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10 THINGS
YOU CAN DO
FOR A BETTER
LIBRARY BOARD

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



WHAT LIBRARY IS THIS? Send your guess to info@accessola.com and be eligible to win an Education Institute session.

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from the editor

By **Wayne** Jones

As I write this, it's the end of July and there's a popular participatory event called Library Day in the Life happening on the web. Strictly speaking, it's the second go-round of a so-called "meme" in which librarians around the world blog about the activities they do in a single work day. (It reminds me of the great My Day, Yesterday event about a year ago, where each participant edited together video of his or her day to produce a 90-second summary, hundreds of which you can find on vimeo and flickr.)

I won't self-indulge and describe a day in my own personal work life, but I thought that some readers might be interested in knowing about some of the tasks and events in a fairly typical day (well, several of them) in the production of an issue of *Access*:

- Every feature or column in each issue goes through a round of copy editing as well as two rounds of proofreading (the first done by the managing editor, Lori Knowles, and me, and the second by us as well as the authors). In fact, there's also in effect a third round of proofreading—a final check before the text is formally approved and then sent off to the printer and posted on the web.
- The content of the magazine is very much produced by members: that list of volunteers who you see just to the left on the masthead work hard to stay in touch with the issues and events that are important to their divisional constituencies, or to the topic on which their column is based—and then either write three or four pieces a year, or solicit others to do so. There would be nothing to edit or proofread if these folks weren't out there doing or soliciting the writing.
- OLA headquarters' staff also play a key role in gathering and presenting the content of *Access*, and in the production process generally. Natalie Marlowe does layout for the printed magazine and Brian Pudden coordinates the loading of content on the website.
- The whole team working on *Access* follows a pretty strict set of deadlines established well in advance of each issue. For example, I'm writing this about three months before you get to read it—but the deadline is tomorrow. Yes, in each issue there is a little wiggle room here and there (it's essential to build that in), but I'm happy to report that the

Some readers might be interested in knowing about the production of an issue of *Access*.

editors, columnists, and other contributors generally realize the importance of sticking to deadlines so as not to unduly hold up the production of the entire issue.

In this issue, please check out the usual array of excellent work from the contributors. Perhaps you've heard of a little search engine called Google?—well, they've become involved in much more than searching over the years, and Greg Hayton writes about the implications of the Google Library Project settlement for libraries (see page 11). You also may not have heard about the major changes happening at the Bibliocentre: Eva McDonald writes about it, starting on page 22. And you can find out about becoming an internet librarian on page 20.

This is the second issue of *Access* where we are taking advantage of our expanding website content in order to publish fulltext features that we would either have no room for in the printed magazine, or which we would have to defer to a later issue in order to fit them in (thereby compromising timeliness in some cases). Check out Anne Bailey's photo essay there, as well as Gary Austin's piece about public libraries, library boards, and the municipalities they both serve. It's all at accessola.com/accessonline.

As usual, I encourage you to contact me or any other member of the editorial team if you have questions or comments. Right now, for example, you could just email me, but the plan is to expand the website so as to make commenting and letters and general user participation just that much easier. We're hoping to have at least some of that in place by the fall—it's not there as I write this, but it might be by the time you read it.

.....
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Pub. Date: Nov. 2009
Hardcover: 1,952 pages
ISBN: 978-1-59237-439-7
Price: \$340.00

More maps, updated statistics, more indexes and facts and figures make this a hallmark edition of the *Canadian Almanac & Directory* you won't want to miss.

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ontario snapshot

LIBRARY NEWS, PROGRAMS,
AND RECOGNITION



ANIMATED ARGO WILL POOLE READS MAURICE SENDAK'S *WHERE THE WILD THINGS ARE*, AS TEAM-MATE JASON SHIVERS LOOKS ON.

Argos in Newmarket

Cheerleaders and team members of the Toronto Argonauts visited Newmarket Public Library last May for a special event promoting Healthy Minds & Healthy Bodies. An enthusiastic crowd of children and parents listened as team members read their favourite children's books.

The Argos talked with children about the importance of reading, and advising them to turn off their computers and put down their handheld games to get some exercise. They reinforced the message by introducing the cheerleaders, who got everyone moving.

Innisfil Celebrates Evergreen

On October 25 Innisfil Public Library will celebrate its first anniversary as an Evergreen library. It became the first single-plant public library in Ontario to adopt the Evergreen open source ILS, joining a group which now includes numerous public, special, and academic libraries and consortia around the world. In the past year, members of Innisfil Public Library's staff have presented information on Evergreen at the Ontario Association of Library Technicians and Canadian Library Association conferences, and have hosted visitors from public and academic libraries who are interested in going open source.



VOLUNTEER EDITORS AND CONTRIBUTORS CHAT AT THE ROUND UP! LOCAL HISTORY BOOK EVENT IN THE FLESHERTON LIBRARY.

The Little Green Pea

She is a professional actor and writer residing in Toronto, but this former children's librarian can now add published author to her list of accomplishments. The Stirling-Rawdon Public Library held a book launch on May 9 for Alison Barber in honour of her new children's book, *The Little Green Pea*. In her book, Barber—a former children's librarian for the library—tells the tale of a little pea who has grand aspirations of becoming a tree. The library's children's department was bursting at its seams as members of the community came out to help celebrate. More than 100 people showed up to enjoy listening to Aly give a reading of her book, as well as nibble on some delicious cupcakes that were decorated with, what else? Peas!



Flesherton Library Completes History Book

When Artemesia Township amalgamated into the Grey Highlands Municipality in 2000, its history was left unfinished. The existing book, *Split Rail Country: A History of Artemesia Township*, was part of Mildred Hubbert's legacy to the area, but left off in the 1980s. The Flesherton Library was charged with completing Artemesia's history from 1985 to 2000, and now a team of dedicated volunteers is undertaking the task. Ranging from untold stories—those left out of the first book—to spotlight articles on local heroes like Ottawa Senators hockey player Chris Neil, volume 2 is shaping up to be a valuable addition to Ontario's local history collection.



London's Community Engagement

In 2009, London Public Library (LPL) and the UWO's Faculty of Information and Media Studies (FIMS) collaborated to present a five-week Lunch and Learn Series at FIMS for students and faculty. LPL staff spoke about many ways the library demonstrates its commitment to community engagement. LPL's strategic plan articulates the need for community engagement in order to fulfill its promise of being inclusive, essential, and accessible. LPL's community-led service development is designed to connect directly with people, institutions, and agencies so that the library hears what the community needs and wants. Participants learned about initiatives with the City of London Child and Youth Network, Library Settlement Project, Teen Services, Libro Library Road Show, Neighbourhood Revitalization of the Carson Branch Library, and Serving the Socially Vulnerable Populations Project. The worlds of the public library and academia have meshed, leading to a closer relationship and future partnerships.

GEORGINA'S SPELLING BEE:
THIS SPRING, GEORGINA PUBLIC LIBRARIES HOSTED THEIR THIRD ANNUAL GRATE GROAN-UP SPELLING BEE, RAISING OVER \$11,000!



Vaughan Celebrates National Youth Week with Twilight Nite

More than 30 teens had an opportunity to break the rules and get locked in the library together during Twilight Nite, an after-hours party held at Bathurst Clark Resource Library to celebrate National Youth Week. Teens enjoyed a screening of the movie *Twilight* on Vaughan Public Library's big screen, shared snacks, made buttons, designed Vaughan Public Library canvas tote bags with fabric paint and markers, surfed the internet, listened to loud music, and played board games in the library. Deborah Kerbel, author of *Mackenzie, Lost and Found*, joined the celebration and shared her experiences about writing and publishing novels.



WHITE PINE AUTHOR IN HAMILTON

In May, Bishop Tonnos C.S.S. Library in Hamilton hosted Marsha Skrypuch, Canadian author of *Daughter of War*, one of the nominated titles for this year's White Pine Award. Skrypuch spoke to the school's Writers' Craft class, members of its Readers' Circle, and members of the White Pine Group from Cardinal Newman C.S.S. The author focused on the writing process and on publishing issues.

WATERLOO GOES COUNTRY

For Canadian Library Month and Ontario Public Library Week, Waterloo Public Library (WPL) created a special promotion combining country music and reading. Country Musicians Rock and Read for Kids @ WPL is online at waterloopubliclibrary.wordpress.com. Sandi Hall, who manages WPL's publicity and website, came up with the idea while driving home from work one day. "Country music CDs, DVDs, and biographies are very popular with WPL customers. I contacted Canadian and American country music stars and asked if they would share the title of their favourite books and also donate an autographed item for a special literacy fundraiser to be held on October 24." More than 70 musicians responded, including Paul Brandt, George Canyon, Kenny Chesney, Terri Clark, Sara Evans, Jewel, Brad Paisley, and Darius Rucker.





IPODS WITH AUDIOBOOKS

Pickering Public Library has launched its new iHelp desk, a service offering clients access to media-rich resources unavailable in most library settings. Clients can choose to borrow from a growing collection of iPod-compatible audiobooks, or take out a library-owned iPod loaded with audiobooks. Clients have access to iMac computers which are fully stocked with state-of-the-art media creation software to meet audio-, video-, and photo-editing needs. In essence, iHelp is a digital reference desk that aims to answer questions and provide support for computers and technology for Pickering residents.

MIKA MIDOLO, SEEN ON CP24, IS VICE-CHAIR OF THE PICKERING PUBLIC LIBRARY BOARD.



BRANTFORD PUBLIC LIBRARY LAUNCHES NEW POET LAUREATE COLLECTION

The Brantford Public Library has received a donation of Brantford Poet Laureate John B. Lee's eclectic collection of Canadian poetry books. The donation forms the new Poet Laureate Collection, which was officially launched by Lee on April 17. When asked what his motivation was, Lee responded, "I wanted to make a permanent contribution to the library in order to provide something of a lifeline for anyone toiling away at the lonesome craft. Poetry slows us down. Deepens our regard. Lets us linger long enough to engage the heart, mind, body, and soul in one surround."



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Make a Difference in Your Profession

The nominations for positions on OLA's councils are open. What's involved? Divisional councils meet four times a year to discuss issues and to plan projects and programs that make a difference to OLA members and the library sector. Typically, a councillor will have a two- to three-year term, and will work on a specific portfolio of projects. Council work is an opportunity to learn something new that you have not had a chance to work on in your workplace, to stay current on a broad range of issues, and best of all, to meet lots of interesting people. To nominate yourself or someone else, visit the OLA website for more details. Deadline for nominations: November 15, 2009.

The Forest of Reading 2010 Program

Attention, school and public libraries, as well as parents: the reading lists for the Blue Spruce, Silver Birch, Silver Birch Express, Red Maple, White Pine, and Golden Oak award programs will be announced October 26. The lists are selected following months of reading by dozens of members on the various selection committees, resulting each year in a stellar array of Canada's best fiction and non-fiction.

The Forest is now growing with the [r]e-Forestation Project. With funding from the Ontario Media Development Corporation, and in partnership with BiblioCommons, young readers can now go online, read sample chapters, rate their favourites, discuss books and authors, and create and read booklists. The goal of the project is to engage more young readers, to provide a discovery tool for finding those hidden gems, and ultimately to raise the profile of Canadian books and authors. Link to the [r]e-Forestation sites from OLA's site.

Attention, Public Library Trustees

Leadership by Design is the Ontario Library Boards' Association leadership development program, specifically designed for public library trustees. Most of the components and tools can be accessed at OLA/OLBA's website. The program will be going to your community in 2010.

Thanks to funding and support from the Ontario Ministry of Culture, Southern Ontario Library Service, and Ontario Library Service-North, OLBA is able to develop Networking with Our Peers, a leadership training forum. These full-day trainings sessions will

enable trustees/library boards to:

- expand their knowledge and understanding of key benchmark qualifications required to strengthen their governance and community leadership capacity
- discover and use new resources and tools to build their leadership capacity in community development
- discover the challenges and opportunities faced by their peers in their respective regions and begin to build a regional network to share best practices and to address common issues
- envision how they will hand over their "Legacy" to a new library board and ease the "Transition" following the 2010 municipal elections
- explore the library's broad role in meeting the goals and objectives of the province and their municipality while considering local leadership and impact
- contribute to building a long-term plan designed to help library boards maximize their governance and leadership skills and work together to achieve excellence in public library service province-wide.

The program is subsidized to accommodate travel and expenses for trustees.

