ACCESS

the magazine of ola

SUMMER 08

How happy are you?

vol. 14, no. 4 issn 1201-0472

CANADIAN PARLIAMENTARY GUIDE

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Monarchy
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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
- House of Commons

General Elections
- 1867-2004

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.)

- 2006

Arranged like the 1867-2004 results with the addition of all the candidates that ran in each riding, their party affiliation, and number of votes won.

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- Statistical Information
- Description of Legislative Assembly
- Biographical Sketch of the Lieutenant Governor
- List of current Cabinet Members
- Dates of Legislatures since Confederation
- Current Members and Constituencies
- *Biographical sketches**
- General Election and by-election results

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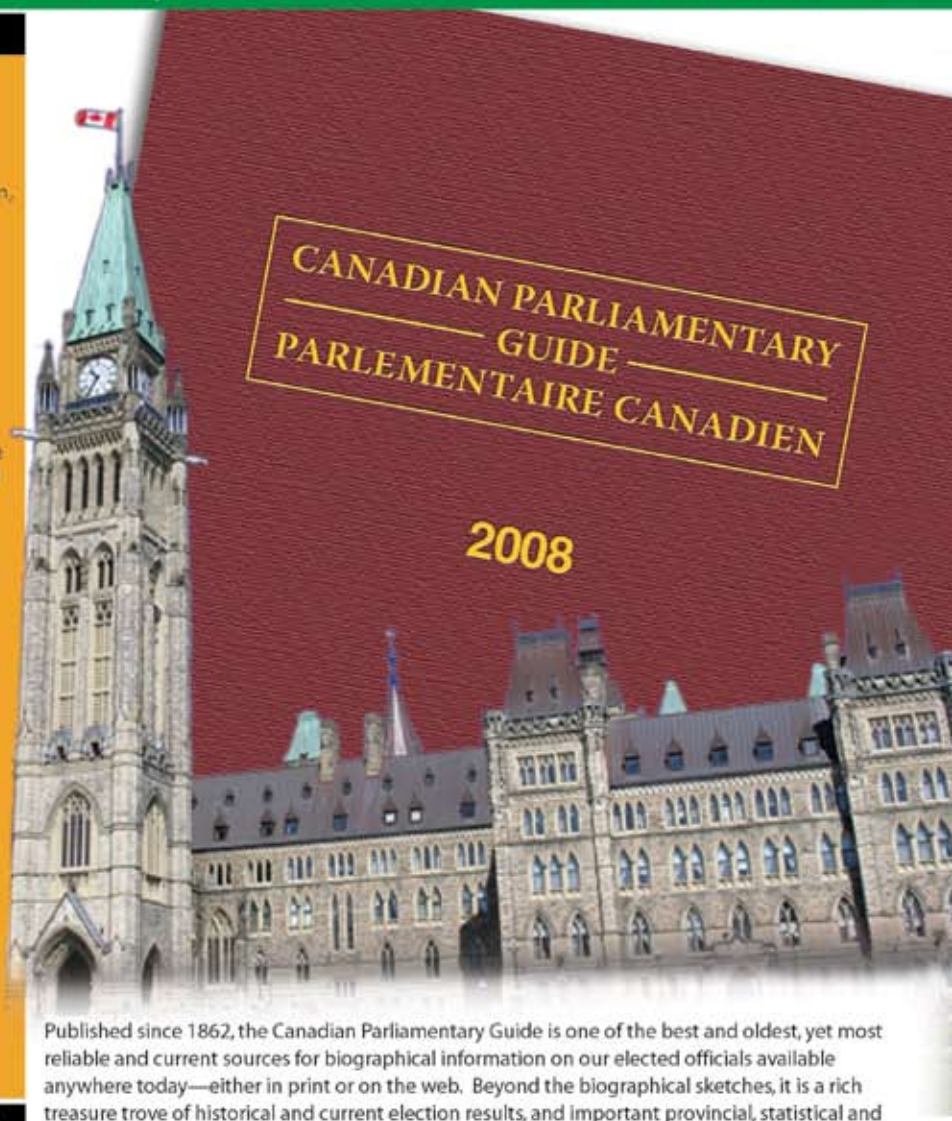
Private Career: work history, organization memberships, military history



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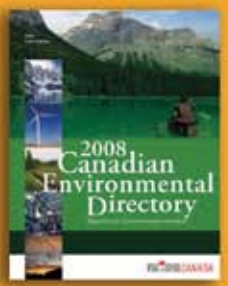

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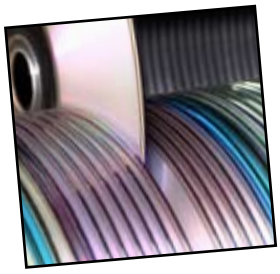

