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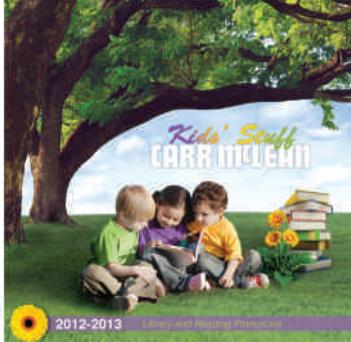
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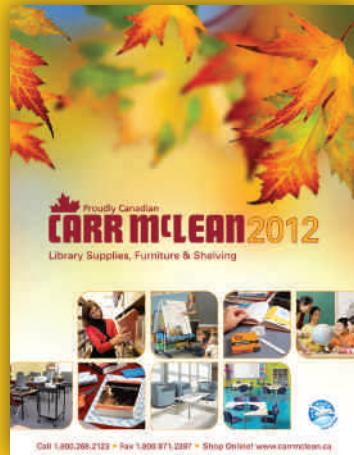


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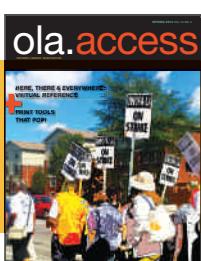
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Access is the official magazine of the Ontario Library Association, published quarterly for members as a continuing education service to keep them informed of its activities and of events, trends, and issues affecting the association as well as libraries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



On the cover: Author Kristin Hoffmann reflects on Fall 2011 strike action at UWO on page 11 of this month's edition.

Cover Photo created by Brian Pudden, OLA.



from the editor

Library is a VERB not a NOUN.

Library is an action, a motion, a transforming. It is an assertion for and against certain ideas and ways of being.

This has never been more important than now.

The Ontario economy is struggling. The provincial deficit is ~\$16 billion and the government is determined to bring it under control in the next few years. This is a significant challenge and one that will impact libraries. Big time.

The pressure has already begun. Consider Windsor-Essex Catholic District School Board, Toronto Public Library, and the Occupy Toronto Library to name just three high profile and very different examples. Almost everyone has a story about challenges, cutbacks, constraints or reductions. Along with all this has been a silly season for politicians, questioning why libraries have DVDs or materials in "foreign" languages. Sigh. We have so much work to do.

The response, the outrage, the victories, and the defeats have been alternately uplifting and demoralizing. At the same time this has rewritten the textbook on advocacy and engagement.

And that is my point. Libraries are both a response to the fiscal challenge facing Ontario and a potential victim of it. Now is a time to be consistent with the values that brought us here. And those values have never been hidden.

The librarians and library workers I know don't define themselves by their buildings, information containers, or catalogues. They are instead grounded by values that inform an attitude towards ideas and human potential. Librarians, despite our dour image in the popular media, have always been subversive. Breaking boundaries is our professional credo. Recently we have become more comfortable referring to our work in terms of social justice and activism.

As people and communities in Ontario wrestle with our difficult financial situation, it is clear that libraries must assert themselves as a vehicle for transformation. But don't be mistaken; we aren't neutral. We have an agenda. However, the spectrum we represent isn't the old school politics of left or right. Nor are we dwelling on the "either/or" dichotomies that force division. Ours is an agenda for more inclusive, complex notions of individual empowerment and community development.



By **Michael Ridley**

Not to put too fine a point on it, this is our struggle. And our opportunity. To break through the content spam and other distractions, we must model and support an informed public discourse which can provide a clear alternative for ourselves and our communities.

And so the questions are: If not us, who? If not you, why not?

With this issue of Access we are going to explore the many aspects of our work that are essential to a vibrant, productive, and equitable community. I hope you will find our contributors to be controversial, entertaining, provocative, and insightful.

This is your magazine; let's chat about this. Contact me at mridley@AccessOLA.com or on Twitter @AccessOLA and engage me in discussion.

Michael Ridley, the Editor-in-Chief of Access, is a librarian at the University of Guelph who is currently on sabbatical. mridley@accessola.com

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Federal Government

Each Chapter includes a brief description of the institution, its history in both text and chart format, and a list of current members, followed by the un-paralleled biographical sketches* this guide is noted for:

- Privy Council
- Senate
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General Elections

- 1867-2008

Alphabetically by province then by riding name. Notes on each riding name include: date of establishment, date of abolition, former divisions, later divisions etc. followed by election year and successful candidate's name and party. (By-election information follows.)

- 2011

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Each provincial chapter includes:

- Statistical Information
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- Dates of Legislatures since Confederation
- Current Members and Constituencies
- Biographical sketches*
- General Election and by-election results
- 2011 Election Results

Courts: Federal

Each court chapter includes a description of the court (Supreme, Federal, Federal Court of Appeal, Court Martial Appeal and Tax Court), its history, and a list of its judges followed by biographical sketches* of the judges.

*Biographical Sketches follow a concise yet in-depth format:

Personal Data: place of birth, education, family information

Political Career: political career path and service

Private Career: work history, organization memberships, military history

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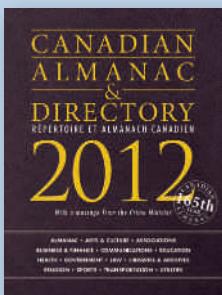
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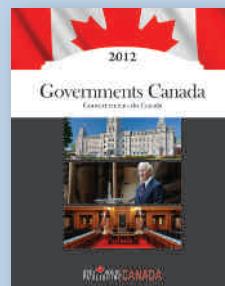
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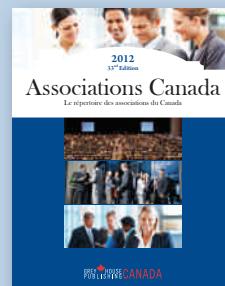
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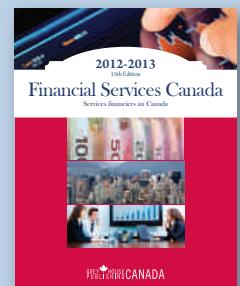
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DON'T MISS THE 2012 EDITIONS OF THESE LIBRARY STANDARDS!

ontario snapshot

LIBRARY NEWS, PROGRAMS,
AND RECOGNITION

Barrie Public Library “Branching Out Campaign”

Barrie Public Library’s Branching Out Campaign recently raised funds for its new Painswick branch, which opened in March 2012. The library reports the 2010 capital campaign was “an exciting time,” especially for the team members — most of whom were newcomers to fundraising. “It was a team with energy, heart and dedication to our cause,” library officials have reported. With the campaign now complete, many of its fundraising members have gone on to help other charitable organizations within the community.



Guelph Brings Comfort & Joy

The University of Guelph Library brought a little Comfort & Joy to students during the final exam period last December. Exams can be a stressful time in the Guelph library when every seat in the house fills up and students are cramming for exams. To alleviate stress and help students relax, the library offered yoga, meditation, relaxation and brain-boosting nutrition sessions inside the library.



London’s New ABC App

There’s a new alphabet game in the town of London. It’s a learning app created and

developed locally that connects the ABCs to places in London familiar to families. The smartphone app, available for iPhones and iPads, grew out of initiatives generated by a community literacy network that includes the London Public Library. London ABCs was released just ahead of the library’s Family Literacy Day celebration on January 28, 2012.

The Child & Youth Network is a community collaborative of 150 London organizations with a focus on promoting and improving literacy for children, teens and families. Julie Brandl is the Children’s & Youth Services Coordinator at London Public Library and says involvement in the network over the past few years has changed how the library is perceived. Brandl says other organizations are recognizing the library as a key player in literacy-based community supports and services for families.

The London ABCs app is only one of many projects the Child & Youth Network has implemented as part of its longterm literacy plan for the London community. Last year saw the launch of thisisliteracy.ca, a website devoted to providing information for children, teens, parents and professionals. The app naturally grew out of that project as a way to promote the website and as a new learning tool relevant to today’s children and parents.

“This makes sense for today’s learning. It’s how kids and young parents access information and learn together,” says Brandl. Libraries have a long tradition of supporting the learning needs of children and this app is a next step in bringing the ABCs to a new generation of families.

Guelph’s campus student association also hosted a make-your-own-sundae bar with students cheering: “This is the best day I’ve ever had in the library!” The University of Guelph Library intended to be back for the spring final exam period with Spring Fever, which would include bouncy castles, Zumba, fairground foods and a primal scream.

University of Guelph Library: Librarian Sophia Apostol dishes out snacks to promote Comfort & Joy (left).



Elgin County Library wins 2011 Minister's Award for Innovation

At this year's OLA Super Conference, Elgin County Library was named as the recipient of the 2011 Minister's Award for Innovation by the Honourable Michael Chan, Minister of Tourism, Culture and Sport. Check It In Check It Out is a weekly radio program for kids broadcast in partnership with Mennonite Community Services in Aylmer. The aim of the show is to bring the library and all of its resources to the Low German-speaking Mennonite population in East Elgin, making sure to have as much fun as possible along the way. You can check out podcasts of any of the shows on the "Library News" link at library.elgin-county.on.ca.



Elgin County wins: Posing with the Minister's Award for Innovation for Elgin County Library are, from left to right: Steven Davidson (Deputy Minister of Tourism, Culture and Sport), Michael Coteau (Parliamentary Assistant to the Minister of Tourism, Culture and Sport), Warden Bill Walters, Elgin County Library CEO Brian Masschaele

Bondar's Library Transformation

"I am very fortunate to have had the opportunity to renovate our school library at Dr. Roberta Bondar P.S. Watching the transformation unfold and hearing the students' enthusiastic response has been a terrific experience. It all started with our principal's desire to make our library space fit the needs of 21st Century Learners. In addition to new moveable tables, we ordered a couch, bench and comfy chairs. We freshly painted the walls a calming green. We transformed old wooden music risers into bench seats for students. The walls proudly displayed framed student artwork. Green pillows, plants and soft lighting add to our Zen-like atmosphere. A kindergarten student exclaimed, "This library is JUST beautiful!" We have created a welcoming place to read, complete work, use the computers and access the internet. We hope our library inspires student learning."

– Heather Spink Turner, Teacher-Librarian,
Dr. Roberta Bondar P.S.



THE LIBRARY AS THE PLACE

"Wow, it's really busy in here!" is becoming the mantra for the library at East Elgin Secondary School (EESS) in Aylmer. Over the past year, teacher-librarians have worked to make the library more modern and welcoming. With some new comfy furniture and bistro tables, the library is a place to not only do homework and research, but also socialize with friends while playing a game of chess. The collection has not escaped the notice of the crafty T-Ls either. A weeding frenzy that began last year continues into 2012 and the purchasing of new YA books and the development of a manga and graphic novel collection has the students coming back for more. To further promote inclusiveness, books that will appeal to the local Mennonite population are on order. As a result, circulation statistics have tripled since last year. Clearly, the library at EESS is not just a place, but rather *the* place to be!

– Ms. D. Modritsch, Head of Library, BA, BEd, MLIS, East Elgin Secondary School, Aylmer, ON



Award Winners

OLA salutes the best! The Ontario Library Association would like to congratulate this year's award winners. Awards were presented during the annual OLA Super Conference February 1-4, 2012. More information on the awards is available at accessola.com/awards

OLA's Technical Service Award: Bonnie Starr, Halton District School Board

OLA's Les Fowlie Intellectual Freedom Award: Margaret Ann Wilkinson, University of Western Ontario

OLA's President's Award for Exceptional Achievement: **Jim Brett, University of Guelph**

OLA's Larry Moore Distinguished Service Award: **Sam Coghlan, Stratford Public Library**

OLA's Media and Communications Award: **Michael Lajoie-Wilkinson, student-activist**

OLA's Archival and Preservation Achievement Award:
Brantford Public Library for the Local History Digital Archives Database project

OCULA's Lifetime Achievement Award: Carole Moore, University of Toronto Libraries

OCULA's Award for Special Achievement: Robin Bergart & M.J.D'Elia of the University of Guelph for Innovation Boot Camp

OLITA's Award for Technological Innovation: Scholars GeoPortal, Ontario Council of University Libraries

OLBA's W.J.Robertson Medallion for Librarian of the Year: Margaret Rule, Middlesex Public Library

OPLA's Leadership in Adult Readers' Advisory: Shonna Froebel, Barrie Public Library

OPLA's Lifetime Achievement Award: Ken Roberts, Hamilton Public Library

OSLA's Teacher-Librarian of the Year Award: Bernard Dowling, Hamilton-Wentworth Catholic District School Board

OSLA's Administrator of the Year Award: Helen Fisher, Toronto District School Board

OSLA's Award for Special Achievement: People for Education



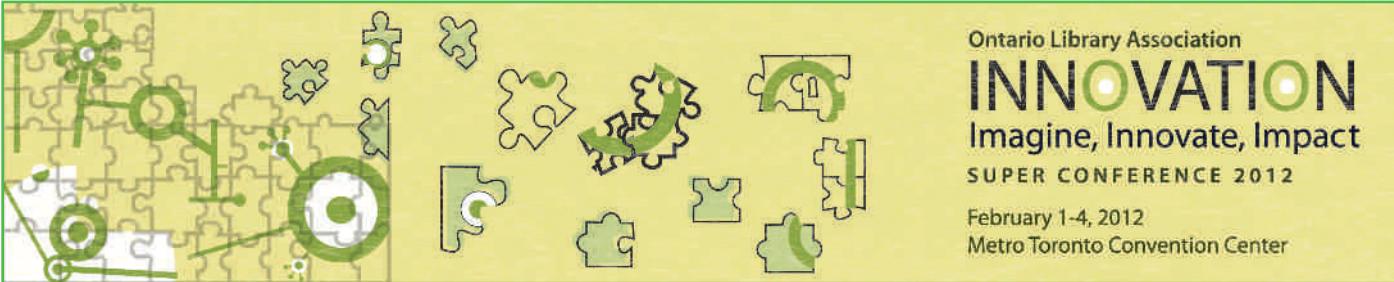
Jim Brett and Tanis Fink



Larry Moore and Sam Coghlan



Michael Lajoie-Wilkinson



OLA Super Conference – what you told us!