Council work is an opportunity to learn something new, to stay current on a broad range of issues, and to meet lots of interesting people. To nominate yourself or someone else, visit the OLA website for more details.

The **OLAS**Store

The New OLASStore Launches November 2009! www.accessola.com/olastore

The OLAS

Store is Canada's largest source of professional library literature for all sectors, in addition to other library-related products. The re-design now provides for an online shopping experience featuring:

- shopping by category or publisher
- an "also recommended" feature so that you can view other related titles easily
- ability to set up a personal account to facilitate express check-out
- searching by author, ISBN, or title
- automated shipping and tracking number confirmation
- new title tweets via twitter
- exciting launch offers/deals

OLA EDUCATION

Super Conference 2010: Step Up Your Passion

Social justice, making a difference, and finding a cause that makes the world a better place. These are lofty aspirations for our library conference, and are the qualities inherent in the people who work with or for libraries. Roméo Dallaire and Jonathan Goldstein are just two of the keynote speakers who will inspire and challenge you. Delegates will encounter more than 200 workshops, the largest library exhibit in Canada, and countless networking opportunities on-site and online. We are also bringing back the immensely popular "Meet the Employer" on the Saturday. Note the date change for this year only: February 24–27.

Early bird registration due date: December 23 (holiday gift hint—an OLA Super Conference registration!).

Education Institute (EI)

Several new speakers have been added to the Readers' Advisory Series: David Serchay, *Graphic Novels for Adults*, on December 16; Rachel Van Riel from the UK; *Putting Readers First* on January 13; and Jean-François Savaria, *Service aux jeunes lecteurs*, on February 10. Also watch for the new developing series featuring Knowledge Ontario speakers, including: Diane Bédard: *Your Digital*

Identity; Loren Fantin: *Creating and Managing a Digitization Project*; Jess Posgate: *Scanning Tips and Techniques*; Jan Dawson: *Best Practices for Virtual Reference*; and others.

OLA and the Ontario Genealogy Society (OGS) Team Up

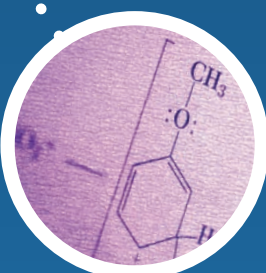
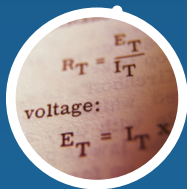
OLA is offering a full-day pre-conference event for the library community on Thursday, May 13, at the Doubletree Airport Hotel (near Pearson Airport), as part of the Ontario Genealogical Society Conference. Watch for an exciting array of workshops, poster sessions, and best-practices roundtables!

"Open the Door": OLA's Strategic Planning Process

The process is underway and we want to be sure all members have the opportunity to participate. Stay tuned for planning sessions and link to the Strategic Planning forum from OLA's website.



make More connections



WorldCat.org gives your library more visibility on the Web. It showcases your materials within the largest library network in the world. Your users will connect with more of what they're looking for—more materials, more formats, more social networking features, more languages—in your library, your groups and beyond.

See how to make more connections for your library, at www.worldcat.org.

THE Google

BOOK SETTLEMENT: Implications for Libraries

The future of electronic access to digitized books may take a big step forward this fall if a US judge approves a proposed settlement to the ongoing class-action lawsuit that has become known as the Google Book Settlement. The news is full of stories about this and what it might mean: this article is an overview of how Canadian libraries might be affected. Greg Hayton attended a day-long summit of the Urban Libraries Council in New York City in April 2009 on behalf of the Canadian Urban Libraries Council (CULC/CUBC) to delve into the ramifications and the details at this critical juncture in library history.

BACKGROUND

Heated opposition to the Google Library Project from a group of American authors and publishers resulted in two class-action lawsuits being filed back in 2005. These two suits are now coming to a head in the form of a proposed settlement, and librarians are becoming aware of the long-term implications for their institutions. On the one hand, the availability of millions of electronic books is a significant step forward in access to information. On the other, a private sector corporation with monopolistic tendencies, namely Google, may end up controlling the main means of access to information online through its ubiquitous search engine, and may also eventually control the digital access to virtually all books covered by copyright.

Google began the ambitious Library Project in 2004 by scanning the collections of five major library partners: the New York Public Library, the Bodleian at Oxford, and the libraries at the universities of Michigan, California,

and Harvard. More than 10 million books in total from these collections and others have since been digitized by Google. Roughly 1.5 million of these books are in the public domain, 3.5 million in copyright and in print, and 4.5 million in copyright but out of print.

WHAT THE SETTLEMENT PROPOSES IN THE UNITED STATES

Under the settlement announced last October, Google will now have to pay authors and publishers for books still under copyright from the revenue it makes from advertising and selling access to the books through subscription (see sidebar @ *AccessOnline* for proposed US subscription options). To register works and administer payments, Google will also establish an independent Book Rights Registry (BRR), governed by author and publisher representatives.

The Google Library Project is highly innovative and the settlement has the potential to increase access to print material on an unprecedented scale. US-based academic, government, and corporate institutions will have access to institutional subscriptions. Public libraries will be entitled to offer free public online access via a single terminal in each public library facility in the United States. However, many of these increases in access will directly affect only those American users; elsewhere in the world, the Google

Book experience won't change any time soon. Until an international settlement is reached, Canadian users won't get any of the settlement benefits, such as free public access terminals at public libraries or institutional subscriptions for research libraries, unless they are directly authorized by individual rights-holders.

Many copyright holders of out-of-print books simply cannot be traced. Without an author or publisher to opt out, Google is then free to use these books for commercial purposes. Critics contend that having an exclusive license to publish and profit from these "orphan books" will give Google a monopoly over any other electronic-book database. Furthermore, given Google's lead time and its right to publish and digitize all the books under the settlement, it is doubtful that other databases will be in a position to set up competitive alternatives. As a result, if approved by the court—a process that could take as long as two years—the settlement would give Google control over the digitizing of virtually all books covered by copyright in the United States.

Once Google Books becomes indispensable to libraries and other user groups and there is no competition, the fear is that Google will favour profitability over access, and subscription rates will skyrocket. Only the registry, acting for the copyright holders, would be able to force a change in the subscription

prices and it would have good reasons to maximize revenue generation rather than access. Currently, neither libraries nor the reading public are represented on the proposed registry decision-making body.

CULC ATTENDS A MEETING WITH AMERICAN COLLEAGUES

While acknowledging that the proposed settlement raises as many issues as it addresses, the April 2009 meeting of administrators from major US public libraries (ULC), which CULC was invited to attend, was quick to recognize that the Google Book Project broke new ground in access to recorded information on a scale comparable to the introduction of moveable type or the birth of the internet. There was also unqualified recognition of the visionary and generous intent that is reflected in the settlement's provision for free "Public Access Service" at all public library buildings in the United States. But given that, all present were cognizant of the need to push for enhancements to the settlement to ensure that the general public will benefit fully from this extraordinary advance.

WHAT DOES THIS MEAN FOR THE FUTURE?

The long-term impact of the settlement is very much tied to the future of libraries as we currently know them, particularly public libraries. If Google becomes the key source of what libraries now consider "book content," what role will there be for the public library? Will libraries be able to carve out a public value as an interpretive intermediary or guidance counsellor on the path between content and the user, or will they be reduced to some sort of archival repository of the book as artifact? These and other key questions need to be addressed now so that public library administrators can play a constructive part in shaping the future public library.

WHAT IF THE SETTLEMENT DOES NOT GET APPROVED?

Finally, there is a possibility that the settlement will not be approved by Judge Denny Chin of the US District Court for

the Southern District of New York. If that happens, what will be next? The access provisions will not be implemented and fair use will take a step backwards. The suit can, of course, proceed to trial but it will then be a very long time indeed until the future for this important digitization project becomes clear.

INTERESTED IN READING MORE ABOUT THIS TOPIC?

American Library Association, "Google Book Settlement," ala.org/ala/issuesadvocacy/copyright/googlebooks/index.cfm.

American Library Association, Association of College and Research Libraries, and Association of Research Libraries, "Brief to Court," wo.ala.org/gbs/ala-acrl-arl-brief-to-court/.

Bailey, Charles W., Jr., "Google Book Search Bibliography," digital-scholarship.org/gbsb/gbsb.htm.

Book Rights Registry, "Google Book Settlement," googlebooksettlement.com.

Robert Darnton, "Google & the Future of Books," *The New York Review of Books* 56, no. 2 (Feb. 12, 2009), nybooks.com/articles/22281.

Robert Darnton, "The Library in the New Age," *The New York Review of Books* 55, no. 10 (June 12, 2008), nybooks.com/articles/21514.

James Grimmelmann, "How to Fix the Google Book Search Settlement," *Journal of Internet Law* 12, no. 10 (Apr. 2009), works.bepress.com/cgi/viewcontent.cgi?article=1022&context=james_grimmelmann.

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Greg Hayton is CEO and Laura Knudsen is the Training Librarian with Cambridge Public Library. This article was developed in partnership with the Canadian Urban Libraries Council / Conseil des bibliothèques urbaines du Canada.

TROUBLE ACCESS TO

By **Anne Brûlé**

If financial circumstances were different for academic libraries, we might see job postings with titles like E-resource Troubleshooting Librarian. Requirements for the position would include knowledge of e-resource management, excellent problem-solving skills, superior interpersonal skills, and perhaps most importantly, patience and fortitude. These skills and more would be required to take on the responsibility of ensuring our patrons have access to all the electronic resources to which we have subscribed.

MAINTAINING ACCESS

Academic libraries are in the process of shifting their collections from print to electronic, and enhancing their e-collections through consortial purchasing. While there are many benefits for patrons and libraries, there are also disadvantages associated with the shift. Maintaining access to this substantial collection of electronic resources is a challenge. Access problems are frustrating and time-consuming for public services and technical services staff, and they also cause delays and aggravation for our users. Here at Queen's University, hardly a day goes by when we don't receive at least one report of an access problem, and during busy term time we can receive more than five reports a day.

TROUBLESHOOTING ELECTRONIC RESOURCES

ACCESS ISSUES

There may be a variety of reasons why a patron can't access material. Here are a few common issues:

- There are problems on the vendor's end. For example, the vendor's server is malfunctioning or erroneously restricting the number of simultaneous users.
- There are errors in the dates in the MARC records for the e-journals. Our patrons may be expecting access to current material based on the information in the catalogue record, but they discover they have access only up to 2006, for example.
- A patron may be asked to provide a username and password when accessing an e-journal that has been set up with IP authentication that should enable direct access.
- A patron may be asked to pay for an article in a subscribed journal.
- E-book packages are continuously adding and dropping content. Often we are unaware that a book has been dropped until a patron complains about access.

SOLVING ACCESS PROBLEMS

Troubleshooting e-resource access issues is time-consuming. Each access problem is different and requires a unique plan of

attack, but typically the following questions are posed:

- Do we actually have a subscription to this journal? This seems like an easy question, but with the numerous products we purchase, it can be difficult to determine what we are actually entitled to receive.
- Do we have the right package turned on in various e-resource management tools that we use, such as the OpenURL link resolver or ERM? Often, the publisher may call the package by one name, but the commercial tools use a different title. If we could impose some sort of authority control on these package titles it would save time and anguish.
- Are we subscribing to this journal through a subscription agent, consortium, or directly?
- Who do I contact to solve the problem and how do I reach them? This can often be the most difficult question. Persistence and a methodical approach to problem-solving are essential, but I often wonder if there is something academic libraries could do individually or collectively to reduce access problems.

REDUCING ACCESS PROBLEMS

In an attempt to proactively solve some of the access problems at Queen's, we have spent a significant amount of time comparing publishers' lists with the cor-

responding packages in our e-resource management tools in order to verify titles, dates, and URLs. We are also contemplating a triage system for reported problems. Currently, we treat all reported problems with the same sense of urgency, but in the future we may address patron-related problems only as they are reported and handle less pressing problems when time permits. At present, only librarians are handling these access problems, but we hope to train other staff to participate in troubleshooting. A truly integrated library system instead of three or four unconnected systems would represent genuine progress in the attempt to manage e-resources. But, alas, all of these are strategies for coping with the problems, not eliminating them.

HOPE FOR THE FUTURE?

This is a time of substantial change in the library and publishing world. As e-resources evolve, many of these issues may be solved. So perhaps when we post our E-resource Troubleshooting Librarian position, we will make it a temporary position, and hope that in a couple of years we won't have as many problems connecting our patrons to this vast array of electronic resources.

