

ACCESS the magazine of Sola

SUMMER04

filling in the **gap**

The maelstrom of global and local events overwhelms our ability to understand. Evan Solomon discusses the role of libraries in helping users confront the challenges that engulf them.



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The Ingenuity Project, World Issues and Libraries

Edited from a speech given by Evan Solomon

Evan Solomon has joined forces with Andrew Heintzman to form The Ingenuity Project, which is based on the ideas of author Thomas Homer-Dixon in his Governor General's Award winning book, *The Ingenuity Gap*. At the 2004 Super Conference, Solomon discussed the Project, the ingenuity gap and the responsibilities librarians hold. This article has been edited from his speech.



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Building A Better Library Web Site

By Ian Hunter

The Ottawa Public Library has even more visitors than its local casino! As impressive as this seems, the walk-in traffic represents only a small percentage of the library's business. The library's Web site enjoyed 120 million hits in 2003... Ian Hunter tells us why.



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Consortium Profile: The Bibliocentre

By Eva McDonald

The Bibliocentre has been called "the best kept secret" of the Ontario colleges, even though it's been in operation for 35 years! Thanks to Eva McDonald, the secret is finally out...



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The Public Workstation Challenge: Build It and They Will Come

By Allan Laporte, Sarah Gentles and Linda DelGrande
Authors Laporte, Gentles and DelGrande present case studies of two very different approaches to the public workstation challenge. Both are positive methods for delivering excellent customer service.
















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Photo Essay

The OLA's 2004 Library Building Awards



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Host of CBC's Sunday two-hour news program and of CBC NewsWorld's extraordinary Hot Type series, Evan Solomon is among Canada's most watched commentators. His speech at the 2004 Super Conference has been edited for publication (see page 14).

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Ontario Snapshot

LIBRARY NEWS, PROGRAMS AND RECOGNITION



Gordon McGregor Students Take Reading Challenge

The concept of a reading caterpillar was developed at Windsor's Gordon

McGregor Public School to encourage students to read more in their spare time.

The caterpillar made its debut last September and library circulation has increased 30 per cent. Students have been seen reading in the lunchroom, on the playground and on the school bus. The project's initial goal was for students to read 100,000 pages in the first year. This level was achieved in the first week of November. Students had read a total of 467,000 pages by the third week of April.

Called *Chapter McGregor* by the students, the caterpillar fills the school's halls. The students fill out a simple reply sheet when they complete a book consisting of book title, author, pages and the students' name and grade. A display circle is then mounted on the hallway wall that links the main and upper floors, creating hallways of learning. A group of dedicated parent volunteers tabulate the number of pages for each class and student on a daily basis.

New Funding for Burlington Public Access Computers

Burlington Public Library recently received funding from the Sustainability of Public Internet Access 3 (SPIA3) program in the amount of \$24,000. The funds will be used to replace aging public access computers at the Tansley Woods Branch and add new computers at the Aldershot, Tyandaga and New Appleby Branches. This funding is available through an agreement between Industry Canada and the Ontario Ministry of Culture. It recognizes the key role public libraries play in providing access to the Internet and the skills to use it effectively to achieve social and economic goals including the exchange of information, business transactions and access to government programs and services.

Markham's Roving Information Service

Markham Public Libraries recently launched an Information Navigator service model in which staff rove the library and proactively offer assistance to customers. By going to where its customers are throughout the library, MPL strives to enhance the customer's experience, offering point-of-use instruction and actively discovering and satisfying customer needs.



Recognizing that knowledgeable, confident staff was key to this new customer-focused approach, extensive training was provided prior to implementation of the service model. ID badges were distributed to all MPL staff to ensure customers can readily identify staff, and to increase customers' sense of safety and comfort when approached by a staff member.

Scheduled roving and off-desk times have allowed staff to focus on the customer, creating maximum value in each interaction. Many staff have moved beyond scheduled roving, and have begun to incorporate roving as a natural part of their customer service delivery. Feedback from customers has also been positive, with customers commenting that they felt empowered by the information gained, or, simply, that they felt appreciated as staff approached them and asked, "How is your search going today?"

For more information, please contact Deborah Walker, Manager, Library Strategy, <dwalker@markham.library.on.ca>

Mississauga Libraries Get Corporate Boost

The Friends of Mississauga Library have received a \$6,490 Starbucks Foundation grant, which will be used for Mississauga's new Cooksville Branch Library. The Cooksville Branch will serve a community that has not had a local library facility for almost two decades. Meanwhile, Mississauga-based Assured Logistics donated 1,300 units valued at \$64,000 to the new Cooksville Branch's materials collection. This is the largest donation ever received by the library.

Continued on page 6

Celebrity Stacks Project Revived

What is Margaret Atwood's favourite book? Does Moses Znaimer actually read novels? What does Paul Martin read before he goes to bed? Mississauga's new Celebrity Stacks Project invites Canadian and international celebrities to donate their favourite book to a special permanent display at Mississauga's Central Library. William Li, 17, chairperson of the Mayor's Youth Advisory Committee, says: "This endeavor will reignite excitement about reading among Mississauga's youth and citizens of all ages. The synergy of young people and celebrities working together to promote literacy is truly unprecedented in this city."



Grimsby Debuts Library and Gallery

Hundreds of people dropped in at the opening of the new Grimsby Public Library and Art Gallery. They marvelled at the new structure with its vaulted ceiling, glass walls and bright colours. Shire Tilbe, Irwin, & Partners of Toronto designed the modern building with room for 75,000 volumes, 18 public computer workstations, a fibre optic connection to the town network, lots of quiet study space, and comfortable chairs for reading in front of the fireplace. The art gallery has state-of-the-art climate controls which create a balanced environment for the art. The building is 21,000 square feet and costs approximately \$5 million. The 1911 Carnegie Library next door will be retained and a new use found for it.

Findley's Theatre Collection Donated To University of Guelph

Novelist and playwright Timothy Findley's extensive personal collection of theatre memorabilia is being donated to the University of Guelph. "I'm giving our memories of Canadian theatre from the past 40 years to the university's wonderful theatre archive," said William Whitehead, Findley's partner. A Guelph honorary degree recipient who made frequent visits to the city, Findley died in 2002. He felt a strong attachment to U of G, said Whitehead. Findley and Whitehead met through the theatre in 1962 and kept all the costume designs, set designs, production photographs and props from the plays they were involved in. The collection covers most of the walls in their Stratford condominium. The entire collection, with the exception of a portrait of Findley,

has been donated to U of G, although it will physically remain in Whitehead's home as long as he lives.



Thunder Bay Library Partners with Transit

In order to make it easier for school classes to visit the public library, Thunder Bay Public Library developed a partnership with Thunder

Bay Transit in the fall of 2003. The partnership allowed teachers to obtain a free pass for themselves and their students to travel to the library by city bus. "We wanted to remove any financial barriers which might have made such a visit difficult to do," say library officials. "As a result, we have seen a sharp increase in the number of school visits to the library." Visits to the library between September 2003 and March 2004 totalled 71 classes—an increase of 82 per cent from last year. This amounts to 66 per cent more students who visited the library with their school and were introduced to library services and programs. Travelling by city bus also gave the students an opportunity to see the route which they could take from their neighbourhood to the nearest branch of their public library. The partnership, which benefits students from JK through grade 8, has been renewed for the 2004/2005 school year.

New Archives and Research Collections Centre at University of Western Ontario

The University of Western Ontario's new Archives and Research Collections Centre (ARCC) has developed a system to deal with space and storage constraints. Its multi-functional facility has a total storage capacity of the equivalent of 1.6 million volumes or approximately 80,000 cubic foot storage boxes. In a departure from the traditional method of storage arranged by call numbers, books are instead grouped together on trays by size. These books are linked to the barcode displayed on the tray, making for easy retrieval.

A secure and controlled environment, the ARCC protects the Western Libraries' rare book collection and the archives of University's 125-year history. It houses a collection central to the history of London, Middlesex and surrounding counties, including the London Free Press Collection of Photographic Negatives (1938-1992). These 1.6 million negatives, along with other sensitive materials, are preserved in refrigeration units.



Ontario Snapshot

The ARCC supports other university collections, housing and providing retrieval service for low- and medium-use materials transferred from the full shelves of Western's six other libraries. This transfer has created an additional 700-student study spaces in the two largest libraries on campus, The D.B. Weldon Library and the Allyn and Betty Taylor Library. The ARCC offers central records management storage and retrieval services to the various departments on campus.

The ARCC has a Reading Room, a comfortable space where the public can research items from the rare and special collections. At the entrance to the Reading Room is The John A. Schweitzer Gallery, which features exhibits from the Archive's holdings and guest exhibits from the community.

Friends of Orillia

Friends of the Orillia Public Library successfully applied for and received a grant of \$4,000 from the Community Wellness Program of Casino



Rama to purchase Large Print Books and materials related to modern aboriginal life. Chair Catherine Dowd accepted the grant on the behalf of the Orillia Public Library. (Pictured from right to left Evelyn Johnstone, President of the Friends of the Orillia Public Library, Sherry Lawson, Director of Public Affairs and Corporate Relations for Casino Rama and Catherine Dowd, Chair of the Orillia Public Library Board.)

New Talking Book Experience at CNIB

The CNIB Library is now producing all-new audio books and magazines exclusively in digital format on DAISY CD and online at The CNIB Digital Library. The library will stop producing audio books on cassette tape, although the existing collection of taped books will circulate until late 2006.

Brockville Celebrates History

The Brockville Public Library, celebrating its 100th birthday, is presently in the midst of a One Book One Community project. This literacy project celebrates a new writer and the traditional linkages of public libraries with the community, its authors, its publishers and its bookstores. On the recommendation of Russ Disotell at Leeds County Books, library staff selected *A Violent*



Maggie answers questions

End by Maggie Wheeler for the project. The book is a murder mystery set in the area of the Lost Villages at the time of the building of the St. Lawrence Seaway. Contemporary action takes place at Upper Canada Village and in the new towns that were created when 6,500 people lost their homes, farms and communities and were relocated between 1954 and 1958. The author conducted several talks with the community, a bulletin board near the library's main entrance advertised the project, and there were articles in city and area newspapers.

Open for Business

The new Peter F. Bronfman Business Library, for the first time in the history of York University Libraries, brings the majority of the business collection into one library with staff dedicated to supporting the teaching and research of all business-related subjects.

A Bloomin' Celebration at Brantford P.L.

Brantford Public Library's spring tradition continued to bloom as it held its celebration of Canadian authors and books on April 24th. In recognition of Canada Book Day, the library gave out begonias with a small Canadian flag to the first 300 customers. Adding to the celebration was a spirited reading by 2004 Silver Birch winning author Michael McGowan. Mr. McGowan read from his debut novel, *Newton and the Giant*.

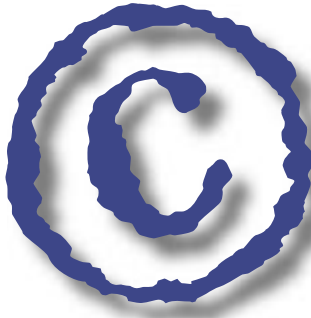
COOL Expands e-Book Collection

More than 1,300 titles have been added since December 2003 to the COOL e-book collection. With the titles in the original 2001 purchase, the collection now has more than 4,500 items, excluding public domain works. Of special note, the acquisition includes 80 high demand IT Centre titles, the McGraw-Hill Business Books package of 154 titles, 64 Rosetta fiction titles and 48 Bloom's Notes titles.



Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION



Copyright ©

The controversial copyright clause that had made the Library and Archives of Canada legislation unexpectedly contentious was removed in the final stages of the bill going through the Senate in April. As reported in the last *Access*, the court ruling on photocopying being done for clients of the Law Society of Upper Canada was seen as a very good thing. Since then, the court ruling refusing music companies access to the records of those sharing music over the Internet has been seen as a setback, spurring government authorities to move the agenda up on implementing WIPO protocols, a development that is not seen as good for copyright users. Bernard Katz, OLA's Copyright Chair recently reappointed to the CLA Copyright Committee says that in spite of clear presentations by the library community, recently reinforced at consultations by CLA, the government is not listening and irreparable damage is about to be done.

School libraries

The Ontario Coalition for School Libraries is now up and running. 2003 OLA President Liz Kerr is co-chairing with Katherine Mitchell from Tundra Books. The core steering group is made up exclusively of people outside the school library vested interest. A "shadow" group composed of key school library personnel will provide expert advice. A still larger group of people interested in the issue will be tapped as strategies are developed. A survey to determine the present state of school libraries in Ontario was immediately put in motion to provide substance to press releases and press conferences surrounding the release of People for Education's 2004 Tracking Reports. The group used school libraries as their centre piece in the elementary press conference in which OLA Executive Director Larry Moore participated.



Caption: The Ontario Coalition for School Libraries inaugural meeting (from left to right): OSLA 2004 President Roberta Henley, 2003 President Esther Rosenfeld, People for Education's Annie Kidder, OLA 2003 President Liz Kerr, Tundra Books' Catherine Mitchell, OLA Executive Director Larry Moore. Also in the founding group but not in this picture are the Organization of Ontario Book Publishers' Julie Forde, the University of Guelph's Janet Kaufman, OLA Distinguished Service Award winner Sya Van Geest, Ontario Digital Library Planning Group Chair Peter Rogers, Tim Gauntley, Virginia Davis from S&B Books, People for Education's Kathryn Blackett, Toronto Public Library's Katherine Palmer and the Canadian Coalition for School Libraries' Helena Aalto.

The Ontario Digital Library

Meetings are complex and plentiful as more and more government agencies ask for presentations. Catherine Henderson, former Information Officer for the government's Culture cluster (education, culture, colleges, universities), is now advisor to the volunteer group continuing to bring this key project affecting all libraries in Ontario forward. Government budget priorities are said to include the ODL project but details were not available as we went to press.