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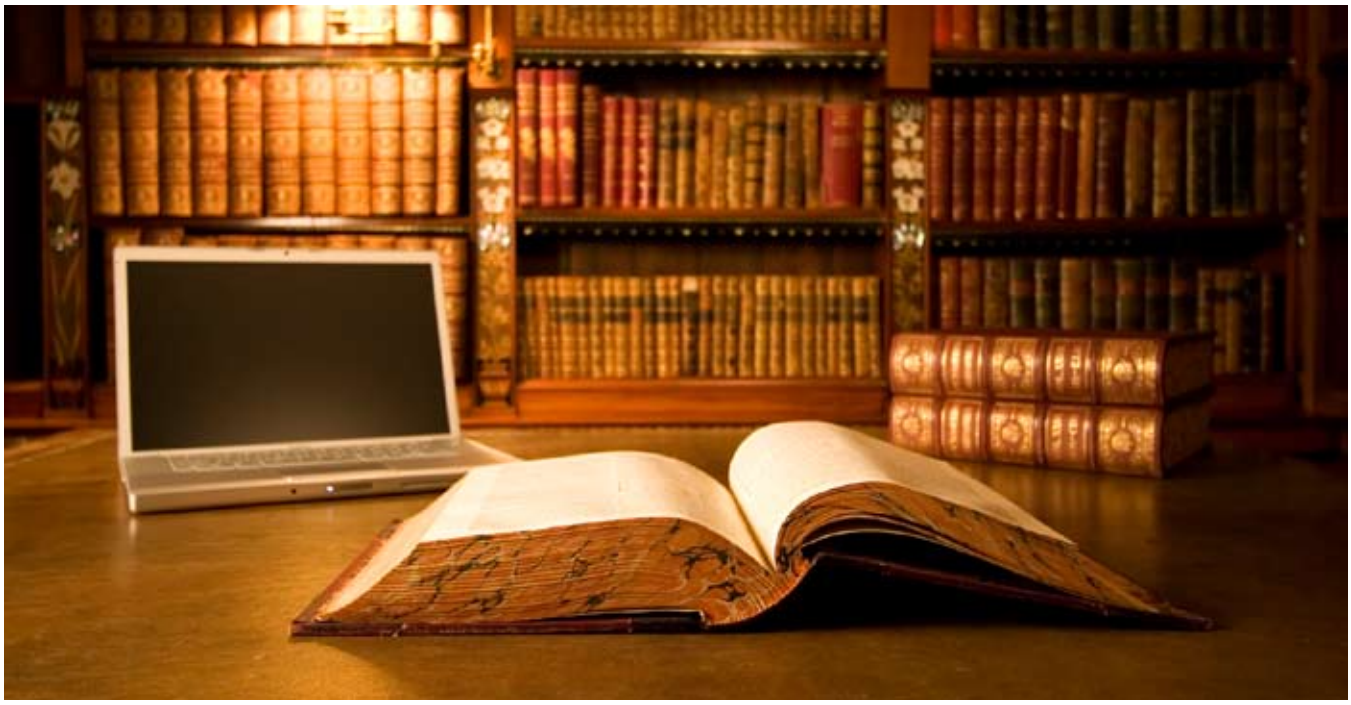
From the Editor

By Wayne Jones



Welcome to the summer issue of *Access*. You'll notice a few new things. Several columnists are making their debut, adding to the excellent suite of features and columns which the magazine has provided for a long time. There's everything from collections and technical services to library administration, library research and the view from the vendor side, something especially for library technicians, and something 2.0 and beyond. Have a look at what they have to say, and drop me a line to let us know what you think. Look for even more changes and additions in upcoming issues, and if there are obvious topics or methods of communication that you think are still missing, I hope you'll contact me or any other member of the editorial board to let us know.

Perhaps you have something to contribute yourself as well, either a single piece on an issue close to your heart (or work), or an idea for an ongoing topic to be covered by a regular columnist? If so, I really encourage you to write and let us know what you're thinking. You can find out how to contact us on page 4 of this issue, as well as any time online (click the Information Central tab on the OLA site). On the page about *Access* and all the other publications, you'll find our updated submission guidelines, with full information about how and what to send in and to whom.

Some of you may have participated in the online reader survey we conducted around the time of Super Conference. Many thanks to those of you who did, but for those who weren't able to, it's still not too late. Send your thoughts and comments on the OLA site (click on the Hot Links section right in the middle, and wait a few seconds for the link to the survey). Filling it out will take only five or 10 minutes of your time, but the results will be invaluable as we plan further changes to the magazine.

I am a relatively new addition to the magazine myself, joining as Editor-in-Chief only last fall and working with former OLA Executive Director Larry Moore on the last issues with which he was involved. And for the last couple of issues, it's been great to work with OLA's new ED, Shelagh Paterson. I am currently the Head of Central Technical Services at Queen's University, but I've also worked at MIT and at the National Library of Canada – with a two-year stint in there as a freelance editor as well. All through my library career I've always been very interested in writing (articles, reviews) and editing (books, journals), and I'm thrilled to be part of the *Access* team as we build on the magazine's strengths, add new people to the editorial board, and generally expand the coverage so as to give OLA members more.

