan, God rest his soul! From my first visit to the Hamilton Public Library as a small, timid child, to the daring request for an adult card at the Ottawa Public Library before I was in Grade 8 – then the requisite age for the privilege – childhood memories involve reading. And though I had no idea I would end up as a librarian, one of my fondest tasks as a teenager was to arrange my books in subject groupings alphabetically by author.

As a young mother in the afternoon and evening, I would read not only my children but sometimes myself to sleep. But not because the books were boring. I still recall the amazing British kid lit stories of Mary Rayner's Garth Pig and tales of a wonderful Afghan hound fondly called What a Mess. Poor dog, he so much loved cavorting outside and discovering new things that he usually got quite dirty. When he came home, at



OHLA President Mary McDiarmid with Award winner Susan Hendricks.

the awful sight of him his mistress would proclaim, "What a mess!" So much so that he never knew his real name was Prince Amir of Kinjhan!

In many ways, I feel like good old What a Mess. I have had the privilege of cavorting about in the exciting world of librarianship for the past twenty-five years, exploring new technologies and ways of working while building on the excellent work of my predecessors. The adventure itself has been my reward, and I have not always emerged from it unscathed or squeaky clean, so it's difficult for me to recognize myself in the title of Lifetime Achievement Award Winner.

I firmly believe that "it's not a matter of what we've done in life that counts. It's what we've learned from it that makes the difference between wisdom and experience."¹ So am I any the wiser?

I've learned that I can't do it alone.
As a new graduate and solo librarian working in a medical library, the advice from peers and those who had worked considerably longer in the field than I was invaluable. Their generosity of spirit is what encouraged me to give back to the profession, as I was able.

I've learned that I can't do it all.
The varying capabilities of different members of our Library Services team have provided Lakeridge Health with a level of service excellence far beyond my own capabilities. "There is no one who can solve it all, do it all, save it all.

But together we can."² By building a strong team with a diversity of skills and experience and empowering staff to exercise those skills, Lakeridge has benefited from a superior library service.

I've learned that sometimes it's better for others to do it! As time and budget permitted, the wisest decision I ever made was to hire an efficient and expert library technician who was proficient in cataloguing and computer systems. She organized and categorized, creating systems that are still in place long after she has

moved on. Volunteers are also worth their weight in gold! Their dedication and ongoing commitment to the goals of the organization and the library have been exemplary. I've learned that smart librarians recognize the skills of all library workers, paid or volunteer, and use them to best advantage.

There are times in our professional or personal lives when immediate demands on our time or psychological resources are just too intense. I've learned that at those times it's ok to sit back and let others take on a job or position within the Association. There is an ebb and flow to our commitments and to the life of organizations: my turn will come again, as it did with the Ontario Health Libraries Association.

I've learned that we can serve and learn at the same time. Seeing commitment in others helps me to examine my own. Our professional associations are strong because many contribute to the work in some way at different stages of their career ladder. Working with others on committees, participating in the life of a professional association or simply volunteering at conferences has always resulted for me in some new idea or lesson learned. At times the balance may be tilted toward learning or service, but neither has ever operated on its own.

A spirit of curiosity and desire for more has always been a personality characteristic of mine. Just as I engaged in continuing education as I continued

to work full-time, completing a Master of Education in 2003, I encouraged my staff to do the same. Lakeridge is fortunate to provide staff with a bursary program to support their career development. It is gratifying to witness the two staff members who have worked with me over the years engage in ongoing education, increasing their qualifications and raising their employability. Sadly for Lakeridge, that meant one of them has moved on and now works as a manager of another hospital library. That being said ...

I've learned to be flexible. It's easy to wish that things might be other than they are. But as the circumstances in which we provide information services change, so too must we adapt. In my short career of twenty-five years, we have moved from print collections to virtual; from laborious pouring over print indexes to electronic searching; from posted letters and phone calls to email and PDF transmission of information. Librarians need to think strategically and consider "out of the box" solutions if we are to survive as a "species." The partnership between OLA and OHLA is but one example of flexibility and creativity that has enriched and changed how many health librarians pursue their continuing education.

I've learned to be grateful. I'm especially grateful to my employer of the past 25 years, Lakeridge Health (formerly the Oshawa General Hospital) for providing me with the opportunity to work alongside so many outstanding health care providers. I feel safe in knowing that we are providing our community

with the best care possible, care that is based in evidence-based practice supported by the library. I'm grateful to the individuals to whom I have reported along the way: I have learned so much from each of them. I am grateful to Mary McDiarmid, former Coordinator of Technical Services within the Lakeridge library system; to Debbie Arsenault, current library technician at Lakeridge and to the many volunteers who have added their skills to our team. Donna Plancke best exemplifies this spirit of volunteerism: she has volunteered at our library twice a week for the past 16 years!

I am grateful to the various professional associations (THLA, COHLA, CHLA, OHLA and OLA), not just for the privilege of having served on their Executives or Committees but also for the engagement in the profession they have encouraged in me. I learned much from individual members I met along the way and forged long-lasting friendships with many.

I am grateful to my family for putting up with evening meetings and times away that have sometimes been required by my professional involvements.

Finally, as Sr. Joan says, *I have learned "none of us is given life for ourselves alone. We have all come to add what is missing in our world at the moment."*³ Professionalism, indeed life itself, does not ask a great deal of us: we are simply asked to contribute in our own way according to what we have been given. I am humbled that my peers would consider my having done so as worthy of recognition.