Mentoring

A year-round mentoring program for OLA members was the subject of a meeting in May that attracted wide association interest. Those answering Larry Moore's request to come include some of our most experienced members through to recent graduates. In a separate development, former Dean of the Faculty of Information Studies Lynne Howarth has indicated that she will be endowing a mentoring scholarship as a sign of her appreciation of OLA's contributions to the profession.

Literacy: The OLA's Forest of Reading programs

The first meeting of the new Reading Council (the chairs and vice-chairs of all steering groups and selection committees) was a great reflection of the commitment and effort of these volunteer members. The meeting analyzed and further streamlined changes that have been put in place as a result of the recently completed reading program review. Voting and award ceremonies for the five programs transpired from late April to mid-June. A new task force to start a sixth reading program for adults



Norah McClintock holds the 2004 Red Maple Award which she won for Hit and Run.

began its planning for a 2005 debut. The first meeting had an excellent turnout from libraries across the province, mostly people new to OLA programs; there was considerable excitement about how this program for adults can be given a different look from other reading programs currently in public libraries. A senior high school program piloted this year by OSLA is going into a review this fall focusing on how it was rolled out in different libraries this year. It is not part of OLA's Forest of Reading program at this time and there is no immediate intention to adopt it.

The Partnership

As a result of discussion and endorsement at the February Board meeting, OLA staff met with staff from the B.C. Library Association, the Library Association of Alberta and the Saskatchewan Library Association to agree formally on the sharing of the Education Institute and The OLA Store. Agreement was reached on what is being called The BCLA-LAA-OLA-SLA Partnership or The Partnership for short. A Web site has been established at www.thepartnership.ca. The Education Institute Web pages are being transferred there from the OLA Web site and are being redesigned to reflect the new relationship. The transition should be complete by summer. Expectations are that each province will, in return for marketing, local trouble-shooting and receipt of mail-based registrations, receive a percentage of profits generated by the registrants in that particular province. For running the Institute, OLA will receive a percentage to cover the management and development of sessions. All provinces are currently working in committees to identify content for the 2004-2005 year. An excellent program is just going to get better.

The Education Institute

The Education Institute is just completing its most successful quarter to date. The popular Audio Connections programs expanded their audiences three-fold and the online programs eventually became too large and were capped. The stand-alone, two-day Teen, Big Ideas Now! conference attracted the widest audience yet, with more than 160 delegates, some from the East Coast, the Northwest Territories and four American states. A two-day conference will be a regular feature of each spring and fall. The 2004 fall conference will be on partnerships while the 2005 spring conference will be on children's services.



Caption: Big Ideas, Now! Planning Committee (from left to right): Susan Kernohan, Laura Reed, Lisa Heggum and Dawna Rowson

Research projects receiving funding from OLA

The 3Rs project delivered a draft report, "The Future of Heritage Work in Canada," to the CLA, the Canadian Council of Archives, ASTED and the Canadian Museums Association. The 320-page document appears on the CLA Web site where it can also be learned that a public program was held in March to discuss its implications. Surveying of individual staff in libraries coast-to-coast is now underway.

**To keep up-to-date
on your association's
activities and on news of
interest to librarians and
information professionals,
read the Headline Stories
at the OLA Web site,
www.accessola.com**



The World Outside

OBSERVATIONS ON NATIONAL AND INTERNATIONAL LIBRARY EVENTS AND PROGRAMS

THE ROLE OF THE LIBRARY COMMUNITY IN PROFESSIONAL EDUCATION FOR LIBRARIANS

THE RELATIONSHIPS BETWEEN SCHOOLS OF LIBRARY AND INFORMATION SCIENCE AND THEIR LOCAL PROFESSIONAL COMMUNITIES VARY FROM UNIVERSITY TO UNIVERSITY, WITH SOME SCHOOLS MAKING EXTENSIVE USE OF PRACTITIONERS TO TEACH, MENTOR, ENCOURAGE STUDENTS AND ASSIST IN DEVELOPING A VISION AND PLAN FOR THE FACULTY. DEVELOPING SUCH RELATIONSHIPS IN ORDER TO BENEFIT FROM THE VALUE THEY BRING WAS EXPLORED IN A RECENT LIBRARY OF CONGRESS PANEL DISCUSSION, ENTITLED LIBRARY AND INFORMATION SCIENCE EDUCATION IN NORTH AMERICA: BRIDGING THE GULF BETWEEN EDUCATION AND PRACTICE.

Held as a cybercast at the University of Toronto's Faculty of Information Studies, the six panelists from a number of leading library and information science programs in United States and Canada (including Dr. Ken Haycock from the University of British Columbia), encouraged individual schools to find ways to invite and involve their local library communities in their activities.

A number of the panelists suggested that schools should make practitioners an integral part of the teaching component of the school, hiring them as instructors for individual courses or to be part of the faculty for a year or two as visiting professionals. This recognizes that the professionals from the library and information community can bring to the schools enthusiasm and energy and up-to-date knowledge of activities in the field.

A key role of practitioners is to develop within schools an understanding of needed competencies and skills for students. A number of library associations and government agencies have produced excellent competency statements (see Competency Statements) but greater recognition of how the competencies are being applied in libraries and how these can change over time are important as schools consider future programs.

The University of Toronto Faculty of Information Studies is currently preparing a new academic plan. Given the fact that prominent libraries and library schools in the U.S. and Canada are reconsidering their relationships with local practitioners, it is expected that the Ontario library community will want to consider the University of Toronto's plans for the coming years under the leadership of the new Dean, Dr. Brian Cantwell-Smith.

A number of FIS working groups are focusing on key areas in the planning. These working groups include looking at FIS's full range of educational offerings; its use of information technology; individual and collaborative research projects and research needs; and FIS activities, such as lectures, reading groups and the physical building. Much of the planning is based upon an interesting document written by Dean Cantwell-Smith. Known as the "Chartreuse Paper," the document presents a number of engaging—and sometimes controversial—ideas for the future of the Faculty, <<http://www.fis.utoronto.ca:8080/~plan2004/login>>.

A central theme discussed in both the FIS planning documents and in the Library of Congress cybercast is that library and information science education should become more interdisciplinary. This recognizes the pervasiveness of information and information management in all academic disciplines and in the work world, making it imperative that future library and archival programs broaden their reach and exposure, allowing students to tap into, understand, and contribute to the investigation of documentary and information practices within universities, organizations, communities and people.

As the practitioner instructor for FIS's special libraries course (Management of Corporate and other Special Information Centres) for the past two years, I have been delighted to find the changes in the students and the curriculum since I graduated 20 years ago. The students are a diverse group, coming from a variety of cultures, backgrounds and work experiences. Their ambitions are as varied as they are. Some enter the program with clear goals in mind. Others are looking for a set of skills and are delighted to find that libraries can offer them a workplace than can combine their interests in research, public service and technology in interesting and challenging ways.

One of the most important parts of the special libraries course is its practicum component, with students undertaking projects in corporate, law, academic, government and not-for-profit libraries. The success of this practicum experience that has benefited both students and libraries underlies the importance of the panel discussions of the Library of Congress cybercast. Key to the education of our students and to strengthening and supporting the need for libraries in our organizations and communities is recognizing the unique skills that graduates from our university and college programs bring. Just as each of us can benefit from bringing students into our workplaces, so

too can schools benefit from having practitioners involved in a more formal and intensive way.

The early drafts of the FIS plans that have been made available on its Web site <www.fis.utoronto.ca> are quite silent on the relationship between the school and the Ontario library community. However, feedback on the plans, particularly that received from students, have clearly indicated the desire (and need) for courses that revolved around real world work projects, such as practicums. It is hoped that with this encouragement and with interest from the library community FIS will seek to more fully integrate practitioners into the faculty and find a way to meet the needs of students for practical work experience.

The education of library professionals and technicians is key to the future success of each of our libraries. It is imperative that each of us play an important and strong role in helping our schools to identify the skills and competencies that we need now and in the future. OLA members are encouraged to become more informed about what FIS and our other educational programs are teaching and how they are using members of the library community in preparing and moving our library university and college programs forward.

Vicki Whitmell is Executive Director of the Legislative Library, Ontario Legislative Assembly.

Competency Statements

Below are a few examples of the large number of professional national and international library associations and government organizations that have developed competency statements for those who work in libraries. Some of the statements are focused on a type of library or a type of library service. Others are more general in highlighting the skills that all of those who work in libraries need.

These statements are important for employers seeking to understand the skills that are needed in libraries, both now and in the future. The statements should be considered in the development of curricula for library education programs.

American Association of Law Libraries. Competencies of law librarianship. <www.aallnet.org. (accessed April 8, 2004)>

American Library Association. Competencies for librarians serving youth. <www.ala.org/ala/yalsa/professionaldev/professionaldevelopment.htm> (accessed April 8, 2004)

Association for Teacher-Librarianship in Canada and Canadian School Library Association. Students' information literacy needs in the 21st Century: Competencies for teacher-librarians (1997). <www.atlc.ca/Publications/Competencies.pdf> (accessed April 8, 2004)

Cultural Human Resources Council. Information resources management specialist's competency tool kit. <www.culturalhrc.ca> (accessed April 8, 2004)

Special Libraries Association. Competencies for information professionals (Revised June 2003). <www.sla.org> (accessed April 8, 2004)



A FOND FAREWELL TO ROCH CARRIER

The Library and Archives of Canada exists for real. In announcing that Ian Wilson will be the acting Librarian and Archivist of Canada, the library community bids a fond farewell to National Librarian Roch Carrier.

Starting in controversy because he was not

educated as a librarian, Carrier proved to be a champion and ambassador for libraries everywhere he went. He revitalized an invisible institution and his efforts on behalf of school libraries were stellar.

BOOKS ON THE RAILS

Mexico is library and book-minded these days and certainly thinking outside the box. Anthologies of essays, stories and poems by Mexican writers are being provided free in all of Mexico City subway stations. The project is aimed at lowering crime and increasing literacy. The

idea is that you would pick a book up when you get on the subway and drop it off when you finish your trip. Mexico is also planning an expansion of its National Library.

REGINA PUBLIC LIBRARY TAKES A BREATH

Regina Public Library's decision to close its Art Gallery and three branches to allow it to meet its greatly reduced budget after a tax change has garnered huge attention in the national press. The Friends of the Library threatened to sue the library and citizen groups have argued the case for months. The municipal council and the library board have been the target of most of the upset. The situation has acquired some breathing space as a review to come down in October gets done. In the meantime, the facilities are being kept open by dipping into reserves.

REBUILDING CULTURES UNDER ATTACK

The British Council has organized a major restocking and expansion of libraries in Iraq's educational system. Ten tons of books and journals were collected from British universities, publishers and businesses for academic libraries in Baghdad and Mosul. Three students at the Manitoba Medical School are trying to replace books at the Kabul Medical Institute. The University of Manitoba Library is reported to have donated \$10,000 worth of books and other Canadian universities are said to be joining in the effort.

@ YOUR LIBRARY GOES EAST

The Atlantic Provinces Library Association has signed ALA's International Registered Trademark Agreement and has started to use @ your libraryR with east coast libraries of all types. OLA's Margaret Andrews and Jefferson Gilbert were at the APLA Conference in May to show what Ontario has done and the products that are available to support the program.



View from the Top

LIBRARY LEADERS COMMENT ON THE PROFESSION AND THE FUTURE

Give them what they want so you have an opportunity to give them what they need!

By Carol Koechlin

Carol Koechlin recently retired as an Instructional Leader for the Toronto District School Board. She is a popular conference presenter and workshop leader. Carol and her co-author, Sandi Zwaan, have dedicated their careers to helping students become better readers, writers and researchers. Their work has been recognized both nationally and internationally. They have co-authored five books on the teaching of information literacy and have written many articles for professional journals. Carol can be reached at <koechlin@sympatico.ca>.

During the past year I have had the privilege to meet and work with many talented school librarians from many parts of Canada. Not one of those teacher-librarians told me that they had all the staffing, time, resources and technologies they needed to do the job they wanted to do. Far too many of them were juggling several roles in the school, too many at the elementary level are tied to covering planning time only for classroom teachers, and almost all are struggling with budget cuts. The stories about inadequacies would fill many sad volumes.

Yes, we do have a crisis in school libraries across this country and we thank Dr. Ken Haycock for bringing all the issues to light in his brave and comprehensive work, *The Crisis in Canada's School Libraries: The Case for Reform and Re-Investment*. In spite of this crisis or perhaps it is because of it, the school librarians I talked to remain resolute in their desire to help students succeed. These positive vibes and the professional pride that I have had the pleasure to witness first-hand give me encouragement and direction.

I want to share with you a theme that I see building in the school library world. The most successful teacher-librarians I have met in the past year are those who are very good at listening to the needs of their teachers, students and school community. They are excellent observers and creative in their ability to fill gaps they have identified in the teaching and learning process. They do not see themselves as isolated within four walls, but rather as the designer of a physical and virtual oasis of experiences for every classroom and individual. These teacher-librarians are very adept at figuring out what matters to teachers and what counts with administrators. They find ways to use this new agenda to design experiences that will make a difference for kids.

Based on the stories these inspiring teacher-librarians told me, I found some common threads or entry points where they were able to impact on learning in their schools.

They told me that classroom teachers perk up their ears when they hear that the teacher-librarian can help with reading literacy, integration of ICT, implementation of content curriculum and the design of research projects, especially if you can help reduce the threat of plagiarism. The one important area that is missing from the classroom teacher's agenda is the overt teaching of information skills. The



successful teacher-librarians will go with what the teacher wants and weave in what they know students need. They realize that they can't teach information skills if they don't have the students in the library. So what seems to work?

- **Increase the amount students read**

Support all literacy initiatives. Make sure you are at the table even if you did not formally receive an invitation to the party. Help students to experience a balanced literacy program. Return "reading for pleasure" to the school menu. While others engage in building reading skills your role is to develop the reading habit. Provide a rich variety of reading materials, teach students how to get the most from information text, provide access to a bank of online resources, and make sure there are lots and lots of reading materials in the classroom and in the home that circulate from the school library.