Speaking of which … Let me know if you are interested in becoming more involved in *Access*, either by writing or suggesting an article or even a regular column, or by soliciting pieces from potential authors whom you know professionally. Please contact me any time (wjones@accessola.com) – and enjoy the summer, and the summer issue, now that both have arrived. **Note: The spring issue was misnumbered vol. 14, no. 2: it should have been no. 3. We'll get it right from now on!**

Ontario *Snapshot*

LIBRARY NEWS, PROGRAMS, AND RECOGNITION

Good Enough to Eat

The entirely edible award-winning submission, The Little Prince, by Nicole Arroyas of Auberge du Petit Prince.

On April 4, 2008, London Public Library's (LPL) Central Branch was transformed into a literary and culinary playground for patrons encouraged to "eat their words" and "play with their food." It was all part of the LPL's first annual Books Good Enough 2 Eat Fundraiser.

The event raised more than $7,000 for LPL's literacy programs and services. For $20 per person, the London community was invited to view and sample edible book creations. All were based on favourite titles and literary characters, and crafted by local caterers and chefs.

Edible art included a Little Prince cake, inspired by Antoine de Saint-Exupéry's novella and created by Auberge du Petit Prince. Another favourite: Five Little Monkeys Jumping on a Bed by the Melrose Bakery, inspired by Eileen Christelow's classic tale.

Katie Dundas admires Five Little Monkeys Jumping on a Bed.

Caledon Book Clubs Growing by Leaves and Bounds!

Caledon Public Library is sponsoring 10 book clubs in its area, including clubs for young adults and juveniles. Library officials report the clubs serve as a fun respite for busy people who enjoy reading and discussing what they've read. Friends of Caledon Public Library have purchased the book sets for the clubs' use. Pictured here are the women from the Caledon Village Branch Book Club.

Georgina's "Grate" Idea

Georgina Public Libraries hosted its second annual Grate Groan-up Spelling Bee on April 17, 2008. There were 12 teams of three adults, each dressed up in costume while spelling the night away. Major sponsors were CIBC and CUPE Local 905. The event was a "grate" success, raising $13,500 for the GPL's One Book, One Community program, and for the annual Festival of Stories.

Carnegie Centennial in Bracebridge

The town of Bracebridge is celebrating 100 years of its Carnegie library in 2008. The celebrating began with the launch – appropriately for a library – of a new book. Close to 100 people crowded into the upper level of the heritage section of the library to listen to local author Patrick Boyer as he presented highlights of his book *Local Library, Global Passport*. Refreshments were served by library staff and Board members, with china cups and silver tea services.

The book includes 167 photographs and illustrations that recount the colourful history of the library and the important role books have played in the town's evolution – even its surprising name change from North Falls to Bracebridge.

Canada's former Governor General, Adrienne Clarkson, calls *Local Library, Global Passport* "a fine and engaging book by Patrick Boyer about the importance of libraries." Boyer himself adds that many of the colourful episodes he uncovered during the past three years of research "could only have happened in Bracebridge," and that there is "enough material here to support a feature movie or a good novel!"

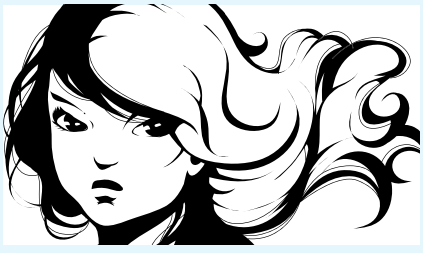
"Andrew Carnegie gave the gift of reading to millions of people," adds Boyer, "and nobody before or since has done as much to establish what Carnegie himself called 'the free republic of books.'"

Bracebridge Public Library Board Chair, Robert Taylor (left), congratulates author Patrick Boyer during the launch of the library's Centennial book. Credit: Mark Clairmont/Muskoka Today

Manga: A Huge School Library Success

As a student success teacher at Adam Scott C.V.I. in Peterborough, Cynthia Sargeant is always looking for ways to re-engage disengaged students. "Working with teacher-librarian Roger Nevin," Sargeant reports, "we discovered that many of these students are excited about one thing: Manga."

As Sargeant explains, "these students generally do not participate on teams or clubs and are socially isolated. Many Manga readers would congregate in the library before and after school, look through the graphic novels, and enthusiastically discuss them. We decided to create a club called the Manga Club, and invitations were distributed to interested students. New Manga was purchased for the library, and we organized our first Manga Club meeting where the Manga would be introduced … as well as free pizza! The first meeting was a huge success. The club now has a lunch meeting whenever the library



gets new Manga. We have discovered that Manga is the most popular genre in the school."