1 Joan Chittister. (2005). *Becoming Fully Human*. Oxford: Rowman & Littlefield Publishers, Inc., p. 28

2 *Ibid.*, p. 118

3 *Ibid.*

OHLA Lifetime Achievement Award: Susan Hendricks Lakeridge Health Corp.

Why does Sue deserve this lifetime achievement award? Sue has spent her whole working life in health sciences librarianship and has shared her talents and experience with a variety of organizations.

To receive this award an OHLA member should have made a significant contribution to the advancement and aims and objectives of OHLA or have raised the value or profile of library and information services or curricula within the health environment consistently over the course of their career.

Not only is Sue an OHLA member of long-standing, but she also has the honour of being one of the initial founders of OHLA way back in 1985.

Highlights of Sue's professional activities over the years for OHLA include:

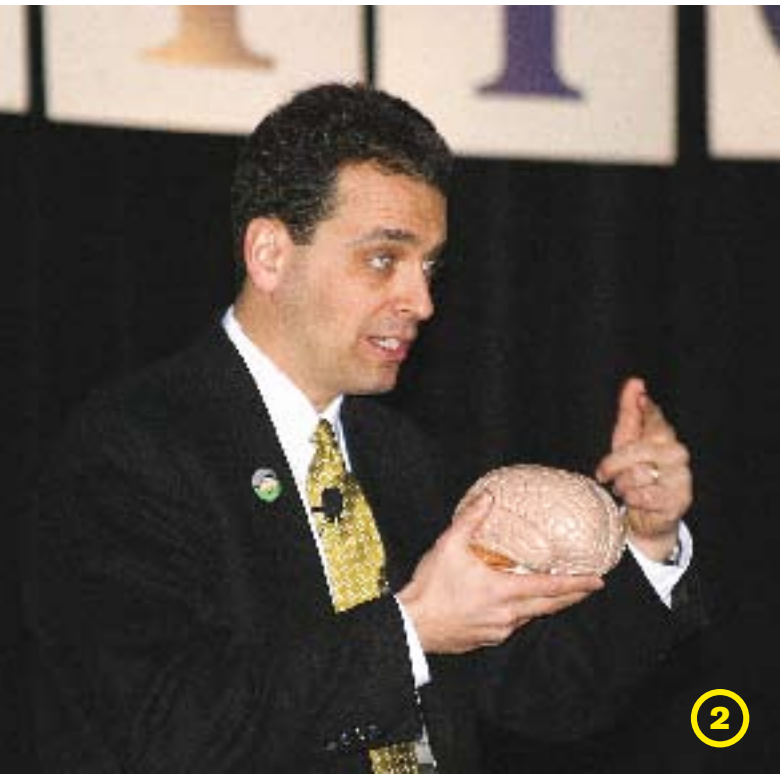
- Editor of *OHLA Newslines*
- Secretary of OHLA
- President of OHLA
- Super Conference planning team rep and now Chair of the Planning Committee.

But she doesn't give all her time just to OHLA. She has also held prominent positions in CHLA, including its task force on MIS guidelines.

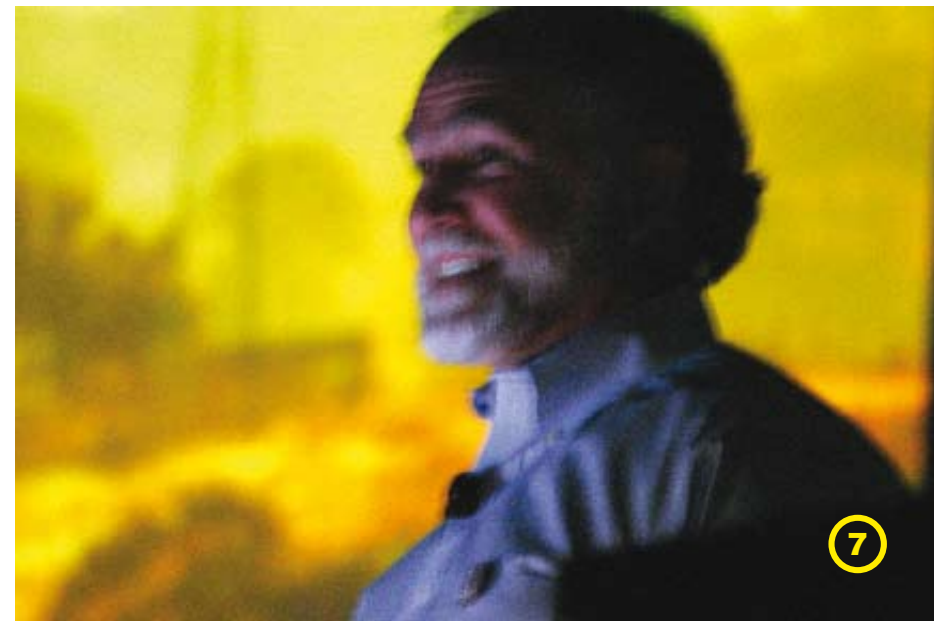
Locally, she participates actively in the Health Science Consortium of Toronto by sitting on its Management Committee and Strategic Issues Subcommittee.

She also gives willingly of her time to community organizations, such as the Durham Region District Health Council, Newcastle Public Library Board, and has held several portfolios with Bereaved Families of Ontario.