Consider David Loertscher's query: How empty are your library shelves? Facilitate book clubs, provincial reading programs and sustained silent reading. Develop a partnership with the local public library; literacy is a "library issue." Become very familiar with your district and provincial literacy documents and initiatives. No doubt, the school library, the largest literacy classroom in the school will not be mentioned in these literacy visions. Continue to fight for inclusion but don't lose heart. You know the importance of what you do. Look for what is missing for students and teachers and devise ways to fill the gaps.

- **Support content curriculum**

The expectations in the content areas are both numerous and onerous. Teachers often need help locating appropriate resources to facilitate their programs. This is the perfect opportunity to provide added value to the support you give them. Offer a needed skills lesson designed specifically to enable

the content expectations teachers are working with. You are not only giving your teacher a lift but also boosting student achievement.

- **Integrate ICT**

Infuse information technologies and information skills instruction into lessons and units wherever they may enhance student achievement. Avoid teaching computer skills and information skills in isolation just in case students might need these skills some day. Make it your business to know what units are being taught in the classroom. Give teachers what they want in terms of resources and Web sites then devise ways to get them in the library and carve a niche to teach what you know students need to be successful. You can't get them in for every project so provide some of what students need with virtual scaffolding on your school library Web page.

- **Be a team player in project design**

All teachers give their students projects. Teacher-librarians need to be part of the design to ensure that information skills as well as content are taught and assessed. Make sure information skills are part of the rubric, part of the plan to be successful. Help teachers to think about the importance of process. All teachers are concerned with plagiarism; you, the information specialist can help. Offer workshops to help avoid plagiarism to all teachers and classes. How about a workshop for parents too? Seize the moment when these opportunities present themselves and enjoy your success.

What is success in the school library world? In my view, success for teacher-librarians occurs when they contribute to the success of students and teachers in daily teaching and learning experiences. Part of enhancing student achievement is enhancing the learning experience in the classroom day after day. Teacher-librarians have two chances to

make a difference in their school, directly with students and indirectly by giving teachers what they want and what they need to implement curriculum. Many of the teacher-librarians I've talked to consistently underestimate the impact and the importance of what they do. Little wonder when they are immersed in a never-ending struggle for survival.

I celebrate the fact that in spite of all the cutbacks we can still enjoy testimonials from talented teacher-librarians across Canada who are doing wonderful work in their schools. I would now like to see these folks engage in Action Research or some other form of Evidence-Based Practice and empower themselves and their profession with their grassroots research.

Let's try a little What if...? exercise. What if teacher-librarians could provide evidence of the daily and collective impact they have on their school? What if they started to document their success stories? What if they formally and informally shared their evidence of success, all the hard data such as exemplars of student work, units and lessons, video documentation, reflections from students and teaching partners, and circulation statistics, etc.? What if teacher-librarians could irrefutably prove that what they do improves teaching and learning in their school?

What if we backed up all our advocacy efforts in Ontario with concrete evidence of success? Would more decision makers take heed?

Let's find out!

The Ingenuity Project,

world issues
and libraries



Edited from a speech given by

Evan Solomon

@ Super Conference 2004



Evan Solomon, co-host of CBC's two hour news magazine, CBC News: Sunday, and host of the extraordinary Hot Type series on CBC NewsWorld, has had a spectacular career. He first gained national prominence as co-founder of Shift, the award-winning magazine about technology and culture, for which he was editor-in-chief from 1992 to 1999. Evan hosted a PBS co-production called Masters of Technology, a series that examined the ideas and lives of some of today's most influential innovators.

He has worked as a journalist and writer for publications throughout North America and Asia, including *The Globe and Mail*, *The National Post*, *The Toronto Star* and *The South China Morning Post*. He authored a novel, *Crossing the Distance*, in 2000 and is about to release his first children's book, xxx.

In 2000, Evan Solomon was the Elizabeth Ann Cummings Lecturer, touring the province and providing a spectacular launch for the OLA's 100th Anniversary year. In 2001, Solomon's friend, Thomas Homer-Dixon was a plenary speaker introducing the library community to *The Ingenuity Gap*, the subject of his Governor General's award-winning book. In 2002, Evan Solomon joined forces with Andrew Heintzman to apply the concepts Homer-Dixon was espousing to real-world problems. In 2003, they launched *Fuelling the Future*, the first think tank in what has become the Ingenuity Project.

In 2004, Evan brought these developments to Super Conference. This article has been edited by *Access* from the remarks he made to the 1,500 member audience. Evan would have preferred to write a proper article for OLA members, but, lacking the time to do something for us at this time, he was kind enough to approve this distillation of his thoughts.

Our world is experiencing rapid and fundamental change on many levels: political, environmental, social and technological.

Climate change; Sept. 11th; stock market bubbles and bursts; energy wars; water scares; crumbling involvement in democracy: these are all examples of how the pillars of our social and political world are either crumbling or in dramatic transition.

As our world changes, our problems become more numerous and the solutions to those problems become harder to find. There is a desperate demand for ingenuity to solve these problems.

But innovative solutions do exist and are being developed and implemented as we speak. There is a new generation of thinkers, inventors, visionaries and engineers who are already beginning to supply the kind of ingenuity needed to solve the world's problems. These people have practical solutions to seemingly intractable problems.

The Ingenuity Project brings these people together to discuss, debate and share their ideas and views. The discussions they have will help make sense of the chaotic changes the world is experiencing and lead to new ideas that can address seemingly impossible problems.

About seven years ago, I met Thomas Homer-Dixon. At the time, he was explaining the concept for his upcoming book, *The Ingenuity Gap*. His thesis was that the world is getting much more complicated and societies must try to solve the problems that are arising and not ignore them; his solutions were possible if the problems were viewed through the lens of ingenuity. If we cannot supply ingenuity to meet our ingenuity demands, then the result is an ingenuity gap.

Homer-Dixon outlined two types of ingenuity: technical and social.

Technical Ingenuity

Technical ingenuity includes machines, lights, cam-



eras, engines, etc. There are great examples of this type of ingenuity that have helped solve our problems. In the late 1800s, for example, when populations around the world were exploding, Malthusian theorists were saying we'd never be able to feed our growing population because we wouldn't be able to supply them with enough food. In response, a couple of German scientists came up with a way to produce nitrogen artificially. (Nitrogen, which occurs naturally in soil, is a chief element in our fertilizer. Since, not enough nitrogen was present in the soil, we couldn't grow more food.) Their invention — artificial nitrogen — now fertilizes our food. This is the most significant development of the turn of that century because now we produce as much nitrogen as Mother Nature. This invention allowed us to convert the Prairies into the breadbasket of our nation, and it is the same in other parts of the world as well. That piece of ingenuity also allowed the world to explode in population.

Social Ingenuity

Social ingenuity is more difficult to explain. Social ingenuity comes through social institutions such as ideas, laws, rules of law, political institutions — institutions that help us pass good ideas from one place to another. Now some societies, like Canada, have great institutions. We are a society with a good rule of law. We have high literacy rates although we can talk about the five million Canadians who don't read, four and one-half million that are illiterate, which are shocking as statistics. But, in spite of this, we clearly have the base of social ingenuity.

But a place such as Sierra Leone, or any developing nation, has huge ingenuity gaps. They may have great technologies but are unable to implement them because they don't have social ingenuity. They don't have good institutions, stable government, high literacy rates. Those are social ingenuity problems.

Definitions are important when trying to understand the world but they can be difficult to formulate. As librarians, you

likely understand more than most. You are keepers of the culture. But, how do you determine the value of reading? What is the value of the experience?

We read books such as the Gutenberg Elegies that sound reasonable, but their theories don't seem to work when we're talking to a conservative government. What is the value of culture? It's difficult to define.

Homer-Dixon defines culture as a set of instructions that a society passes on from one generation to the next — instructions on how to live. That is especially important when cultures break down and we don't understand how to pass on what one generation has learned — our values, what's good and what's bad, how we should treat people. When our culture breaks down, there is a cultural war. As a result, the instructions that are passed on through our social ingenuity structures — our libraries, our schools, our families, our television sets, our books — really matter.

Think of ingenuity as a set of instructions. I believe there is a daily battle over which instructions we should pass on. If you think about it as an instruction manual, culture is a practical thing. It is a manual on how to live and what a society ought to do to get better.

The Ingenuity Project Andy Heintzman and I started the Ingenuity Project because we realized we had no idea anymore about what's really going on. And I am paid to keep up with this. That is all I do every day. I read, I ask questions, I walk up to smart people and am allowed to ask: What's going on? Explain it to me. I just display my ignorance and I ask them to fill the empty vessel that is me. It turns out everyone is overwhelmed by messages they don't understand.

Everyone who walks into your library is a vessel carrying a set of anxieties about the world. They are coming to your library to solve that problem. The Ingenuity Project is like that for us — we're trying to build a massive library. We want an institution where people can come to shamelessly ask questions about a complicated world, and



where they can receive answers — everything that a library ought to be.

If I ask you what are you going to do about climate change, you may shrug ‘huh?!’ And, what are you going to do about infectious diseases? Avian flu? What are you going to do about that? Why nothing; I don’t know how. What are you going to do about the collapsing fish stock? What about starvation in the Third World? Hey, what are you going to do about fundamentalist Islam in Saudi Arabia and the Wahabis? The thing is – we hear about these forces that we don’t understand and we have no clue what our options are.

How do we actually address these and so many other overwhelming issues? In the Ingenuity Project, we decided to get the smartest people in the world together and ask them questions. We started with a question about energy. How do we fuel the future while considering the effects of climate change and global wars?

We expected our participants to respond that dealing with big oil companies and Kyoto (or not Kyoto) are our only options. But, in fact, when we gathered people such as Thomas Homer-Dixon, Geoffrey Ballard and dozens of others and asked them to list our options for fuelling the future, we received 30 to 40 incredibly ingenious answers!

So we gave them a mandate. First, think like a governor, we said, not a critic — governors have to build consensus. Next, please speak in a language that we understand — speak simply.

Challenges to Ingenuity

There are barriers to our ingenuity. One of them is managing scarcity in all its forms - water, tillable soil, energy, money. The No.1 barrier to ingenuity is scarcity, whether it is in our water, our soil or our energy.

The second is finding the right solution to the right problem and avoiding the unanticipated consequence. Unanticipated

consequences are the law of the land. Let’s get back to that story of nitrogen. Nitrogen has saved the world, but it has also caused massive problems. The Midwest, for example, uses all sorts of fertilizer. All that fertilizer drains into the Mississippi, then flows thousands of kilometres into the Gulf of Mexico. It fertilizes the water, so there is a huge growth of algae, which causes eutrophication. The sunlight can no longer penetrate to the bottom of the ocean, so a \$2.5-billion shrimp industry dies. They call it “the dead zone” because everything for hundreds of square kilometres—the size of the state of New Jersey—dies under that bed of algae. The unanticipated consequence of using fertilizer on our land is that we are killing fish in the sea.

It is hard to think about possible consequences because often things go in a way that we have never predicted. How do you create ingenuity and avoid unanticipated consequences? This is our greatest conundrum.

Full-cost Accounting

One way to stop unanticipated consequences is to understand what is really important. We have to figure out a better way to measure what is valuable. And there is a way to do it. It is called full-cost accounting, and it is a really great piece of ingenuity. Full-cost accounting takes into consideration the consequences of our actions, and it prices things accordingly.

I’ll give you an example: Let us say that you find a really cool black coat that will cost you \$150. It was made in Bolivia where they pay people twenty-five cents to weave it. The dye they use comes from Morocco where the dye-maker was paid about five cents. And so on. The figures are not accurate but in general terms we know this scenario. The coat finds its way to a distributor, possibly several distributors until it reaches you and you pay your \$150.

This is one level of cost. The coat will be used by you and be handed down or passed on. But eventually, it is no longer usable and has to be thrown out. At this point, it turns out that the black dye has metals in it. If you are cool enough to wear black, you are actually wearing metals, and metals don’t biodegrade. It is more expensive to recycle



things that are black, so we have to spend more money to support people who wear black. In terms of full-cost accounting, the black jacket might cost more than the original price because we must account for its disposal. Full-cost accounting would cause prices to go up on some things and fall on others.

Full-cost accounting is a way of remeasuring what society values. It is one of the great pieces of social ingenuity in our lifetime. It recrafts what our GNP is worth and what our citizens are worth. There is a great movement going on in business called the triple bottom line, in which not just the profitability of a business is measured, but what the business gives back to the community. Studies show businesses and governments that start thinking about triple bottom lines become more profitable. And that is one of the key ways to avoid unanticipated consequences. More challenges seem to prompt the ability to adapt.

The human ability to adapt is our greatest asset. It is also our greatest tragedy. Often we adapt to circumstances that are degrading and our alarms don't go off. Who would have thought, for example, that the price of water in Canada could be higher than the price of gasoline. Is that the case? Absolutely. Go buy a litre of water at the corner store and then fill your car with gasoline. A litre of bottled water costs approximately \$1.50, and gas is approximately 79 cents per litre—that's pretty remarkable considering Toronto is on one of the greatest bodies of fresh water. If I told my grandparents that one day this would happen, they'd say that people would surely rebel. But, in fact, society doesn't rebel because it hasn't noticed. We adapt to degraded circumstances instead of rebelling. It is a human propensity to do so, and it is one of the great threats to implementing ingenuity.

Libraries and Ingenuity

A library is a place where books are the ingenuity project. You know what you know, but you don't know what you don't know. I call them "unknown unknowns." We have all sorts of technical ingenuity but we don't know how culture is going to react to it.

As a result, relationships are key. People who create relationships become more valuable in a society that needs ingenuity. Scarcity creates value, while abundance decreases value. In an age of abundance, we all thought librarians would go out with the Internet.