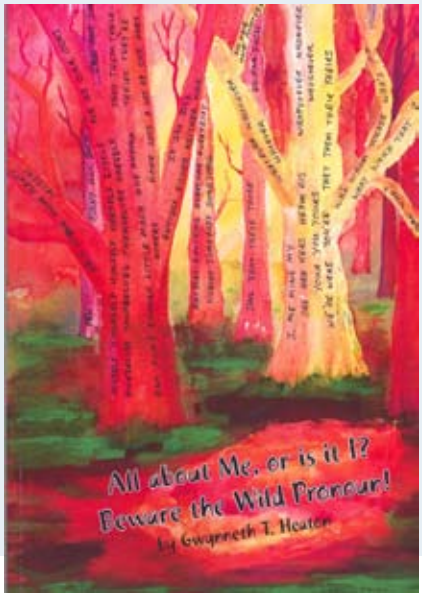
For more information about Manga, visit www.boysread.com.

Newcastle Breaks Ground

Groundbreaking for the Newcastle Branch of Clarington Public Library took place on May 5, 2008. The project, which will cost $3.3 million, received funding assistance from the Province of Ontario through its Municipal Infrastructure Investment Initiative. The 9,100-square-foot library will feature reading and study areas, wireless internet access, special areas for children, a lounge area with a fireplace, and a multi-purpose programming room. The new library will replace the current 4,000-square-foot facility that has operated out of leased space in Newcastle since 1990.

Beware of Wild Pronouns

Gwynneth Heaton conducted a series of book signings this spring, including one at the Canadian Library Association Conference in May. Heaton's new book, *All about Me, or Is It I? Beware the Wild Pronoun!*, is a reference book for readers age 13 and above. Now retired, Heaton was University of Toronto's head of the Science and Medicine Library from 1972 to 1995, then director of the university's library outreach program.



Inaugural June Callwood Outstanding Achievement Awards

Ontario Premier Dalton McGuinty and Ontario Minister of Citizenship and Immigration Michael Chan are joined by Friends of the Ottawa Public Library (left to right): Cathy McDonald, Karen Luttrell, Charlene Elgee, and (in front) Friends of the OPL President Lori Nash. They gathered for the presentation of the inaugural June Callwood Outstanding Achievement Awards. The awards recognize individuals and groups that have made an exceptional contribution to volunteerism in Ontario. The photo is courtesy of the Ontario Ministry of Citizenship and Immigration.

Ottawa Kids' Site Wins a Webby

The Ottawa Public Library's (OPL) children's website has been selected as an official Webby Award honouree. The OPL website, Bopl's Book Club, was conceived by local communications firm 76design, and is based on learning outcomes for literacy supplied by OPL staff. Less than 15 per cent of the 8,000 websites entered in the Webby Awards contest qualified for the honouree designation, which recognizes outstanding web design and functionality.

Books Come Home to South River

South River's Machar Union Public Library has launched a Books to Home program in which library materials are brought to patrons homebound by age, illness, or injury. Members can request books, DVDs, books on CD, or any other library material; volunteers will deliver them to their door at no charge.

The interior of Cliffcrest Branch, Toronto Public Library. Credit: Steven Evans

Cliffcrest's AMAZING New Library

Toronto Public Library's Cliffcrest Branch re-opened its doors in a new 4,900-square-foot space in the Cliffcrest Plaza. The move offered TPL a too-good-to-be-true opportunity to create a retail-style neighbourhood library appropriate to its plaza setting.

McKinnon Design, a Toronto firm, chose azure blues and apple greens for the interior, colours inspired by nearby Lake Ontario and area parklands. Collections are displayed on S-curved shelving units, slat-walls, and shelf ends, along with gondolas and modular cube units that provide display flexibility. RFID self-serve checkouts are in place and customer returns are deposited directly into the workroom making for a comfortable spacious ambience. A compact service desk replaces the traditional circulation desk and a new program room doubles as study space. Cliffcrest's teen zone, with its banquettes and bar-height counter for laptop users, is already popular with neighbourhood students. A local teen says she never used the "old" Cliffcrest Library because it was for old people, "but now it's AMAZING. Everyone loves the touch screen checkouts!"

Flashpoint

CURRENT ISSUES AND PROGRAMS AT THE ONTARIO LIBRARY ASSOCIATION

ADVOCACY

Federation of Public Libraries (FOPL) Appoints Chief Executive Officer

David Allen joined FOPL in early May as CEO and brings a wealth of planning, advocacy, and program experience from working in the not-for-profit sector. Marzio Apolloni, from Bruce County Public Library, is the Chair, Board of Directors for FOPL.

The Federation's strategic focus includes advocacy, marketing, research and development, and consortia purchasing for Ontario's public libraries. www.fopl.ca

Print Resource Funding

In April the Curriculum and Assessment Policy Branch of the Ministry of Education held a meeting with the education sector, including members of the Ontario School Library Association (OSLA), to discuss opportunities for future public funding for elementary school library print resources. The Ministry has informed OSLA that the next meeting regarding funding for these resources will be held this fall. In the meantime, the Ministry will work to prepare a process that is fair, open, and transparent, provides value for the money, is accountable, and respects the needs for resources that represent all members' needs.