The Super Conference is created annually thanks to hundreds of members who present, convene and volunteer, all led by a core planning team of 30.

You can still experience Super Conference online with the Virtual Conference option – dozens of sessions and interviews are available for free and for a modest fee.

The post conference survey helps us plan subsequent conferences. Here are a few snippets of what you told us:

- Attendance is funded by employers for 73 per cent of respondents; 22 per cent either fund part or all of their own attendance.
- While all of our plenary speakers garnered glowing reports from delegates, Jonah Lehrer and Neil Pasricha were the Super Conference favourites.
- The Expo is a strong draw with more than 86 per cent of respondents attending it for at least 90 minutes during the conference.

General likes:

- the boopsie conference app, on-site massages, career centre, meeting new people, seating areas in the convention centre, and too much selection!

Room for improvement: not surprisingly the top comments related to basic (yet crucial!) needs:

- easy and plentiful access to caffeine, more food options, wireless. We will continue to work on this – most of this is out of our control as we are temporary tenants and must abide by the conditions of the Metro Toronto Convention Centre.

Have an idea for Super Conference 2013 (January 30 – February 2)? Session proposals are due by mid-May. Visit the web site for details on how to submit your proposal.

And announcing ...

OCULA – WNYO/ACRL Spring Conference

Bring it On! Shaping the Future of Academic Librarianship

Friday, April 27, 2012 8:30am-4:00pm Inn on the Twenty, Jordan, Ontario. A one-day event co-hosted by the Ontario College and University Library Association and Western New York/Ontario chapter of the Association of College and Research Libraries.

OLA Festival of Trees: Three festivals, 10,000 young readers!

Toronto, Harbourfront Centre, May 15 – 16

Ottawa, Carlton University, May 17

Thunder Bay, May 18, Canadian Lakehead Exhibition

Volunteer opportunities at all three locations. Contact OLA for more details and for a list of other satellite festivals (hosted by school boards).

In partnership with Authors and Harbourfront.



Ontario Library and Information Technology Association Digital Odyssey: Liberation Technology

An information session titled Digital Odyssey: Liberation Technology will take place June 8, 2012 at The Bram & Bluma Appel Salon at the Toronto Reference Library. Presented by the Ontario Library and Information Technology Association.

Annual Institute on the Library as Place

* A Libraries 2020 initiative.

The second annual institute will be a two-day 'destination' event held at Blue Mountain Resort, July 10 – 11. The institute is designed to appeal to a broad range of people involved with library space planning; library staff, planning departments, trustees, architects, designers, vendors and more. This year the focus will be on space planning to develop collaborative, inspiring, and creative spaces. Registration is limited and the early bird deadline (for the best rate!) is June 1.

To register, and for more information on OLA events, select 'Education and Events' on OLA's site.



NEW to OLA

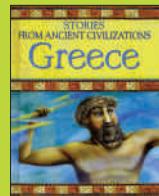
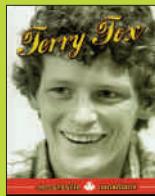
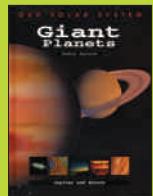
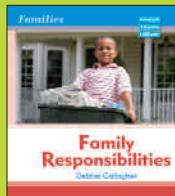
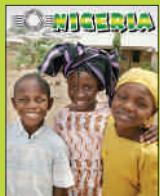
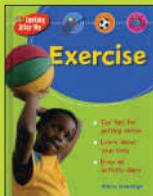
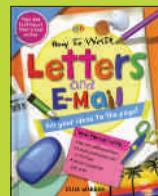
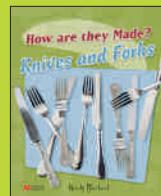
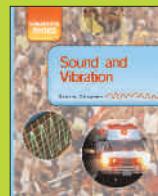
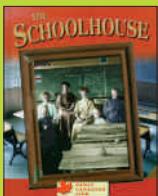
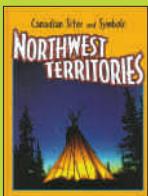
Recently Suzanne Wice joined OLA as the OLA Bookstore Coordinator. Ryan Patrick, who previously held this position, has not gone far! He has joined the staff of Counting Opinions.



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By Kristin Hoffmann

On September 8, 2011, librarians and archivists at the University of Western Ontario went on strike. There are many things I could say about the strike, but what I would like to focus on are some aspects of the strike's context, our experiences of being on strike, and two lessons I learned from the strike.



RISK, SOLIDARITY, VALUE:

Context

Librarians and archivists at Western certified in 2004; we belong to the University of Western Ontario Faculty Association (UWOFA) but we are a separate bargaining unit within the Association, so we negotiate a separate contract from faculty, and we negotiate at a different time. Our first contract was ratified in 2006, and our second contract in 2009.

In fall 2010, the faculty negotiated until three a.m. the morning of their strike deadline, and the staff association also negotiated right up to their strike deadline. So we knew going into our negotiations in 2011 that it would be a tough road. And, when we went on strike on September 8, it was just the 51 librarians and archivists who were on strike – not faculty, not staff. Not library staff, which meant that the library buildings stayed open while we were on strike.

Our strike lasted 18 days; we were back to work on September 26.

**Reflections
from a
Librarians
and
Archivists
Strike at the
University
of Western
Ontario**

Experiences

I asked my colleagues to provide Twitter-length summaries of their strike experience. Here's a sample of what they said:

- Surreal, exhausting, positive.
 - Great support from faculty, staff and librarians from other universities.
 - While not a first choice, strike was required to show employer as to resolve of members.
- Overall a positive experience.
- A roller coaster of emotion – loved all the support from students and faculty. Didn't love the way admin negotiated.
 - Surprisingly brief, and mostly up-beat. Oddly a strange opportunity to connect with colleagues I had not met.
 - It was extremely tiring (physically and emotionally), but not horrible. In four years' time, I would do it again, if required.
 - Stressful, bonding, fun, boring, proud, embarrassing. A paradox. Glad we did it, glad it's done.

With that range of experiences in mind, before I go on, I want to be clear that I'm not speaking in an official capacity as a representative of UWOFA, nor am I speaking on behalf of my colleagues.

These are my own opinions and reflections on our strike and what I have learned from it.

Lessons Learned

There are two key lessons that have stayed with me since the strike, and that I want to keep with me in the months and years to come. The first is:

The value of taking risks

If a strike isn't a risk, I don't know what is. We put our security and comfort on the line – literally, on the picket line – for an uncertain outcome.

But we really believed in what we were doing. And it was also a controlled risk. It was strategic, and it was extremely well-planned. It had the backing of large organizations, like UWOFA and the Canadian Association of University Teachers (CAUT). It was a risk where we were all united, even if we all had different opinions. It was a risk that depended on everyone in order to succeed.

So here's a related lesson for me: solidarity is powerful.

That does not mean that we should blindly go along with every risky initiative. We need to question each other, we need to challenge each other. We need to work together to come up with better ideas than each of us can on our own. We need to do all of that within the library community, among ourselves as academic librarians, and then present a strong, united front to our universities.

Another thing about risks: they aren't always pleasant. Yes, there were positive experiences of the strike, and good things that came out of it. But there were also people who shouted at us from their cars, students who grumbled because the buses weren't driving onto campus, and days of miserable rain and cold. We could put up with that because we knew that we had solid reasons for being on strike, that what we were doing mattered.

I said above that we put our security and comfort on the line for an uncertain outcome, and in fact the value of that outcome is debatable. Some of my colleagues think it was worth it; others don't. I think we got a better deal than we would have had we not gone on strike. I also think that the real value of the strike wasn't the negotiated settlement so much as it was the camaraderie, the teamwork, and these 'labour lessons' that I want to take with me and apply to my professional work. So in taking other risks, we need to remember that what happens along the way is as important as where we end up.

What kind of risks should we take? We don't have look far to find examples. Where we are facing pressures or demands in our libraries, look for options to take one path over another. Contemplate the alternative solutions that we might be able to come up with – after all, what is a university if not a place to reflect and to challenge the status quo?

What would it mean if we took more risks? We would become more confident in our judgement, our abilities, and our expertise.

And that leads me to the second lesson I took from the strike:

The importance of articulating our value as academic librarians

Without a doubt, this is one of our biggest challenges as a profession. Being able to articulate our value as academic librarians also requires that we know our value – each of us. It became evident to me when we were on strike that we didn't really know our value, and certainly that I didn't. Oh, I think I could fumble through an answer – something about how we manage and provide access to research collections, we help students and faculty find the information they need to do their research and teaching – but I wouldn't be confident in expressing it.

I realized that I have taken it for granted that a university will have a library and that everyone at the university will know why the library is there. To a certain extent that may be true, but what I had neglected to consider was whether everyone at the university knows why librarians are there.

Some certainly do. In fact, sometimes others know better than we do. There are a few examples that have stood out to me this fall:

an instructor who said that she wants to have a librarian come into her classes because while she can give her students a basic overview of the library's website, she feels that the librarian brings real added value to the discussion;

a faculty member who told me that he really likes the idea that there is someone in the library who is looking out for his discipline and his research needs;

a Department Chair who was talking about the office hours that one of our subject librarians provided in his department, and said "I cannot overstate the important role she is playing in the academic life of our Department."

Now, these seem like pretty basic things to me – providing instruction, managing collections, building relationships with faculty – so I ask myself, what is the meaning behind these expressions of value from our faculty? How can I tie these statements back to the core professional ethics of librarianship?

And then here is another example from our strike. A memorable moment for me was when Sid Ryan, President of the Ontario Federation of Labour, came to one of our rallies. Here's part of what he said, as quoted in the London Community News online (September 14, 2011):

"Everybody is talking about innovation and research and that we've got to get ourselves into the new world of technology. Where do you think the brain thrust begins? It begins at our universities. And who is it that unlocks this information? Of course it's the archivists and librarians."

Of course!

Now, it's a good thing that we have allies outside of the library who will speak up for us and advocate on our behalf. But we can't rely on these outsiders to speak up for us always, or at least we can't rely on them to speak up for us if we don't continue to cultivate relationships with them and speak up for ourselves as we do so.

In summary, I encourage us all to look for the alternative solutions and the risks we can take, and as we do so, to be aware of and attuned to what that tells us about who we are and what it means to be academic librarians. And then, we have to – each of us – tell everyone who we are and why we matter.

This talk was originally presented at the symposium "Academic Librarianship: A Crisis or an Opportunity?" held at the University of Toronto on November 18, 2011.

Kristin Hoffmann is Head, Research & Instructional Services at the D.B. Weldon Library, University of Western Ontario, and Vice-President/President-Elect of the Ontario College and University Library Association.

This is NOT a Love Story Libraries and Feminism

By Lisa Sloniowski

Two feminist researchers at York University have received three years of federal funding from the Social Sciences and Humanities Research Council to study and archive feminist pornography. I am one of those researchers, and a librarian, and this is my story.

Once upon a time and indeed probably as recently as this very morning, access to pornography in libraries was a problematic issue that divided librarians from each other, from some members of our communities and from public library board trustees. The debate surfaced in both Windsor and London in the last few years surrounding proposals to install internet filters on public library computer terminals. Librarians have, for the most part, spoken out against filtering, not in defence of pornography so much as in opposition to censorship and to technology that is not robust enough to distinguish between searches for pornographic materials and “legitimate” enquiries for social and medical information on breast cancer, inter-racial or gay relationships, or STDs. We also ask who defines what is pornographic – it wasn’t so long ago that all gay and lesbian material, for instance, was considered pornographic regardless of any explicitly sexual content.