Super Conf



Conference 2006



1. Time to share with 4,499 of your closest friends
2. Dan Pink: The mysteries of the right brain
3. Kim McArthur: He's right!
4. Reading Award winners Bill Slavin, Marnelle Tokio, Andreas Schroeder
5. OPLA's Highlight: Ryerson's Abby Goodrum
6. OCULA's Highlight: Indiana University's Curtis Bonk
7. Steve Uzell: Right brain magic
8. 225 workshops that energized and provoked
9. Marcus Bornfreund: Protect the culture!
10. OSLA's Highlight: Philadelphia's Joyce Valenza



Super Conf



erence 2006



- 11. Stephen Abram: Landmines of thought
- 12. 25 poster sessions: a different right brain
- 13. OLBA's Highlight: San José's Ken Haycock
- 14. The Friends' Highlight: FOLUSA's Sally Reed
- 15. The tradeshow was a very big event
- 16. Joe Janes: Innovation and laughter
- 17. Africa Project: Over \$20,000
- 18. Tim Gauntley taught her. No way!



- 19. Sue Hendricks gives the thumbs up for her twenty-person Super Conference 2006 planning committee

- 20. OLA 2005 President Cynthia Archer and OLA 2006 President Janet Kaufman co-hosted the conference with panache.

- 21. Charmaine Crooks: A rousing Canadian finale!





Knowledge Ontario

KEEPING OLA MEMBERS IN THE BIG PICTURE

Transforming the Ontario Digital Library from Vision to Reality

With this year's provincial budget the Government of Ontario delivered - in a very BIG way that only happens every 20 years or so - \$8 million dollars to build an integrated, interactive digital space about, and for Ontarians. Thanks to the efforts of a number of dedicated people who have been working on the Ontario Digital Library vision for the last five years, the Government of Ontario has entered into a partnership with the first ever collaboration of the province's 6,500 school, public, college and university libraries.

It's amazing. There is no other way to describe the feeling that greeted the news that we are now in a position to move forward with all of Knowledge Ontario programs and services: Digital Information Resources, Our Ontario, Ask Ontario, Video Ontario, Teach Ontario, and Connect Ontario. The Knowledge Ontario components are designed to harness technology, knowledge and community resources to support the creation, delivery and discovery of digital content for research, literacy and learning.

Digital Information Resources

The Digital Information Resources Group is poised to begin negotiations with database license vendors to purchase provincial licenses for a suite of electronic information products. Providing free and open access to essential information and learning resources will fulfill one of Knowledge Ontario's primary goals: equitable access for all of Ontarians to core digital knowledge resources, regardless of where one lives, works, or learns in Ontario.

With the recent influx of funds, the Digital Information Resources

Committee is now in a much stronger position to pursue the negotiation and acquisition of province-wide licenses.

OurOntario.ca

OurOntario.ca is a cross-sector model for how we can collaboratively create, deliver, and discover digital content. This component of Knowledge Ontario includes not only libraries, but also a broad-based partnership with the province's archives, museums, historical societies and community groups. Text, audio, video and image digital materials about Ontario's history, heritage and culture that until now have only been available locally will now be globally accessible.

OurOntario.ca's approach:

- Links existing digital resources via a metasearch across diverse collections and contributing organizations
- Enables the creation, hosting and distribution of new sustainable digital content using standards-based application tools, in collaboration with regional, national and international networks
- Delivers integrated content via a web portal, using methods that support user-centred discovery and re-use, and organizational branding

A pilot project is currently underway - integrating data content from various types of contributors into our prototype. Find out more about where we are with OurOntario.ca by attending OLITA's Digital Odyssey Conference being held on May 12th, 2006 in Toronto.

Ask Ontario

The next component of Knowledge Ontario to be put in place is the virtual reference service. Research into best practices of existing 24/7 online reference services are being reviewed to determine the best model for a province-wide program.

The Big Picture -

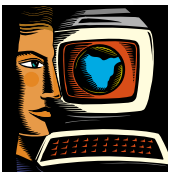
Knowledge Ontario will:

- Maximize a common base of digital resources freely available to all
- Create transformational access to local, provincial and national culture and heritage resources
- Help develop a more competitive Ontario with an innovative edge
- Enable a stronger, more integrated and effective library system in Ontario
- Offer students and teachers excellent learning resources
- Build a better knowledge economy
- Provide Ontarians with the tools they need to build stronger, healthier communities

And last but not least - Knowledge Ontario will foster a closer and more collaborative relationship between the different library sectors. Not only will we be able to leverage our resources, but we - school, public, college and university libraries - will all be equal partners in shaping and constructing a visionary initiative that will have a significant impact on all Ontarians.

Loren Fantin is the Project Manager for OurOntario.ca

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Eye on *the Web*

LINKS TO THE RESOURCES ON THE INTERNET



Environmental Resources: Individual Action

Humanity has always been linked with nature, including attempts to harness the environment for survival. Previously, civilization's effects on the earth's ecosystem, neither insubstantial nor undamaging, didn't point to worldwide environmental collapse. Time may be running out. Galloping human populations and accelerating technologies have wounded the natural world as habitats are encroached upon or destroyed. No wonder Canadians are eager to learn about environmental issues! This column focuses on gateways providing information about current practices the general public (librarians too!) can immediately use to positively affect their ecological footprint.