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Anne Brûlé is the Serials and Electronic Resources Librarian at Queen's University. brulea@queensu.ca

The Ontario Digitization Initiative (ODI)

Creating an Ontario Government Documents Virtual Library

By David Burke

“Ontario government publications emanate from the Legislative Assembly (including both standing and select committees); the various ministries and departments; agencies and crown corporations; and the specially established commissions of inquiry and task forces. Taken together, the proceedings, reports, statutes, regulations and codes document the priorities, roles and responsibilities of the provincial government in the economic and social affairs of Ontario.”

In early fall of 2008, the Ontario Council of University Libraries (OCUL) identified mass digitization at the Internet Archive as a priority program and a partnership quickly developed between OCUL member libraries and the Ontario Legislative Library, Ontario Ministry of the Environment, Osgoode Hall Law Library, and others, which put the focus for digitization on government documents from the province of Ontario. It was felt that digitizing these materials would have many direct benefits, including enhancing access, serving as part of a preservation strategy, and building a critical mass of content sufficient to be considered useful for research, teaching, and other purposes. Other direct benefits include helping to reduce costs as well as the burden on existing resources. In addition, it was also felt that the experience gained during this project would provide indirect benefits, building capacity and infrastructure that would serve both the university community and the province well moving into the future.

Within a matter of a few weeks, librarians from Queen’s University and McMaster University were seconded as joint project managers and the project was named the Ontario Digitization Initiative (ODI). Work commenced identifying collections, clearing permissions, and developing a short-term

pilot project workplan as well as a longer-term project plan. In the long run, the ODI aspires to digitize the estimated 50 million pages of Ontario government documents—equivalent to 200,000 volumes or 12.2 linear kilometres—which are currently available only in print format. With the pilot project, however, the ODI intends to digitize 780,000 pages of new content and trade with other providers for an additional 110,000 pages of content already available electronically.

When it was completed this past summer, the pilot project consisted of approximately of 900,000 pages of digitized content from the following: Bills (1867–1998), Regulations (1944–2007), Revised Regulations (1944–1990), Statutes (1792–1998), Revised Statutes (1818–1990), and Ministry of the Environment Reports (1975–2007). Following the OLA’s 2009 Super Conference, a working committee had been formed which now includes librarians from Carleton, Guelph, McMaster, Queen’s, Wilfrid Laurier, and York universities (see the project’s wiki at spotdocs.scholarsportal.info/display/ODI/Home). Among the most important tasks of the working committee was the identification of candidates for digitization—the Royal Commissions and Commissions of Inquiry, Sessional Papers, and Committee Debates. (Though the pilot project is formally completed, the ODI digitization continues with the digitization of the Ontario Sessional Papers covering 1868–1920, amounting to approximately 350,000 pages.)

Material was shipped and was digitized at the Internet Archive site at the University of Toronto’s Robarts Library. The Internet Archive at Robarts is a remarkable set-up consisting of 23 Scribe scanning stations which operate two shifts per day and are each capable of digitizing up to 500 pages per hour. In theory, this amounts to a possible throughput of 800,000 pages

It was felt that digitizing these materials would have many direct benefits, including enhancing access, serving as part of a preservation strategy, and building a critical mass of content sufficient to be considered useful for research, teaching, and other purposes.

per week; in practice, however, concurrent scanning of multiple projects in combination with the challenges presented by the materials themselves (e.g., thickness, fragility, damage, foldouts, tight margins, brittle or thin paper) can significantly reduce the throughput of any one project. At each station, two colour cameras mounted to adjustable rails capture both recto and verso sides of each page spread simultaneously. Operators place the book in a v-shaped cradle and raise or lower a glass platen by means of a foot pedal. Pages are turned by hand. The entire process places minimal stress on the materials. Camera raw images are compressed and stored in a JPEG2000 format, which feeds the OCR and virtual book generation tools, enabling keyword searching at a volume level. The Canadian Libraries collection at the Internet Archive is located at archive.org/details/toronto.

While there is much that remains to be worked out, it is hoped that through the assistance of legal experts, and with the use of advanced software, this material will in time become properly indexed and fully accessible via the Scholars Por-

tal ISIS e-books platform. In the meantime, the digitization and provision of free and open access to this material via the Internet Archive is a significant step towards full public access to government information in digital form. For example, the Ontario Drinking Water Surveillance Reports may well be of assistance to a municipality in helping to benchmark a current water quality study in its community. In our increasingly interdisciplinary world, individuals researching in many areas—such as history, law, political studies, public policy, sociology, urban and regional planning—might now benefit from having electronic access to material such as the Ontario Factories Act (1884), the Industrial Standards Act (1935), or one of the many Environment Policy reports. There will no doubt be a great deal of interest in the materials being digitized by this project.

.....
David Burke is Government Information Librarian in the Maps, Data & Government Information Centre (MADGIC) at Queen's University. burked@queensu.ca



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10 THINGS

YOU CAN DO FOR A BETTER LIBRARY BOARD

By Ian Hunter

Library boards have an important task: they work to ensure the provision of exemplary library services in the community.

Members of these boards, commonly called library trustees, are chosen by the local municipal council soon after it is elected. Too often, however, the new council is not adequately focused or equipped for the task, and therefore highly qualified trustee applicants may be passed over, or not even interviewed.

Council wants to have a successful library board, so it should welcome assistance from the outgoing board (which is still in place until the new one is selected) when recruiting the new trustees.

Here are some things your library board can do in the next 12 months to help the library get the board it needs and deserves.

1 Talk informally among the current trustees and find out which ones would or may be willing and able to serve for the next term (2011–2014). Experienced trustees can really help a new board, so encourage those who have the drive and energy for another four years at the helm to re-apply for the position.

2 Tidy house. Are your policies and bylaws updated? Is the library's financial situation clear, with clean audit reports? Are there any unresolved issues that could be cleared up before the end of your term? It's time to clean up these matters.

3 Create a strategic plan or update the current one. Your years of experience will give you a tremendous advantage when creating a solid plan. The strategic plan can serve as an invaluable "legacy document" that may help guide the new board for years to come.

4 Review and, if necessary, streamline your meeting processes and committee structure. Do trustees waste time on issues that are not really the board's concern? Do they attend monthly committee meetings discussing matters that could be more effectively handled by staff or the board itself? Potential trustees will want assurance that their contribution to the library would be time well spent.

5 Secure approval from the municipal council for a budget that will put the library on firm financial footing for 2010. As well, create the conditions for another positive budget result in 2011. Include in the library budget adequate funding for trustee professional development, e.g., training and attendance at conferences and workshops.

7 Take a look at your library's website from a user's perspective. Does it reflect "old school" or does it speak of "innovation"? The website needs to tell the community about the wonderful services the library offers and the difference the library is making in the community. Moreover, the website has to describe the important work of the library board, along with a photo and some contact information. All these things will tell potential trustees that the library has a board worth joining!

8 Host a fall 2010 information session geared to potential library trustees. Invite as well the whole community, including candidates for municipal council. This two-hour session should have speakers like the library CEO and some retiring trustees, with a PowerPoint presentation reflecting the accomplishments of the library and its role in community development. Conclude the evening with refreshments and a social time. This session can generate huge goodwill and enthusiasm for the library.

6 Conduct an informal search for potential trustees. Identify dynamic community leaders and members who could bring new energy to the board. Don't limit your search to those with previous library experience, since quite often the best new trustees are ones with little or no prior connection to the library. Encourage them to submit their trustee application to the municipality.

9 With all of the above tasks, work closely with the library CEO. She or he may have served many library boards over the years, and may be highly motivated to see that the next board is strong, with a solid appreciation of its leadership role and good governance.

10 Building on the above work, formulate a plan for approaching the municipal CAO and the new council to share information about what your board has done to attract good-quality trustee applicants. Very likely, the CAO and councillors will appreciate your efforts, and your information will be welcomed.

By starting to work now with these "10 Things" you will help create a positive legacy, including a better board for your library!

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



The Future Is Here

Library Services for Mobile Devices

By Sally Wilson

What does your library website look like on a cell phone? What library services do your patrons want to access on a mobile device? The first question is easily answered. Unless your patron is using an iPhone or iPod Touch, your library website as viewed on their phone will have little resemblance to the carefully crafted site that displays on a laptop or desktop computer. The answer to the second question will depend very much on the types of users that frequent your library.

To get a better idea about experience and expectations of the users of our library regarding mobile devices, the Ryerson Library and Archives performed a brief survey of our students in November of 2008. The 800-plus responses to the survey told us that while only 20 percent of our users currently have smart phones (phones that provide internet access), within three years the majority of our users will have either an internet-enabled phone or a wifi-enabled device such as an iPod Touch. A number of libraries and library vendors have already started adapting existing services and creating new ones to take advantage of this development.

While users with full internet access on their phones are still in the minority, there are services that are well suited to the 85 percent of our respondents who use text messaging. Several library system vendors offer products which enable libraries to send circulation notices via text message. Denton Public Library in Texas offers this service on an opt-in basis. Another service that is fairly easy to implement is the ability to text message the title, call number, and location information of a particular book from the catalogue to a cell phone. This information can then be viewed later on the phone while the user is in the stacks looking for the item. Several libraries, including Ryerson, have implemented this feature, but the University of Bath in England has gone one step further. In their catalogue they insert QR Codes (two-dimensional barcodes) in the display of each bibliographic record. Users with phones that have a camera and free barcode decoder software can take a picture of the barcode, which the software then translates into title, barcode, and location information that can be displayed on the phone.

Our survey respondents also indicated that they would like to be able to do quick lookups on our catalogue and access their borrower record (fines, holds, etc.) on their mobile devices. There are a couple of options for providing these services. Your ILS vendor may currently have a mobile version of your catalogue available, or have announced plans to produce an iPhone-optimized version of their catalogue, such as Sirsi/Dynix and Innovative. The other route is to develop your own mobile catalogue. This has been successfully done by the District of Columbia Public Library, which created an iPhone version of their catalogue. The DCPL iPhone catalogue application (which allows you to search their catalogue) is available from the iTunes apps store, and the software for creating your own version is available under a Creative Commons license.

Many phones have built-in global positioning systems (GPS), a highly coveted feature for our survey respondents. A GPS feature allows users to navigate to locations and, if activated, allows others to find them. OCLC's WorldCat mobile application for iPhones makes use of this feature when identifying

local libraries. Libraries with multiple branches might want to capitalize on the GPS function to create custom maps to branch locations.

Other services that make life easier for your users can also port well to mobile devices. Our users overwhelmingly indicated that they would like to be able to book study rooms on the go. This is not surprising as our regular study room booking service is heavily used—there were more than 17,000 bookings in the fall term. We implemented mobile booking recently and, in the fall of 2009, expect to see this become one of our more popular mobile services.

Even if you don't have the budget or the staff to implement a wide range of mobile services, there are some actions that you can take now. A mobile website of a few pages can be created quite easily. Most existing mobile library sites have a similar set of links to quick information—hours, news, mobile

catalogue, workshops/programs, and contact information. Phone numbers are particularly relevant on mobile pages, as they can be made into links that when clicked automatically place the call.

These are just a few examples of library services for mobile devices. The increasing pervasiveness of mobile devices with internet access promises an exciting time for libraries as we adapt and extend existing services to these devices and explore opportunities for innovative new services.

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Sally Wilson is Web Services Librarian at the Ryerson University Library. She obtained her master's degree in Library and Information Science from the University of Toronto.

Mobile Library Services: Survey Results

Ryerson University Library
Mobile Device Survey Results
ryerson.ca/library/msurvey/

Examples of Library Mobile Services

District of Columbia Public Library iPhone software
dclibrarylabs.org/projects/iphone/

Denton Public Library
library.cityofdenton.com

University of Bath QR Code Example
library.bath.ac.uk/uhtbin/bath/UB-LIBS/ckey/1916692

Further Reading

On the Move with the Mobile Web: Libraries and Mobile Technologies

By Ellyssa Kroski

alatechsource.org/ltr/on-the-move-with-the-mobile-web-libraries-and-mobile-technologies



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The poster features a blue textured background. On the left, a brown hand is shown holding a white stem that branches out into several colorful flowers (red, yellow, blue, and orange). The text is arranged on the right side of the image.