Leadership by Design – One-Stop Shop for Public Library Board Development

Recently, the Ontario Library Boards' Association (OLBA) unveiled Leadership by Design on the web. Trustees can choose from a variety of tools to enhance effective board governance. The "One Place to Look" section links to invaluable topics such as "delegation of authority," "board composition," and "securing resources," in addition to a myriad of other resources. Visitors can also learn about upcoming Education Institute sessions specifically designed for trustees, and can access a Leadership Development Tool Kit. Behind the scenes, and with partial funding from the Ontario Trillium Foundation (OTF), OLBA is conducting a research study on board best practices, which will inform the next stage of Leadership by Design.

Transforming School Libraries

The OSLA-authored document *Together for Learning: Transforming School Libraries in Ontario*, commissioned by the Ministry of Education, is with the Ministry. Updates on the progress of the document will be available via the OSLA email list and website.

PROGRAMS

2nd Annual Forest of Reading® Festival of Trees™ at Harbourfront

Two days. Four trees. Six awards. 6,500 kids! It was two action-packed days of authors, illustrators, readings, award ceremonies, workshops, and activities, drawing more than 518 schools, approximately 10 per cent of all Ontario schools. For the first time OLA partnered with International Readings at Harbourfront, elevating the program to the largest literary event for young readers in Canada. Watch for photos on OLA's website and in the fall issue of *Access*. Our thanks go to the stellar team of OLA member volunteers who organized such a signature event. Interested in volunteering for the Forest of Reading Programs? OLA is looking now. Visit the website.

OLA EDUCATION

Super Conference 2009

January 28 seems so far away, yet Super Conference 2009 planning is well underway with a line-up of almost 250 sessions under review by the Planning Committee of 26 representatives, led by co-chairpersons Cynthia McKeich of Seneca College and Adam Taves of York University. OLA President, Sam Coghlan, and the committee are shaping a theme from You Live, You Learn in recognition of a membership that not only encourages life-long learning, but never stops the learning process itself! In addition to poster sessions and Expo Theatre presentations, informal table talks and discussion pits are being discussed. Mark your calendars now – January 28 to 31, 2009.

The Education Institute's Spring Semester

The spring semester of the Education Institute offered more than 100 sessions. There was something for everyone, and feedback was positive. Lynne Howarth's session addressing Technical Services Now and in the Future attracted 47 sites across Canada. The fall semester of the Education Institute is on the website: www.educationinstitute.ca. Look for new segments in the popular Genealogy Series, and a new series on *Alberta Authors*. Many have been asking when recorded EI sessions would be available for use when you can't make the live timeslot. This is now available. Members can purchase a download of selected audio and web conferences, including the session materials. Try a session soon!

RA in a Day

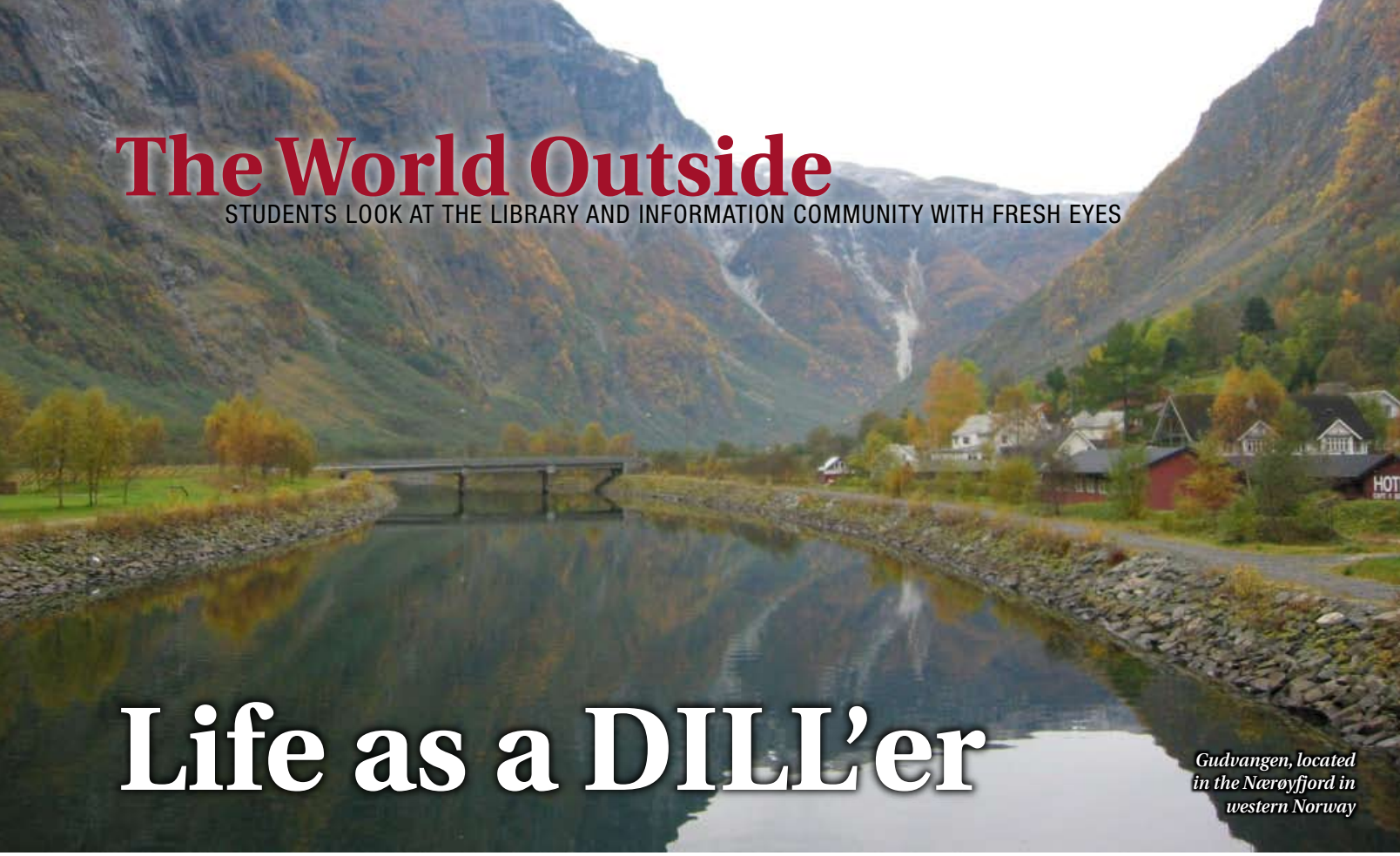
On October 24, 2008, the Readers' Advisory Committee of OPLA features another great RA in a Day, with a focus on teens in collaboration with the OPLA Children and Youth Committee. Featured will be headline speaker Diana Tixier Herald, series editor of the Genreflecting Series, and luncheon speaker, Canadian author Helen Humphries.