In public libraries, the case against pornography is complicated by the presence of children in our stacks, and our desire to shield them from such material and/or from other patrons who may have malicious intent. Academic libraries have less of a concern about this issue as our patrons are (mostly) above the age of consent. Also, our communities of scholars are less likely than the general public to complain about the inclusion of pornographic materials in

our collections, recognizing that scholarly inquiry may take a variety of avenues. Nonetheless, the question of whether pornography objectifies women and alienates the feminist community is as relevant to academic libraries as it is to public libraries. Self-proclaimed radical feminists like Andrea Dworkin and Catharine Mackinnon have historically joined hands with conservative judges, newspaper columnists, and Christian fundamentalists in the cause to fight the pornography industry. Do we risk alienating women by actively acquiring and preserving pornography? What will the Women’s Studies department think? Is there any legitimate scholarly reason to collect this material? Do all feminists hate pornography?

Enter Feminist Porn: A Brief History

There is no unified perspective on pornography within the feminist community, despite media coverage which tends to emphasize the anti-porn side of what has proven to be an ongoing and arguably ruinous debate within the feminist community since at least the late 1970s. According to Dr. Bobby Noble, a York University Gender and Sexuality Studies professor and the principal investigator on this project: “There remains a fruitful and productive history of present feminist porn ... traceable in the work of late 1970s feminist porn workers such as Annie Sprinkle and the rest of the women from Club 90, and beyond the notorious American feminist sex wars, during which time feminist porn cultures and workers (not yet explicitly named as such) continued to do their work.” In a more contemporary and local context, a slightly unexpected hub recently emerged. For six years, a small, privately-owned feminist sex-toy shop in Toronto called “Good For Her” has been an advocate and organizing/distributing hub for contemporary work in feminist porn, in part by founding The Feminist Porn Awards (FPAs). This

Story: Feminist Porn

event has rapidly grown into a three-day long carnivalesque celebration of feminist porn from across North America and internationally, an event that ends with an awards ceremony where (juried) awards are given out to porn stars, producers, distributors, directors and cast in a variety of categories mostly duplicating the star/celebrity system of both Hollywood and the mainstream porn business with some exceptions. The categories include “Hottie of the Year”; “Most Diverse Cast”; “Best Bi Film”; “Most Tantalizing Trans Film” “Sexiest Straight Movie”; “Hottest Kink Movie”; and “Movie of the Year”. Notably every year the number of films submitted for adjudication increases.

As Becki Ross, department chair of Women's and Gender Studies at UBC puts it in a recent interview with The Ubyssey (December 1, 2011): “The legacy of commercial straight porn is one of racism, heterosexism and phallocentrism—none of which carries a positive, enriching sexual charge for female viewers. Men have controlled pornscapes forever because they've owned the means of production, as Karl Marx would say.” She also states that “It's time for lesbians, disabled women, fat women, trans women, elders and women of colour to seize opportunities to imagine sexual representation on our own terms — juicy, messy, hot and liberatory.”

It appears then that feminist porn has been in existence for at least 30 years, with production stepping up in recent years to meet an increasing demand. It is part of a vigorous conversation within the feminist community and yet, until recently, scholars have largely overlooked it and academic librarians have mostly not collected it. There are of course sexuality collections here and there, including most national libraries, the Human Sexuality collection at Cornell University, the Sexuality Studies collection at UofT and the new Kink collection at the Pride Library at Western University – but few if

Photo Credit: From Made in Secret: The Story of the East Van Porn Collective.

form of cultural production requiring unique bibliographic treatment.

What is Feminist Porn? Are there Birkenstocks involved?

One of the first questions I am always asked when talking about this project is to define feminist porn, a juxtaposition of words that seems impossible at best. However it is the very unmooring of the word “feminist” from the anti-porn movement that drives this form of cultural production and indeed our project itself. In many ways we are less interested in what feminist porn ‘is’ than what it ‘does.’ We see it as an interdisciplinary set of multiple genres (not just film), each of which functions as an historical warehouse of images, debates, and cultural memory as well as important sites for the establishment, modification, preservation and investigation of feminist sexual-cultural practice.

Moreover, we see many of the texts/films as actively vexing the feminist conversation around pornography. Or to put it more directly, we see it as a kind of intervention into the ongoing divisive debates around pornography within the feminist community. Our collection of materials will attempt to document this strategy of ‘vexation’. That being said, on a very practical level, for the moment we are working with the same definition used by the Feminist Porn Awards, which suggest that the item must meet at least one of the following criteria:

1. A woman had a hand in the production, writing, direction, etc. of the work
2. It depicts genuine female pleasure
3. It expands the boundaries of sexual representation on film and challenges stereotypes that are often found in mainstream porn



The Feminist Porn Archive and Research Project

Given the existence of sexuality studies, university programs, and degrees which are incorporating Porn Studies into the fields of knowledge production, the Feminist Porn Archive and Research Project (FPARP) recognizes and attempts to redress two major shortcomings. First, an infrastructural problem or the lack of collected, catalogued and contextualized pedagogical and research materials and secondly, the dearth of academic scholarship theorizing and documenting the histories, functions, importance, and sexual-social-political trends in feminist porn production. The project has three mutually constitutive research objectives, which happily allow for me as a librarian to operate as a scholar and practitioner on the project:

1. To research and explain what is going on in the porn itself
2. To create an archive of sorts – both a physical archive to preserve materials and a scholarly digital research portal where scholars and sex workers could discuss and analyze collected materials
3. To research the technologies/processes of archivization themselves, noticing the ways in which such technologies are socially embedded

What are we doing right now?

For the past year we have been engaged in preliminary reading, thinking, and writing about our emerging questions and problems, as well as travelling to relevant collections like the Museum of Sex and the Lesbian Herstory Archive in New York City. We are speaking at academic conferences as there appears to be a great deal of interest in the project. We have a book idea that is simmering in the background and we are planting seeds for the digital hub by working with a graduate assistant to develop an online exhibit exploring feminist porn in relation to the feminist sex wars. We are not building the physical archive of materials until we have made decisions about where and how we'd like to situate it. A community based archive like the Canadian Gay and Lesbian archive? The institutional archives at York? A separate collection at York Libraries along the lines of the Pride Library at Western? Or a private museum of our own

making like the Museum of Sex in Manhattan?

Some of the emerging problems and research questions of the project include issues of classification – how to develop feminist and scholarly taxonomies for this material which also respects the play of bodies, sexualities, and genders at work with this form of cultural production. We struggle with issues of collection development – how do we define feminist porn, what materials are relevant for a scholarly collection, what are we missing? Other questions surround around how pornography as a concept is shaped by the legal system – for instance the quasi-criminalization of sex workers, obscenity laws, and age of consent laws. We also wonder, how accessible can we make our material collection without making staff or patrons uncomfortable? There will be complicated copyright issues if we decide to digitize it. Should we decide to keep it at York there are questions about how to deal with the diverse 'stakeholders' – students too young to legally view the material, or others like some of our anti-porn feminist colleagues who may vehemently oppose the library holding this material. As my research partner recently asked, "Is the academic corporate complex the 'right' site for such an archival fever? But more importantly ... what kinds of very important epistemological ruptures do we risk missing if we answer no to that question?"

Final Word

It would be easy enough from an academic librarian's perspective to just say that if this is a research area for at least some of our faculty and students, we need to get the materials in house or online to support their work. We can also easily point to this material as cultural/historical artifact ... if this form of cultural production has been in existence for 30 years or more surely somebody should be collecting it and making it accessible to scholars, regardless of one's opinion about the material? Or as Marcel Barriault asks in "Hard to Dismiss: The Archival Value of Gay Male Erotica and Pornography" (Archivaria, 2009) where he argues for the evidential and informational value of pornography, "How do we ensure





archives as bodies of knowledge also reflect knowledge of the body?" Or as Noble suggested to me, "Isn't this an opportunity to archive what is rendered unintelligible in public discourse that which anti-porn feminist discourse in particular has held as sacred, truthful and unmediated: relations of intimacy?"

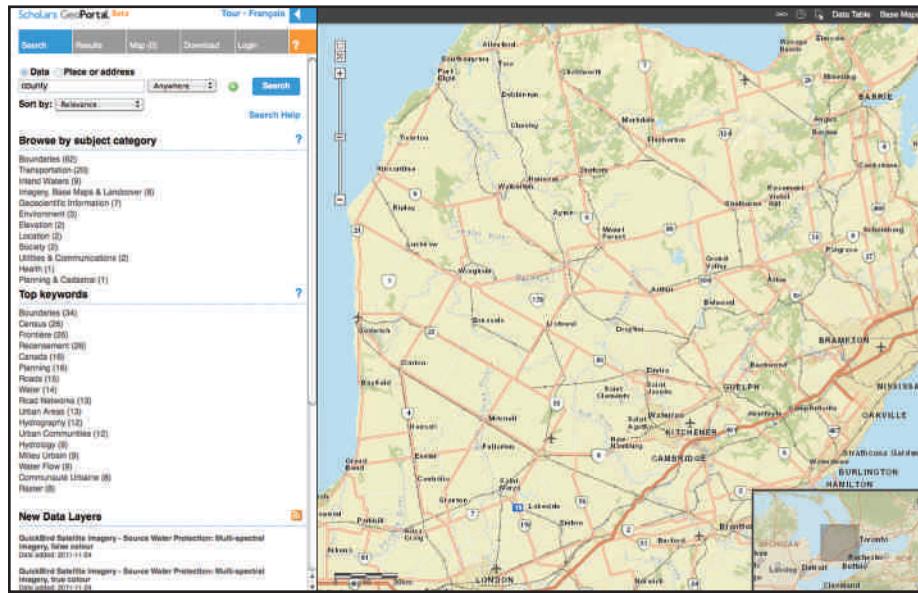
But for those interested in exploring scholarly questions emerging from their practice of librarianship, attempting to build a feminist porn archive also creates a perfect opportunity to investigate the ways in which our institutional practices play a role not only in the preservation of diverse material but in the actual production of cultural histories. Our omissions, our classification schemas, our policies and practices so often seem the product of daily exigency rather than as hegemonic actions that invariably exclude certain lived experienced while fixing others into place. At the same time, library and archival collections may also be approached as sites integral to the destabilization of subjects. These contradictions fascinate me, and while some have studied the problems of incorporating feminist materials into libraries, and others have explored the difficulties of making pornography accessible, I am taking a certain delight in bringing feminism and porn together as a perfect storm, both sexing, and vexing, the library.

Since 2006 Lisa Sloniowski has been the English Literature Liaison Librarian at York University Libraries and has recently been appointed chair of York Libraries' Special Collections Working Group. In 2009 Lisa co-founded the Feminist Pornography Archive and Research Project with Dr. Bobby Noble, Associate Professor of Sexuality and Gender Studies in the School of Women's Studies. This project was awarded a Social Science and Humanities Research Council standard research grant in 2010. Lisa has been an intermittent member of the CLA, the OLA and APLA, and is currently a member of the Canadian Association for Cultural Studies, and the Canadian Women's Studies Association.

By Jenny Marvin
(channelling a typical undergraduate)

I must admit, I was feeling a bit anxious when the professor handed out the instructions for our third year Research Planning Techniques course. Basically, I needed to use Geographic Information Systems (GIS) to determine the best place in Wellington County, Ontario, to site a fracking and natural gas generation plant. What was freaking me out was that I've never used GIS before and I was required to find my own data to create a site map and do some analysis! I was totally ready to drop the course as I had a heavy load already, but then I overheard my classmates saying what a breeze the assignment was going to be because of this new thing called Scholars Geoportal. They were right! Let me tell you about it....

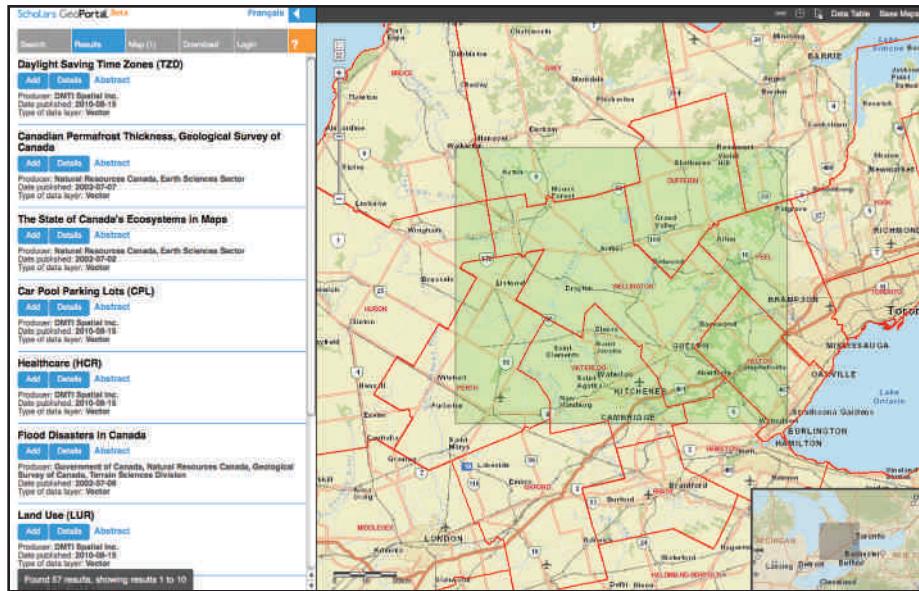
The professor added a permanent link to Scholars GeoPortal in our course website. He told us to make sure we accessed it from this page because he had used the Portal to create a map that was already zoomed in to our area of study. Once we got there he said we had to "sign in" to the GeoPortal using our university log in, so that anything we found could be saved in our account for later or shared with our classmates. Having no idea what to expect, I clicked the link. Immediately I was presented with the following screen:



to learn more about each result I saw that something called Census Divisions included county boundaries. I used the Add button to put it on my map, and just like magic, it appeared right on top. Just as I was about to search for other words like soil, land use, roads, water, and all the other criteria for siting a fracking facility, my roommate came in and showed me this really cool trick. You can use the "Include area" search option to draw your area of interest on your map and when you hit the Search button, it brings up ALL the data in the GeoPortal that covers your area of study! See, there are 57 results for Wellington County!