Digging the Digital Research: Using

Diigo

to See Out of My World

By Leslie Whidden



My job as a high school information professional (Hip TL) is to find methods of making information searching as efficient and productive as possible. This means investigating current trends as well as teaching traditional methods of information seeking and evaluation.

This past summer I began using a new-to-me tool for my internet research: Diigo (pronounced DEE-go). This free social networking tool has transformed my searches from uphill battles to bonanzas! Diigo is a powerful tool for internet research, and it also teaches basic web 2.0 skills and terminology common to other social networking tools.

In a nutshell, Diigo is a social bookmarking and annotation tool: social because the users of Diigo generally make their libraries of bookmarked sites public (that is, open to all users) so you can piggyback on the research results of others. So, for example, if 39 other researchers have previously bookmarked and tagged the site you've just saved, then they probably share your interests. You are then allowed to peruse the bookmark collections of these 39 other users and bookmark other URLs they have tagged and saved in that same vein of interest.

Social networking applications such as Facebook and MSN

are the culture of students, which allows them an easy transition into using other social networking tools such as Diigo. I need to teach effective research skills for the media that students are using, not just the media that I grew up with.

I teach students to use Diigo to accumulate, organize, and share digital resources. I also teach them to apply the same critical thinking skills for digital resources as print resources: evaluation and judgment.

At an introductory level, Diigo addresses two frustrations in building good online research results: first, finding good sites, and second, saving these sites for easy retrieval later on.

Finding Good Sites

It's a difficult process to hone in on the right keywords needed to find relevant information, and especially frustrating for adolescents who have little patience and perseverance. Diigo users tag their sites with descriptive words that are personally meaningful. These tags link to other users who have tagged using the same descriptive language. These other users have the potential to become gold mines of research information for the student researcher. Tagging is in itself good practice in learning how to

find useful keywords. Students will still need to apply the skills to evaluate the credibility of the information, but that's another lesson.

Saving the Sites for Easy Retrieval

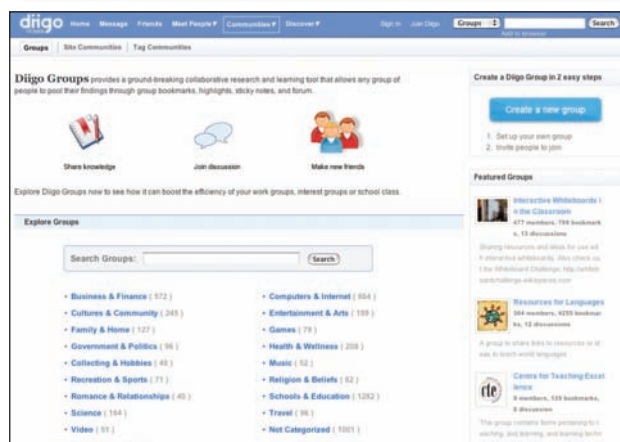
Users bookmark (save to favourites) the site to Diigo, which is internet-accessible from any computer. All search engines allow bookmarking, but the problem is that the bookmarks are available only on the actual computer you used, so your bookmarks are not available when you are using other computers. This is a problem for students going back and forth between home and school computers. Also, some networked school computers don't allow you to save bookmarks at all. So, saving bookmarked sites to Diigo gives you access to your personal bookmark library from any computer, any time.

At an intermediate level, Diigo promotes "individual collaboration." Diigo gives the user tools to highlight text and add comments. You choose whether you want your comments to be private or public. Comments, which appear as yellow sticky notes, become visible as the cursor runs over top of highlighted text and disappear as the cursor passes. How does this benefit the student or teacher? In the same way we use sticky notes in an essay or book: to make connections, choose good passages, ask questions. It is your choice to make your highlights and notes private or public. Making your comments public allows internet readers to add their comments and responses to a conversation thread, with speakers identifiable by user name.

The highest degree of complexity is in the Group structure. In a school setting, teachers can open a Diigo Educator Account and invite students to join. The teacher chooses the articles to be read and determines student requirements. Students can be instructed to highlight and comment on the articles, discuss, ask questions, and link to other websites. When designated "private," all group activity remains visible and accessible to invited group members only: comments visible on an article within the group are invisible to the public looking at the same article. Teachers can monitor student involvement by watching the quantity and quality of the online interaction of each student.

At the time of this article, my active group is Library 2.0. In it we discuss the direction that library practice is taking in the digital age and how it impacts our practice in high school libraries. There is a wealth of information to be gathered online from professional librarian bloggers and Twitterers. Diigo Groups allows us to park the information that we find individually and return to it later to discuss as a group. One of the useful features of Diigo—one that is common with most social networking apps—is the "similar searches" feature. Related Groups on Diigo will link the reader to other groups with similar interests to your group. Link your findings on Twitter with your Diigo group and you're working in real time.

Everything you need to know to get started with Diigo can be



found by connecting to diigo.com. Diigo helps teach students learn 21st-century skills and is a great resource for collaborative research.

Article on Diigo

www.amphi.com/~technology/techtalks/online/nov08/best_pract.htm

Help Outline

help.diigo.com

.....
*Leslie Whidden is a teacher-librarian at Banting Memorial High School in Alliston.
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Farewell, *Bibliocentre*

By *Eva McDonald*

On January 27, 2009, the day before Super Conference, the presidents of the 24 Ontario community colleges announced that the Bibliocentre would be closing this calendar year. The news sent shock waves through our facility at Leslie and York Mills, which employs 30-plus people, and throughout the Ontario college system. For many of us, the closure is a heartbreaking end to a long and successful history.

The Bibliocentre started out as a project in 1967 by the Bill Davis government, to select, acquire, and catalogue a core collection of library books which would be shelf-ready for the new community college system in September of that year. The initial project took place at McMaster University, and was so successful that the college presidents decided that an organization should be created to provide centralized technical library services for all Ontario colleges. The Colleges of Applied Arts Bibliographical Centre, or the Bibliocentre for short, was established in 1968. The funding, then as now, came from an off-the-top ministry grant.

It was envisioned that a management committee would be responsible for the new entity, but that the administration would shift to a different college every two years, and in its early days the Bibliocentre operated under Ryerson Polytechnic and Seneca College. In 1973-74, it was Centennial College's turn to take over the administration of the Bibliocentre. Later in the academic year, the management committee asked the college to assume full responsibility for the organization, and so in 1975 the Bibliocentre became a division of Centennial College.

The Bibliocentre provided cost savings

in the aggregated purchase, centralized processing, and maintenance of library materials, electronic resources, and large library systems. The Bibliocentre also acted as the one-voice representative for Ontario college libraries as other library consortia grew. For example, the Bibliocentre currently represents college libraries for Knowledge Ontario. It is for this cooperative and collaborative work that the Bibliocentre was recognized and praised in the Rae Report, a provincial review of post-secondary education led by former Premier Bob Rae.

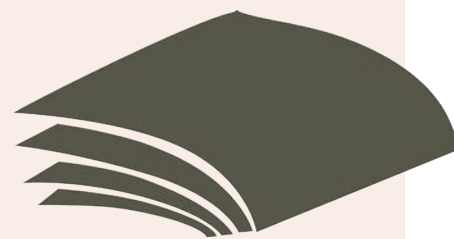
Library systems and resources have become increasingly sophisticated in the past few years, and maintaining a usable library has become much more expensive. For the Bibliocentre to support new services that the colleges demanded, e.g., videostreaming, it needed more money. The ministry grant had been frozen for more than a decade, but the impediment to getting more money was the governance of the organization. The grant flows through Centennial College to the Bibliocentre, but the Bibliocentre is administered by Centennial College. This creates a situation where the funding does not come from Centennial, yet the Bibliocentre's executive director reports to Centennial's senior executive. For the Ministry grant to increase, the proposal would need the buy-in of all colleges, but from their standpoint, they were being asked to approve money over which they had no jurisdiction—a hard sell in the best of times, and an impossible one in the worst of times.

It was inevitable that the governance of the Bibliocentre had to change, so the decision was made by the college presidents

to close the Bibliocentre and establish a new independent entity—the Ontario Colleges Library Service (OCLS)—to take its place. OCLS will continue some services of the Bibliocentre, but not all; notably, the centralized acquisition and processing of paper materials will cease. The presidents' decision was not made lightly. It came after more than two years of many, many reports, consultants, and input from all stakeholders.

The impact on Bibliocentre employees is devastating, and the effect on library services in the Ontario colleges is yet to be felt. However, as we step into our unknown future, I hope you join me in wishing a fond farewell to the Bibliocentre, and an optimistic welcome to the OCLS.

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At the time of this writing, Eva McDonald was the Electronic Resources Librarian at the Bibliocentre.



Les produits électroniques de langue française

par Jacques Leboeuf

C'est un secret de polichinelle que l'offre de produits électroniques de référence de langue française est minime.

Cependant, il en existe.

Le site de Bibliothèque et Archives nationales du Québec (BAnQ) (banq.qc.ca/portal/dt/ressources_en_ligne/ressources_en_ligne.jsp) est un bon lieu de départ pour repérer plusieurs de ces titres. Mais même cette grande bibliothèque offre plus de titres de langue anglaise que française. Un regard au site de la Bibliothèque publique d'Ottawa (BPO) (bibliottawalibrary.ca/connect/online_resources/subject_f.cfm) permet également d'en repérer.

Au niveau des encyclopédies, la BPO offre aux enfants Découverte de World Book et pour les adultes il y a Universalis. Il existe également des sites de valeur comme Encarta (fr.encyclopedia.msn.com) et Quid (quid.fr) repérables via la Bibliothèque de référence virtuelle (BRV) (bpo.bibliovirtuelle.ca) ou BREF (services.banq.qc.ca/sdx/bref).

Au niveau des articles de journaux, la source principale est Eureka.cc. Et bonne nouvelle: Knowledge Ontario (knowledgeontario.ca/ResourceOntario/0910databases.html) offre cette ressource à tous les résidents de l'Ontario. Il faut surtout ne pas oublier d'activer son compte!

Au niveau des périodiques, Repère (repere.sdm.qc.ca) demeure la meilleure référence. Mais il faut admettre qu'avec le peu de magazines en texte intégral, Repère est en fait un index de périodiques; il faut donc mettre à contribution son département de Prêt entre bibliothèques (PEB) pour en tirer pleinement profit.

La BPO offre également, grâce à Knowledge Ontario, Career Cruising en français. Ce produit permet aux jeunes de faire un choix éclairé sur différentes carrières. Également, la BPO devrait offrir sous peu CareerAIM (oclc.org/ca/en/databases/careeraim/default.htm), qui offre une interface bilingue et permet aux chercheurs d'emploi de repérer une vaste quantité d'offres d'emploi sous un même toit.

L'offre se raréfie au niveau des livres électroniques de référence. Il existe des fournisseurs, tels Numilog (numilog.fr/accueil.asp), NetLibrary (netlibrary.com), Ithèque (itheque.net), Overdrive (overdrive.com), etc. Mais c'est un défi de les incorporer à son site et de les rendre accessibles selon un modèle de bibliothèque publique. Aussi, plusieurs des titres offerts ne correspondent pas aux critères de sélection d'une bibliothèque. Par contre, c'est très intéressant de remarquer le nombre d'initiatives pour numériser des livres en langue française.

Repérable à la BRV sous "Livres et textes numériques" on retrouve, par exemple, Les Classiques des sciences sociales (classiques.uqac.ca), La Bibliothèque virtuelle de l'université de l'Alberta (www.fsj.ualberta.ca/biblio/default.htm) ou encore ABU: la bibliothèque universelle (abu.cnam.fr). Le problème, cependant, est de repérer facilement tous ces titres sous un même toit: le catalogue en ligne. Pour plusieurs institutions, c'est un projet qui demande des ressources additionnelles, difficiles à obtenir.

Il en va de même pour les périodiques de langue française numérisés sur inter-

net. Sans un index central, qui ira butiner de site en site pour trouver un article pertinent à sa quête d'information?

Certaines bibliothèques offrent comme solution, si cela en est une, des produits électroniques de langue anglaise avec une interface française et un engin de traduction automatique dit intelligent. Le fournisseur Gale de Knowledge Ontario l'offre à cette adresse (access.gale.com/ontario/french.html). Force est d'admettre que ces engins ne sont pas encore au point.

Les engins de recherche deviennent de précieux compléments à la recherche de sources de langue française. Google et Bing offre de limiter leurs recherches à des sites de langue française. Ou encore, on peut limiter sa recherche à des sources gouvernementales canadiennes, ontariennes, ou québécoises qui offrent généralement leurs textes en français.