Garbage and Recycling: City of Toronto

<http://www.toronto.ca/garbage/>

This attractive site, maintained by the City of Toronto, has much information for those who want to reduce business and residential waste production. Many current practices grew out of a June 2001 city council report produced by the Waste Diversion Task Force 2010.

The top of the Garbage and Recycling Web page profiles Solid Waste Management Services, the section mainly responsible for coordinating Toronto's efforts in this area. Follow the Programs link for a listing of seven waste diversions including the Green Bin programme, Environment Days, and Composting. Each resulting description provides links to relevant schedules, participation requirements, publications, successes, etc. for that program.

Most Web pages within this area of the site have three sections. On the left are links to aspects of specific programs; e.g., on the Green Bin page, the CONTAINERS option displays the details on receptacles (size, shape, care instructions, etc.). The middle section offers short programme summaries and discusses recent events and announcements. The right hand section, when available, is entitled either Learn More or Highlights. Useful topics including Recycling Containers, Need Compost?, and Volunteering can be found in this section. In addition, a useful A – Z index can be found on the main page, with headings that include: batteries, litter, depots.

Though servicing one of Canada's most multicultural/diverse centres, almost everything on these pages is available only in English with the exception of Blue Box Recycling and Green Bin Information Cards, which are translated into seventeen languages. Another disappointment is the fact that the City of Toronto search engine cannot be limited to the Garbage and Recycling Web pages.

The One-Tonne Challenge

<http://www.climatechange.gc.ca/onetonne/english/>

The One-Tonne Challenge is part of Environment Canada's climate change initiative. The premise of this program is to convince all Canadians to reduce their annual greenhouse gas emissions production (GHG) by one tonne in their communities, transportation choices, businesses, workplaces, homes or schools. On average, individual Canadians add five tonnes of GHG to the environment annually through the use of fossil fuels.

This Web site provides a multitude of helpful information for environmentally engaged Canadians, ranging from home and work energy and/or waste reduction guidelines,

to government financial incentives, to animated vignettes on the challenge's inherent advantages.

The left side column remains fairly stable as users navigate through the various pages on this site. Headings include: Why take the challenge?, Success Stories, Everyone's Playing a Role. Moving down the left navigation bar, the link What You Can Do provides information on rebates, downloadable guides, calculation methods, promotional e-postcards, and the option to subscribe to the Challenge's free online bulletin. Continuing down the page, users will find the headings Energy Relief and Fuel Saving Tips. The first connects to related federal policy pronouncements on the Department of Finance Web site. The second re-directs users to the Office of Energy Efficiency's page on reducing business/personal transportation costs.

Standard search command options are available throughout the site. This search covers the entire Climate Change Web site, not just the section dedicated to the One-Tonne Challenge.



Their FAQ page is a particularly strong feature, as it truly covers the gamut of likely questions from basic definitions and program parameters to contact information for those of us who have an energy saving idea or product. Always a welcome feature, the Site Map offers a speedy overview while the Media Room provides an assortment of archived What's New and ready-to-publish articles as well as a Science North Centre video showing modern lifestyles affecting climate change.

The Office of Energy Efficiency (OEE)

<http://oee.nrcan.gc.ca/english/>
Established in April 1998 when Canada joined the Kyoto Protocol, the OEE's vision is to lead Canadians in attaining greater home, workplace and transportation energy efficiency. The site helps Canadians reduce energy use and cut their contributions to greenhouse gas emissions while emphasizing the welcome side effect of considerable cost savings. It accomplishes this by providing information about OEE programs and offering concrete advice to individuals, companies, governments, and organizations.

The OEE's central energy efficiency/alternative fuels program categories are as follows: buildings, equipment, government operations, housing, industry, outreach and transportation. The home page has three sections with the left hand side listing links to such topics as OEE Programs, Publications, etc.

The middle section provides access to two categories: For Personal Use and For Business Use. Residential and Transportation links are shown in the first heading. The second heading has the above links, as well as Commercial and Institutional, Industrial, and Communities and Governments. Each subcategory connects to extensive compilations of programs/guides/directions on reducing energy needs. Finally, the right hand side of the page includes eye-catching boxes linked to promotions and programming including Idling Gets You Nowhere and Student Awards Competition.

Standard options, such as Site Map and Links are present and the less common commands of Text View and Print View are also offered. Searching can be limited to the OEE's site. In addition, energy use consumption aids are available in the Tools sidebar within the For Personal Use pages and include calculators, analysers, and quizzes.

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Health Watch

Health Resources and Issues that Matter



Librarians' Roles in the Patient Safety Movement

A recent front-page story in the *Kingston Whig Standard* caught the attention of readers.

It described how a local man had entered hospital for coronary bypass surgery and later died, not as a result of his surgery, but of a hospital acquired infection⁽¹⁾. In his obituary, his family implored hospital staff to do their part in ensuring the safety of future patients by strictly observing infection control precautions, particularly handwashing.

Hospital acquired infections are just one type of "adverse event" which can jeopardize a patient's "safety." In health care, adverse events are "unintended injuries or complications that are caused by health care management, rather than by the patient's underlying disease, and that lead to death, disability at time of discharge, or prolonged hospital stays"⁽²⁾. Other types of adverse events include medical and surgical errors, medication errors, diagnostic errors and anaesthesia accidents. "Patient safety" as defined by the Canadian Patient Safety Institute is "the reduction and mitigation of unsafe acts within the health-care system, as well as through the use of best practices shown to lead to optimal patient outcomes"⁽³⁾.