In the age of information, being connected to information is not the most valuable thing. What becomes most valuable is being able to make sense of the information. You can connect people to a dump truck of information, but can you put it into context and make it relevant? It turns out that the people in the middle, the perspective givers — the symbolic analysts, teachers, librarians — are actually people who are creating value. Simply connecting to information has no value because it is so abundant. But librarians are actually increasing in value, not because they have more information, but because they provide perspective.

The New Growth Theory

One of the great theories in economics is called the New Growth Theory. Ideas are valued as much as labour and capital. Paul Romer, who invented this theory, has become popular because he has provided a way to remeasure what is valuable in our economy. We used to measure labour and capital. But the New Growth Theory talks about the value of creativity and ideas. Why is that important? Because skills are trainable in this world, but creativity, perspective giving, critical thinking and passion are not. These attributes are actually going up in value.

There are now three pillars of a society: labour, capital and ideas. Plus, ideas are actually becoming measurable. Ingenuity is becoming a pillar of our society and thus your jobs as librarians are becoming as important as the jobs of tradespeople and craftsmen.


Some Final Thoughts

First, listen to people at the front; listen to the readers. Their questions matter.

Second, scenario plan, don't predict. No one predicts the future properly. Scenario planning is building four scenarios of what might happen, then plotting what might lead to certain outcomes so that you can sense where you are going.

Third, start implementing full-cost accounting or the triple bottom line. Think about social ingenuity before technical ingenuity. Technical ingenuity — the computers in which we invest so much money — are, in fact, less important than social ingenuity.

Remember that ingenuity comes from the edges of society. It comes from the kids, it comes from

A man with dark hair and glasses, wearing a dark suit jacket over a light-colored striped shirt, is speaking at a podium. He is gesturing with his right hand. The podium has a red sign that reads "metro toronto convention centre". The background features large, stylized letters, including a prominent "N".

the old people, it comes from people who are on the margins. It no longer comes from the centre of society. So create new metric systems for measuring success.

As librarians, your deepest efficiency is not organizing books, but rather the giving of perspective. Human contact should be first. Nothing is more valuable than touching people and creating a connection. Google and Yahoo can deliver information faster and better than librarians can, and computers are only getting smarter. Technology can deliver information, but it cannot deliver perspective and inspiration. Librarians can.



Building A Better Library Web Site

THE OTTAWA PUBLIC LIBRARY IS A BUSY PLACE. WITH MORE THAN FIVE MILLION PATRONS COMING THROUGH ITS DOORS EVERY YEAR, IT IS BY FAR THE NO.1 VISITOR DESTINATION OF ANY PUBLIC FACILITY IN THE NATIONAL CAPITAL REGION. (YES, THE LIBRARY HAS EVEN MORE VISITORS THAN THE LOCAL CASINO!)

Impressive as this seems, the walk-in traffic represents only a small percentage of the library's business. Its Web site enjoyed 120 million hits in 2003, and this number is constantly growing.

In recent years, Ottawa and many other libraries have invested significant resources to upgrade their Web sites. Online catalogues provide access to the library collection. Checking out and renewing books are done via computer. Newer features, such as electronic databases and a 24/7 Global Librarian, are so desirable that today's typical visit to the library is only a mouse click away.

Not all Ontario libraries have Web sites that are as busy as Ottawa's, but if you develop a useful and attractive Web site for your patrons, they will come!

Considering the importance of having a top-notch Web site with rich features, how much time does the average library board devote to this topic? These boards are responsible for library service, and for long-term planning, but do they truly appreciate how important a good Web site is for the library and how it is viewed in the community?

Browsing library Web sites reveals considerable differences between them. Some Web sites invite you to come in to learn and explore, while others are barely functional. (To do your own informal assessment, go to the OLBA Web site <<http://www.accessola.com/olba/ourmembers.html>> for links to Library Web sites, and see how your library compares.)

The differences in the Web sites are not entirely due to how much is spent on them. Some Web sites for small library systems outperform larger and richer libraries. The better Web sites have had more attention from dedicated librarians and library technicians. I would hope that the library board has contributed as well to

the excellence, but that's not always the case.

What do you look for in a good library Web site? Here are some of my personal preferences:

* Easy to find – The Library should have a distinctive URL address. You shouldn't have to click through a myriad of pull-down menus on the municipal Web site to find the Library Web site. It can't get easier than this: <<http://grandvalley.org>>.

* A well-organized home page – Navigation should be almost intuitive so that you can locate the information you need quickly. Use headings that are commonly used and recognizable, such as "About the Library." Stay away from cute but cryptic headings. A "site map" and an online search feature are great additions to a Web site.

* Easy clicking — A Web site that requires a steady hand and great manual dexterity to move from page to page is frustrating. Make it simple for people of all ages and abilities to use.

* A good contact list — Let's see a clear explanation of who does what, and who to contact. The Web site should offer an e-mail contact, not just a phone number. Many of the visits are after hours, so e-mail offers a handy alternative for getting information. (Also, don't use those annoying Web site e-mail "forms" for simple library questions. Often they don't work, and you don't even know if the e-message arrived intact. A simple, clickable e-mail address works best.)

* An online catalogue of the library collection — Yes, an online catalogue is expensive to set up and maintain, but these days when people are so busy, this is a service that can't be beat. If your library doesn't have an online catalogue, the library board should be making this a priority. The spin-off benefits for the library, e.g., recognition and increased support in the community, are very tangible.

* What's new — On the Web site, we should be able to find news about the library and its collections, and handy lists of books and links that coincide with the season and current events, e.g., gardening and political parties. The Web site shouldn't look as if it was last updated in October 2003!

By Ian Hunter

* Tourist information — Tourists are attracted to libraries, because that's where you learn about the area, and where you can touch base with the folks at home via the Internet stations. The library Web site should highlight the "must-see" local attractions and services.

* Pictures, maps – Libraries are beautiful places. It's true! The Web site should feature photos of happy patrons, especially children, enjoying the library. Also, make the branches easy to find. I love the Toronto Public Library's branch locator. (See <www.tpl.toronto.on.ca/hou_loc_index.jsp>)

* Information on governance — The library board should have a distinct presence. After all, they are the ones responsible for library service. List the board members, state what do they do, when you can see them in action, and how to e-mail them. (It is astounding how many Web sites give only passing reference to the library board members, or even ignore them. What are they? Chopped liver?)

* Rules and policies — The library spends considerable time and effort developing rules and other documents for the library. Mission statements, value statements, strategic plans, ends policies, all explain the business of the library. Why not share it? This information also helps the library board create a bridge from the library to the community, and from the library to the municipal government.

* A call to action — The library doesn't thrive from neglect. It needs a dedicated cadre of staff, board members, volunteers, donors, as well as sympathetic funders! To get everyone rowing in the same direction, sometimes upstream, the library needs to explain what is important and what's needed. The Web site should inspire visitors to contact the library with an offer of help.

That's my list. What do you like to see on a library Web site? Which Web site is your favourite? Please write to Access with your recommendations.

Happy surfing!

Ian Hunter is President of the Ontario Library Boards' Association and former trustee with Kanata Public Library Board and its successor, the Ottawa Public Library Board. <olbapresident@accessola.com>



Consortium At The Front:



The Bibliocentre has been called “the best kept secret” of the Ontario colleges. Though it has been in operation for 35 years, many people are still unfamiliar with its name and business.

The Bibliocentre is a government-funded agency that provides many consortial services to libraries. It was created in 1968 by then Ontario Premier Bill Davis to provide centralized technical services to libraries and learning resource centres within the newly established community college system, collectively known as the Ontario Colleges of Applied Arts and Technology (OCAAT). The OCAAT system includes 24 colleges, stretching from Confederation College in Thunder Bay in the north, to St. Clair College in Windsor in the south, from Lambton College in the west to Algonquin College in Ottawa in the east. The network includes two francophone colleges, Collège Boréal in Sudbury and La Cité Collégiale in Ottawa.

Through the years the Bibliocentre has been administered from various institutions. For example, at one time it was a division of Ryerson University in its past incarnation as a Polytechnical Institute. Today, the Bibliocentre is an arms-length division of Canada’s oldest community college, Centennial College in Scarborough. The Bibliocentre board, the Users Advisory Group (UAG) consists of one representative from each of the 24 member colleges. For major decisions, each college is allowed one vote regardless of size in order to ensure equity amongst colleges in all parts of the province.

A Multitude of Tasks

Core services to the colleges include item processing, that is, the acquisition, cataloguing, physical processing and delivery of paper resources, and the administration of the Ontario Management Development Program (OMDP), a program of distance learning courses that leads to business

and management certification from the provincial Ministry of Training, Colleges and Universities (MTCU).

The Bibliocentre acts as a consortial negotiator for electronic resources, and is the representative for Ontario colleges within the Consortium of Ontario Libraries (COOL) and Consortia Canada. It advocates on behalf of college libraries on provincial initiatives such as the Ontario Learning Resources for Nursing (OLRN) and the Ontario Digital Library (ODL).

The Bibliocentre Technology Team provides first-line technical support to the colleges for consorcially purchased products, as well as remote access service and the local hosting and administration of databases such as the ERL server and the Sirsi union catalogue. A Call Centre was created a few years ago to streamline the technical and bibliographic help desk functions, resulting in a single point of contact for all problems and enquiries. In addition, the Bibliocentre coordinates training on consorcial projects for college library staff, such as Sirsi user training.

In 1998, a Visioning document was produced by the Bibliocentre and the Committee on Learning Resources (CLR, now HLLR, Heads of Libraries and Learning Resources) that identified future directions for the Learning Resource Centres and how the Bibliocentre could best support them. This document gave rise to new projects, which have expanded the Bibliocentre’s suite of offerings. These projects include a province-wide virtual reference collaboration, video-on-demand services, and a recently founded Metadata Institute in partnership with the Faculty of Information Studies, University of Toronto, which will offer metadata production and consulting. The video-on-demand initiative has already generated its first success in the Television Ontario (TVO) project, in which proprietary content was converted from betamax tape into several

By Eva McDonald

Internet-ready, digital formats with metadata indexing of visual "learning moments."

One particularly exciting result of the Visioning exercise is that the Bibliocentre was encouraged to grow its customer base. In 2002, the Bibliocentre stood out from many bidders and won a preferred vendor agreement from the Association of Canadian Community Colleges (ACCC). This agreement means that cost-saving Bibliocentre services that were once available exclusively to the 24 OCAAT colleges are now being offered to all libraries in Canada.

With the expansion of its core services and new projects to a greater client base, the Bibliocentre is poised to become one of the country's most progressive and dynamic consortia.

Eva McDonald is in charge of the College Digital Library at the Bibliocentre. She is Access' Contributing Editor for colleges and universities and draws the cartoon strip, Tales from the Front Line.
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The Public Workstation Challenge

Build It and They Will Come



Public libraries have embraced change in the information age. Visionary leaders in the 1990s were among the early adopters of Internet technology by extending free public access to the new information sources to their customers. Often it was grant funding from HRDC, CAP and the Gates Foundation that built the service and the customers came ... lining up and waiting for free Internet access.

Challenges and opportunities are now abundant as customer expectations grow and funding decreases. There is no turning back. For the most part, each individual library is struggling to manage public access computer systems that need to be easy to use for customers who are on the disadvantaged side of the Digital Divide and at the same time secure and reliable in face of virus attacks, spam, hackers and funding constraints.

The following two case studies illustrate two very different approaches to the public workstation challenge, while both coming from a positive approach to dealing with the realities of providing excellent customer service.

Case Study #1: University of Windsor
At the University of Windsor, the challenge of balancing ease of use with user validation, security and ease of maintenance has become easier through our own knowledge and experience, combined with availability of new IT products.

Ease of Use

To make the user experience as friendly as possible, we felt the need to create a familiar workstation environment for our patrons. Much to the chagrin of our open source friends, we chose Windows XP, with the classic Windows interface, to provide familiarity for the broadest range of users. Our choice of base software reflects the needs of a

large cross section of users, particular institutional requirements and budget.

Functional Profiles

In this area we chose to create two streams of workstations: quick access and research. Quick access workstations are for patrons who need to verify information, or quickly find an item in our catalogue. These are also our de facto public workstations. These stations do not require patron validation and use Microsoft's *tweakui* to handle the autologin. Most of these stations are at standing height to facilitate quick turnover.

Research stations which require patron validation (last name /library barcode) are located at sit-down desks, with lots of workspace and headphones for multimedia use. These stations may be booked ahead to ensure access. Logins for these workstations use an internally developed solution, which combines pGina, Visual Basic and WIBS (our own iCalendar-based scheduling system). The pGina front end validates users against our ILS patron database, checks for bookings on WIBS, and then logs on the workstation with a user ID that matches the machine location.

Security

A secured workstation is one that prevents users from altering with settings and fouling up the operation for the next user. This is the area where the new flash memory cards have come to our rescue. At one time it was necessary to lock users out of much of the PC so that they could not accidentally—or intentionally—render the PC unusable. This was a time-consuming job that required a variety of techniques including replacing the Windows shell, and using various resource kits to strip functionality from Internet browsers. Thankfully those days are past. While users can

still alter settings and make changes, the flash memory card restores the workstation to its original configuration on every reboot. Adding only a few seconds to each reboot, these cards make our PCs much more secure and easier to maintain.

We are using two different flash card products. Most of our workstations use the Sheriff card from Jung Soft (sold in Canada by Interware Solutions). While this card has worked very well for us, we have had some compatibility issues with certain motherboards such as the ASUS CUV4X, and the Intel 865GBF. For these motherboards we have switched to the Magic Card from SRS Corporation. As of yet we have not had any compatibility problems with the Magic Card.

Ease of Set-up and Maintenance

We have streamlined our installations by configuring one workstation and using Microsoft's sysprep utility to prepare an image that we can clone. We then use a Logicube Solitaire disk drive duplicator to copy the image to the workstations. This unit eliminates the need for licensing a software imaging program such as Norton's Ghost for each workstation, and provides a very rapid transfer of data directly to the new hard drive without increasing network load (a problem we encountered using Ghost).