Bref, l'offre de produits électroniques de langue française est en croissance, mais l'attente force les francophones à beaucoup d'ingéniosité pour repérer une information de langue française de qualité.

Jacques Leboeuf est bibliothécaire à la Bibliothèque publique d'Ottawa depuis déjà 25 ans. Il a travaillé auprès du département de développement de collections à l'achat de ressources électroniques de langue française, et est présentement bibliothécaire à la référence et aux services pour adultes. Il a aussi contribué longement au panneau français de la Bibliothèque virtuelle. Avant d'être bibliothécaire, Jacques jouait du tuba pour la réserve navale H.M.C.S. Montcalm de la ville de Québec ... un secret bien gardé!

THE REPUTATION ENGINE

Quality is something libraries are concerned about. Our users expect us to provide access to the best resources. Of course, what we really mean by this is quality books, films, websites, and other information sources. Quality is about stuff. Why isn't quality about people? We judge the quality of resources; why don't we judge the quality of people? Ah yes, judging people, now there's a popular growth industry.

By **Michael** Ridley

The internet has demonstrated that information is now ubiquitous and social networking has shown us that connections matter as much as (or more than?) content. When we look at information-seeking behaviour, friends or the colleague down the hall tend to rank number one among the most trusted sources of information.

Facebook and Twitter are the new search. We used to say it's not about what you know (knowledge), but your ability to find out about what you don't know (information literacy). Now we are back to an old standard: it's not what you know, but *who* you know. More and more we get information from other people. Interactive, always-connected tools (e.g., texting, tweets, status updates) mean that we always have access to the insights, experience, and expertise of others.

If people are the ultimate information resource, how do we know who to pay attention to or whom to trust? One determinant of trust is reputation. Reputations are earned in some sort of objective manner and based on that we confer our trust on those people. With this tenuous trust we allow those people to influence our ideas and actions.

What if, when you search Google (or are about to "friend" or "follow" someone), your browser automatically (and perhaps behind the scenes) does a reputation check first? It queries a system to determine if and why (or why not) you should trust this person or author. Imagine this as a "reputation engine." A service that would augment other services by informing you (or maybe just inform the operation your are performing) about the relative trust or reputation of the individual. Could a reputation engine meaningfully and usefully sift a Google search or make sense of the Twitterverse? What would the criteria be for such an engine? How would reputation be won and lost?



We used to say it's not about what you know (knowledge), but your ability to find out about what you don't know (information literacy). Now we are back to an old standard: it's not what you know, but who you know. More and more we get information from other people.

In the academic realm, techniques like the citation tools first developed by Eugene Garfield for the Institute for Scientific Information (ISI) identified not just important articles (those receiving lots of citations) but, indirectly, important authors. Of course, authors are cited for both positive and negative reasons. High citation counts could suggest importance or infamy.

The poster kid for the sort of reputation management we are talking about (in a limited, constrained way) is eBay. The rating system that evaluates buyers and sellers is such that it puts checks on both parties. Because it is in the interest of both parties to be honest (each group validates the other), it is an effective confidence rating for those new to buying or selling.

So, should libraries operate the reputation engines? If not us, who else? Libraries already are among the most trusted organizations—we have the confidence of our communities. The value of a reputation engine seems self-evident, but the potential lawsuits also seem inevitable. All this suggests “reputation” is not a good way to describe the kind of measure we are looking for. We need a good euphemism.

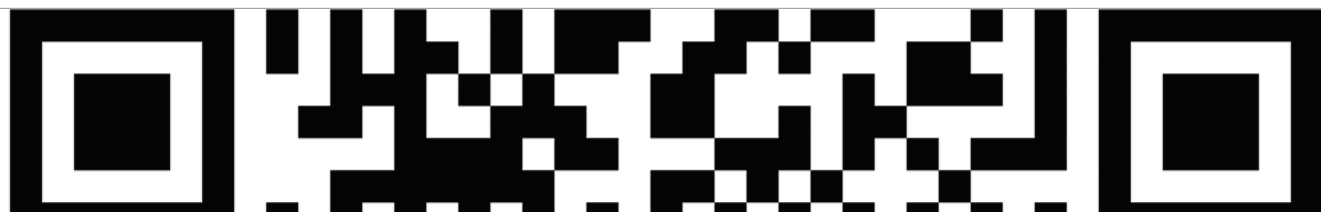
Whatever the nature or criteria the system uses, to be truly effective it should reinforce the underlying principles that libraries promote: information literacy, open communication, honesty, intellectual freedom, reciprocity, and quality. Just as eBay creates a system that promotes and fosters reliable business transactions, so too must the reputation engine enable and support notions of the public good.

The reputation engine is likely to be some sort of data-driven matrix with input from a wide variety of sources. It would have to be a multi-dimensional score or confidence factor that incorporates contextual information relevant to the trust being sought. Conventional measures such as position, associates, publications, and awards would be augmented by proximity measures with respect to friends and friends-of-friends. Measures relating to your contacts on LinkedIn or your followers on Twitter will assist in assessing your position within a trusted or informed community. For example, according to Twitter Ratio (a tool that measures the quality and nature of my tweets and my followers), I am “respected among peer group.” My wife suggested that this made me a “respected twit.” Nice. At any rate, is this a result that could be accessed and used in interpreting whether a complete stranger should pay attention to what I say or what I might know?

Recently, the entry my class and I were trying to post to Wikipedia was rejected ... several times. Other pertinent issues aside, part of the concerns was, bluntly, “Who is this guy?” Wikipedia has a number of trust processes and I got caught in them. Depending on your perspective, this may indicate that the system is broken or, indeed, that the system works very well. This story does illustrate that in the confidence marketplace or reputation agora, there need to be tools and processes sophisticated enough to deal with some very subtle relationships.

It seems likely that multiple reputation engines will emerge with different criteria and different target audiences determining the nature of the service. In fact, monetizing reputation may be the next big thing. A very interesting service called Aardvark (vark.com) has started up recently. Essentially you ask it a question and it uses your friends (or friends of friends) as the source of answers—an interesting combination of information and reputation. Who do you know?

Michael Ridley is the Chief Information Officer (CIO) and Chief Librarian at the University of Guelph. mridley@uoguelph.ca



Mobilizing Content and Creating Richer User Experiences with ... BARCODES

By [Amanda Etches-Johnson](#)

If I had to pick the biggest trending topic for libraries in 2009 it would be the mobile web. The news media loves a good article or news story extolling the advances in cellular and smart phone hardware and libraries are obviously sitting up and paying attention. Scan the literature, take a look at a conference program, read a few blog posts: I can almost guarantee that you will find more than one reference to the mobile web. And based on everything I am seeing, libraries are not just responding by creating mobile versions of their websites optimized for mobile browsers. They are also harnessing SMS (“texting” on cell phones) to interact with users; they are building native applications with simplified interfaces to provide access to library resources; they are even adopting new barcode systems enhanced with rich data.

Wait! Did I just say libraries are adopting new barcode systems? You bet I did.

WHAT'S SO BLEEDING EDGE ABOUT A BARCODE?

It's true, barcodes are not new territory for libraries. We have been dealing in barcodes for decades. The machine-readable barcodes we've been using on (or in) our books for years have allowed us to automate our circulation functions and make inventory control a snap. It is probably safe to say that the barcode is a pretty beloved bit of technology amongst library types!

Well, there is now a new barcode in town, called the QR code. A Quick Response (QR) code is a barcode that stores alphanumeric data in two dimensions: vertical and horizontal (the regular barcodes libraries have used for years are one-dimensional and store data only in vertical bars). QR codes usually contain a lot more information than one-dimensional barcodes, including text and URLs and other small bits of information. The most exciting development here is that QR codes can be scanned and read by cellphone cameras, making them game changers in the field of mobile access to information.

THE MECHANICS

If you want to read and decode a QR code on the go, you will need two things: a wifi- or network-enabled mobile device with a camera, and a QR code reader (grab one for your phone at mobile-barcodes.com/qr-code-software). Once you've downloaded a QR code reader to your phone, simply point your camera at a QR code (like the one above) and snap a picture. The code reader installed on your phone will automatically engage (if it doesn't, you can launch the app), analyze the code, and give you the result. The QR code above is simply a link to the webpage for this magazine, so if you take a picture of it, your QR code generator will recognize the URL, launch your mobile browser, and take you to that URL. If a QR code includes any other text, your code reader will render that text



on your phone's screen.

Generating a QR code is even easier: the two most popular code generators are BeeTagg (beetagg.com) and Kaywa (qrcode.kaywa.com). Visit either site to generate a text or URL QR code in seconds.

A NEW BARCODE FOR YOUR LIBRARY

While QR codes are not new (the system was invented by a Japanese auto parts manufacturer 15 years ago as a commercial tracking application), we are only now seeing libraries harnessing this new technology. Earlier this year, the University of Bath began placing QR codes at the item level in its catalogue. The codes contain basic bibliographic information as well as shelf location. Columbus Metropolitan Library is not only considering adding QR codes to its catalogue records, but also investigating the potential of placing QR codes in physical spaces in branches to provide location-specific information to in-library users.

QR codes in catalogue records and on physical items provide an exciting platform for delivering rich information to our users. Imagine using your cellphone to scan a QR code on a book and being taken to the library's book review blog or Amazon page for the book, where you can read reviews of the item right in your mobile browser. Or, in an academic setting, where a

QR code placed on a book could contain a URL that performs a keyword search in the library catalogue based on the subject headings of the item scanned (a physical/virtual "find more like this" scenario). Or a QR code that searches Google Scholar and other article databases for articles on the same topic as the item scanned.

Think, also, of all the location-based information we could provide to enhance the user experience in our buildings. QR codes placed in strategic locations could provide information on help desk locations, upcoming events, building hours, and contacting the library. Indeed, the possibilities are limited only by our imaginations, and QR codes have all the potential to revolutionize the way we deliver information to our users. It's a good time to be in the content provision business!

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



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I'D LIKE TO BUY THE WORLD A ~~Coke~~ Library

By Catherine Baird

Imagine yourself sitting at the boardroom table at the annual international summit of marketing experts for Coca-Cola. What kinds of conversations do you think you'd hear around that table?

"If people only knew how good Coke tasted," sighs one.

"Yeah, that's it—people just don't know how thirst-quenching Coke is," pipes up another. "We just need to get the word out."

A third concludes confidently, "Perfect, let's make a bookmark!"



It may sound comical in this context, but libraries often take just that approach to marketing. We tend to think about ourselves first. Phrases such as "If they only knew that we had this service" or "If they only knew about this great resource" occur as frequently as "People just don't know what we do." We think marketing is simply about raising awareness. We think we just have to tell people and that's it—our marketing work is done. Marketing becomes an answer to a problem, rather than a tool. Technology hasn't solved all of our problems, and neither will marketing. But both can be leveraged to achieve what we want.

I'm not saying that letting people know what you're up to as an organization isn't important. And of course, bookmarks will continue to have their place in library promotion. I'm simply saying that there can and should be more to marketing ourselves well. As libraries, we need to figure out how we fit into people's lives and then do everything we can possibly do make sure that fit stays relevant, useful, and apparent.

In theory, we have the easier task compared to the folks at Coke. After all, nobody really needs a sugary soft drink, do they? But they do need many of the things that libraries offer.

The challenge, then, is that we fit into people's lives in many very different and often diametrically opposing ways. People need and want very different things from us. For one person, the library may be a quiet place to visit and enjoy a period of self-reflection and study. For another, we aren't a physical space first and foremost, but an online tool for accessing information. For yet another person, we provide more of a social space, to meet and work with others.

Do we make all of these people happy? How can we make all of these people happy? And how do we know whether we are

making them happy?

Let's think about these people and about our audiences in a more deliberate and organized manner.

You can start this by making a list of all the activities you embark upon each year that you would categorize as marketing, communications, advertising, or public relations. Then, divide up all of these activities according to what audience you are targeting with each activity.

Now ask yourself a few questions:

- Is the audience that you consider most important being targeted most frequently and most effectively?
- Do your activities for this audience build upon one another?
- Is there a consistent message across these activities?

If you've answered yes to all of these questions, then you're probably well on your way to having established a target audience and you're planning your marketing and communications activities around that audience. If you answered yes to all of those questions, you've also likely moved on to answering this kind of question: "How do you know that your audience is listening to what you have to say?"