Because I am someone who always looks for more instruction before I get started, I clicked on the Help link at the top of the map and found a help guide that told me how to actually add things to my map by using the Search box to search for data and addresses or how to just Browse by theme or series. I was glad to see that the guide also had a glossary and information on how to cite my references – I always find that difficult!

The first piece of information I wanted to put on my map was a boundary for Wellington County. I typed in *county* in the box and hit Search. None of the results actually said "county" in the title but once I clicked on the Details button



VISUALIZING YOUR RESEARCH

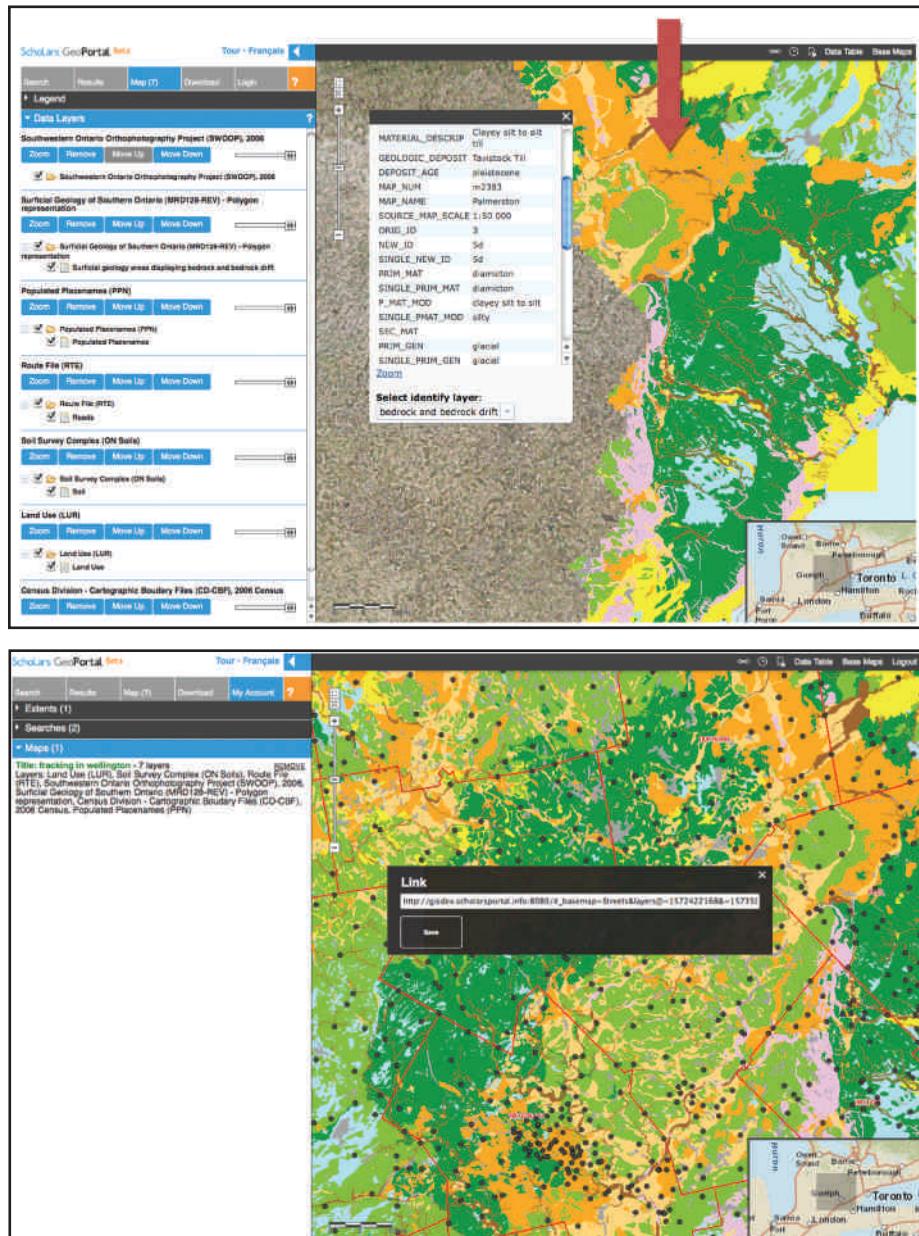
USING SCHOLARS GEOPORTAL TO FIND 3 TOP SPOTS TO FRACK IN WELLINGTON COUNTY

Once I added all the different criteria to my map, I moved from the Results tab to the Map tab. The help guide told me that I needed to go there to change the way my map looked – which was a relief because each thing I added covered up the thing underneath and I couldn't even see where the boundary of Wellington County went! See...

I was able to learn more about what I was seeing on the map by clicking on a specific spot. By doing this a table popped up and provided the detail. In this case you can see that the orange on the map above represents “Sand, gravel and (locally) silt.”

I used the buttons in the Layers section to turn layers on and off and to change the order in which they appeared on the map – apparently a map is like a pizza and if you put small things (like dots and lines) under big things that blanket the area (like solid airphotos, soil and landuse), you can no longer see them. There is also a slider that lets you make layers transparent so you can see stuff through them. For example I could see what soil type was in what type of land use.

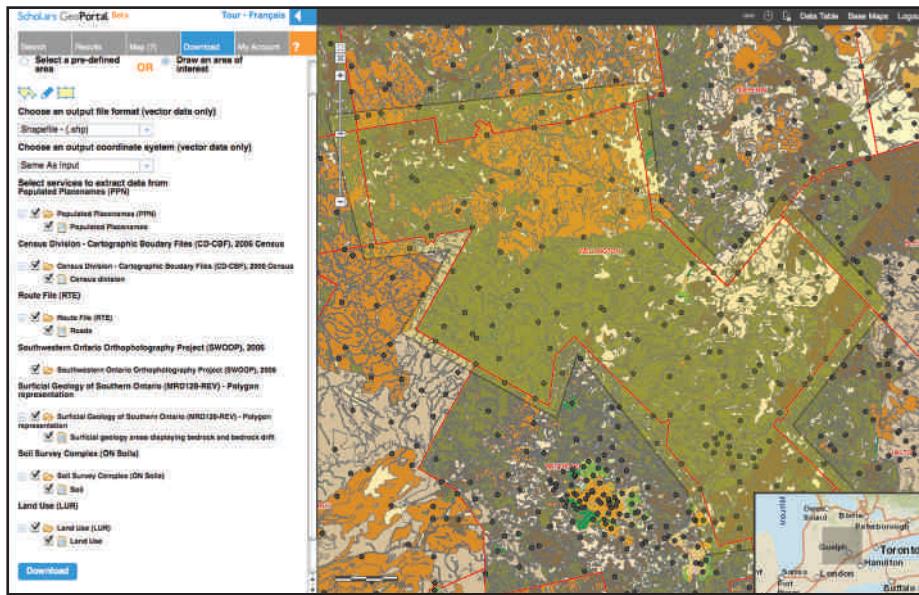
In order to save my map with all the layers I clicked on the Link icon at the top of my map and a box popped up on my screen with a URL or as it is called in the help guide a Permanent Link. I



clicked on to Save and gave the map the title “Fracking in Wellington County” right in the My Account tab. I can go back to this map whenever I want. The other thing I did with the link was to email it to my group. By clicking on it the GeoPortal opened for them to the exact map that I created!

The professor also asked that we email a quick PDF map to him before we actually downloaded our data. This was pretty easy too. At the top of the map is a page with an arrow icon. All you have to do is click on to that once you have the map on the screen set up how you want it and fill in the form. The GeoPortal automatically adds all the important map elements such as a scale bar, legend and north arrow.

Once I got the go ahead from my professor I clicked on the Download tab. It was a pretty simple process. All I had to do was draw a shape on my map that would be used to clip my data (just like using a cookie cutter!), select the data I wanted to download, specify the data format and projection. Okay the last two choices I had to think about, but I went back to help guide for some assistance.



Lastly I hit the Download button and within a minute all of my data downloads were complete. All I had to do was click on each link and save it to my computer.

So, all in all, I’m glad I didn’t drop the course. Finding the data was easy! Thanks Scholars GeoPortal!

The GeoPortal: A Note for Librarians The newly launched Scholars GeoPortal is an initiative of the Ontario Council of University Libraries (OCUL), and distributes consortially licensed geospatial data collections to students, staff, and faculty at Ontario universities. The GeoPortal’s goals are to improve access to geospatial data, and to support the incorporation of geospatial data and GIS concepts in the teaching and learning process. This article is written from the perspective of a student and shows how the GeoPortal will become an integral part of coursework in many disciplines. The GeoPortal will also make it easier for libraries across the province to distribute geospatial data and support its use on campus.

Jennifer Marvin is the GIS librarian and Co-ordinator of the Data Resource Centre at the University of Guelph and Chair of the Scholars GeoPortal Management Group. Jennifer holds Masters Degrees in History (Queen's) and Library and Information Science (Western).

La place de la bibliothèque publique dans la culture franco-ontarienne

By Steven Kraus

Depuis mon enfance, je savais que ma culture personnelle était un peu différente de celle des autres autour de moi. Avec une infusion demi-francophone et demi-autrichienne, mon modèle culturel était toujours très vaste et excitant. Ce que j'ai vécu pendant ma jeunesse, mon adolescence et maintenant comme adulte a toujours défini mes concepts fondamentaux vis-à-vis mon comportement, mon éducation et mes perspectives qui ont fortement influencé mon milieu quotidien et ma vision socio-culturelle.

Durant les derniers six ans de travail avec la communauté franco-ontarienne dans le Nord de l'Ontario, dans les milieux qui vivent la francophonie du Grand Nord de notre belle province, j'ai réalisé que « la bibliothèque publique francophone » porte une responsabilité socio-culturelle très importante. De plus, j'ai vécu la réalité que la bibliothèque francophone dans le nord de la province vit une expérience très semblable à ce que j'ai illustré ci-haut durant ma jeunesse. Par définition, la bibliothèque publique francophone représente une identité, une manifestation culturelle, une responsabilité socio-culturelle et une place physique qui sont essentielles à chaque communauté avec un secteur ou une population signifiante francophone.

C'est grâce au projet auquel j'ai assisté lors des dernières années que j'ai fait preuve des actions dédiées de bibliothécaires francophones du grand nord. C'est à travers leur fierté, leur joie de vivre et leur capacité ultime que leurs programmes et services, offerts presqu'uniquement dans la langue française, continuent de mettre emphase et de valoriser la culture franco-ontarienne. C'est grâce à leurs efforts journaliers dans leur communauté que la francophonie demeure vibrante dans chacune de leur communauté.

À chaque reprise, la bibliothèque publique a paru comme une pièce essentielle dans le casse-tête socio-culturel de chaque

communauté. Car c'est là, à la bibliothèque, où l'accès à la découverte, la lecture, l'alphabétisation et la découverte se passent. Là, à la bibliothèque publique, on fait preuve que les jeunes de notre âge informatisé accèdent à des expériences, programmes, instructions et activités culturelles qui sont uniquement francophones. C'est grâce aux efforts des bibliothécaires dédiés que les personnes âgées, les jeunes et les enfants ont la chance de participer et vivre une expérience culturelle. C'est ensemble, par le moyen de l'heure du conte, de la célébration de la Ste-Catherine, de la recherche académique, et même la réjouissance de loisirs préférés, qu'on fait une connexion concrète aux auteurs, écrivains ou artistes qui représentent la francophonie. Aussi, dans notre âge moderne, la techno-alphabétisation en français porte une très grande valeur à chacune de nos communautés francophones.

Les bibliothèques publiques francophones de l'Ontario sont les porteuses des clés culturelles et agissent comme promotrices dans la préservation de la tradition littéraire et culturelle franco-ontarienne dans les divers milieux de la province.

C'est maintenant à nous, comme modèles dans notre profession, d'agir comme guides pour tous les autres autour de nous. Dans le domaine de la bibliothéconomie, c'est bien à nous de valoriser et de promouvoir une tradition de fierté vis-à-vis la francophonie dans toutes nos bibliothèques. C'est à nous de vivre l'exemple donné par les plus petites bibliothèques francophones dans notre province et d'aider à cultiver le patrimoine franco-ontarien.