In 1999, the Institute of Medicine (U.S.) issued the landmark report, *To err is human: building a safer health system*, which estimated that between 48,000 and 98,000 Americans die in hospitals annually because of avoidable adverse events⁽⁴⁾. The "Canadian Adverse Events Study" published in 2004, found that an estimated 7.5% of patients admitted to acute care hospitals in Canada in 2000, had experienced one or more adverse event, 37% of which were preventable⁽²⁾. In 2003, the Canadian Institute for Health Information reported that 24% of Canadians said that they or a family member had experienced an adverse event related to their care⁽⁵⁾. In 2005, the Commonwealth Fund published the results of a survey of patients who had recently been hospitalized, had surgery or reported health problems, in six countries including Canada. The survey found that 30% of Canadian patients reported to have experienced a medical error, medication error, or test error in the last two years⁽⁶⁾.

With mounting evidence of errors and near misses, governments, institutions and health care providers are studying ways to improve this alarming record. As a result, the patient safety movement, in its efforts to address this problem has been steadily gaining momentum over the past several years worldwide.

Librarians working in health care facilities are well aware of the contributions they make to the quality of patient care by providing access to evidence-based information to health care providers on a regular basis. Patients should receive care based on the best scientific evidence. A recent systematic review of research studies on the value and impact of information provided through library services for patient care by Weightman and Williamson in 2005, concluded that professionally-led library services have a positive impact on health outcomes for patients⁽⁷⁾. In an era of growing electronic access to medical literature databases, full text journals and Web resources, health care providers are more likely to seek information on their own time if access and their information skills allow. However, literature searches carried out by end-users often glean less than optimal results and studies have shown that librarians do better searches than health care professionals⁽⁸⁾.

In addition to their role in identifying and providing evidence-based information in support of patient care, librarians in health facilities are playing an important role in guiding healthcare providers through the vast and growing body of medical, nursing and allied health literature by providing training programs in literature search techniques, quality filtering and critical appraisal. Librarians' skills are also invaluable in the development of institutional knowledge management systems⁽⁹⁾. Emerging trends in Ontario of limited funding to hospital libraries, sometimes resulting in closures or in the provision of electronic services without the support of on-site professional staff, are alarming and raise questions about institutional ability to provide safe, quality care.

Librarians working in public and hospital libraries play an important role by providing quality health information

by Margaret Darling

directly to consumers or by helping them to find and evaluate health information on the Web and in other sources. In addition, librarians are key contributors to various clearinghouses of health information for consumers, such as the Canadian Health Network⁽¹⁰⁾. While patients or consumers have often been seen as the victims of medical errors and safety failures, there is a growing trend within the patient safety movement to consider patients as partners in the effort to improve health care quality. It is generally now recognized that “there is considerable scope for [patients] to play an active part in ensuring that their care is effective and appropriate, in preventing mistakes and assuring their own safety.”⁽¹¹⁾

The World Alliance for Patient Safety of the World Health Organization, has identified as one of its goals to “mobilize and empower patients and their representatives worldwide” through its Patients for Patient Safety program⁽¹²⁾. In the United States, the Agency for Health Care Research and Quality recently released *Guide to health care quality: how to know it when you see it*⁽¹³⁾, as part of a consumer education campaign to help patients take a more active role in their own health care. In Ontario, the Patient Safety Support Service of the Ontario Hospital Association has published *Your health care: be involved*⁽¹⁴⁾, a brochure outlining how patients can be active participants in ensuring safe and appropriate care. This publication has been recognized nationally by the Canadian Patient Safety Institute⁽¹⁵⁾. Common to these initiatives, is the call for patients to be informed about their own health conditions and treatment options. To do so, patients will need unfettered access to quality health information and open dialogue with their health care providers.

Along with physicians, nurses and other members of patient care teams, health sciences and public librarians are key facilitators in the effort to improve the safety and quality of health care provided to patients. The delivery of up-to-date evidence-based care to every patient is the gold standard for health

care providers and informed consumers are able to participate actively in that care.

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Readers' Advisory

PROMOTING ENJOYMENT AND PASSION FOR THE WORLD OF BOOKS

Building Better Book Clubs

Readers love to talk about the books they have read and membership in book clubs is strong with active discussion groups in libraries, private homes and workplaces. However, not all groups are as successful as they could be and often there can be dissatisfaction with things like book selection, lack of discussion and group dynamics. Through a few simple steps, you can be a partner in the process of building a better book club.

For many book groups, selecting the right books for their discussions can be a real challenge. Ensure that they know that you can help them discover great reads. A simple way to do this, is to display discussable books. Remember, not everyone has already read the Oprah book selections. Other sources of display titles is the Favourite Books Read And Discussed list found on the Reading Group Choices Web site (www.readinggroupchoices.com/), or award winners, including the Governor General's Literary Award, the Scotiabank Giller Prize and the Booker Prize.

If a reader understands appeal, the search for a great read can be made easier. By encouraging book club members to reflect on what it is that they like about certain books (strong characters, beautiful language or intriguing stories), the process of selecting a book can be easier. Book reviews, often a source of reading suggestions, are filled descriptive keywords (such as character-driven or eloquent or poetic) that describe appeal. Help readers find these reviews, often readily available

through your library catalogue if you provide enhanced content (from the vendor Syndetics Solutions), publisher Web sites, or subscription based producers such as *NoveList* or *Global Books In Print*.