The challenge, then, is that we fit into people's lives in many very different and often diametrically opposing ways. People need and want very different things from us. Do we make all of these people happy? How can we make all of these people happy? And how do we know whether we are making them happy?

If you answered no to all of the above questions, then it's time to re-evaluate. You may be a bit anxious about prioritizing one audience over another. But the idea is that you'll eventually be able to manage your activities for multiple target groups simultaneously.

Defining your target audience and thinking very carefully about how libraries fit into these people's lives is a great first step towards good marketing and can form the beginnings of a successful marketing plan.

.....
Catherine Baird is the Marketing, Communications and Outreach Librarian at McMaster University Library in Hamilton, Ontario. bairdca@mcmaster.ca.

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Readers' Advisory Forms

Taking the **TIME** to get it **RIGHT**

By **Chris** Sheehy

In today's fast-paced culture where people are always running to somewhere or expecting instant answers of the 2.0 world, how can you provide readers' advisory to people who do not have the time to wait for well-thought-out suggestions?

One way I found to provide an in-depth RA interaction is through form-based RA. This RA service was created by Barry Trott and Williamsburg Regional Library (wrl.org/bookweb/RA/index.html) and was adopted at Markham Public Library. (Note that at the time of writing, MPL's website was being redesigned and a direct link to its form was not available.)

The form allows the customer to create a reading profile that addresses likes, dislikes, favourite authors, moods, perspective, and format, and leads users to really think about what they like to read and why. Once the form is sent in, a staff person spends time using the wide array of RA tools to create a response that provides 10 to 15 titles that match the customer's preferences. The reply form contains the jacket cover, a brief write-up or review and, if sent electronically, it is linked to the catalogue so the customer can place holds. At MPL we promise a two- to three-week turnaround of the forms, but it rarely takes that long. Libraries considering this service have a number of frequently asked questions. Most relate to the *how*, the *how long*, and the *how much*?

How do you start this service? Once you decide to offer this service, the first step is to create an RA committee to answer

the forms as well as to offer a wide variety of RA services for the system. If there is already a committee or department in place that handles RA, then this step can be skipped, but depending on size, reading interests, and ages that the form is focusing on, you may need more members.

Here are a few guidelines for your volunteer members:

- Must love to read.
- Must be able to spend at least two to five hours per week working on forms when required.
- Must have access to readers advisory tools.
- In a system with more than one branch, try to have members in each branch to help coordinate forms and responses.
- Do not limit to adult information staff; we have circulation, teen, and children's staff as well.

Once this committee is formed, the fun begins! Decisions have to be made on what to include on the form (we based our form on WRL's), how the form will be made available to the public, what the replies will look like, etc. You will definitely need to have IT on board to have the online form created and placed on the website.

How long does it take to get the service up and running? If you have a fully functioning RA department that is well versed in all the RA tools, then really it shouldn't take longer than it would to create or modify the form, create the web component, and work out the details of how the service is to operate.

If your library doesn't have an RA department, then things

THE FORM ALLOWS THE CUSTOMER TO CREATE A READING PROFILE THAT ADDRESSES LIKES, DISLIKES, FAVOURITE AUTHORS, MOODS, PERSPECTIVE, AND FORMAT, AND LEADS USERS TO REALLY THINK ABOUT WHAT THEY LIKE TO READ AND WHY.

can take a bit longer. Forming the committee, training members in the RA tools, plus everything mentioned above, will take time ... but it's well worth it!

How much staff time does a single form take to answer? It depends on the individual answering the form and the information on the form. The more information provided, the more in-depth the research may have to be. For the Markham team, the answer is a range of one to five hours. If the members have off-desk time to fully concentrate on the form, it would probably be on the low end of the range; if they work on it on the desk in between answering customer requests, it may be longer. This is why the promised turnaround time for us is three weeks. This timeframe allows for more than enough time to do the work regardless of the staff situation.

My committee and I have been offering the service for the past three years and have answered close to 300 forms. We

have found that a wide variety of people use the service, from teens and recent university grads to the recently retired and the lifelong avid readers—all of whom are looking to pleasure-read and discover something new.

An unanticipated bonus? I have found many great books for myself while finding ones for others!

.....
Chris Sheehy is Branch Librarian at the Markham Village Branch of the Markham Public Library. csheehy@markham.library.on.ca



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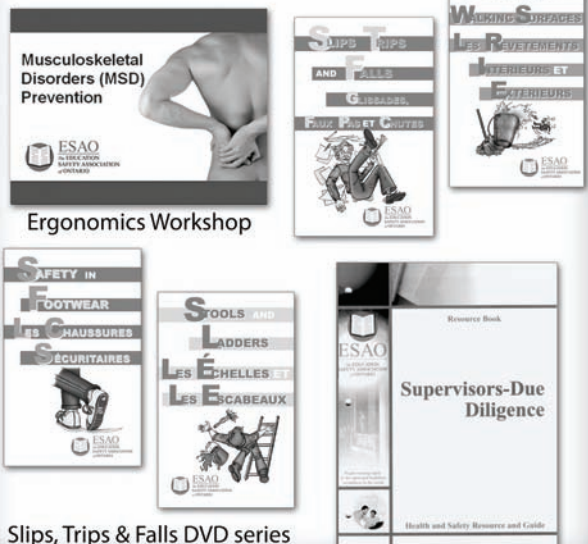
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By [Jennifer Dekker](#)

beyond You Tube



There is an online video for nearly every purpose, pastime, and project. Installing a new bathtub? Search for a how-to video. Missed the rep theatre's screening of *Ivan the Terrible*? Watch it online. Got back pain? Subscribe to video feeds for office yoga. From pure entertainment to historical documentation and self-help or do-it-yourself projects, online video is a growing and incredibly useful source of information. This column will review a few sources that would be useful in a library, cultural, or academic setting.

Sources for Online Video

ACADEMIC EARTH: THOUSANDS OF VIDEO LECTURES FROM THE WORLD'S TOP SCHOLARS

academicearth.org

Organized according to broad subject, Academic Earth features podcasts of lectures by professors from Berkeley, Harvard, MIT, Princeton, Stanford, and Yale. Consequently, the number of videos available is limited (currently about 1,500). Interesting features of the site include “Dim the Lights,” which blacks out all screen information so that the audience can focus on the lecturer or the ability of viewers to grade the lecture. Full-screen mode is easily opted, users can embed lectures in other content, click on the “cite” link to obtain full citation information for the video, download the video to a hard drive or other storage device, and subscribe to or share the podcast. The Playlist button in the top menu groups lectures together by broad theme (“Understanding the Financial Crisis”) and videos can be accessed by name of lecturer, with related lectures also listed.

NATIONAL FILM BOARD (NFB)

nfb.ca

Since going online in the fall of 2008, the NFB has added more than 1,200 films, clips, and trailers to the site. Films include Claude Jutra's *Mon oncle Antoine*, *Bethune*, *The Cat Came Back*, *Kanehsatake: 270 Years of Resistance*, and *Ladies and Gentlemen ... Mr. Leonard Cohen*, among other Canadian classics. Technical features of the site include options for low, standard, or high film quality. Each film carries its own URL and can be embedded quite easily into other online media. The “share” feature works well with Twitter, Digg, and del.icio.us. It's also easy to email a film, link to other films by the same filmmaker, or link to related films (grouped by genre and length of film).

Educators will appreciate the online screening room, allowing public viewing rights in the classroom for a small subscription fee. One final but very important feature of the site is that it offers Described Video and Closed Captioning capabilities.

INTERNET ARCHIVE: MOVING IMAGE ARCHIVE

archive.org/details/movies

One cannot overestimate the importance and usefulness of this archive, especially for moving images. It includes many thousands of films grouped into categories such as Arts & Music, Ephemeral Films, Movies, Non-English Videos, and Spirituality & Religion. If you are at all nostalgic for first-year Film Studies, you can relive such memorable screenings as *Das Kabinett des Doktor Caligari* (The Cabinet of Dr. Caligari—one of the spookiest films ever made), *Bronenosets Potyomkin* (Battleship Potemkin), *Metropolis*, and the original *Nosferatu*.

Files are uploaded in various formats such as QuickTime, Ogg, and MPEG4, and there are many options for downloading depending on one's operating system and internet service. Audio files are available separately. Many films have been reviewed, though as in all social websites, take these with the usual grain of salt (e.g.: "If this doesn't win for best animated film of 2009 then the Academy can go to hell!").

FORA.tv

fora.tv

FORA.tv (the plural of *forum*) offers video podcasts submitted to the site by partner organizations which include NGOs, academic research units, think tanks, research institutes, universities, public affairs organizations, and individual authors. The website describes its contents as "unmediated video drawn from live events, lectures, and debates going on all the time at the world's top universities, think tanks and conferences." Indeed, footage of some of today's most interesting thinkers and speakers can be found on FORA.tv. It's a refreshing reminder that organizations and individuals are actively engaging in public discussion of current issues.

Content is organized by broad subject or searchable with keywords and a tag cloud. Many of the videos are short, but some are more substantial at over an hour in length. Enhancements include a descriptive record (where and when the event took place, the names of all speakers, and abstracts for each video), biographies for main speakers, transcripts of lectures, sections of podcasts broken into separate components and coded by keyword, options for downloading only the audio, and links out to related websites.

FILM ARCHIVES ONLINE

filmarchives-online.eu

The focus of this EU-sponsored database is on non-fiction film genres such as educational, documentary, news, travelogue, advertising, scientific, industrial, sport, and animation. The database is a result of the MIDAS project (Moving Image Database for Access and Re-use of European Film Collections), and so all films originate from contributing countries. The database contains links to 18 different European film archives as well as information about 25,000 cinematographic works, with further content in development.

The database is useful to those working in the professional media and film production domains, as well as to historians. There are some films available for online viewing in the "Films Available Online" section under the "Help" menu (not the most obvious place to look). These have all been uploaded into YouTube. Unfortunately not everything is available online, but as each of the 18 archives works to improve its online offerings, this database will increase in relevance for North Americans, who might not otherwise have ready access to these films.

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THE AFRICAN DIGITAL LIBRARY



As Laura and I brainstormed over what to write about next, we started Googling random words to see what we could come up with. As I was ranting on about something unrelated, Laura stopped me and said, “I think I found our story.” She was looking at the website for the African Digital Library. We explored the site and found contact information, then crafted an email and sent it off into the ether. We were fortunate to receive responses from Paul G. West, the individual responsible for setting up the African Digital Library, and Marié Botha, Team Leader, Content Management, UNISA Library. We have incorporated what they shared with us in the following article.

In the late 1990s, Paul G. West, then the Director of the Centre for Lifelong Learning at Technikon, South Africa, was on an overnight flight from Washington to Los Angeles with a four-hour layover in Denver. Instead of putting on his headphones and ignoring the people around him, he started chatting with the passenger in the seat next to him. The passenger turned out to be the first CEO of netLibrary, a division of OCLC Online Computer Library Center, Inc., based in Boulder, Colorado, and an e-content provider for libraries and publishers. As the two chatted, they began to realize how they might be able to work together to create something meaningful. Instead of spending

his four hours at his next gate, West got into a taxi at 6 a.m. By 7 a.m. he was at the netLibrary’s Boulder office contemplating the possibilities.

West took his idea to his colleagues with little success. They felt it was too big, that it couldn't be done. But he did do it, and by working with netLibrary to adapt the model, the African Digital Library became a reality. The idea was to enable the residents of Africa to access a public digital library at no cost. It was a developmental project aimed at assisting the less-developed regions of the world where basic access to books is limited. In November of 1999, the African Digital Library was launched.

The ADL is intended to supplement the capacity of any African library and support lifelong learning on the African continent. Like anywhere else in the world, African libraries and librarians want to provide their users with access to up-to-date information, whether it be through print or electronic materials. In many cases, the costs of resources, especially e-resources, can be prohibitive. By making use of the African Digital Library, African libraries can virtually expand their own collections without additional cost.

So how is the African Digital Library able to provide access to e-books for free? ADL is able to remain free through a combi-



By [Ariel Lebowitz](#) and [Laura Banfield](#)

nation of financial grants and donations from various organizations within and outside Africa, operational support from the ADL Committee, and technical assistance from netLibrary. Initial funding for the ADL came from a \$90,000 grant from the World Bank, in addition to donations from Technikon SA and ISCOR, a South African steel company. Current financial support is being provided by the Southern Business School and the University of South Africa (UNISA). Through the UNISA Library, UNISA also provides staff for the ADL Committee which manages the collection, memberships, and outreach activities of ADL. netLibrary continues to be involved with the African Digital Library through the provision of a searchable platform to access the collection and assistance with collection maintenance. All of this allows the received funding to be put directly into purchasing e-books.