Student Awards and Scholarships

Barb Janicek has been named OLA's annual award winner as top student in the Masters program in Library and Information Studies at the University of Western Ontario. She receives $1,000, a five-year membership in the Association, and free access to OLA education programs for one year. Visit OLA's website for more information about awards.

The World Outside

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES



Life as a DILL'er

Gudvangen, located in the Nærøyfjord in western Norway

By Le Dieu Tran

Although one of my goals in life was to study in Europe, I never would have imagined that I would have the opportunity to study in three different European countries. I am among the first batch of students in the two-year International Master in Digital Library Learning (DILL) programme, one of many Erasmus Mundus programmes that come under the auspices of the European Commission.

Mobility is one of Erasmus Mundus's key features and students in the DILL programme study in Norway, Estonia, and Italy, home to the institutions that form the DILL consortium (Oslo University College, Tallinn University, and the University of Parma). Our first semester was spent in Oslo, the second in Tallinn, the third will take place in Parma, and our last semester (where we write our final thesis) will be in our choice of one of the three countries.

Aside from another fellow Canadian, my classmates come from 16 different countries, representing every habitable continent on earth. We bring with us different backgrounds, cultures, beliefs, and work experiences. This diversity results in very interesting class discussions as we share and debate different perspectives. However, when it comes to the values and principles commonly embodied by library professionals (e.g., ensuring access to information, the importance of the user, the library as a public good), I can safely say that we are all in agreement.

As travel is fairly cheap in Europe, I've tried to seize upon the opportunity to do some exploring when time permits. I've travelled to Iceland for a music festival, taken an overnight cruise to Copenhagen, and visited the city of Bergen, where I was astounded by the beauty of the Norwegian fjords. To counter the possible mistaken impression that travelling is all that I do, I should probably also mention a few words about my courses.

In Norway we studied Digital Documents, Research Methods, and Theory of Science. The course in Digital Documents covered topics such as the semantic web, information architecture, web 2.0, and the concept of Topic Maps (a way to represent information via topics and their relationships between one another). I had never heard of this concept prior to learning about it in the course, but with a fairly active community of Topic Map enthusiasts in Norway, it was insightful to be exposed to an alternative way of organizing information.

I had already taken a course in Research Methods when I had pursued my Master of Information Studies degree at the University of Toronto, so I was slightly worried that it would be a repeat of what I had already learned. However, my worries were uncalled for, as I learned new things and found it very useful to relearn the concepts that I will need to know when I begin my final thesis next year.

In Estonia, we studied Human Resource Management and Information and Knowledge Management. At first glance, these two courses don't seem to have much in common. However, we've learned that the ways in which an organization manages the knowledge

The Old Town in Tallinn, Estonia, is a UNESCO World Heritage Site which hails from the Middle Ages

Students in the 2007-2009 International Master in Digital Library Learning (DILL) program. Le Dieu is wearing a navy sweatshirt and is standing behind the student wearing the red shirt.

One of many magnificent views from the train ride along the Flåm railway in Norway.

of its people is often directly related to human resource policies, practices, and processes.