Library staff is well placed to help readers make the most of the growing Internet sources available in this area. This can be as simple as creating a link between a library's Web site to sites that book groups will find useful, such as www.bookclubs.ca or www.readinggroupguides.com. It could also be as simple as posting the reading lists of your library-based club on your Web site. These lists are a great resource for both club members and individual readers.

Authors and publishers understand the importance of book clubs. For them, multiple readers mean multiple sales. As a result, they work hard to attract readers to their books by creating content directed specifically at these groups of readers. They are reaching out to readers through online e-mail newsletters, as well as via enhanced publisher Web sites that include discussion guides and author information. These provide opportunities to meet the author either in person or by telephone. Some go as far as creating Web sites specifically devoted to a specific title, and some publish lists of their titles specifically recommended for book groups. Look for these Web sites so you can direct readers. Consider signing up for some of the electronic newsletters yourself.



Groups will often say that one of their biggest challenges is making sure they stay focused, ensuring that their discussion doesn't lose direction. The key to avoiding this pitfall is to appoint a leader—someone who will keep the group on track. You can help by offering to lead a discussion for them. As a neutral party, suggest meeting guidelines that will provide more structure for their discussions. As well, provide groups with background materials on both the author and the book, demonstrating the role of a proactive leader. All of this will lead them through successful discussion.

Whether you are working with a single reader or a group, your job as a readers' advisor is to make the reading experience positive. With a few simple steps, you can be the key to helping build better book clubs!

Sharron Smith is chair of the OPLA's Readers' Advisory Committee and co-author of Canadian Fiction: A Guide to Reading Interests.

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The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

What's The Point If You Don't Get Paid?



One of the struggles of being in a professional program is striking the proper balance between theory and practice. There are generally two points of view regarding the necessity of practical courses in a Master of Information Studies Program. Some believe that the basis of a master's degree is to provide students with foundational theories and principles that may be applied in a variety of situations. The other school of thought stresses the importance of having practical experience that provides students with hands-on-training and familiarity with real situations.

There are a plethora of courses to choose from as one works through the completion of a Master in Information Studies Degree. One course that I took during my last year, *Information Professional Practicum*, was a perfect balance between these two schools of thought as it reflected both the theoretical and practical aspects of librarianship. In addition to class assignments and attendance, each student was also required to spend an additional amount of time working on a project(s) at a library, archive, or organization that required specific information systems expertise. I chose to do my placement at the Cedarbrae District Library, part of the Toronto Public Library system.

Under the tutelage of my supervisors, not only did I learn the basics of reference work and collection development, but was able to work closely with library staff in order to promote the Black and Caribbean Heritage Collection. This also gave me a close-up look at some of the real challenges that librarians today face on a day-to-day basis. More importantly, I learned that after graduation, I wanted to work as a public librarian. During those two short months I was encouraged to apply not only my practical training but also the theories that I had been taught at the Faculty of Information Studies.

The benefits of participating in a practicum placement are numerous for host locations and students. However, one initially thinks, while working for no monetary compensation, what's the point of doing this if you don't get paid? I have listed some of the obvious and not so obvious advantages to this symbiotic relationship.

Student

- Gains experience by learning new systems or skills to add to his/her repertoire. It's great to be at the top of your class but adding experience to that "A" will help you feel more confident and make you more knowledgeable.
- Get a referral, written and/or oral – keep in mind that sometimes company policies do not permit your supervisor to write a reference letter but they are usually open to granting an oral referral.
- Learn if this area of expertise is best for you. There are so many types of librarians. By participating in a placement you will find out if this one is right for you.
- Make networking contacts. As I've learned through workshops, it is important to network in this field. Meeting people helps you get the word out when you will be available for full or part time work. It also provides you with the opportunity to hear someone else's story and perhaps learn from their experiences.
- Gain a snapshot of reality. Sometimes it is difficult to comprehend what it is *really* like to be a librarian. A placement will reveal to you the ins and outs of the profession.

Host

- Pre-train a possible future employee. Consider this an opportunity to pre-screen a possible candidate. If this student should decide to pursue employment, s/he will already be familiar with some procedures and systems. Thus, less training will be required.
- Help the profession grow. Your contribution and tutelage will inspire others as well as encourage students to enter a particular field.
- Get a fresh, outside perspectives. Not only is this an opportunity to have an extra pair of hands but also an extra pair of eyes. Why not have a project worked on with a fresh perspective?
- Keep in touch with what the universities are teaching. Each year new dimensions and aspects are added to the Master's program. Why not keep abreast of these developments? Perhaps the student will know of some new books, articles, or databases that may be of interest to you.

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The five-minute media interview

One of the perks of being retired is the opportunity to laze in bed and listen to CBC Radio or watch the morning shows on television. We have done both lately, and have been struck by the many little things that can trip up the most experienced and well-prepared interviewee and spoil an otherwise interesting interview.

Handling the media properly is not an easy task. There is so much to think about: How do I sound? How do I look? Will I remember the wonderful points I have prepared and must share with the audience? Can I forget that there are hundreds of thousands of listeners, viewers? Can I be upbeat when the preceding news item was of a terrible disaster, or somber after a really cheerful story?