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What is "the cloud"?

Have you ever had an IT-related idea you want to implement, only to be told that your library doesn't have the resources, time or labour to help you? Chances are you have. You're also likely to have heard something about cloud computing as a way to get your ideas moving quickly without having to worry about time or infrastructure. Is cloud computing the end of systems departments as we know it? Or is it merely another tool in a librarian's arsenal?

The *cloud* is a lie.

Don't believe the hype. It is not some mythical internet saviour, undoable by smaller organizations. The cloud has existed ever since computers have been able to talk to other computers; early BBS systems were cloud systems just as much as Amazon's virtual server infrastructure is. To put it simply, cloud computing refers to the delivery of scalable IT resources over the internet. The most recent iteration of talk about cloud services is a marketing term.

Do you use a web-based email interface, or do you use GMail or Google Docs? Have you streamed a movie or TV show from Netflix? You've played in the cloud.

What can my library do in "the cloud"?

Short answer? A lot. Your library's ILS can be cloud based. For example, see Project Conifer the Ontario Academic Library Evergreen consortium, or McMaster University's hosted Symphony ILS. You can also take advantage of Content Management Systems such as Wordpress and Drupal in the cloud (wordpress.com and drupalgardens.com).

If you're more of the hacker type, you can deploy and scale applications on a wide variety of platforms at Heroku (heroku.com). If you want your own customizable instances of Wordpress, Drupal, Joomla, or Redmine check out BitNami (bitnami.org) which touts a simple "one-click cloud hosting" option.

Just need a server and don't want to have to worry about maintaining hardware? A local IT can't help you out? You can create som highly customizable options from a wide variety of Linux flavours. A Windows server on a service like Amazon's EC2 (aws.amazon.com/ec2) could also help you out.

Finally, need somewhere to store some files, or thinking about another option for that off-site digital preservation option? You can start small with cloud storage solutions like Dropbox (dropbox.com) and go large with Amazon S3 (aws.amazon.com/s3) or Duracloud (duracloud.org).

By Nick Ruest & John Fink

JUSTING

Have a difficult IT department? Want to work on some rapid prototyping of a library application? Don't have a local storage solution or need a viable off-site storage option? In all of these cases, cloud computing may be a viable option.

Often in non-trivial library services that are hosted locally, new ideas and plans are impossible to implement because necessary equipment is lacking or the scenario is too complicated. In a cloud scenario, however, cloud providers can spin up solutions for a small fee, getting new ideas working quickly.

Your own happy local cloud.

But let's say you have a decent size systems presence already, and you're just looking for ideas on how to use your existing hardware and expertise more flexibly. Software packages like Gluster (glusterfs.org) can help you combine many disparate hard drives -- even on completely separate computers -- into one large virtual drive. If you're a database nerd, it might be worth looking into the new technology of key-value stores like Facebook's Cassandra technology.

Amazon's EC2 platform has a number of locally implementable competitors as well. If you have a beefy enough server PC and a bit of know-how, software like Eucalyptus, Openstack or KVM can help you create virtual machines on the fly with a variety of operating systems installed. These VMs can then be used without worrying that a crash will affect your entire infrastructure.

So the cloud is not just out there... it's here as well. What direction should your cloud experimentations take? It depends on your abilities and where you want to go!

Nick Ruest is the Digital Preservation Librarian, Repository Architect and Digitization Coordinator at McMaster University. John Fink is the Digital Scholarship Librarian at McMaster University and is currently attached to McMaster's Sherman Centre for Digital Scholarship.

Governance

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CEO Evaluation: Supporting the Best and Brightest

By Jane Hilton

Never in recent history has accountability been of such broad public concern and CEO performance the subject of such intense scrutiny. Evaluation, by its very nature, is the process for assessing or judging something. When it comes to the evaluation of individuals, people are often uncomfortable, no matter what side of the fence they are on. This may be the reason some boards avoid this critical responsibility. Evaluation of the CEO or Chief Librarian is all too easily deferred for various reasons. Board members do not feel qualified, day-to-day pressures take precedence, the process is too time consuming or there's no reason to evaluate since the library is so successful.

Being a CEO in today's world is a challenging role. These trusted leaders are required to be decisive, consistent, communicative, persistent, and multifaceted. They are forward thinking and live in the future but act in the present. Walking on water doesn't hurt either!

Benefits of Conducting an Evaluation

There is no single right way to conduct an evaluation and doing it well is not easy. However, when the evaluation is carried out on a regular basis, in a thoughtful and planned way, there are many benefits. A well designed evaluation process can:

- Provide an opportunity for the board to better understand the work of the CEO;
- Allow the board to maintain accountability to the Municipal Council and to the community;
- Identify opportunities, challenges and areas of concern that can be addressed before they become problems;
- Strengthen relations between the board and CEO by fostering communication and collaboration;
- Assess the performance of the library and its progress towards the mission;
- Respond to changes in funding, community needs and strategic directions; and
- Align expectations and goals for the coming year.

Principles of an Evaluation

The maxim of “no surprises” should be tantamount and there must be no arbitrary review processes. This means that while the process includes a formal review at year’s end, it should be a continuous process throughout the year. One of the basic principles underlying the evaluation is that the process be a collaboration, meaning that both the CEO and the board develop and agree on the process. Also, it’s important that strict confidentiality be maintained throughout and that the assessment be based on objective measures. It is the board’s role to establish clear expectations, provide constructive and honest feedback in a supportive manner and to protect and strengthen the integrity of both the CEO and the board during the process.

Evaluation Process

A **policy** needs to be established at the outset that reflects the board’s commitment to conduct an annual CEO evaluation as part of their governance work. It should articulate the criteria used, the evidence of performance and the steps in the process so expectations are clearly stated. This will ensure continuity of a fair and practical procedure over time. Tools, such as forms, used in the evaluation should be designed to provide an objective record of the process and support the ongoing development and empowerment of the CEO.

In addition to the policy, the following also need to be in place:

- An up-to-date **job description** for the CEO that reflects key responsibilities;
- A clearly defined **vision, mission and set of values**; and
- A current **strategic plan** with defined goals.

At the beginning of each year, a blueprint or action plan is prepared with mutually agreed upon objectives based on the strategic plan and day to day management of the library. Each objective should be tied to an indicator or measure of the anticipated outcomes within a defined time frame. The qualitative measures and “leadership qualities” such as the ability to communicate, motivate and administer are more difficult to measure and may be problematic if board members start to assess personality traits rather than competencies.

A **committee** is generally assigned to coordinate the year-end assessment process. The CEO is given an opportunity to complete a self-evaluation and/or to submit an annual report. As the Board is the “employer” of the CEO, all board members should participate in completing a standardized assessment form. These are then synthesized into a unified, collective view (one voice) to determine whether the targets have been achieved and to rate the level of performance.

The summary is discussed “in camera” at a board meeting. The Chair of the Board meets with the CEO to reiterate the positive achievements and, in a professional and respectful manner, suggests areas for improvement. How the information is conveyed is as often as important as the messages themselves. The CEO is then afforded the opportunity to provide comments in response to the final evaluation report.

These are tight economic times and the evaluation provides an objective basis for recognizing and rewarding performance so caution should be exercised when linking the evaluation with compensation as the benefits of positive feedback will be diminished by a small or non-existent salary increase.

Finally, the board should **reflect on the process** to determine where improvements could be made. By formalizing a structured approach to the CEO evaluation, the board has a greater chance of building a strong relationship with the CEO leading to a high performing library system that adds significant value to the community.

Jane Hilton is currently a board member of the Whitby Public Library and Past President of the Ontario Library Boards' Association. jhilton@idirect.ca

random library generator

MEET ONE OF
OLA'S 5,000
MEMBERS

Stephanie Orfano is the Social Science Librarian at the downtown Oshawa branch of the University of Ontario Institute of Technology (UOIT). We spoke in the dying hours of 2011 from our equally quiet offices just before our libraries closed for the holidays. You can hear a pin drop in this interview.

How do you know Mark Mueller, the previous Random Library Generator interviewee?

I actually don't know Mark. He knows one of my colleagues, who asked me if I'd do this interview. I've never met him. I have no idea who he is.

Well thanks for blindly taking the plunge for this interview! I don't know much about UOIT. Where is your library?

UOIT is located in Oshawa and opened its door to its first class in 2003. I'm in the brand new Social Science & Humanities Library at the downtown Oshawa campus, which opened last year. We're in a great restored building with exposed brick – it's a lovely place to work in. You can see the positive effects UOIT has had on the Oshawa community. I've seen so much change in the past year in downtown Oshawa – there are new coffee places and restaurants popping up. People in the community are really happy about it. Oshawa is a really nice city and it's great to see it moving in a positive direction.

So you're from Oshawa?

No, I'm from Mississauga. I saw a great opportunity out here and I jumped at the chance.

You commute from Mississauga!?

Yes. I either drive, which takes less than an hour by car or two hours each way by GO Train. That does take a lot of the day, but I can read, write, or sleep.

What did you do before this?

This is my first job coming out of library school. I love it here. I love doing reference and watching the library grow and try new creative ideas. I did an undergraduate degree in Media, Information & Technoculture at the Faculty of Information & Media Studies at Western, then I moved to Toronto for my library degree.

An interview with random OLA member #11: **Stephanie Orfano**

By Robin Bergart



Photo mashup credit: Lisbeth Sider



That's an interesting undergraduate degree. How did you choose that?

I was always really into media and journalism. It was my dream to be the next Jeanne Beker. I saw myself becoming the next host of Fashion Television! Then I discovered I loved research but not so much the writing aspect of the field. I got a job as a library assistant at Western, and that's when I decided to go into librarianship.

How has your undergraduate degree helped you in your work?

I'm interested in social media and new technology and it's fun to incorporate that into my information literacy instruction and my work more generally. It's also great to work at an institution that is supportive of this creativity.

"Academic librarianship: crisis or opportunity?" is in the air a lot these days. Where do you come down on this?

I'd like to believe we're in a moment of opportunity rather than crisis. It's a question of changing with the times and (for lack of a better term) a 'reinvention' of some sorts. I think embedded librarians and the greater role that can be played in teaching and research is a great example of this.

I work in a university where every student gets a laptop and they don't have to come to the library. But despite being students who grew up with the internet, I think there is a lot opportunity to teach them the information literacy skills needed to navigate all the information that is out there.

And now for something completely from left field: Have you ever consulted an astrologer?
No, I haven't, but I did live with a girl in university whose mother was a tea leaf reader. She read my tea leaves one or two times. She told me about my past lives, and that my spiritual animal was a rabbit or deer or something. I can't remember. It was a long time ago. You can't take all this to heart, but I've always loved anything to do with the afterlife and spiritual side of things.

What do you do with all the name badges you accumulate from library conferences?

I have a name badge wall in my office. Just like marathoners collect their numbers from their races, I collect name badges.

Can you give us a teaser about the next OLA member you've picked to be interviewed for this column?

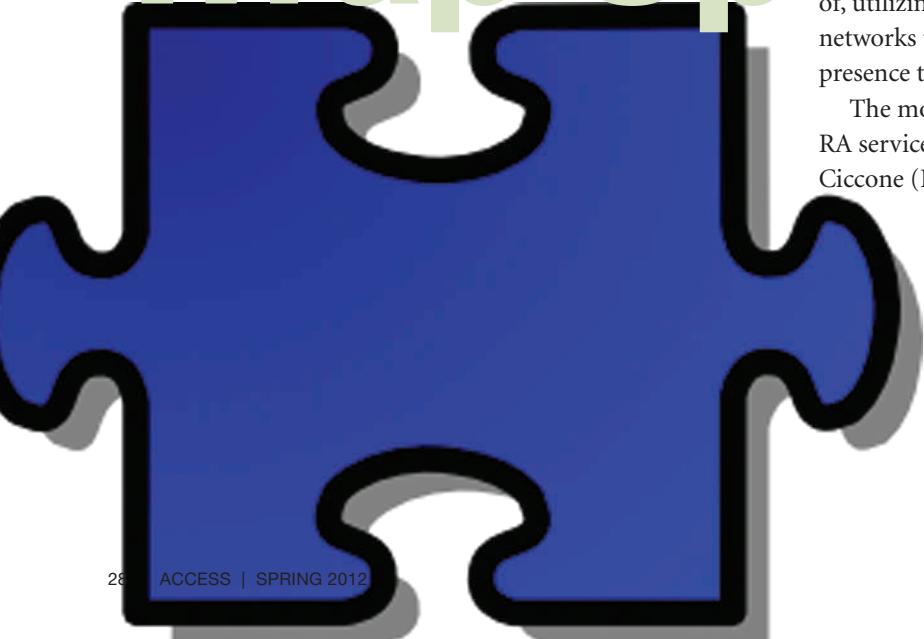
Yes, Jacqueline Whyte Appleby. She is currently the Client Services Librarian at OCUL Scholars Portal. She is a friend from the iSchool and I'm certain she will be a great interviewee!!