In addition to the lectures given by our professors at Tallinn University, others were also delivered by academics and experts in the field from around the world (including Singapore, U.K., U.S., Austria, and Norway). Most of them travelled to Tallinn to give their lectures but for those who couldn't, they were delivered via video conferencing as well as Skype, which, coincidentally, was developed by the Estonians. How fascinating it was to be able to tap the minds of the authors of our readings!

In Italy, we will be studying Access to Digital Libraries, and Users and Usage of Digital Libraries: Quantitative and Qualitative Evaluation. In addition to the coursework, we will be able to put theory into practice during a short work placement at the end of the semester in Italy or Norway or possibly other European countries. Finally, during our fourth semester, we will have the opportunity to concentrate on a particular topic related to digital libraries, conduct research, and produce a final thesis paper.

As more and more institutions embark on initiatives to digitize their collections, the existence of the DILL programme is very timely and relevant. I think that it is quite an exciting time to be studying this topic and I feel truly fortunate to have been given the opportunity to participate in this unique programme. Currently, I'm only halfway through my degree, but I know that I've acquired so much more than just academic learning. The experience of learning how to adapt to living in three different countries is certainly invaluable. Most of all, the friendships and contacts that I've made are immeasurable. I'm already thinking about the exciting places to see when I visit my fellow classmates in their home countries in the future!

Le Dieu Tran will be entering her second year in the International Master in Digital Library Learning programme after spending the summer in Italy improving her Italian. For more information on the DILL programme, please see: http://dill.hio.no/.

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How Happy Are You?

What Librarians' Job Satisfaction Surveys Tell Us

By Nicole Eva & Nancy McCormack

How happy are you? How happy are you with your job? How happy, for that matter, are your colleagues?

You might be surprised to learn that over the years, librarians have been the subject of dozens of surveys to measure their job satisfaction levels. Some of these surveys have been quite broad, calling upon librarians from all types of libraries to answer questions on satisfaction levels in their various work places. Other surveys have been more specific, measuring the job satisfaction levels of, among others, academic librarians from Greece to South Carolina, African-American female librarians, library workers in Louisiana, librarians in English-language universities in Quebec, librarians in Nigerian universities, and so on.[1] And what have all these surveys concluded about our situation? Are we happy as a group?

As it turns out, we are *happy enough*, according to the American publication, *Library Journal*. It published the results of three such job satisfaction surveys – in 1994,[2] 1999,[3] and again in 2007.[4] Librarians of many types participated, including those employed in public, academic, school, government, and business libraries. The results confirmed that librarians saw their work as important and necessary, something which is key to job satisfaction. At the same time, they had severe misgivings about their salaries, the perception of their work by the public, and what they adjudged to be incompetent or inflexible management. So, overall, the news is good: library workers are, on the whole, fairly satisfied with their work. As always, however, there is much that can be improved.

Similar surveys over the decades present similar findings. Indeed, Bonnie Jean Loyd Glasgow, in a thesis[5] based on her extensive study of job satisfaction among academic librarians in the U.S., found that "the most important predictor of job satisfaction among the academic librarians surveyed was librarians' perception of their work." The implication here is that if librarians get a lot of intrinsic satisfaction from their work, it is because they believe it is meaningful. But other important factors included opportunities for promotion, rank in the library hierarchy, and, of course, salary.

Another 1991 study of job satisfaction among U.S. academic librarians[6] confirmed this overall satisfaction of librarians with their jobs. Interestingly enough, the size of library (the smaller, the better) and positive relationships with co-workers were seen as the major indicators of satisfaction in this survey. Conversely, inept supervision and lack of opportunities were both factors most likely to contribute to dissatisfaction.

Older and more experienced librarians seemed to be more satisfied with their jobs than more recent entrants to the field, according to a later survey of American librarians in 1998.[7] Those with library science degrees were also more satisfied than those without. But the most noteworthy finding in this survey was that those who worked directly with patrons, especially reference librarians, were the most satisfied (though, also high on the scale were department heads). Curiously enough, working with "patrons" is cited, in other studies, as more a source of stress than of satisfaction. But perhaps the most surprising finding here is this: although library workers were fairly satisfied with their jobs, they came out with slightly lower satisfaction scores than average American workers surveyed in a cross-workplace study.

As for Canadian surveys: one of the relatively few was conducted by Gloria Leckie and Jim Brett in 1997.[8] They took great pains to replicate an earlier U.S. study so that they might accurately compare results between the two countries. Once again, they discovered that as a whole, librarians were quite satisfied with their jobs. Academic librarians were slightly more satisfied than other types of librarians, although workload and salary were still concerns. Yet, paradoxically, librarians who performed largely administrative tasks were more satisfied than those who dealt more with the traditional functions of the library. On the surface, this might seem at odds with Glasgow's report that meaningful work (e.g., dealing with patrons) is the path to satisfaction. But administrative librarians found satisfaction in being involved in fundamental planning

and decisions regarding the library. In other words, meaningful work can take many forms; the bottom line is that the work must be perceived as useful and valuable.