MediaSmarts is a presentation workshop that is popular among my clients. There are 30 points covered. The first point is to instill this most important tenet:

When having to do an interview no matter the medium you must prepare, prepare, prepare in every way possible. Here are a few missteps I have observed which I hope will help you in your preparation for your next media scrum.

It is not Larry King or Barbara Walters. Most interviews last three to five minutes. They are fitted in between the news, advertisements and are intended to be short quick, informative pieces of interest to people driving to work or eating breakfast. There was such a look of astonishment on this woman's face when the interviewer said: "This is so interesting, I wish we had more time to hear more. Thank you for coming." It really was interesting and I would have liked to hear more also, but this interviewee gave too much information to set the stage, so never got to the point.

Wow! You are brilliant! Will you share? This man was so prepared

that the interviewer asked one question and was bombarded with a flight of polysyllabic words in the professional jargon. His animation and body language clearly indicated his expertise and love of the subject. However, every effort made to ask for clarification was rebuffed as he overrode any attempt to stop him in mid-stream. Funny thing was that the four-minute interview was over and the interviewer looked as befuddled as I felt. He knew his subject and he had prepared it well, for himself and his colleagues, maybe.

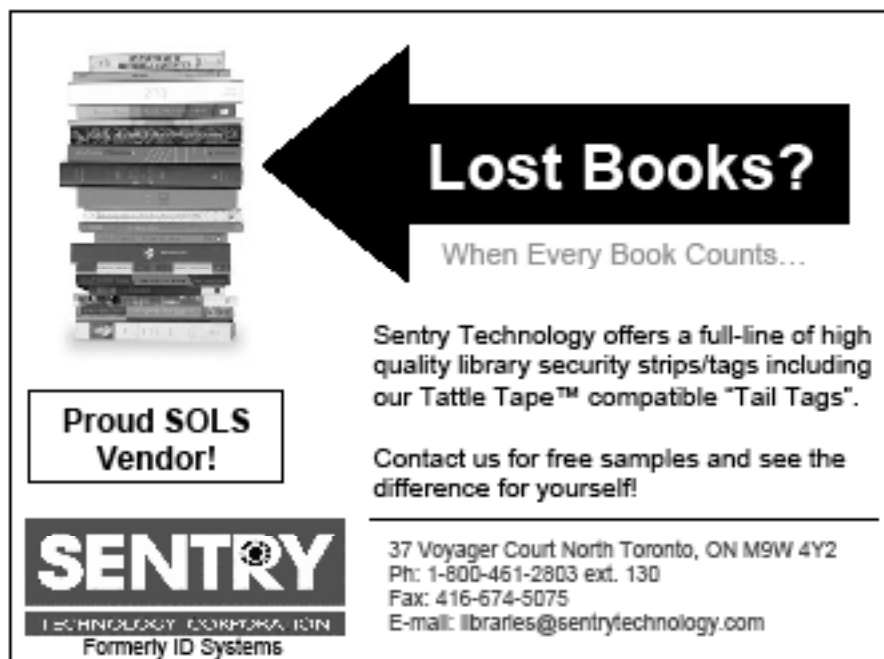
The rule of three is great...in context. This woman had taken to heart the advice to just take three major points and impress that on the audience. She prepared well, had her three major points and by hook or by crook she was going to stick with them. The interviewer tried to get her to expand on her points but every question was answered with the same three

Continued on page 66.

Continued from page 64.

In the case of my practicum placement, the experience was enjoyable, informative, and beneficial for my hosts and me. I am forever grateful for the opportunity to complete my placement at the Cedarbrae District Library. What started out as a simple course elective blossomed into a fulfilling career. I wish to thank Professors Rothbauer and Craig as well as Indranie Perara and Visnja Brcic, the individuals who made my placement most beneficial and memorable.

Rachelle Gooden is a recent graduate from the Faculty of Information Studies at the University of Toronto. She currently works for the Toronto Public Library and is considering pursuing a doctorate degree.



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major points. We certainly got the points, but lost the context and the foundation for them. And boredom set in after they were reiterated three times.

You don't have to gild the lily.

This man was well prepared. There were moments of brilliance, clarity and interesting new information. However, you had to wade through mud to find them. He had to surround each point by chatter of no consequence. As the interviewer posed his next question, you could hear the interviewee in the background finishing the question. He was so at ease with his subject, he knew the question before it was fully asked. Yet he never once answered directly. Succinctness was not his forte.

Fashion faux pas 1 – Female. The cut of the blouse was low but decent. However, whenever this woman wanted to make a point, she would lean forward and the blouse would gape. The twin peaks were not a pretty sight.

Fashion faux pas 2 – Male. He walked into the studio. He was dapper in a new blue pin-striped suit and nice tie. Then he sat and everything went awry. The buttons strained, he kept pulling at the jacket and half a yard of shirtsleeves was exposed when he folded his arms.

Have you had to give an interview lately? Have you had to help a patron with an interview? Maybe it is time to check out *How to@ your library@*

There is much to consider. I will explore this further in future columns.

Paula de Ronde is the former Community Outreach Coordinator of Toronto Public Library and OLA President 1992. She is now Principal, PDR Concepts and may be contacted at: deronde@netrover.com



Humour

LIBRARIANS REALLY ARE FUNNY

Weeding...

and Climbing Mount Everest by Footstool



Nazis in the Woodpile (1942). A Life Style Study of Hot Dog Users (1974). Men in Oil (date unknown). Transportation of Pigs from China: Proceedings of the Animal Air Transportation Association (1978). Managers and Their Wives (1971).