*Robin Bergart is a User Experience Librarian, University of Guelph Library.
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RA In A Day 2011

By Cecilia Vespa

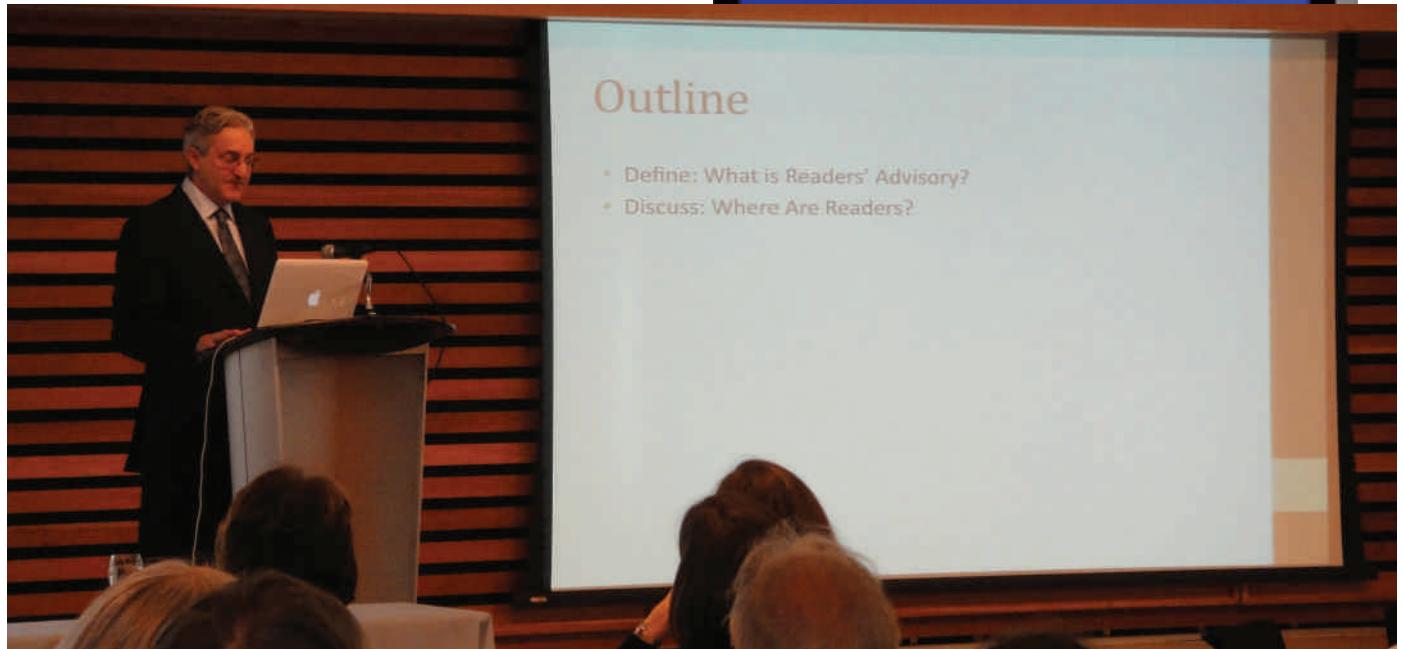
Wrap Up



Late last October, more than 150 delegates — including RA Specialists, reference staff, teen services specialists, collection development staff, LIS students, professors, and library management — descended on the Toronto Reference Library's Bram and Bluma Appel Salon for the 6th annual RA in a Day Conference presented by OPLA's Readers Advisory Committee. This premier event brings together readers' advisory advocates to share their knowledge and expertise on meeting the needs of adult readers.

This year's conference focused on reaching virtual readers, with the keynote address presented by Duncan Smith, creator and founder of Novelist. Smith focused his presentation on "RA as a Transformative Act" between the library and its customers. The product of doing RA well is stronger relationships with customers, a deepening of our own knowledge to make connections between stories, helping customers realize their reading tastes, and developing a community of readers. This has traditionally been done well in our physical space. However, as Smith suggests, we are missing opportunities to spotlight our RA expertise virtually. He suggests, and gave examples of, utilizing our catalogs, websites, local bloggers, and social networks to build social capital by creating a strong RA presence to reach all our customers on the Net.

The morning ended with a panel discussion on delivering RA services to readers in a digital age. Presenters Michael Ciccone (Hamilton Public Library) and Nicole Adams (Oshawa



Public Library) shared the different concerns their systems are facing delivering RA services virtually, and Karen Estovich from Overdrive fielded several questions about access to digital content from the delegates. As one participant commented: "Panel was great. Questions raised showed that many people are facing the same obstacles in our field."

During lunch, delegates had an opportunity to peruse a number of vendor booths and poster sessions on topics such as celebrity readers (Haliburton County Library), video book trailers (Burlington Public Library), RA Core Competencies (RA committee), wikis for RA (Ann Arbor District Library) as well as two iSchool student presentations. The program resumed with author Charlotte Gray taking the stage. She mesmerized the crowd with the process of how she researched and built the community of characters for her book, *Gold diggers: Striking it rich in the Klondike*. "All the sessions enhanced my love of RA. Listening to Charlotte Gray was a special treat!" remarked one participant. At the end of her talk she left the delegates with a teaser about her next book which will delve into an old Toronto murder.

The afternoon kicked off with a fascinating address about the psychology of reading fiction by Dr. Keith Oatley, Professor Emeritus, University of Toronto. For a summary of his talk and an example of putting readers' advisory into action check out

Haliburton County Library's radio spot, Library Moments, #33, Reader's Advisory in a Day, canoefm.com/audioPhotos.php.

The day concluded with a series of presentations on serving readers through library building projects. Toronto, Mississauga and Ottawa Public libraries provided attendees with a variety of ideas on marketing for readers' advisory. From building, to renovating, to remerchandising based on observational studies, participants commented that they took away many practical ideas from this session.

If you could not join us this year, you can view the workshop resources and the committee's 2011 best bets list on the OLA website under the divisions tab, OPLA section, RA in a Day link. Make sure to mark your calendar for the 2012 conference, which will take place on Friday, October 26. Planning is already underway and will include lots of practical information, hot topics, breakout sessions and opportunities to network with colleagues to share ideas and information. Staff who work with readers, in any way, won't want to miss what has become a must attend event.

Cecilia Vespa is the acting Youth Services Librarian at the Burlington Public Library. She can be reached at vespac@bpl.on.ca or on twitter BPLTeenScene.

Digital Rights for Armchair (and Office Chair) Activists

By Jennifer Dekker

DRM. Digital Rights Management.

You've heard of it. Basically put, DRM is embedded technology that limits the way consumers use electronic content. If you buy an e-book from Amazon, DRM is why you can only use it if you have Kindle. It's a major issue for both libraries and individual consumers because DRM dictates use: how many pages can be printed from an electronic article, whether an e-book can be downloaded, how many times it can be downloaded, and so on. Not surprisingly, there's a movement to counter DRM, and this column highlights resources that support action against unreasonable DRM.

1 Library Renewal

libraryrenewal.org

Library Renewal educates and empowers libraries to negotiate for fair DRM. Launched in December 2010, Library Renewal's goal is to "find new e-content solutions for libraries." The organization performs research, strategically develops relationships with like-minded groups and individuals, and advocates grass-roots community action. The blog, though quite new, promises to be an interesting read at libraryrenewal.org/blog. At the time of writing, Penguin Books announced a suspension of new e-book titles published by Penguin. This, on top of HarperCollins' controversial decision in February 2011 to limit e-book checkouts to 26 per title for public libraries, is just fuel for the fire at Library Renewal, which invites readers to participate in its campaign for fair DRM.

2 Gluejar

gluejar.com

Gluejar takes DRM by the horns and turns it on its head. Its purpose is to liberate books from DRM. How? By pooling together donations from people willing to pay for reading a specific book. Here's how it works: "Anyone will be able to kick off a pledge drive for a favourite book ... Gluejar will work with rights holders to determine a good price, and anyone can contribute toward meeting it. When the goal is met, rights holders will be paid in exchange for making their works available under a Creative Commons license. The book becomes free for everyone to read and share."

3

Defective by Design

defectivebydesign.org

Defective by Design is opposed to unfair hardware, software, music, text and movie DRM. It exposes those companies and products that are “defective by design” such as Apple and Amazon Kindle (a.k.a. Swindle). The creators of the site advocate for a DRM-free existence and provide a list of online stores, video/music players, software and hardware that support a DRM-free lifestyle. The main fear of Defective by Design is that rigid DRM will result in super-restrictive copyright, the abolishing of fair use, limited or no resell rights, extinction of the right to make a private copy, and beyond. Defective by Design is a campaign of the Free Software Foundation whose president is Richard Stallman, pioneer of the copyleft concept and GNU General Public License.

5

Post script

DRM is not just annoying for consumers who buy electronic content and want to use it across platforms, it's a very pressing issue for libraries. Content is more expensive and limited when restricted by DRM. The solution? Librarians should buy DRM-free content whenever possible. Several publishers are waiving DRM, such as De Gruyter, Blackwell, S. Hirzel Verlag, Wiley and more. Make the effort to find publishers who offer DRM free content and support them.



4

Calibre e-book management

drmfree.calibre-ebook.com

“Every e-book fits every device” is Calibre’s motto. Calibre is both software and a database of e-books. The software is useful for converting e-book formats. For example, if you purchased an e-book for the Sony reader, you can convert it to an Android format using Calibre and read it on your phone. Calibre can also be used to download e-content from online periodicals (you schedule how often you want the content downloaded) or from the 3,000 DRM-free titles in the database. Typically titles are very affordable, but they are not in the public domain. This differentiates Calibre from other sites such as Project Gutenberg, which is also DRM-free, but lists works exclusively in the public domain.

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A Library in the Land of the Thunder Dragon

Part 2

By Ariel Lebowitz

As I sat down to write the first article of this series several months ago (Access Winter 2012), I was filled with excitement, trepidation and a sense of awe. The huge tasks of assimilating into a beautiful but remote developing country and setting up a library from scratch — something I have never done— loomed in the distance. I ended that article with hope — hope that I would be able to face my challenges, that the building construction would move ahead as scheduled, that I would find my place in this strange but wonderful country. But mainly hope that I would be able to be of use, bringing a high-level research library to a currently under-served population.

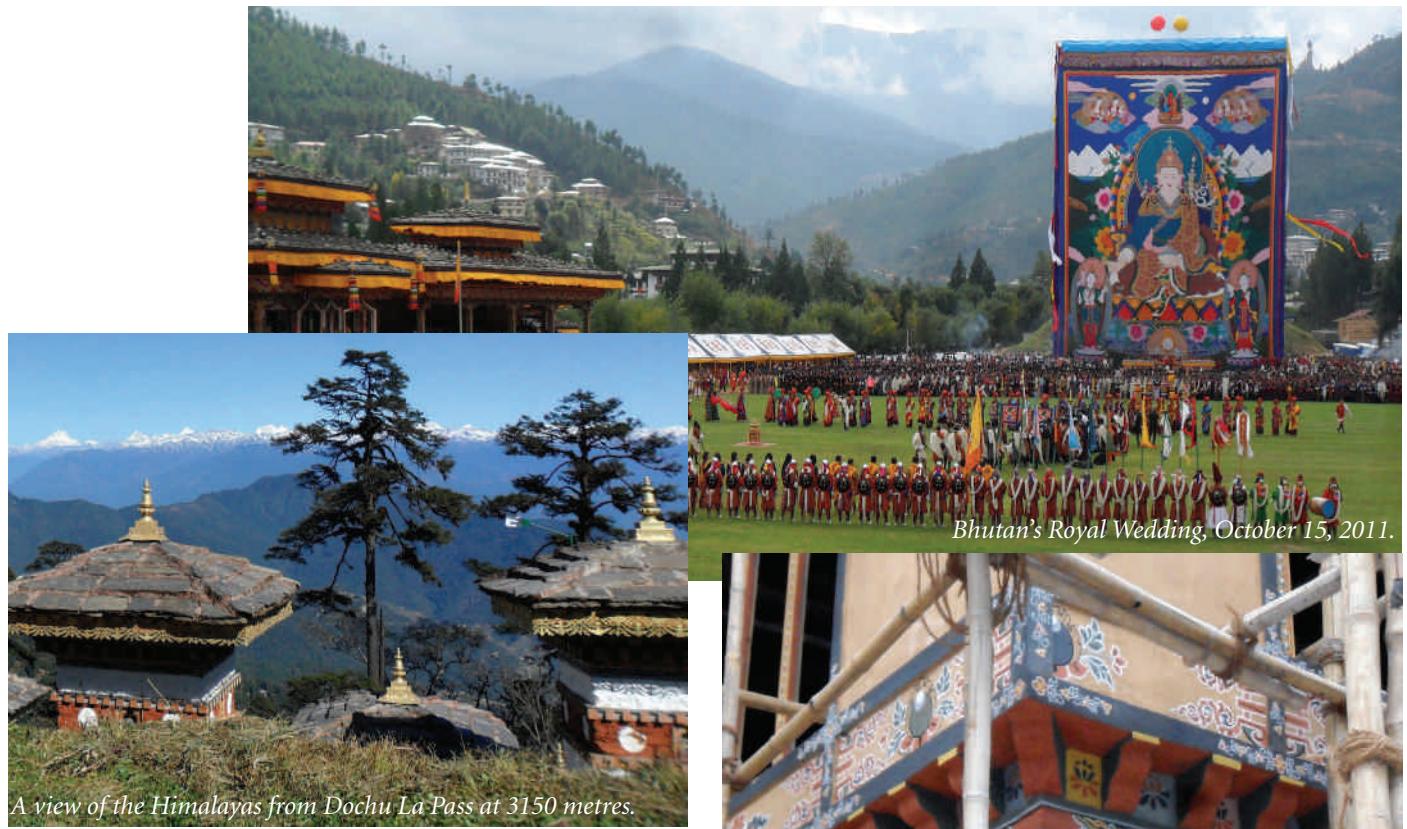
Four months later, I sit at the same temporary desk, in front of the same temporary computer, thinking almost exactly the same things. When I arrived, the building, which is to house the library, was in the early stages of construction. It had foundation and pillars but no walls. Much progress has been made, despite both labour and material setbacks, and currently the building has beautifully painted outside walls, in the traditional style of Bhutan. RSPN's logo is currently being painted on the entrance wall and I have been told that the roof should be in place shortly.