Using the netLibrary platform, e-books are purchased “in perpetuity” rather than leased, guaranteeing their continued availability. While the in-perpetuity model provides ideal enduring access, there are some additional concerns from both the publisher and the purchaser which must be taken into consideration. To satisfy publisher concerns over access and copyright, at additional cost, digital “locks” have been put into place permitting only one simultaneous user and tracking systems which monitor the amount of text copied.

From the purchaser’s perspective, e-books obtained “in perpetuity” cost 1.5 times the price they would through other purchasing models, thereby reducing the number of books which can be acquired. UNISA has also indicated a need to purchase the “offline reader” to increase access to the collection for those without reliable and consistent internet access. These concerns represent increased costs to ADL. Yet, the potential to reach increasing numbers of people within Africa outweighs such barriers and encourages the ADL Committee to continuously seek funding for its work.

Both West and Botha say that perhaps the greatest advantages of e-books are that they cannot be lost, stolen, or damaged, they can be “inter-library loaned” between countries in seconds, and they are available 24 hours a day, seven days a week. With the mission of reaching such a broad user group, these e-book characteristics become particularly important.

The world is full of good ideas: ideas that come to you in a flash of brilliance, ideas that take months of careful consideration, research and planning, ideas that stem from conversation with friends, colleagues, family and sometimes even strangers. The trick is to take one of those ideas and turn it into something tangible. The African Digital Library was one of those ideas that found its way into the tangible yet virtual world of the internet. As of November 2009, the ADL has been live for 10 years. The collection has grown from providing access to approximately 3,000 e-books to over 10,000. Though 10 years is a long time in the digital world, it is not yet long enough to see the full impact that the ADL is having on the residents of Africa. What we do know is that this one idea helped bring information to a user group that is now taking the knowledge they have gained and coming up with their own ideas.

To learn more about the African Digital Library please visit www.africandl.org.za. If you are interested in making a donation to or raising funds for the African Digital Library, contact Bridgette Masango at masanbd@unisa.ac.za.

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HEALTHY CONNECTIONS

Health Science and Public Libraries in Small Communities



By Norma Graham

I have had the pleasure of working in a small rural public library for the past nine years. Recently, as part of a course, I had the opportunity to work in a health sciences library in a nearby urban centre. During my time at the library, and in conversation with my supervisor there, I came to some realizations about the challenges of disseminating consumer health information in rural areas. I also saw that there are some good opportunities for public and health science libraries to work together to overcome these challenges.

In small communities there are barriers to access to consumer health information that have nothing to do with availability. When library staff are known by users not only as information workers, but also as friends or neighbours, there can be reluctance on the part of users to ask for information on a subject that patrons may well regard as being intensely personal. A man in his 70s who's just been diagnosed with prostate cancer may be unwilling to ask at the library for information due to concern that news of his illness may be all over town within a few days. A woman with recurrent urinary tract infections may feel uncomfortable talking to others about it, including her local librarian. But patients who are not comfortable with the internet, or who aren't aware of how to effectively search for information or support, need our help. *How do we overcome this barrier of familiarity to get them the assistance they need?*

First, we need the skills. A library's staff needs to ensure that they can conduct an effective and discreet reference interview, and then quickly obtain the relevant information for patrons. Every public library should have at the ready a list of reliable sources of health information. Anyone who works in either health sciences or public libraries knows that the assistance of professional information workers is still needed to help consumers sift through the reams of healthcare information to find what is relevant. There is no shortage of consumer health information available. The challenge is to conduct effective searches so that the user is not overwhelmed with a barrage of data, and to separate the reliable resources from the questionable ones. Just as we need to ensure that the medical books on our shelves are up-to-date, reliable sources of health information, so we need to ensure that online information we recommend to patrons or print out is from trusted sources. Public libraries looking to create a list of reliable sources for health information should contact their nearest health sciences library for advice.

Also, health sciences libraries have subscriptions to numerous online medical journals and databases, some of which will be accessible only to hospital staff, but many of which can be viewed for free, such as PubMed. If a public library has a patron who requires this level of information, connecting with the nearest health sciences library can quickly get them the help they need.

Secondly, we need to promote the service. People in small and rural communities, especially people who have not been recent library users, may be unaware of the resources available specifically for healthcare consumers. There are many ways in which public and health sciences libraries can market this service to the public, such as news releases, posters, presentations to church groups, service clubs and seniors groups, flyers in doctors' offices, and word of mouth.

Thirdly, as part of this promotion, we need to let library users know that we have a confidentiality policy that precludes us from discussing their library use with others. Information workers in health sciences libraries in hospitals have signed a statement that they will keep knowledge of patients' health matters private and confidential. Public libraries in Ontario are governed by the Municipal Freedom of Information and Privacy Act. People in rural and remote areas may be a long way from a hospital with a library: if this is the case, they should feel comfortable and confident in asking for help at their public library, knowing their privacy is protected.

The most important lesson I learned during my time at the health sciences library was this: by working together, public and health sciences libraries in communities of all sizes can help individuals facing difficult health issues to participate actively in their care and to make informed choices.

For details about public libraries and privacy, please see the information sheet from the office of the Information and Privacy Commissioner at www.ipc.on.ca/images/Resources/library-e.pdf. For a list of hospital libraries in Southwestern Ontario, see www.wohkn.ca/about.htm.

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* [r]e-Forest Interactive has been developed with the financial support of the Ontario Media Development Corporation.

AN INTRODUCTION TO THE VENDOR WORLD A STUDENT'S PERSPECTIVE

By **Christina Kim**

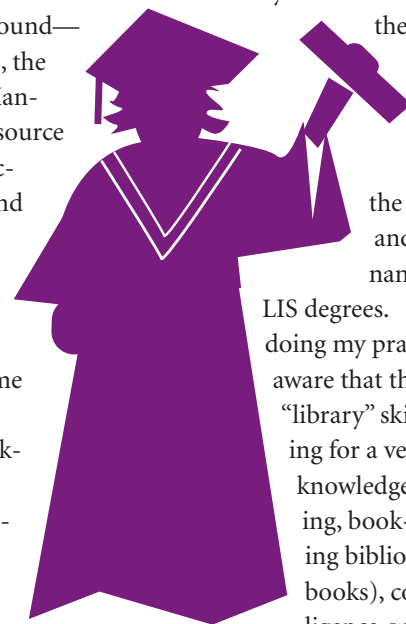
My first introduction to the vendor world came as a practicum placement for a course entitled Management of Corporate and Other Special Information Centres at the University of Toronto's Faculty of Information. I was a first-year MIST student, and this course offered a valuable opportunity to gain real work experience while allowing me to simultaneously earn a credit towards my degree. Coutts Information Services was offering a project through the course for a student to design its "Help and Support" portal and to create web content. I chose the project at Coutts rather than others offered in the course for several reasons. I have previous work experience in graphic design, so I thought that my design skills could be applied to the project while I learned the intricacies of website design. I was also excited by the fact that Sophia Apostol, Knowledge Resources Manager, was willing to teach the principles of Information Architecture, while also introducing me to new software such as Snagit and Camtasia. Additionally, I was curious about vendors, who they are and what they do.

Designing the website portal was fun and challenging. I thought the best way to tackle this project was to get an understanding of both Coutts's role in academic libraries, and also the responsibilities that librarians have in acquiring, selecting, and collecting items best suited to their collections and user group. Learning the ins and outs of the vendor world, the services they offer and their position in the information field was eye-opening and fascinating. Who would have thought that books don't come directly from the publisher?

I had no idea that vendors were so involved in the academic library world. In short, Coutts is a full-service supplier of books and electronic content from publishers and distributors world-

wide. They not only supply books, but they also have a hand in collection development, acquisition management, and customized cataloguing. Ironically, I realized that these are services and skills that graduates with a MIST/MLIS are meant to know and put into practice, never before realizing that vendors also have these responsibilities. I also saw that many of the managers at Coutts come from a library and information science background—the Director of Global Sales, the Integrations Manager, Knowledge Resource Manager, the Collections Consultants, and Cataloguing (just to all have their LIS degrees.

While doing my practicum at Coutts, I became aware that there are many types of "library" skills one uses while working for a vendor. These include knowledge management, cataloguing, book-in-hand profiling (adding bibliographic metadata to books), competitive intelligence, working with emerging technologies, current awareness, instruction, information architecture, user-interface design, and records management. This list is by no means exhaustive, just a flavour of what is out there in the vendor field. I wondered why no one in my program ever mentioned that there are so many opportunities for us to tap into in this industry. As library and information science students, we are generally exposed to



“I had no idea that vendors were so involved in the academic library world. They not only supply books, but they also have a hand in collection development, acquisition management, and customized cataloguing. Ironically, I realized that these are services and skills that graduates with a MIST/MLIS are meant to know and put into practice, never before realizing that vendors also have these responsibilities.”

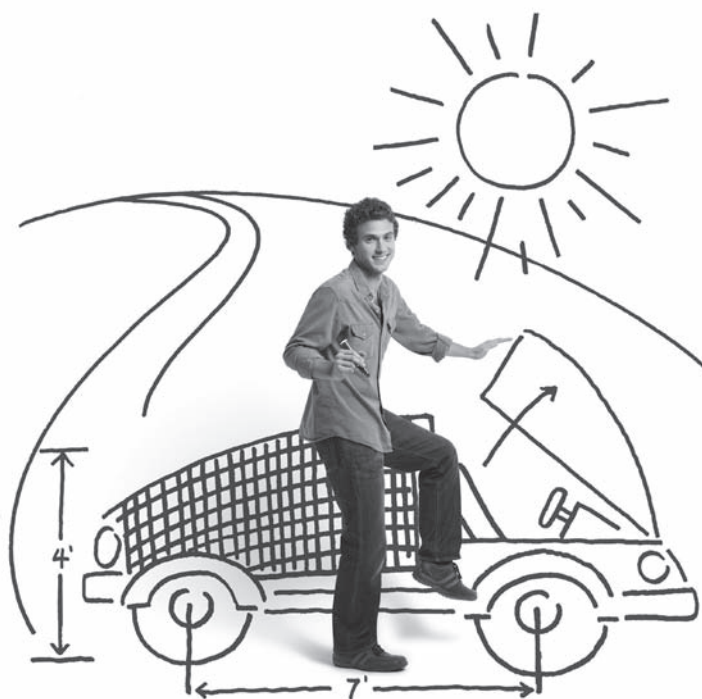
work opportunities only in public and academic libraries. It was instructive to realize that there are many opportunities outside of traditional library settings.

These are opportunities that up-and-coming information professionals should be aware of. I think most of my fellow classmates have no idea that vendors even exist, let alone the potential career opportunities that are available in the field. The knowledge and skills a MIST program provides us with are valuable and very often transferable between a number of industries, making us an asset to a company’s daily operations. Therefore, I see us as valuable, *essential* contributors within the vendor industry.

This student practicum placement offered me the invaluable experience of working on a current and challenging project, as well as providing the pure satisfaction of seeing my creative efforts come to fruition. It has given me the chance to incorporate skills that I acquired in the past (such as those influenced by my studies in user-centred and inclusive design) and the opportunity to develop new ones. More importantly, it has exposed me to non-traditional information centres, and has opened my eyes to opportunities and careers for MIST graduates in this exciting and growing vendor field.

I want to thank Vicki Whitmell for teaching this course, Sophia Apostol for taking the initiative to offer this practicum, and Coutts for supporting the project. A whole industry would still be unknown to me if not for this experience.

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Christina Kim is starting her second year at the iSchool at the University of Toronto. She is the co-managing editor of the Faculty of Information Quarterly and the Information Services representative on the student council.
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STUDENTS LOOK AT THE LIBRARY
AND INFORMATION COMMUNITY
WITH FRESH EYES

MLIS

TYING IT ALL TOGETHER WITH AN

By **Graeme** Campbell

I have always been interested in learning new things, and my interests have never been limited to one subject area. My undergraduate studies at university progressed through biology, music, computer science, and education. While working in the “real world” before returning to do an MLIS degree, I sought out various learning opportunities in my spare time, including those focused on academics, fine arts, health, and spirituality. For someone so interested in lifelong learning, working as an information professional seemed a perfect fit for me, and it’s surprising that such a career move didn’t occur to me sooner. Our profession is far from static, especially considering the current pace of technological change, and opportunities to seek out and use new skills and tools are abundant. Such an environment is fertile ground for curious and creative minds.