There are still obstacles in maintenance. While flash cards ensure our PCs remain at their original configuration, it is not so easy to apply the latest patches and necessary updates to those systems. Our ideal scenario would be pushing updates across the network. Unfortunately, workstations must be taken out of protected mode to perform updates. At the present time neither of our flashcard vendors has provided us with a reliable method for remote changes.

For more details on these products please see the following Web sites.

Logicube Solitaire - <http://www.logicube.com/products/hd_duplication/solitaire.asp>

Magic Cards - <<http://www.srscorporation.com/products.html>>

pGina - <<http://pgina.xpasystems.com/>>
Sheriff Cards - <<http://www.jungsoft.com/jsoftusa/>>
Sysprep - <<http://www.microsoft.com/windowsxp/pro/using/itpro/deploying/introduction.asp>>
WIBS - <<http://wibs.sourceforge.net/>>

Case Study #2: Clarington Public Library


At Clarington Public Library, the challenge of responding to the demand for public workstations and providing fair access to all was made easy by providing enough workstations to meet the demands of the community. Rules and procedures designed to ensure fair access were no longer necessary and the staff's role changed from that of enforcer to the more positive role of information navigator. Unlike the University of Windsor's technological response, Clarington's response eliminated the need for time and money spent in software to control use, and instead focused its resources on purchasing workstations and assisting clients. Stations are fully secured with a minimal cost per station utilizing Public Web Browser by Team Software: <<http://teamsoftware.bizland.com/>>.

Meeting the Demand

Eight months ago we moved into a new main branch and increased our public stations from 12 to 54. This meant that overall in our community, we reduced the ratio of public Internet stations from one for every 3,600 residents to one for every 974 residents. Our philosophy is that technology-based information is continually growing and is an area we have to be aware of and be proactive in anticipating community needs. Instead of limiting public access to electronic information, we focused our energies and our resources in a way that would meet demand to the best of our ability.

Benefits for Staff and Customers

The increase in the number of public stations has been very beneficial to us in creating an atmosphere of patron satisfaction and in providing opportunities for positive patron/staff relationships. The current number of public stations ensures that patrons rarely, if ever, have to wait to use a public station.



The increase in public satisfaction from this factor alone is enough to make the added stations worthwhile, but the removal of sign-up procedures has also benefited both public and staff. Now Information Staff spend their time assisting patrons with information queries instead of attempting to balance the logistics of station sign-up procedures along with its reference duties.

From Managing Computers to Managing Information

The Enforcers: Prior to the move, patrons registered for half-hour timeslots and often had to wait until a station was available. With the increase in government forms online, it soon became obvious that a half-hour time slot was often not enough time for patrons to accomplish the online tasks they had come to the library to complete. The turnover times on the half hour and on the hour were often chaotic. We were, in a sense, alienating our public, many who did not feel encouraged to ask for assistance because our staff were busy with machines. The other negative created by this situation was that often the only interaction between public and staff was quite often a negative interaction. Public were being asked to vacate a station when they were not finished their business, they were being asked to wait past their sign-up time because there was not a vacant station, they had difficulty getting quality assistance from staff in areas such as government sites because staff were being inundated with questions from people who felt under such time restraints on the station they did not want to 'waste' more time than they had to.

Roving Reference: As our information staff follow a Roving Reference model of patron service, we ensure that we are away from the information desk and near the public stations as much as possible. Not only

does this serve to reinforce the Internet usage policy, but often patrons at the public stations take the opportunity to ask for assistance, and, our staff now has the time to spend with them to help them with their online queries. The other benefit of staff being more available on the floor is that other members of the public are more willing to approach them with queries, which is, after all, why we're here. Increasing public access to the Internet has increased the number of information queries we handle and both staff and public are the satisfied benefactors.

Acceptable Use

Although we have eliminated the sign-up procedure and we don't limit our patron's time on the Internet, it does not mean that Internet usage goes unchecked. Our Internet Access Policy remains the same regarding the access of offensive and inappropriate materials.

One question we are asked frequently is how we handle people who come in and spend hours on the Internet. Most are referring to teens on chat rooms or kids playing games. We absolutely do have teens who spend hours chatting online and kids who spend hours playing games, however, we also have students who spend hours doing research, people who spend hours tracing family members, looking for a new house, job searching, participating in online courses and many other reasons that result in utilizing this service for more than a few minutes. If teens spent hours in the library browsing through magazines or kids spent hours reading the latest Mary Kate and Ashley paperbacks would we be concerned? We do not see it as our place to decide what are acceptable and not acceptable reasons to spend more than an allotted, limited time using this resource.

Windsor Public Library Installs New Program

Windsor Public Library is currently installing Useful DiscoverStation, a LINUX based turnkey public access solution. Updates on this system will be posted to The Meeting Space.

Allan Laporte is a Systems Technical Support Specialist at the University of Windsor. Sarah Gentles is Manager of Information Services and Linda DelGrande is Manager of Library Services at the Clarington Public Library.



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Photo Essay

THE ONTARIO LIBRARY ASSOCIATION'S 2004 LIBRARY BUILDING AWARDS

To encourage excellence in the architectural design and planning of libraries in Ontario.

For the 2004 competition, there were 27 entries. There were no submissions from school libraries. Five Awards of Excellence were given in this competition:

Best new academic library building:

The Morrison Pavilion,
Gerstein Science Information Centre,
University of Toronto

Best new public library building:

Ajax Public Library

Best restoration:

Smith's Falls Public Library

Best academic library renovation:

E.J. Pratt Library, Victoria University,
University of Toronto

Best public library renovation:

Preston Branch, Cambridge Public Libraries

Libraries eligible for submission had to be located in Ontario and have been completed and fully occupied within the three calendar years immediately prior to the award being given. The program was open to all types of libraries: Academic libraries (community college, college, university), school libraries (elementary,

secondary), public libraries (municipal, branch, county, regional, system) and institutional and private firm libraries.

Awards under consideration were for new buildings, additions, renovations, restorations, conversion to library use and interior redesign and refurbishing that demonstrate exemplary skill and sensitivity in the resolution of formal, functional and technical requirements. In addition to design achievement, projects could be exemplary in how they show:

- societal advancement, which demonstrates a commitment to community development;
- technical advancement, which explores new technologies and their architectural applications;
- environmental advancement, which demonstrates a commitment to environmentally sensitive design and conservation; and
- preservation/restoration, which demonstrates skill, sensitivity and thoughtfulness in preservation, restoration, or the alternative use of existing buildings regardless of their original architectural intentions.

The next competition closes in December, 2006.

BEST NEW ACADEMIC LIBRARY BUILDING

Morrison Pavilion

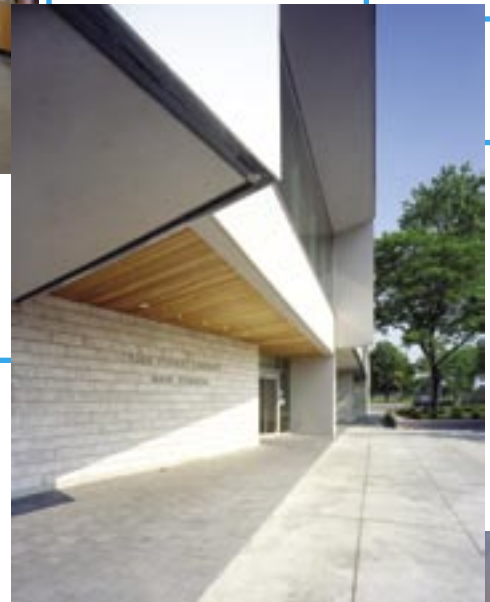
Gerstein Science Information Centre
University of Toronto

Architects: Diamond & Schmitt Architects Inc.
Gerstein Centre Chief Librarian: Joan Leishman

Jury comments:

In the view of the panel, the new Morrison Pavilion of the Gerstein Science Information Centre successfully responds with imagination and style to both the prominence of the site and the narrow building profile. The dramatic use of the main stair access to separate the existing library building from the new structure is both attractive and practical. The large windows alternating with traditional stone panels offer tempting views of the legislative building while providing visual relief to the long façade. Diamond and Schmitt Architects is to be congratulated on the excellent outcome, blending of our provincial built heritage with the library needs of students in this new century.





BEST NEW PUBLIC LIBRARY BUILDING

Ajax Public Library

Architects: Teeple Architects
Chief Executive Officer: Geoffrey P. Nie

Jury comments:
An ambitious and dramatic new building that is none-the-less very efficient and well organized. With its imaginative siting, it creates both a strong civic space and a notable entry to the city. The entrance sequence works particularly well introducing the visitor to the interior spatial configuration in a progressive and logical fashion. The dominant interior element, a cranked central fissure, brings to the space a quality of light and a sense of dynamic.

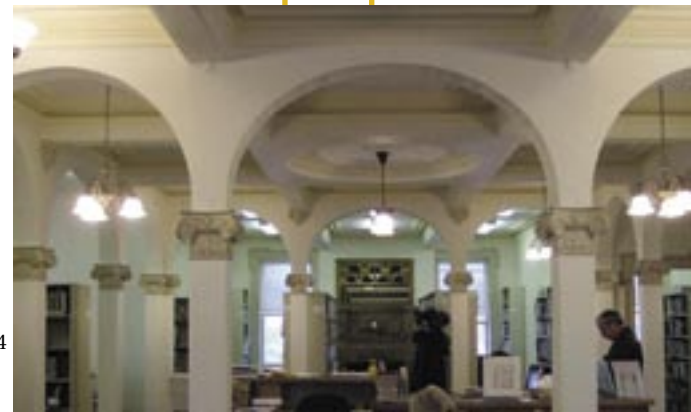
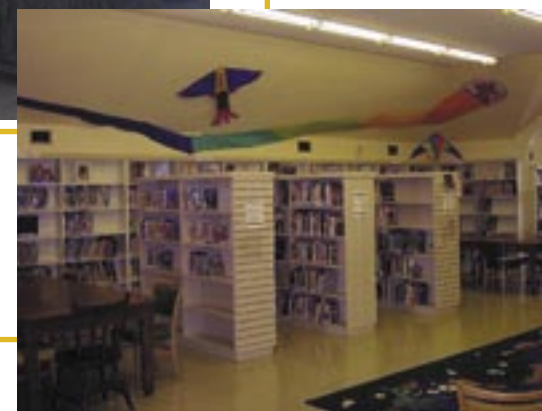
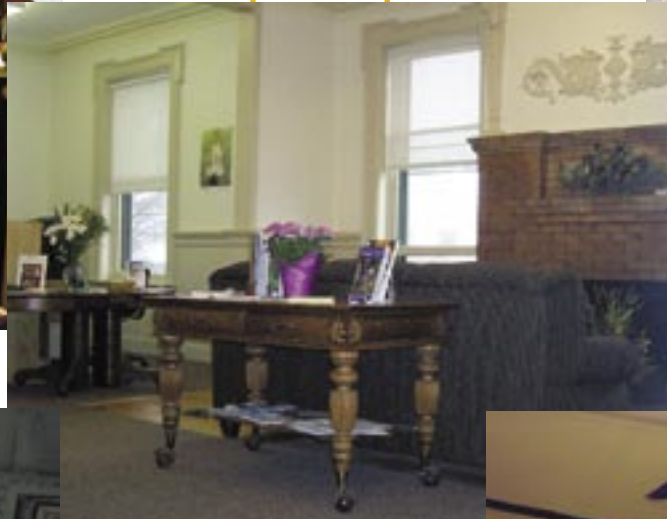
BEST RESTORATION

Smith's Falls Public Library

Architects: Robert Beckett Architect Inc.
Chief Executive Officer: Karen Schecter

Jury comments:

One of the few remaining Carnegie-funded library buildings in Ontario to escape the ravages of mid-20th century renovations, the Smith's Falls library building needed serious attention by the end of the century. This has been accomplished with a carefully executed restoration to the internal and external fabric of the building. Extensive internal renovations improving the library facilities for both staff and users have been successfully integrated without compromising the heritage aspect of this project.





BEST RENOVATION OF AN ACADEMIC LIBRARY

**E.J. Pratt Library
Victoria University**

**Architects: Kohn Shnier Architects
in association with
Shore Tilbe Irwin & Partners
Chief Librarian: Robert Brandeis**

Jury comments:

This renovation successfully carves out significant additional space from within the existing E.J. Pratt Library while resisting the temptation to break through the emblematic exterior of the original building. Reduced in size but with heightened drama, the cathedral-like reading room is retained and, in conjunction with a central glass enclosed stairwell, continues to provide a clear point of reference to orient the user to this complex multi-storied building, all in all, a rational rearrangement of functions with numerous points of sophisticated architectural detailing.