As Bhutan does not yet have a strong library culture, the world of libraries seems very foreign to most people here. There is an expectation that I will know absolutely everything that relates to libraries, even very tangentially. This creates challenges both in the setting up of the library but also in how to get our targeted clients to engage with the library once it is open. For the former, luckily, I have excellent internet access most of the time. The latter is going to take some considerable thought and energy. However, there are small pockets of hope. One is a reading club that was recently started by a local bookstore and now has more members than they can handle (bhutanobserver.bt/oasis-readers)

I found out after being in Bhutan for a few weeks that there are only two professionally-trained librarians in the whole country, myself and a newly-hired American librarian working at the first and only private university. We have been attempting to maximize our limited resources by collaborating on cataloguing and acquisitions. Mostly, however, our conversations consist of sharing tidbits of information. I am also relying heavily on the people I have met outside the library profession and my organization, primarily engineers, contractors and students, all of whom know more about design and structural engineering than I do. It has been great having people to talk to and to get feedback from, as many of the decisions I am making and the tasks I am undertaking have nothing to do with what I learned in library school.

Things I have had to do today that I did not learn about in Library school:

I met with the contractor, in the space that will become the library, to discuss the ceiling height (does anyone out there know if eight feet is better than nine feet?), the glass for the windows and the lighting scheme. To get to the meeting, I climbed over scaffolding, around piles of gravel, pipe, small fires to keep the workers warm, and other random materials. It is still a full-on construction site that at home I would never have been allowed anywhere near — certainly not without a hard hat, boots etc... Here I went up in full skirt (traditional dress in Bhutan is a wrap around skirt and short jacket) and only had a moment of panic when I realized my feet were too big for the narrow cement stairs that had no semblance of a railing and were covered in piles of dirt, putting my already too big feet on an uneasy angle. When I mentioned this to my boss, the response was, "Here we work off



Bhutan's Royal Wedding, October 15, 2011.

A view of the Himalayas from Dochu La Pass at 3150 metres.

the probability that nothing will happen.” This is both refreshing and terrifying.

When I returned to my office I was met by a quote from the wood craft centre for the reference/circulation desk that I asked them to design based on an image I found online. The design I received has the right general shape, but no indication of where the shelves and cupboards will be or how the electrical cords will fit. Luckily, I have begun to figure out how to make things work and so a quick trip to the woodcraft centre to meet with the designer has answered all my questions and I have given the go-ahead.

My time in Bhutan is not all about work. I was honoured to be here for the Royal Wedding that took place in October, and have attended many festivals and pujas. It is also a magnificent country, each valley different than the next, with so many hikes to do and temples to visit. Slowly, I am beginning to understand the culture and my environment and settle into my life in the Land of the Thunder Dragon.

For more information:

My blog about the Library: fqob.wordpress.com

Bhutan: www.bhutan.gov.bt

Royal Society for the Protection of Nature: www.rspnbhutan.org

Ariel Lebowitz is the Head Librarian for the Royal Society for Protection of Nature in Thimphu, Bhutan. worldoutside.ola@gmail.com



Traditionally painted walls on the new RSPN building.



The newly constructed outside of walls of the new RSPN building.

BUILDING FLEXIBLE VIRTUAL SPACES: Responsive Web Design

By Amanda Etches-Johnson

If you've been involved in a renovation project at your library over the past few years, you're probably well familiar with terms like "reconfigurable," "modular," and "flexible." We've been working to make the physical spaces in our libraries more reconfigurable and flexible for years. Why? Because we never really know what our users are going to do in the space. We're never really sure how they will interact with the space and each other in that space, so picking modular furnishings and fixtures and aiming for maximum flexibility allows them to move things around to suit their needs.

Modularity and flexibility suits our purposes, too. They allow us to reconfigure our spaces according to our needs as institutions. We don't bolt furniture to the floor anymore, not only because bolted down furniture is a surefire way to annoy our users by showing blatant disregard for their needs, but also because bolted down furniture also limits our ability to reconfigure and morph our own spaces.

So, how flexible is your virtual space?

Try this: open your browser (on whatever web-enabled device you have at hand) and visit your library's website. If you're on a desktop, try resizing your browser window and notice what happens to the webpage. If you've reduced the width of your window, I'm betting that a horizontal scroll bar has appeared at the bottom of the window to give you access to the stuff on the right, the stuff that is now off screen. If you're trying this on a mobile device, either your site looks terrible, or the mobile version has kicked in (if your library has a mobile version of their site. If it does, good for you! But don't pat yourself on the back yet; just keep reading).

Now try this: in a new browser window, visit the *Boston Globe* website (bostonglobe.com). Now try resizing that window. Notice how the size of the images on the screen scale down as your browser window gets smaller? Now take a look at the navigation at the top of the screen. As you size down your window even smaller, check out what happens to that navigation – first it shrinks, then it disappears. If you have a mobile device at hand, visit the Boston Globe site in your mobile browser, too. Take a minute to marvel at the beautifully streamlined design. And notice that it's not a mobile version of the site that's kicked in because you're using a small-format browser; it's the same site, just rendered optimally for the smaller display.

45° Partly sunny
WEATHER | TRAFFIC

The Boston Globe

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In Braintree, soldiers welcomed home from Afghanistan

Three busloads of soldiers from the Massachusetts National Guard were greeted with roars of joy and hugs of relief.



BILL GREENE/GLOBE STAFF

SLIDE 1 OF 5 ▶

Robert McCarthy of Braintree greeted his 10-year-old son, Liam, at the Braintree Armory.

Health care hearing focuses on arcane tax law



GETTY IMAGES

The Supreme Court showdown over President Obama's health care law began with a tussle over whether the mandate is a tax that makes the case premature.

- Photo court
- Supreme

10:44 AM

ROGERS 3G

15:18

98%

WEATHER | TRAFFIC

TEXT SIZE ▾ | LOG IN

"The total effect is more people in prison overall, and fewer people released under supervision."

Magic? Voodoo? Nope. Just responsive web design.

Responsive web design is all about designing a webpage that responds to the shape and size of the user's browser. As in the Boston Globe example above, a truly responsive design will change as the size and shape of the display rendering it changes. Without geeking out too much on the technicalities of responsive web design, I will say that there are three essential elements required to build a responsive design: a fluid, grid-based layout, flexible images, and CSS3 (that is Cascading Style Sheets version 3 – this is what dictates the layout, style, and formatting of a webpage).

Technicalities aside, what responsive web design really does is bring a holistic approach to web design – no longer do you have to build different style sheets or versions or layouts for different types of browsers or devices. If your library is considering a redesign, you have the wonderful opportunity to harness the power of responsive web design to build a single, unified design that renders optimally, regardless of whether your user is viewing your site on a 46-inch monitor or a 3-inch mobile display. Anything else would be the virtual equivalent of bolting your furniture to the floor.

Amanda Etches-Johnson is Head, Discovery & Access at the University of Guelph Library. She is also part of INFLUX, a library user experience consultancy. Amanda tweets @etches and blogs at e.tches.ca.

The Boston Globe

MARCH 26, 2012

SECTIONS

0 MY SAVED

SEARCH

Health care hearing focuses on arcane tax law



How Do Youth Use Online Information?

To address the information needs of youth with mental health issues, I have been conducting research that explores what teens and young adults do when they access online mental health information, and how to best design online resources that meet their needs and preferences. Online access to authoritative and effective mental health information is anonymous as well as available where many youth already “live.” My summary of past and present research in this area will provide a tie in to practical implications.

We distributed an online survey to University of Western Ontario (UWO) students ages 18-25 in 2009 to determine their past information seeking habits and opinions of available online mental health resources. Our 1,308 respondents had overwhelmingly searched Google and read text-based resources. However, they were largely unaware of other online formats such as discussion forums, online chat programs with professionals, and “serious games” that have help built into them. They wanted to know more about them, but currently it is difficult for youth to find them due to their search tactics.

Following up on this issue, we asked London area youth aged 18-25 to answer hypothetical health information questions on the internet. In almost every search they used Google, but not in ways that would lead them to authoritative web pages. Rather, they used natural language searches such as “feeling super stressed and I don’t know what to do.” They self-reported that they did not have difficulty finding useful and reliable web sites, but their searches were less successful than we surmised.

To further address format questions, we have conducted focus groups with youth ages 14-18 who, as we expected, said that stigma surrounding mental illness prevents help-seeking, that stress is prevalent, and that they would prefer online mental health

Online Mental Health

By Diane Rasmussen Neal

content to be provided via short videos, simple games, mobile apps, and secure, anonymous social networking sites. They also want to hear from peers who have recovered from mental illness rather than clinical professionals. No well-known online mental health resources meet these needs. Authoritative sources are too dense to read, and engaging resources are not reliable. Information professionals must work with mental health professionals, universities, youth, and other stakeholders to ensure that websites are easy to find and engaging to use. The common idea that we can teach people to find the resources we want them to find online because we believe they are best is unrealistic.

It is vital that our research translates into practice, so I invite your feedback or offers of collaboration on the following topics:

- The role and expression of self-stigma in online depression forums;
- The necessary features of a youth-driven social media website for peer support;
- The “gap” between lay terms and clinical terms (“I hate myself” vs. “low self-esteem”); and
- The role of video games in coping with symptoms as well as their role in information seeking.

In conclusion, we are finding that for online youth mental health information, a non-existent balance between authority, interactivity, and findability is needed. The CMHA provides authoritative information, but youth are not interested in reading its dense text, and it will not be found in Google with natural language searches.

Our community partner is mindyourmind.ca. We gratefully acknowledge funding from the Mental Health Commission of

Canada, the UWO International Research Award, the UWO Academic Development Fund – Major Grants Program, and the Ontario Trillium Foundation. I acknowledge the invaluable research assistance of UWO graduate students Ye Liu, Cameron Hoffman, Rachel Melis, Peggy Nzomo, Gemma Richardson, and Caroline Whippey.