In many ways, it was the multidisciplinary nature of the MLIS degree that made it an attractive next step in my career development. Having expertise in a few different fields, I originally thought a subject reference position at a library might be an excellent fit for me. That way, I could use the knowledge I had already gathered while employing new skills learned during the

MLIS program. An MLIS degree seems to be a flexible way to practically apply any subject expertise in a professional context, since opportunities exist for information professionals with virtually any subject specialization. Judging from the varied backgrounds of my peers and of the professional librarians I met while a student in the MLIS program, it appears as though the LIS field also generates a multidisciplinary community simply by bringing such a diverse group of people together as colleagues.

Integrating experience into a professional context or community is one way in which an MLIS can foster multidisciplinary out of expertise developed in the past. However, an MLIS can also provide multidisciplinary opportunities for students in the present. While I was a student in the MLIS program, many of my courses and projects were focused on learning and sharpening skills rather than on absorbing new areas of subject knowledge. However, the subject and scope of the information treated in a given project still needed to be defined, and this necessity provided many opportunities to not only integrate my existing expertise into my coursework, but also to explore new subject areas while developing professional competencies that were

independent of the chosen topics. For example, in one course I revisited a familiar subject area by planning an information literacy program for a hypothetical scientific research institution. In another course, I analyzed and planned the management of a collection of resources for film studies, a field with which I am less familiar, but that interests me very much. I appreciated the fact that the MLIS program provided students with frequent opportunities to revisit or explore areas of interest should they so desire. From this perspective, the degree was the most flexible multidisciplinary educational opportunity I have experienced within a fixed program at a post-secondary institution.

In addition to integrating knowledge and expertise from the past and offering opportunities to combine and explore new subjects in the present, an MLIS degree can also provide the basis for a multidisciplinary future. While an individual may choose to build a career with a single employer, that seems an increasingly rare situation these days. An MLIS provides the flexibility to move between positions in different fields and sectors by giving each of its graduates a common, desirable, and transferable set of skills. Managing and providing access to information can take on many forms, and as such, it may not always be evident where to look for less obvious employment opportunities. I certainly don't have the secret to discovering all of these hidden jobs, but in addition to finding and participating in professional networking opportunities, a commitment to constantly exploring new opportunities is essential, and something that shouldn't be too daunting for a professional community interested in information seeking.

Throughout my career in information services so far, I've already worked in government, education, research, and private-sector contexts, and the subject areas of my work environments have included music, engineering, natural sciences, law, and government information. I'm happy to have completed a graduate degree that should continue to provide a diverse menu of job opportunities in the future. As someone who has always been interested in learning new things, I'm excited to see what new challenges are around the next corner ...

Graeme Campbell helps to organize government information by day, and improvises the rest of his life during his free time. He currently resides near the source of most of that government information, in our nation's capital.

For someone so interested in lifelong learning, working as an information professional seemed a perfect fit for me. Our profession is far from static, especially considering the current pace of technological change, and opportunities to seek out and use new skills and tools are abundant.



POSSIBILITIES

LIBRARY TECHNICIANS MEET IN BARRIE

By Donna Brown

In May, I had the opportunity to attend the Ontario Association of Library Technicians (OALT/ABO) annual conference held at Georgian College in Barrie. More than 100 delegates attended the three-day conference. I'd like to salute Conference Coordinator Cyndi Smith and her dedicated volunteers who did so much to make the conference such a success. All the sessions and special events were organized to meet the current professional development needs of library technicians today. I attended a number of remarkable sessions which I would like to highlight.

Library Technicians and Information Literacy in Ontario's College Libraries

Katherine Wallis, Director, Libraries and Learning Centres at Georgian College, presented a very lively and interesting overview of the importance of information literacy (IL) in Ontario's colleges. In a nutshell, an information literate student has the ability to locate, evaluate, and effectively use information. This is so important today, as students have access to such an overwhelming amount of information. The remainder of the session discussed the standards and desired outcomes of IL, and how the college implements and delivers the session to faculty and students. It is especially interesting to note that library technicians deliver almost 100 per cent of these sessions.

From Toronto to East Africa: A Library Collaboration

Sandra Kendall, Director of the Sidney Liswood Library at Mount Sinai Hospital, spoke about her experiences participating in a very special partnership between the University of Toronto, Mount Sinai Hospital, and the University of Addis Ababa in Ethiopia. The project's goal was to share expertise and resources to improve healthcare in Ethiopia, one of the poorest countries in the world. Sandra travelled to Ethiopia in June 2008 to assist in the evaluation of library resources available to the medical students at the university and Black Lion Hospital. The presentation also included many picturesque slides of the excursion.

First Nation Libraries: The Same, but Different

First Nation Libraries is a subject very near and dear to my heart. This session was a must for me to attend, as I was the First Nations Library Development Advisor with OLS-North for several years before the Thunder Bay office closed. Diana Doxtedor, former librarian with Six Nations Public Library delivered an excellent address outlining the changes happening today in First Nation libraries. Diana spoke about her early career as a new library technician working in Moosonee; her years devoted to the Six Nations Public Library, and finally her role as Advocacy Coordinator. Diana also spoke of important provincial initiatives such as First Nations Public Library Week and Our Way Forward, the First Nation Strategic Plan. The session completed with Diana sharing her choice of top 10 aboriginal websites.

Philosopher's Café on Possibilities: What Lies Beyond the Realm of Possibility?

An insightful session was presented by Stan Skrzyszewski, who is now referred to as a philosopher practitioner. Stan spoke about the definition of the word *possible* – capable of happening or proving true; capable of being done or of coming about. Stan also spoke about fear, faith, hope and our ability to dream the impossible dream. It was a truly inspiring workshop ...

Tsuga-riffic: One Library's Experience with Open Source

Debra Mann and Mandy Petrick of Innisfil Public Library shared their experiences implementing the open source product called Evergreen as their new integrated library system (ILS). It was launched under the name Tsuga in October 2008. Innisfil Public Library became the first single-plant public library in Canada to use Evergreen. This session was a definite for me to attend, as the Northern Ontario School of Medicine Library (where I now work) launched Evergreen the very week of the conference. Since I barely had time to get my feet wet with our new ILS, I especially appreciated this session. They described why they choose an open source system (it's modifiable, encourages collaboration, and, technically, it's free). They spoke about technical requirements, timelines, and implementation and referred to the winks they created for training on the new ILS. The session ended with a live demonstration.

Culture Shift

Susan Downs, CEO of Innisfil Public Library, presented a truly inspirational talk describing how their library has evolved to meet the changing needs of the community. She spoke about the benefits of good customer service, becoming user friendly, and the importance of having loyal, well-trained staff. Most importantly, she stressed building community by forming partnerships, meeting current needs, and to not be afraid to have the library *out* there!

Mastering Techniques in Database Searching

Delia Antonacci of Seneca College delivered an excellent hands-on workshop on database searching. Delia gave a brief overview of search techniques—using terms and connectors or Boolean searching and using natural language. We all had the opportunity to try some sample business searches using the various business databases and helpful hints that Delia provided.

Genealogical Research in Public Libraries

Robyn Zuck, who is the electronic services librarian at Barrie Public Library with a special interest in genealogy, presented a most informative session on doing genealogical research.

Robyn discussed resources, collections, internet sites, etc., all of which are available at your local library. Robyn also demonstrated many of the genealogy websites available; some enthusiastic conference participants shared some of their favourite websites too.

Present Like a Pro

Anne-Marie McAllister of Georgian College shared her expertise on how to deliver a presentation like a professional. Most in attendance agreed that doing a presentation is one of the most challenging tasks we encounter in our profession. Anne-Marie spoke about the importance of preparing, planning, and organizing your presentation. Participants were then broken up into groups and had to deliver a short presentation. It was a fun and interactive session.

Moving Beyond: Different Directions for Library Technicians

This session focused on Pam Casey of Information Now, Linda Pauloski of ArcelorMital Dofasco Library Resource Centre, and Nancy Abbondanza of the Ontario Teachers' Federation Pension Plan. They described different career roles that each has chosen. It was quite interesting to hear their unique stories and to learn about non-traditional paths that library technicians may take.

Of course, as with most conferences, there was time for fun and entertainment. Delegates had the chance to tour downtown Barrie, then partied and danced at the college pub. On Friday evening we all enjoyed a tour of the Robert Simpson Brewing Company overlooking Kempenfelt Bay. A wonderful banquet followed. This was also the evening to recognize outstanding members of the association. Tracy Morgan was the winner of the OALT/ABO Presidential Award. Stella Clark was the recipient for the Award of Innovation.

Planning for the 2010 conference has now begun. It is slated for Hamilton. Kate Morrison of Hamilton Public Library has enthusiastically volunteered to take on the role of conference coordinator. I wish Kate and her volunteers all the best and look forward to being a part of the next conference!

Donna Brown is the External Communications Coordinator for the OALT/ABO and employed as a Library Technician with the Northern Ontario School of Medicine Library in Thunder Bay.

the last ever lasting word

By Wayne Jones

As I mentioned in the last issue of *Access*, we're revamping this last page of the magazine to have it focus on issues that affect libraries and librarians and all library workers in Ontario—hot topics, controversies, and any matters on which there might be a variety of opinions and potential discussion. I called for any reader who was interested in taking over the page as editor (and generally soliciting pieces from others rather than writing them all her/himself) to email me to express their interest.

Well, as I write this (late July), I haven't yet chosen the new Last Word editor, but that should be done by early August. I'm excited about the potential for this page, and I was pleased with the variety of the "applicants," if I can use such a formal term. (Basically what I mean is enthusiastic OLA members who are willing to volunteer more time from already busy

professional schedules in order to make another contribution—but hopefully have some fun and learn a few things along the way, too.)

I had a look back at the last five years of the Last Word to get an idea of how it has progressed and what its different focuses and formats have been. It's been quite a variety, which I'd categorize as follows:

- **advocacy and political action:** examples include the bombing of the United Talmud Torah School, Ontario government funding of school libraries, Canadian Aid for Chernobyl, community centres in Africa, AIDS in Africa, Kathleen Wynne as Ontario Minister of Education, federal government cuts to arts programs
- **OLA business and activity:** strategic planning, relocation of OLA headquarters, Forest of Reading, "AGM goes electronic," Super Conference memories
- **profiles:** Steve Desroches, Jane Kirkpatrick, Margaret Beckman, Josephine Bryant, Jefferson Gilbert
- **and:** booktruck races

For part of its life, Last Word's subtitle was "This Page Is for You." That characterization will still apply even when the newly focused page debuts in the winter 2009/2010 issue.



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

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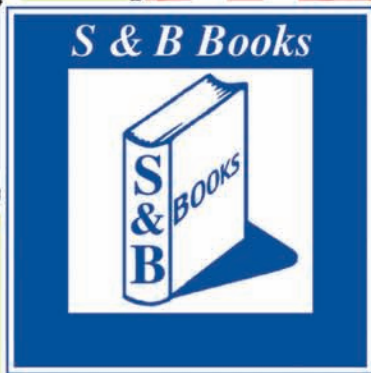
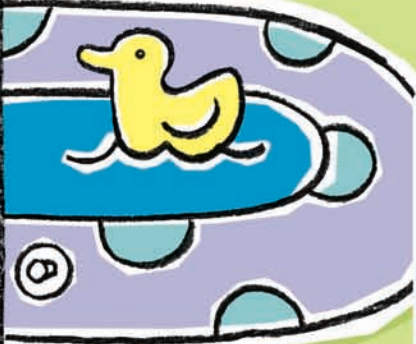


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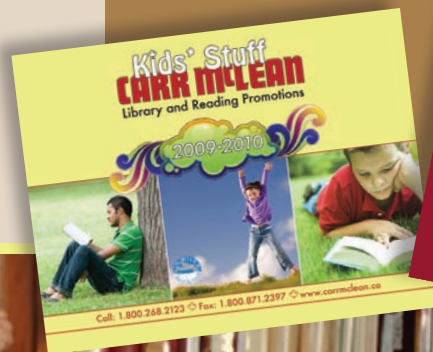
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