These are just a few of the titles no longer gracing the shelves of the McLaughlin Library at the University of Guelph. On May 10, 2005, we began the major undertaking of weeding the business and economics stacks (H-HJ) and on August 18, 2005 at 2:45 EST, and approximately 10,000 weeded books later, this job came to an end.

In the process, we covered many miles with book trucks and climbed the equivalent of Mount Everest by footstool. No matter the weather, we diligently combed the stacks, day after day, weeding out titles that were doing little more than help sink the library further into precambrian bedrock upon which The City of Guelph was founded. It got pretty gritty too, the closer we came to that bedrock. The books on the bottom shelves were camouflaged under soft feathery piles of dust, some of which had accumulated since 1964 when the library first struck roots upon this land.

Rest assured this was not just physical, monotonous labour – it also inspired some deep thoughts about the development of knowledge, the arrangement of the Library of Congress Classification System, and why weeding gives you the munchies. But, the biggest—and to be brutally honest—most distressing experiences of all, were those times when we would be humming along, weeding through books and books on textiles and suddenly, out of nowhere, find ourselves knee deep in the oil industry. Or else we would be engrossed in shelves and shelves of books on business correspondence only to abruptly careen into a book on trends in the packaging industry. Why did these subjects get placed side by side like this, with no buffer to signal the change?

A sympathetic colleague suggested we take note of these offensively sudden shifts and develop a series of books that could serve as a gentle bridge easing the weeder from one topic to the next. *The Library of Congress Transition Books Series*, she called it. So where presently *Business Fortran & Other Computer Applications* sits uncomfortably beside *Psychology and Psychiatry in Industry*, we could offer a book entitled *Inside the Mind of a Software Engineer*. The difficult leap from textiles to oil would be solved with *What to Wear on an Oil Rig* and what about a book entitled *Write your Way out of the Package Industry* for that awkward transition from business correspondence to packaging design?

The most disturbing incident, however, was the afternoon we found *Later Italian Painting from Titian to Tiepolo* wrapped with orange yarn, stamped “Withdrawn from the Peterborough Public Library,” and accompanied by the following note:

“A friend of mine bought this book at a library sale but it does not get the attention that it deserves. Perhaps you can love it more than I have.”

Unfortunately, our well-intentioned book fairy needed a lesson in library classification – leaving a book on some of the finest art in the western world (Dewey: 759.5 B64) in the mire of labour economics (LC: HD 5706. J33) will not get the book more love, but banish it from existence. Perhaps we should not be too hard on this thin little volume – after all, it was the only book on our shelves that had the privilege of being weeded from a library collection twice.

Robin Bergart and M.J. D’Elia are veteran weeders at the McLaughlin Library, University of Guelph.

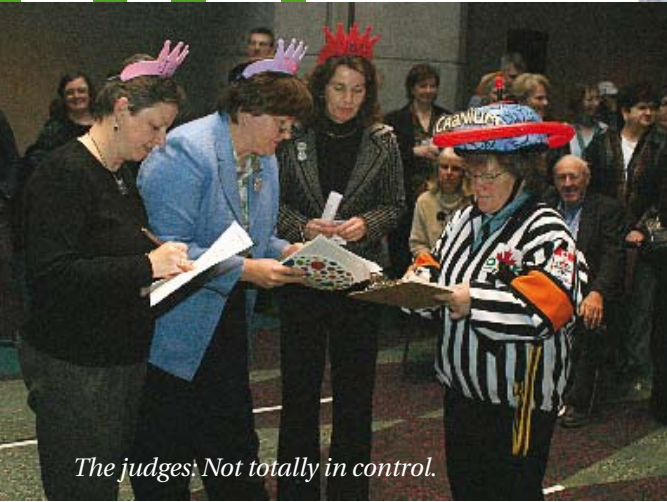
Robin Bergart and M.J. D’Elia



The Last Word



It's the last heat: Go for it!



The judges: Not totally in control.



*Al's Harem from London Public
totally in control*



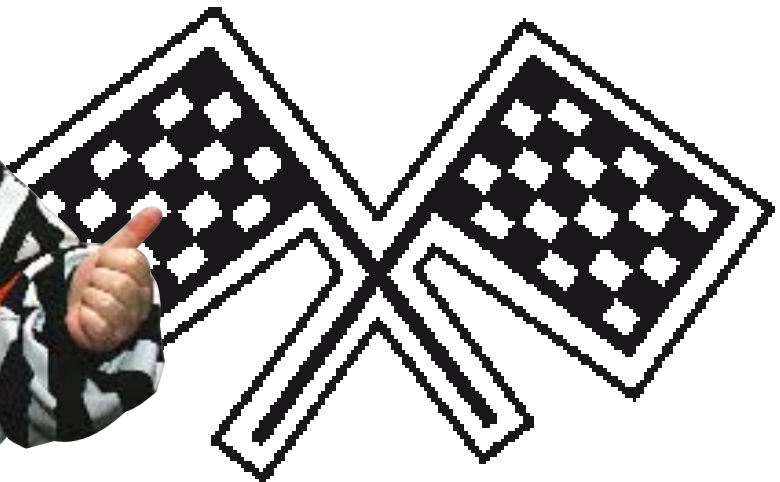
The fabulous emcee, Jaymz Bee

*OCULA was totally in control:
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