FOR FURTHER READING:

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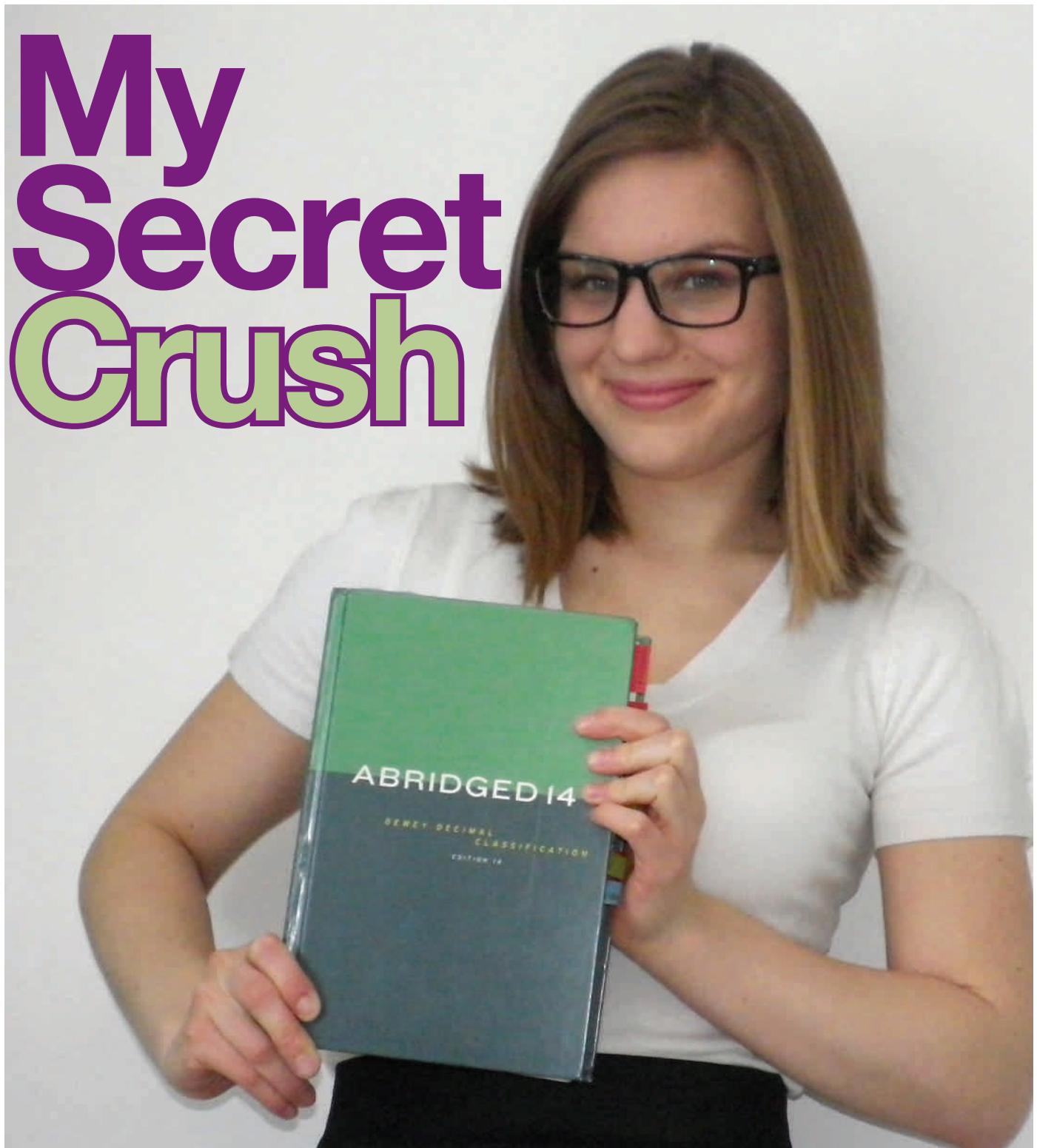
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the next
generation

STUDENTS LOOK AT THE LIBRARY
AND INFORMATION COMMUNITY
WITH FRESH EYES

My Secret Crush



By Tess Hotchkiss

When I was in high school, like many girls, I had a secret crush. I kept it hidden from my friends and parents because I knew they wouldn't understand; this love of mine was definitely not your typical high school dreamboat. He was older, more mature, a teacher and, worst of all, American. He had also written a revolutionary book, which had dramatically influenced my life.

Eventually, I went to university and forgot all about my obsession with this man. His book had turned out to be less influential in the academic world and I quickly made room in my heart for more suitable men.

Years later, after I had entered my first year of library school, my professor mentioned the name of my long-forgotten crush as a side note in his lecture.

I felt a flutter in my heart at the mention of his name and emotion and anxiety waved over me as I remembered this secret obsession.

Nevertheless, this memory reunion was short-lived; what my professor said next was enough to ground me back in reality.

"Melvil Dewey might find his classification system obsolete in the future."

This news completely devastated me.

Yes, my secret high school crush was Melvil Dewey, but this infatuation only played a small role in my appreciation for his classification system. These cataloguing guidelines have had an incalculable influence over my passion to arrange and organize information.

Dewey developed the DDC in 1873 and had it patented 1876. He was the first person to define a system of classification that categorized books by discipline and relative order rather than just alphabetical order or shelf space location.

The functionality of this type of classification did not go unappreciated either. Libraries quickly adopted the system across the United States and, by 1932, more than 13 editions of the DDC had already been published. Today, 22 editions of the DDC have been published and it's also available in 30 different languages.

Dewey has become the world's most popular library classification system; used by the majority of school and public libraries and even some academic libraries in North America.

I'll stop fawning now.

Despite the DDC's uncanny ability to persevere over time, today it faces possible extinction because of its inability to handle new topics and interdisciplinary subjects. For example, "computers" and other technology topics have been squished into the "General Works" category. Similarly, a book about multiple disciplines is often classified under only one.

The interdisciplinary problem is a big one for users of the DDC. This is especially true in regards to specificity. Some subjects will be classified with more detailed notations than others because of their interdisciplinary treatment. This can be incredibly frustrating when trying to find books in relation to each other.

Some libraries have become so fed up they are even tossing out the DDC in favour of a "Bookstore Model." In New York, the Albany Public Library did just that. They decided to completely chuck out the DDC system and instead organize their books by topic. Apparently, these types of systems are better at facilitating browsing than the "intimidating" DDC numbers.

Not everyone approves of this model though, but I think it's pretty safe to say that it could work in libraries with smaller collections. In a large library, this system would be less viable because of the collection size.

There is still a need for DDC in libraries, but it could use some drastic modifications. The original 1880s way of thinking about information is still a huge limitation on classification using the DDC system. If it is going to survive in today's information society, the revision team is going to have to get up to speed with the modern patron's user needs.

If they don't, we might see more "bookstore models" cropping up in our community libraries. I know this librarian will be on "Team DDC," but then again, I am somewhat biased.

.....
Tess Hotchkiss is a Master of Information student at the University of Toronto. She says she hopes to work at a public library where she can use the Dewey Decimal System everyday.

Editor's Note: This is Access Magazine's final installment of The Next Generation. We'd like to sincerely thank Candy Magowan for her diligence and creativity in editing this column. Thanks, Candy...

By Maggie Weaver

Thinking ABOUT the Box

In our last column, my co-columnist, Donna Brown, and I wrote about being creative. That's easier said than done.

I grew up with lateral thinking as a creative concept, and it's become a cliché as "thinking outside the box." But as Francine Kopun reports in the Toronto Star, Generation Y (born 1980-1995) didn't have to learn to be creative. "They not only think outside the box," she writes, "they don't even know there is a box."

That's unfortunate, because the box is a good place to start your creative thinking.

Meet Dusty (born 2009), a calico ball of fluff with insatiable curiosity, who is also a naturally creative thinker. Logic, physics, cause and effect are all unknown to her. She relies entirely on imagination to achieve goals that are important to her. For example, to turn the pages of the Sunday paper, she sits on a section and scratches until it curls up in defeat and an interesting article like the one mentioned above is revealed.

Her favourite imaginative exercise is to work out what's inside the empty filing box in my office:

Press your nose to the hole on the side, and then one eye. Back up, and think a bit more. Approach with caution, and shove one paw into the hole, up to the armpit. Ah-ha! There is something inside, you can touch the bottom of the box. Retreat again, then push the box around with your nose. Ah-ha! On the other side there's another hole to investigate. Stick your paw in that hole now.

At this point, there seems to be no more information to be got from the outside of the box or the holes, so let's look on the inside. The top of the box seems to move up, using either paw or nose, but it doesn't go up far enough, or stay up long enough, for a chubby young cat to get in. Maybe it's like the newspaper, let's sit on the lid and scratch until it curls up.

Well that didn't work. But clawing at the side of the box finally tips it over, and now she can get into the box – to discover that it's EXACTLY as exciting as she imagined it to be. There's a playful paperclip in the bottom and holes to look out of. Sit and purr for a while to celebrate the achievement. Meow loudly for a minute or two, and Miles will be enticed to investigate the box and stick his own paw into a hole, for additional amusement. Bounce out at him, and the whole team enjoys the box.

The "box" could be your current work processes, or some barrier to advancement. It could be a miscommunication between you and your boss, or a gut feeling that the future is not bright. Whatever, the first step is to recognize that there is a box.

Next, investigate from all angles: look at the box from the viewpoint of management, or a user. Test areas of the box, to see if there are parts that can be moved, or which provide an opportunity to dig deeper. For example, are there processes that could be streamlined to free up some time, or re-phrasing of documents that would make your proposal more meaningful to management?

Think about what worked before in a similar or parallel situation, whether in your own experience or suggestions made by professional colleagues. Never hesitate to ask advice from professional colleagues, users, and management.

Sometimes the very act of messing about with the box causes something to happen – for example, mentioning to your boss that you are thinking about making changes may invoke a discussion on why, or on the goals that are most appropriate, or to some broader perspectives.

The box isn't restricting, but rather it serves to focus your attention, so that you can come up with ideas on ways to institute change.

Once you've made a change, play around a bit and enjoy your success. And then, share your success with colleagues, so that others who have a box of their own get ideas and help.

Maggie Weaver is an independent information professional, who writes in a personal capacity on behalf of the Ontario Association of Library Technicians/L'Association des bibliotechniciens de l'Ontario. mweaver@iecanada.com

the last word

ONLibraryAssoc: Did you know that the George Strombo talk tomorrow is primarily a Q&A? Start thinking of your questions now - keep it clean ladies! #sc12

hlwesthaver: #sc12 getting exciting for lunch with @strombo

canucklibrarian: 1000 librarians waiting

strombo: I'm just across the street @cbc. Be there soon. I'll be the guy in chaps.

ONLibAssoc: @strombo is here!

Libmaryann: George's Mom would drop him off at the library with the instructions that he was to read. Librarians were babysitters #sc12

mvihuri: Great advice from @strombo 1) never talk down to your audience and 2) fuck 'em if they don't get it #sc12

libmaryann: @strombo: Current generation doesn't know what happened before 1982 #sc12

hlwesthaver: #sc12 @strombo "ebooks at the Library are like the Netflix of books! You need to market that" sooo true! @BurlingtonPL

lo_fi_brarian: #sc12 well said George @ stromo: even when we criticize the government there's no such term as anti-Canadian that will be thrown back at you

kt_restivo: @strombo is the bombouopoulos. #sc12

strombo: Great time! Merci!

Juliereid: Thanks to @ONLibraryAssoc for a great #sc12 and to @strombo for a fantastic finale. I'm informed, inspired, and entertained. And pooped!

Everybody's Boyfriend

The Twitter stream lights up as George Stroumboulopoulos meets OLA and 1,000 delegates.

George Stroumboulopoulos is smiling and holding a white sign with black text. The sign has a large red heart symbol where the letter 'i' would be. The text on the sign reads "I ❤ LIBRARIES" on the top line and "ROCKS SuperConference" on the bottom line. The background is dark, and the text is in a bold, sans-serif font.



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“Annual income twenty pounds, annual expenditure nineteen nineteen and six, result happiness.
Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery.”

- Charles Dickens, *David Copperfield*

Though the times are not exactly Dickensian, many Canadians still struggle to manage their money and feel secure about their financial future.

According to an Ipsos Reid poll conducted in May 2011, four in ten Canadians say that they don't put anything away for savings on a monthly basis. And nearly 50 per cent of Canadians struggle with simple tasks involving math and numbers, which is why ABC Life Literacy Canada has developed Money Matters.

“We knew that in order for Canadians to feel better about their finances, we first needed to ensure that people feel comfortable with the basics of literacy and numeracy,” says Mack Rogers, Program Manager for ABC Life Literacy Canada. “Money Matters was developed to help increase confidence by empowering adult learners so that they may make the best possible financial decisions.”

Designed by ABC Life Literacy Canada in partnership with the Government of Canada and Founding Partner TD Bank Group, Money Matters has already reached more than 150 adult learners through a

pilot program developed in 2011. More than 80 per cent of all learners found Money Matters interesting and engaging, and enjoyed participating in the program.

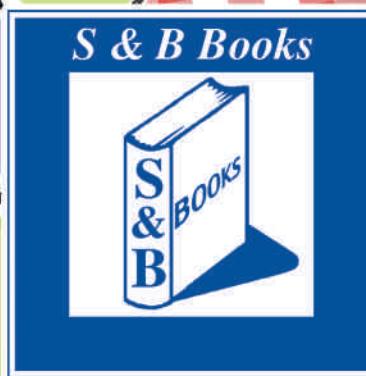
Money Matters pairs trained volunteer-tutors from TD Bank Group with a literacy practitioner to offer insight and support during two in-class sessions. Each unit offers real world examples and activities to generate discussion and learning about budgeting, banking basics, credit and borrowing, and RESPs and post-secondary education savings such as the Canada Learning Bond and the Canada Education Saving Grant programs.

Money Matters is available at no cost to all literacy and learning centres across Canada. ABC Life Literacy Canada offers each organization an honorarium to help cover delivery costs as well as curriculum support, workbooks, calculators and books for the learners.

For more information on how to enroll your adult learners in Money Matters, please contact: Mack Rogers, Program Manager at mrogers@abclifeliteracy.ca or 1800-303-1004 x132

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Illustration by Mélanie Watt