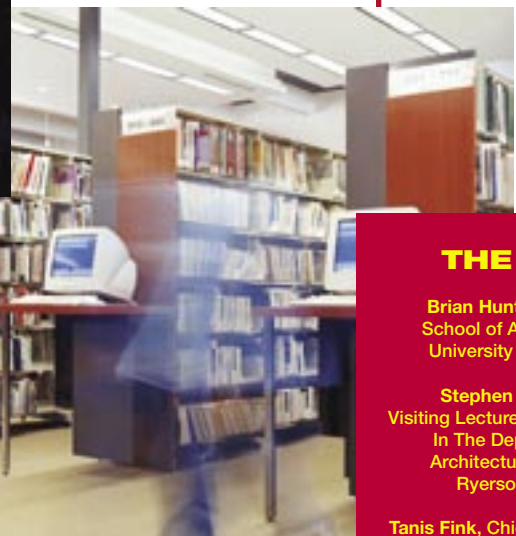
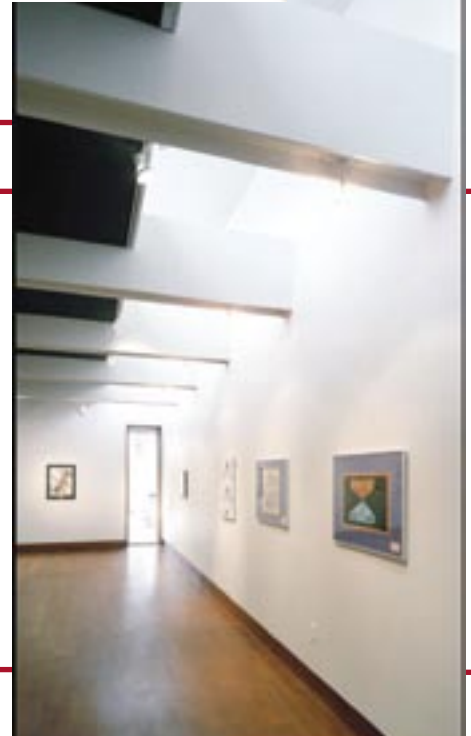


BEST RENOVATION OF A PUBLIC LIBRARY

Preston Library Cambridge Libraries and Galleries

Architects: Teeple Architects
Branch Librarian: Angela Caretta

A series of relatively modest additions have transformed the former rather drab library into a new civic building of considerable presence. Materials and elements are handled with great assurance, setting up a fine entrance court, a high quality interior space and many attractive vistas. The plan works very well, giving easy access to, and control of all main library spaces.



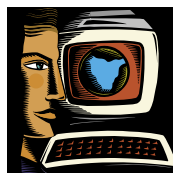
THE JURY

Brian Hunt, Professor,
School of Architecture,
University of Waterloo

Stephen Langmead,
Visiting Lecturer, Professor
In The Department Of
Architectural Science,
Ryerson University

Tanis Fink, Chief Librarian,
Seneca College

Greg Hayton (chair)
OLA President 1997



Eye on the Web

LINKS TO THE RESOURCES ON THE INTERNET

International Governmental Organizations: Part 2 Specialized Agencies of the United Nations

The previous installment of Eye on the Web introduced readers to some of the Web resources produced by the main organs of the United Nations (UN). The Economic and Social Council (ECOSOC) is one of these organs. It is responsible for “promoting higher standards of living, full employment, and economic and social progress; identifying solutions to international economic, social and health problems; facilitating international cultural and educational co-operation; and encouraging universal respect for human rights and fundamental freedoms.”

ECOSOC is tasked, in part, with co-ordinating the activities of specialized agencies. There are currently 14 specialized agencies, normally defined as autonomous intergovernmental organizations that carry out work relating to a specific field (e.g., labour, health, agriculture). The agencies work with and rely on support from members of the UN. As librarians, we must recognize the effect that agency autonomy has on their publishing and dissemination patterns e.g., don't expect to find all of their output included within general UN Web pages and reference tools.

In this column, I will introduce readers to the Web resources made available by the most active specialized agencies. I will not attempt to discuss Web resources for all agencies, although they will be

listed. Nor will I describe online access (intellectual or otherwise) to related governance documents (e.g., the documents of the International Labour Office of the International Labour Organization). If there is interest, however, I would be more than happy to tackle these labyrinthic resources in future issues. Feel free to drop me a note at <awakaruk@yorku.ca> if you have any suggestions or specific requests for this column.

Select Specialized Agencies

International Labour Organization (ILO), established in 1919

<<http://www.ilo.org/>>
The ILO Web site provides access to a myriad of public resources related to the promotion of social justice and human and labour rights. Topics range from child labour and globalization to asbestos in the workplace. Follow the “Resources” link from the main page to access ILO conventions, recommendations, publications (mostly for purchase) and numerous statistical and bibliographic databases. Labordoc, one of the ILO's best known bibliographic databases, provides access to more than 350,000 bibliographic records, including the ILO's library catalogue.

Food and Agriculture Organization of the United Nations (FAO), established in 1945

<<http://www.fao.org/>>
The FAO Web site provides intuitive access to practically everything the average library user could want

to know about food and agriculture production, development and scarcity. Follow the “Statistical Databases” link from the main page to access one of its 13 online databases, covering topics that range from food supply to forest cover and fires. The “Virtual Library” link, also from the main page, provides users with access to the FAO's library and sales catalogues in addition to the David Lubin Memorial Library Web site. Do not miss the “more...” link under “Publications,” as it provides access to an extremely useful subject directory of FAO information available via its Web site; major headings range from “Animal Production and Health” to “Rural and Social Development.”

United Nations Educational, Scientific and Cultural Organization (UNESCO), established in 1945

<<http://www.unesco.org/>>
Technical glitches and dead links have become relatively rare as the recently revamped UNESCO Web site attempts to provide channeled access through its major themes, linked from the homepage and title bars: education, natural sciences, social sciences, culture and communication and information. The “Documentary Resources” link on the right side of the main page provides access to more than 100 UNESCO databases, ranging from bibliographic and full-text document repositories to photo and videobanks. If you require specific statistical information, however, you will be better served by following the “Statistics” link on the right



side of the page, under the heading “On-Line Services.” A direct link on the resulting page to “Database Access” and “Statistical Tables” seems to be the path of least resistance after being jumped to the UNESCO Institute for Statistics Web space. The former utilizes a server-side application of Beyond 20/20 to produce dynamic statistical reports (a.k.a. tables) while the latter allows you to export tables in Excel format. As expected, topics focus on education, culture (including libraries) and communication. Watch this site for promised additions, including statistical profiles by country.

World Health Organization (WHO), established in 1948

<<http://www.who.int>>
The WHO Web site displays the required practicality often associated with health care providers. Relatively uncluttered and easy to navigate, the main page provides quick access to headline issues and makes good use of five portals located at the top left of the screen: Countries, Health Topics, Publications, Research Tools, WHO Sites. While the alphabetized “WHO Sites” sitemap leaves something to be desired, the “Countries” and “Health Topics” sections provide easy access to information produced by the organization. The former is arranged alphabetically and the latter includes linked equivalency relationships (e.g., AIDS see HIV Infections). As expected, “Publications” refers to sales products. The “Research Tools” link provides access to statistical databases and tables and WHOLIS, a library database that acts as a both a catalogue

and an index to the organization’s publications, articles and technical documents; available full-text links are included in the database records.

Bretton Woods Institutions

The World Bank Group and the International Monetary Fund (IMF) were created in 1944 at a meeting of 43 countries in Bretton Woods, New Hampshire. Its original and collective aim was to help rebuild the postwar economy and promote international economic co-operation.

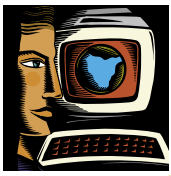
World Bank Group, established in 1946

<<http://www.worldbank.org/>>
This group of five institutions share a mandate of reducing poverty and facilitating economic growth in developing countries: International Bank for Reconstruction and Development (aka IBRD or World Bank), International Development Association (IDA), International Financial Corporation (IFC), Multilateral Investment Guarantee Agency (MIGA), International Centre for the Settlement of Investment Disputes (ICSID). The “Countries and Regions” link on the left side of the collective homepage provides information about the group’s activities organized by country and/or region, including major publications and announcements. Statistical resources are also linked from the main page, including free access to “Quick Reference Tables” providing regional indicators (e.g., CO2 emissions, GNI, military expenditures, etc.) and state level statistics under “Data by country” and “Data

by Topic,” including indicators on globalization, poverty, trade and information technology. Note that complete versions of the group’s flagship products, such as the World Development Indicators, are only accessible via fee-based subscription. The same access model is found when looking for publications, with the “Publications” tab leading the user to sales products and the “Documents and Reports” tab providing access to a searchable database of more than 14,000 papers and reports produced by the Group; all of which appear to be freely available full-text online.

International Monetary Fund (IMF), established in 1946

<<http://www.imf.org/>>
Established to promote international monetary co-operation, the IMF is currently involved in surveillance as well as financial and technical assistance activities. Because these tasks often require IMF staff members to work both with senior members of national governments and within the member countries themselves, the resulting documentation and publications prove to be a rich source of country level information. Follow the “Publications” link from the main page to search for research papers, reports and statistical publications, most of which are available free and full-text online. Alternatively, use the browse by subject feature on the “Publications” page to access publications relevant to a specific country. Note that both country names and the term “statistics” are used as subject headings.



Eye on the Web



All Specialized Agencies of the United Nations (ordered as listed at <http://www.un.org>)

International Labour Organization (ILO), established in 1919
<<http://www.ilo.org/>>

Food and Agriculture Organization of the United Nations (FAO), established in 1945
<<http://www.fao.org/>>

United Nations Educational, Scientific and Cultural Organization (UNESCO), established in 1945
<<http://www.unesco.org/>>

World Health Organization (WHO), established in 1948
<<http://www.who.int/>>

World Bank Group, established in 1946
<<http://www.worldbank.org/>>

International Monetary Fund (IMF), established in 1946
<<http://www.imf.org/>>

International Civil Aviation Organization (ICAO), established in 1947
<<http://www.icao.int/>>

Universal Postal Union (UPU), established in 1874
<<http://www.upu.int/>>

International Telecommunication Union (ITU): established in 1865
<<http://www.itu.int/>>

World Meteorological Organization (WMO): established in 1950
<<http://www.wmo.ch/>>

International Maritime Organization (IMO): established in 1958
<<http://www.imo.org/>>

World Intellectual Property Organization (WIPO): established in 1970
<<http://www.wipo.int/>>

International Fund for Agricultural Development (IFAD): established in 1977
<<http://www.ifad.org/>>

United Nations Industrial Development Organization (UNIDO): established in 1966
<<http://www.unido.org/>>

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FixIT

EVERYDAY SOLUTIONS FOR YOUR COMPUTER PROBLEMS

Rule One for a TEKdesk worker:

Know... Everything?

Well, not everything. Actually, entering this work fresh from college, I didn't realize how much more I needed to learn in order to support libraries. Working at a library computer help desk, one encounters such a wide range of issues with day-to-day technology. Every library is different, each with its unique mix of computers, printers, routers and software.

So, not knowing everything, how does one support libraries? With adaptability and resourcefulness. You've got to be able to solve almost any problem, simple or complex, figure out how a wide variety of networks function and be willing to trouble shoot almost any hardware or software issue.

Earlier this month, my supervisor and I travelled 30 minutes to one of the local libraries to have a look at its Internet connections. It had a dial-up connection in the main library office and a high-speed connection for its CAP sites on the far side of the library. This, we have learned, is a fairly typical situation for many small to mid-size libraries. The techie who had installed the CAP sites had informed them that they were simply out of luck as the connection wouldn't reach across the library. This was the situation. That was that. They were stuck with two connection bills.

As a support technician and fan of high-speed, that was just not good enough. Not only was the library paying for two connections, but the dial-up connection staff used for essential functions such as inter-library loans was ridiculously slow. We had to find a plausible solution for this situation. After a bit of debate, we convinced the librarian C.E.O. to buy a small \$30 router. She already had a huge length of networking cable (we didn't ask) and she agreed to contact a local handyman to bring in what she called his "big drill."

Returning to the library a week later with a few tools of our own, we went about wiring up a bit of a network, fixing an old computer and redoing some settings. After about half an hour of discussion we drilled a long hole through the floor of the library so we could run the cable under the floor and it would be out of the way. In a move that would have impressed McGyver (a resourceful sleuth from the '80s TV series), we used an old wire coat hanger and some string to pull the cable up through the drill hole at one end and out through the heat duct at the other end. Pulling the cable, I strung the blue wire neatly to the rafters of the basement ceiling, smug with the anticipation that we would soon have a working network. Meanwhile, my supervisor upgraded the old office computer, installing a network card and making sure it ran smoothly. As I hooked up the cables, my partner set up the new router to serve the two office computers. With a final tweak to the settings, we made sure the Internet and e-mail would work correctly. That was that—HA! We had everything working properly through the one high-speed connection.

From a mere two-and-a-half hours of work on-site we had set up this small network, saved the library money, complexity and frustration, and were on our way back to the office ready to take on whatever other calls came our way. We cannot get out to all libraries — we practice on those close by. As an agent who is usually answering the phone, it is very rewarding to actually go out and fix, or set up something, from time to time.

Thinking it through, this visit typifies our help desk's average request. Setting up a network is, in theory, quite easy: plug in a few cables, set up the network neighbourhood properties and you are off to the races. In practice, each task often turns out to be much more involved, a trail through differences in hardware, how many routers, hubs or switches the network has to navigate through and so forth.



FixIT

Take tasks such as setting up e-mail accounts on client systems, for example. On work, school or home systems, I know exactly what to do. But at TEKdesk, a call drops us into the scene with no warning, supporting someone with half the information he or she needs in front of a computer 2000 km away. It is a whole different ball of wax, with different connections, different host settings and maybe even a different e-mail program with just slightly different menu options.

Obviously, rule one in working at a library computer help desk cannot be “know everything.” Nor is it “Take a course at your local college,” or “Be adaptable,” or “Think on your feet.” For us, rule one is “Be

prepared to research anything and everything.” The most valuable thing at our disposal while working on the help desk—either while manning the phone or when down in the trenches at a local library—is knowing the right phrase to type into the search engine, or to look up in the index of a pertinent text book. And there are no Cliff’s notes on that!

Do you have a library technology equivalent to Red Green’s quintessential duct tape? Visit the Ontario Public Library TEKdesk at <www.24by7.ca> or drop us an e-mail at <solveit@tekdesk.org>.

Chris Barnes is a technical support specialist with 24by7 TEKdesk.

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Emerging Technologies

NEW AND DEVELOPING PRODUCTS OF INTEREST TO LIBRARIES



Video Description

Ten things librarians should know about the 'video description' of movies

1. What is video description?

It's an audible enhancement that helps people with no or low vision to enjoy the action in movies and TV productions in their mind's eye. Many have said this process does for people with restricted vision what closed-captioning does for the deaf — makes films and other picture-based entertainment more accessible.

2. How is video description done?

To begin, a writer watches an existing film and makes note of two things. The first: significant events in which a vision-restricted viewer would have trouble following what is happening onscreen. And the second: significant gaps in the dialogue within which a brief explanation of what is taking place can be inserted. The writer then produces a script from which a narrator and technician combine to add an unobtrusive aural track to video, audiocassette, CD and DVD recordings without modifying the original soundtrack.

3. Why is it so valued by people who have no or low vision?

This quote from one person who is blind speaks for all: "Up to now, [movies have] just been voices in the dark. I could only wonder what was going on. Who walked out before the door was slammed? It was so frustrating not to know what was going on." Another fan offers this tribute: "My first experience with described video was very emotional. I found myself pacing the floor in tearful disbelief. I was able to see with my ears what most people see with their eyes."

According to a recent qualitative study of consumers conducted by the American Foundation for the Blind (AFB), people with low or no vision report the following benefits from audio description: 1) They gain knowledge about the visual world; 2) They gain a better understanding of televised materials; 3) They feel independent; 4) They experience social connection;

5) They feel equality with those who do not have visual impairments; 6) They experience enjoyment; 7) They feel relief because sighted viewers with whom they watch films and TV no longer have to bear the burden of describing what's going on to them.

In addition, blind and visually impaired viewers believe that video description has helped them gain knowledge about various visual aspects of social interaction, including information about the types of body language that people exhibit in social circumstances, and about other cultural norms that people typically learn about visually, such as styles of dress and physical appearance. These are important pieces of knowledge that would otherwise be difficult to ascertain through 'incidental learning' and which have the potential for aiding a blind or visually impaired person to socialize with others.

4. Is it only people with vision restrictions who are able to enjoy video description?

Not at all: video description allows everybody to get in on the action. North Americans who have no or low vision watch movies just as much as other people. And they usually do so with family or friends. Video-described films meet the viewing needs of a blended audience — meaningful for the vision-restricted viewer and unobtrusive for the sighted viewer.

5. Is there a growing need for films and TV productions with video description?

Yes, thanks to aging baby boomers. There's no getting around the fact that as we age, our vision decreases. By the age of 50, for example, one in two people will require prescription eyewear. The World Health Organization (WHO) estimates that the number of blind people worldwide exceeds 150 million, and is increasing. Every seven minutes in North America someone loses his or her eyesight. As

By Rob Trimbee

a result, video description is also increasingly being used in museums, particularly in the United States, in order to make films and exhibits more accessible to people with low or no vision. As well, reports AFB's study, "Educational television shows are increasingly being used as a learning tool in the classroom, and the addition of description will allow those children with visual impairments to have access to the same information as others. In addition to the benefits of video description for television shows, description can also benefit classroom instruction through the use of described video tapes and described educational CD-ROMs."

6. Are governments doing anything to support video description?

Yes. Throughout Europe and North America, governments are requiring that broadcasters include video description in their programming. In Canada, for example, as part of the license-renewal process, all broadcasters must now meet a minimum requirement of "described-programming" hours in their regular schedules.

7. What films are available with video description? Anything well known?

Here is just a partial list of what's available in the marketplace: *The Apprenticeship of Duddy Kravitz*, *The 39 Steps*, *To Kill A Mockingbird*, *The Bells of St. Mary's*, *Charade*, *His Girl Friday*, *Shane*, *Stagecoach*, *The Third Man* and *Witness for the Prosecution*. There are many made-for-TV productions, too, including *Anne of Green Gables*, *Shattered City* and *The Arrow*.

8. What are the misconceptions regarding people with vision restrictions?

That "Blind people don't watch TV"

That "An added audio narration takes away from and interrupts the flow of the movie"

That "Friends and family can explain what's going on"

That "All blind and vision-impaired people get these described movies from blind service groups."

All wrong...

9. What is the appropriate terminology regarding people with low or no vision?

There is a distinction between blindness, vision impairment and print-restriction. Blindness is an inability to see anything. Vision impairment is an inability to see clearly. Print-restriction is an inability to see because of restricted access and/or physical impairment that makes the ability to focus and/or read impossible. All benefit from description because it is a passive activity.

10. Where do I get film or TV productions with video description?

There are a few specialty suppliers in North America. One of the pioneers is AudioVision Canada, this country's first audio description company, which has won renown throughout North America for its innovative use of technology and for the high quality of product it produces. It currently has more than 430 movies in its catalogue, and adds 10 to 15 titles every month.

For more information, call Rob Trimbee at AudioVision Canada 1-800-567-6755

Some suppliers of Described Videos include:



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The Next Generation

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

Care And Feeding Of The Organic Library

As an assistant library technician at the University of Toronto's main science library, I have become intimately acquainted with Ranganathan's fifth law. The library is a growing organism. Both words deserve equal weight.

Growing. My colleagues and I have recently spent quality time in the science library's deepest cellar: its mausoleum of old serials. We've been interfiling engineering journals that have been banished from the engineering library because they've passed their best-before date. Apparently 20-year-old NASA conference papers, certain missives from SIAM (the Society of Industrial and Applied Mathematics) and copies of the *International Journal of Control* – a title to warm a librarian's heart – are no longer on the cutting edge. But they will rest safely next to hundreds of other superseded but unforgotten tomes. These include the *circumspect Contributions to the Botany of Vermont* (1898 to 1911), the broad-shouldered *American Lumberman* (1899-1946) and a single copy of the exuberant *Practical Mechanic's Journal* (1857/1858). The latter includes a design for an all-terrain locomotive (it lays its own track)

and a unique messaging system that would have the sender fire off a note by rolling it up around a special rifle bullet. Explosive news from the past.

I think of those old serials in the basement as the library's ballast, the palpable weight of history that helps keep the library's virtual growth in balance. We all know about the digital building boom. The University of Toronto's latest database includes nearly 13,000 titles and 25 million abstracts. That's a Trump tower

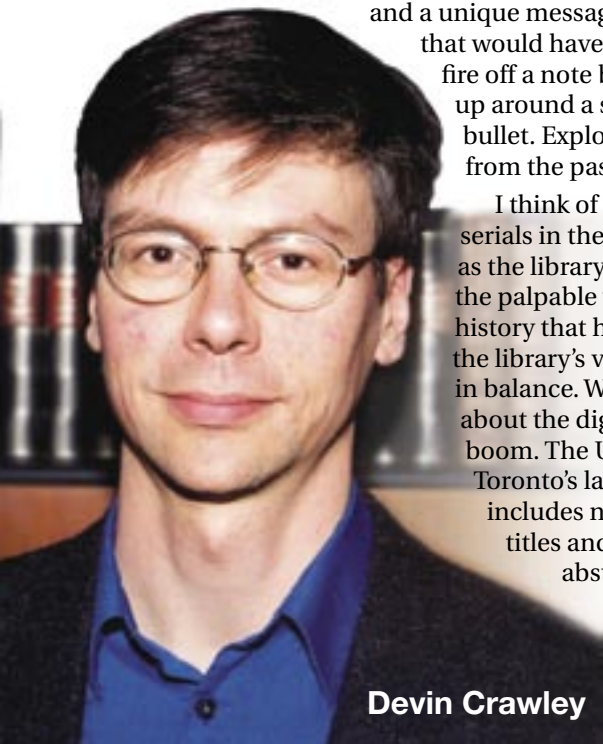
of information. That's information that creates its own weather pattern – information from which you need an evacuation plan. (Is there an escape route? Should there be? I'm not sure.)

Organism. For me, to work in the stacks is to sense that libraries are profoundly organic creatures. I wheel books back to their places after they have been in brief contact with other minds. The books on the shelves circulate through the outside world; the collection shifts and settles over the years. Libraries that adopt increasing digital resources attain a kind of partial apotheosis; one can be lulled into thinking that digital information transcends time and space, that it can be amassed effortlessly and be kept forever. I worry, though, that databases give libraries new power at the cost of an expensive dependency on database products. Can a library remain a growing organism if its physical body loses strength?

Care and feeding. The one thing I've learned as a new graduate with a library science degree is librarianship is all about holding conflicting stresses in check. There are the physical ones: finding room— on shelves, in budgets — weeding out, taking care. And the spiritual ones: belief that libraries are secular temples, moments of doubt that they are barely keeping up to an accelerating culture. I sincerely believe that libraries are at their best when they embody the tension of balanced forces — between access and preservation, between innovation and conservatism, between closing up and flying apart. It's where those forces are equal that you get the proverbial still centre in a turning world. A place where the mind can open up.

To that end, I believe that the mission of librarians is to be a helping profession that serves up intelligence in many forms. Such a mission involves stewardship in two directions: meeting the needs of patrons, and tending the growing organism that is the library itself.

After two years of library school, I understand why it's been so difficult for librarians, and information professionals of all stripes, to gain much recognition



Devin Crawley

By Devin Crawley

in society. On a fundamental level the profession is not single-minded, which makes it difficult to sell. Accepting two priorities means that being a librarian seems to require perpetual self-questioning.

But if the library is a growing organism, maybe that's a good thing.

Devin Crawley, a former staff writer at Quill & Quire magazine, recently completed a Master of Information Studies degree at the University of Toronto

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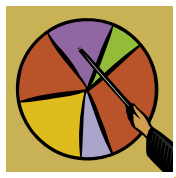
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The Visibility Credibility Matrix

During the 1980s and '90s it seemed every week there was a new management tool or leadership theory on the market. We read and tried to assimilate TQM, Myers/Briggs, 7 Habits, and so on. One that caught my interest and held it was the Visibility/Credibility Matrix: The Study of Power and Influence, by W. Brendan Reddy, Professor of Psychology, University of Cincinnati and Gilbert A. Williams, Organizational Development Consultant for the Digital Equipment Corporation.

Simply put, visibility and credibility are two cornerstones of power. The most powerful individuals, and hence the individuals with most influence, are those who can claim to have both high visibility and high credibility. The matrix developed by Messrs. Reddy and Williams was a tool that anyone could use to measure their own power and by extension the power of their group.

It was the extension of the uses of the instrument that had the greatest impact. It did not take long to realize this matrix could be used effectively to understand and to explore group dynamics of all kinds, for team building, multicultural issues, racism and train the trainer workshops among others. My question became: How could this matrix be used to assess and positively affect the power and influence of the organization—that

is, the library? The matrix was developed to explore the power and influence of people. However, as every librarian and library worker knows, it is impossible to separate the library from the library worker. So it was not that great a leap to try to personalize the library organization to develop a rating for the place. In fact, I thought any increase in the visibility and credibility of librarians and library workers would also mean an increase in those attributes for the library, and vice versa.

The theory, according to Reddy and Williams, is that for individuals 'visibility' is a result of the external attributes that permit a person to be seen and noticed, while 'credibility' comes from the internal attributes that make a person believable. Extend that to your library institution. What are the external attributes that enhance your library's visibility and what are the internal attributes that enhance its credibility?

In the same way the library and library staff are integral to one another, so too are visibility and credibility intricately bound together to result in power. We all know some highly visible people who lack credibility. As a group, librarians have high credibility but seem to lack high visibility. The ultimate aim of the individual, organization or group that seeks to have power and influence is to attain the high-

est visibility coupled with the highest credibility.

The matrix itself is quite simple. You plot where you are on a graph after answering some detailed and searching questions in a number of areas. It is identifying the subject areas, designing the questions and putting in priority order the attributes you and your patrons want to see in your library that are time-consuming but ultimately rewarding. When done well it can show where the gaps are, whether in credibility or visibility. And it can be an effective planning tool for all areas of service delivery and staff training. It could result in a library organization with staff that is seen, heard and believed. It is also a flexible tool as you can create new relevant questions to meet changes in yourself, the organization and the community.

Given our place of business, knowledge, technology and product, we have the makings to be both powerful and influential and can enhance both by increasing our visibility and credibility individually and organizationally. The implications are immense for funders, boards, institutions, administrative and front-line staff if we ask the first two fundamental questions: Do we need to be more visible? Do we need to be more credible?

Putting this theory into practice can be as easy or as complex as you wish. It could be just tidying up the computer area or fully refurbishing your library, or perhaps, a personal decision to greet everyone cheerfully, or making a commitment to become more involved in your community. To have power and influence you must be seen, heard and believed. It is not too late to begin.

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Readers' Advisory

PROMOTING ENJOYMENT AND PASSION FOR THE WORLD OF BOOKS



The Clean Sweep

Is your fiction collection in need of a clean sweep? Recently there has been a proliferation of television programs featuring professional organizers who work with homeowners to bring order to their living space, with the goal of providing them with an efficient, useable living space. If those principles are applied to our collections, what could be achieved? A well-organized collection that allows readers to easily access the items they are looking for? Sounds simple enough, get rid of the clutter and the gems in the collection will be revealed, right?

All too often, weeding (like housework) is put off for any number of reasons. And just like housework, weeding is a task that is never finished. Weeding a fiction collection can be particularly challenging, as literature does not lose its currency in the same way non-fiction does and traditional weeding criteria is not always applicable. (Readers interested in learning more about weeding practices are directed to the works listed below.)

Further complicating the process is the fact that every fiction collection is unique, created to meet the reading tastes of a specific community. This has made it almost impossible to develop rules or guidelines that apply to all libraries. The search for exact rules for fiction de-selection has not been entirely successful. Therefore, organizations must develop individual guidelines that meet the needs of their users—a written collection development policy that includes guidelines for both selection and de-selection will provide the basis for weeding, as well as making your actions more understandable to the public. One example of a de-selection policy can be found on the Hamilton Public Library's Web site, <http://www.hpl.ca/Info/Policies/deselect.shtml>.

From a marketing standpoint, collection weeding is essential. Retailers know that consumers/browsers are attracted by organization and visually pleasing

displays. Therefore, collections that are more visually attractive and inviting have a higher probability of being used. They also draw the users' attention to materials that may have previously been overlooked resulting in increased circulation of these items. Forgotten gems, discovered while weeding, can be used to develop and stock displays, an important tool used by browsers to quickly locate their next great read.

Many of our readers just don't have the time or patience to look for books on shelves crammed with outdated shabby books. The saying that you only get one chance to make a first impression can apply to library collections, consider what impression your users receive if shelves are jammed with books and desks are piled high with mending. In today's visual world, appearance has never been more critical. So the real goal is to remove the less-used items while retaining the titles that contribute to a well-rounded collection. Quantity is not an indicator of quality.

Ignoring this task and continuing to neglect the collection invites the risk that the reader may become frustrated and lose interest in the collection. The professional organizers advocate divesting your life of unnecessary items, so even in the absence of weeding rules there are simple steps that can be taken.

One very straightforward beginning approach is to remove items in poor condition, as well as authors and titles that are no longer in fashion (cover art can provide clues). It has been demonstrated time and again that newer titles tend to circulate more than older ones, even if the contents are the same. Dull covers, yellowed pages and small print do not promote an increase in reading (Carter, 2003), but display a brand new edition of *Macbeth*

or *Jane Eyre* and watch it fly. Good resources attract use (Kogon & Lighthall, 1993)¹. This approach will also indicate to users that there is the all-important balance of classical and contemporary work in your collection.

Some librarians, like the homeowners on the organization shows, are packrats, and reducing clutter can be a monumental task. Others find the task both cathartic and liberating. The important thing to remember is that the community has a right to the best you can offer and in a service profession such as ours, we have a responsibility to provide our readers with current, accurate, authoritative resources. It is only through weeding and organization that the great reads in our collections will be found. It is very clear that readers need weeders².

Sharron Smith is a librarian at the Kitchener Public Library. You can reach her at ssmith@kpl.org.

¹Lindsay, Karen. *An Ode to a Teacher-Librarian*. *School Libraries in Canadian* V.23 No. 3, 2004.
²Manley, Will. *Readers Need Weeders*. *American Libraries* 34 no 10, December 2003.

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Humour

LIBRARIANS REALLY ARE FUNNY

Going Printal



On any given day, library staff and users encounter the rising tensions caused by printers jamming, photocopiers running out of ink or microfilm/fiche printers' parts breaking. We've all been dealing with these issues for years. However, with the tidal wave of previously paper based resources turning to electronic-only access, we are now relying increasingly upon our printer equipment.

Today is no different. I'm at the reference desk, luckily during one of our more idle times of year. Chin in hand, elbow on counter, I watch as our in-house techie, Zak, deals with yet another system melt down... literally.

Apparently our public computer printer went out for a coffee and a smoke and didn't bother to tell anyone that it would be gone. (Well, it's still here physically, but not really spiritually—unless you count the smoke that was wafting out of its rear a few minutes ago.) There always seems to be something that isn't working when it should. Usually this occurs at X:01, when X is the hour that the last staff member responsible for that piece of equipment has officially left the building.

To lighten the mood—or maybe just to feel useful during this obviously stressful time for Zak—I toss out a few suggestions about what I'd do to help our sick printer: drop-kicking it 60 yards, bouncing it down the stairs, giving it a good, stiff whack... these would, at least, make me feel a lot better. But Zak doesn't appear to appreciate my comments. He scowls at me, then turns his attention back to the Jaws of Strife's internal guts.

Okay, so he doesn't want my input. I turn my gaze to the window and wait for the phone to ring, an e-mail to arrive, our techie to admit defeat. He's tried to resuscitate that machine several times already this summer—a true practitioner of CPR (Computer Printer Revival). While my eyes glaze over, a fantasy forms in my mind, borne from the many, far more desperate times when technology has gone into cardiac arrest and we have had to wait anxiously

for the paramedics. What might I do one day if this techno stress got the better of me... ?



I run my palm over the smooth, cool stack of vellum and fluff up the quills in the small vase so that they bristle like a quiver full of arrows.

"What are you doing?" a stunned voice asks from behind me. The face attached to the voice (my boss's) looks thoroughly shocked and her eyebrows are twisted incredulously.

"Just filling up on supplies," I reply. "You know, in case someone needs to make a copy of something."

"Where's our printer and... what IS this STUFF?" Her hand is hovering just above the sheaf of 25-pound bond weight paper.

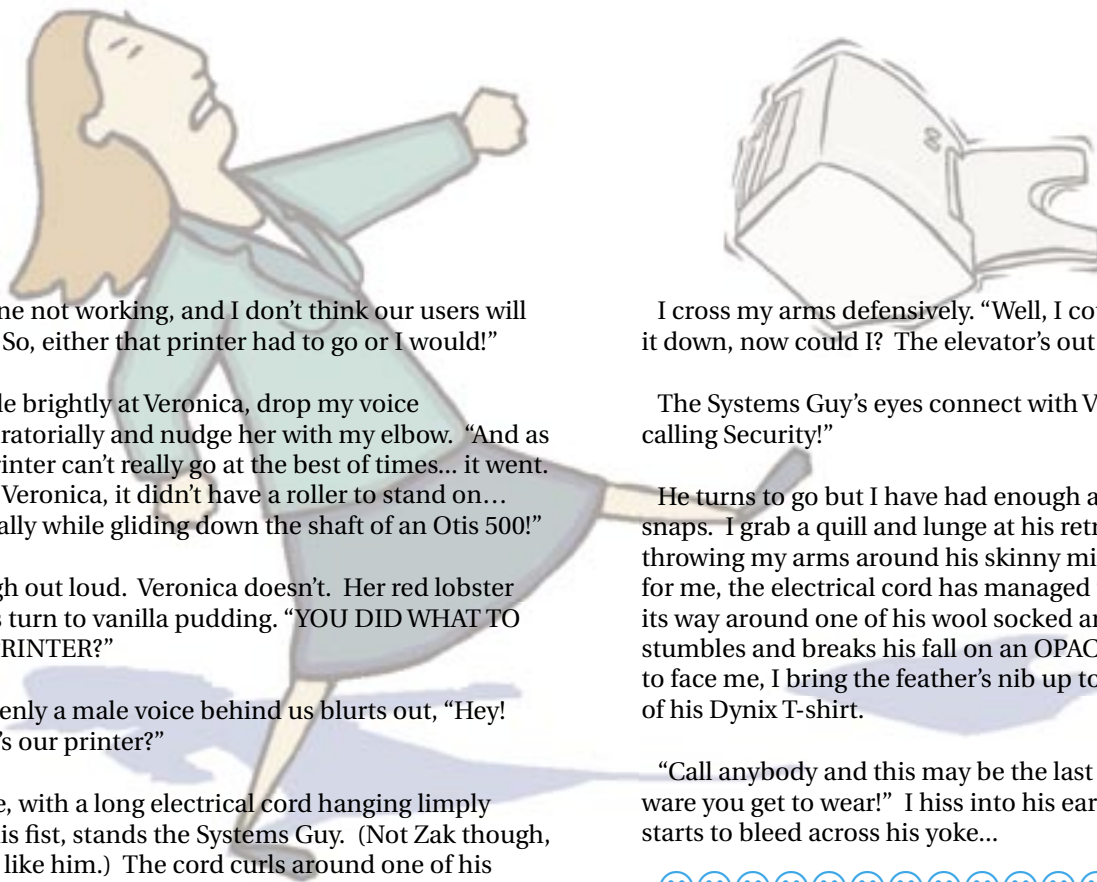
"Well, Veronica, the printer took a little walk... (Uh, actually, it couldn't possibly take a walk as, yet again, it isn't working.) Anyway, three of the four photocopiers are jammed, the full text databases are down 'cause so's the Internet. And... well, Veronica, I just think it would be best for all if we went back to the old ways. Hey, careful! The ink pots are right behind your elbow!"

Veronica looks aghast. "What are you talking about? WHERE is our printer? Bring it back right this instant!"

Somehow I knew it might be difficult to persuade Veronica about the benefits of my plan to combat the technical glitches plaguing our library since we went "digital." Everything would be okay, though, if we could just get "buy in" to the new and improved technology I was offering. I had even posted BI sessions in calligraphy.

"Now, Veronica," I say, mainly to her back as she is tearing open all of the cupboards under the Ref Desk looking for our erstwhile printer. "This'll work if you just give it a chance. I couldn't take yet another

By H el ene LeBlanc



machine not working, and I don't think our users will either. So, either that printer had to go or I would!"

I smile brightly at Veronica, drop my voice conspiratorially and nudge her with my elbow. "And as that printer can't really go at the best of times... it went. Really, Veronica, it didn't have a roller to stand on... especially while gliding down the shaft of an Otis 500!"

I laugh out loud. Veronica doesn't. Her red lobster cheeks turn to vanilla pudding. "YOU DID WHAT TO OUR PRINTER?"

Suddenly a male voice behind us blurts out, "Hey! Where's our printer?"

There, with a long electrical cord hanging limply from his fist, stands the Systems Guy. (Not Zak though, as I do like him.) The cord curls around one of his Birkenstocked heels.

"It's gone," I mutter tersely. (He was, after all, the coder of my discontent. His ilk had brought countless libraries into the 21st century only to have them freeze in recurring Ice Ages of "System's down!")

"It's GONE? That thing cost us \$1,200 bucks! It better not be gone!" His long, lank hair swings to the rhythm of his head movements as he keeps turning to gaze at the space where once dwelt his Laser Love...

"Apparently," says Veronica in a very quiet voice, "she's chucked it down the elevator."

I cross my arms defensively. "Well, I could hardly take it down, now could I? The elevator's out of order, too!"

The Systems Guy's eyes connect with Veronica's. "I'm calling Security!"

He turns to go but I have had enough and something snaps. I grab a quill and lunge at his retreating back, throwing my arms around his skinny midriff. Luckily for me, the electrical cord has managed to make its way around one of his wool socked ankles. He stumbles and breaks his fall on an OPAC. As he turns to face me, I bring the feather's nib up to the rib neck of his Dynix T-shirt.

"Call anybody and this may be the last promotional ware you get to wear!" I hiss into his ear. A black blot starts to bleed across his yoke...



Suddenly, Zak breaks my train of thought. He has gathered his broken child into his arms, his back bent in defeat. "Sorry," he says, "I just can't fix it. You guys won't have a printer for a few days."

I feel bad for him. "Don't worry, Zak," I try to say comfortingly. "It's quiet and we'll make do. We'll just take notes..."

Hélène LeBlanc is the Government Information and Reference Librarian at Wilfrid Laurier University's Library

TALES from the FRONT LINES

All True!

Another speechless moment from the FRONT LINES

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All true, submitted by YOU. Illustrated by Eva McDonald





Last Word

THIS PAGE IS FOR YOU



Our members comment on the bombing of the library at the United Talmud Torah elementary school in Montreal...

I was shocked when I saw the pictures of the burned-out library. This is more than graffiti. This is dangerous and potentially murderous violence. As Canadians and as librarians with a strong sense of transcendent humanity, this type of action is unacceptable. The diversity that is the hallmark of Canada should be celebrated, not attacked. I think that librarians should take a strong stand on this issue. In solidarity with the United Talmud Torah elementary school, I think that libraries across Canada should put up displays celebrating the Jewish community in Canada. This could be followed with displays celebrating the other major faith communities in Canada. The promoters of hate in Canada cannot bomb all libraries in Canada and a united front may even silence them.

—Brian Peat, 1st Vice-President, Ontario Federation of Home & School Associations

The library's bombing ... was upsetting to see, both as a school librarian and as a caring member of our democratic society. Nonetheless, it drew my attention to an important truth about libraries and their cultural importance as a venue for preservation and promotion which our society tends to forget (especially around budget times). History has shown us time and time again that when a certain group is seeking dominance over another, the destruction of cultural centres and the burning of books is often a method used.

—Audrey McSherry, Librarian, Holy Trinity Catholic Secondary School, Halton Catholic District School Board.

The irony of bombing a school library was not lost on me. It's the one place where children should feel safe, and the one room that holds the knowledge of the ages, as seen through the eyes of people of all races, creeds, cultures and religions. It's the one place that a student can go to look for information on anything and everything. It's a haven for readers and thinkers of all ages, and a room that holds the past and the present, and when full of students, also holds the future. As a nation we should be furious. As humans, we should be livid. As librarians we should band together to help fill that room with goodness, intelligence, laughter, optimism. Let's start a program to send books to those students who now need to see the good in people. Let's set a positive example through actions and books. "If not now, when?" Hillel

—Michele Bower, Teacher-Librarian, Portage Trail Junior Middle School, Toronto District School Board

The TPL Board, at its April 19th meeting, approved a \$1,000 donation to the United Talmud Torahs Schools to assist in rebuilding their library.

—Nancy Marshall, Administrative Coordinator, City Librarian's Office

The Dryden Public Library sent a box of new books worth approximately \$200 to United Talmud Torah School the day after the fire in early April. The box was received the day the school reopened.

—Sandra Weitzel, CEO, Dryden Public Library

The OLA Board of Directors donated \$1,000 to launch its special fund in support of the United Talmud Torah elementary school and its library this spring. The Association thanks all of its members who so generously added to that start in the months since the bombing. The fund was closed at the beginning of June and almost \$3000 was forwarded to the school.

OLA President Ken Roberts issued the following statement on behalf of the Association:

The Ontario Library Association wishes to express its sympathy to the students and staff of the United Talmud Torah elementary school and to the Jewish community of Montreal. The school library at the United Talmud Torah elementary school was recently destroyed by a deliberate and hateful act of violence. This cruel act of violence represents an attack on the principles that the Ontario Library Association defends and honours. Libraries stand for knowledge. Libraries are built and supported by societies which understand that information and knowledge create wisdom.

The destruction of any library, through an act of violence and hatred, is something that a strong and wise society simply cannot tolerate.

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