A 2003 survey conducted by Donna M. Millard[9] also focused on Canadian academic librarians. Millard, like others, found that academic librarians on the whole enjoyed their work and tended to stay in their jobs for long periods of time. Unhappiness was often attributed to problems in management and leadership (or the lack of it). Personal factors, such as salary and location, had less of an impact on job satisfaction.

On the other hand, English-language academic librarians in Quebec ranked supervision quite highly in a survey conducted by Eino Sierpe.[10] These librarians were quite satisfied overall, but indicated misgivings about the communication and operating procedures within their institutions. Pay and promotion were ranked neutrally, whereas the work itself ranked as a high source of satisfaction.

Finally, librarian burnout was the subject of a study by David P. Fisher. He tried to ascertain the situation by analyzing past surveys.[11] His conclusion was that while libraries might not be particularly stressful workplaces, previous studies were too disparate to be accurately compared, and even their methodologies were suspect. In effect, while the results did not appear to show that librarians were particularly stressed, no indisputable conclusions could be drawn. He made the obvious point: stressors can be particularly individual, and so dealing with patrons might be a source of satisfaction to some, and a major annoyance to others. Yet he felt it was significant that workload and management were almost universally indicated as sources of stress for library workers.

The overall finding of these surveys over the years seems to be that while, on the whole, librarians are satisfied with their jobs, all is not well. Concerns regarding salary, administration, and workload are too recurrent to be ignored. These major causes of dissatisfaction crop up in the various libraries, and across the various locations sampled. John Berry, in *Library Journal* (October 2007) aptly sums up the results of years of surveys thus: "Great Work, Genuine Problems." If we were to pose to him the question, How happy are we as a group? he might well answer: *happy enough.*

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Notes

1 See: A. Togia et al., "Job Satisfaction among Greek Academic Librarians," *Library & Information Science Research* 26, no. 3 (2004): 373-83; E. O. Merwin, "Uptight in Library Land: A Confirmation of Stress in South Carolina Academic Libraries," *Against the Grain* 15, no. 1 (February 2003) : 28-34; J. K. Thornton, "African American Female Librarians: A Study of Job Satisfaction," *Journal of Library Administration* 33, no. 1/2 (2001): 141-64; D. Goetting, "Attitudes and Job Satisfaction in Louisiana Library Workplaces," *Louisiana Libraries* 67, no. 1 (summer 2004): 12-17; E. Sierpe, "Job Satisfaction among Librarians in English-language Universities in Quebec," *Library & Information Science Research* 21, no. 4 (1999): 479-99; U. S. Edem et al., "Job Satisfaction and Publication Output among Librarians in Nigerian Universities," *Library Management* 20, no. 1 (1999): 39-46.

2 Evan St. Lifer, "Are You Happy in Your Job? LJ's Exclusive Report," *Library Journal* 44 (1 November 1994).

3 Rachel Singer Gordon and Sarah Nesbeitt, "Who We Are, Where We're Going: A Report from the Front," *Library Journal* 36 (15 May 1999).

4 John N. Berry III, "Great Work, Genuine Problems," *Library Journal* 26 (October 2007).

5 Bonnie Jean Loyd Glasgow, *Job Satisfaction among Academic Librarians* (Denton, TX: North Texas State University, 1982).

6 Mohammad Mirfakhrai, "Correlates of Job Satisfaction among Academic Librarians in the United States," *Journal of Library Administration* 14, no. 1 (1991): 117.

7 Johann Van Reenen, "Librarians at Work: Are We as Satisfied as Other Workers?" *Information Outlook* 2, no. 7 (July 1998): 23.

8 Gloria J. Leckie and Jim Brett, "Job Satisfaction of Canadian University Librarians: A National Survey," *College & Research Libraries* 58, no. 1 (January 1997): 31.

9 Donna M. Millard, "Why Do We Stay? Survey of Long-term Academic Librarians in Canada," *Portal: Libraries and the Academy* 3, no. 1 (January 2003): 99.

10 Eino Sierpe, "Job Satisfaction among Librarians in English-language Universities in Quebec," *Library and Information Science Research* 21, no. 4 (1999): 479.

11 David P. Fisher, "Are Librarians Burning Out?" *Journal of Librarianship* 22, no. 4 (October 1990): 216.

Google and the Academic Instruction Librarian

By Candice Dahl & Charlene Sorensen

Do you have a love/hate relationship with Google? Perhaps you are even a closet Googler, using it for your own research projects, but uncomfortable admitting your level of Google use to your colleagues, let alone your students. At a time when Google is perceived as *the* research tool by many but endorsed cautiously or not at all by others, you may be asking yourself how to approach the use of Google during library instruction. There are many questions about Google's role in the lives of students, faculty, and librarians, but not very many answers.

Anecdotal evidence – including the battle to persuade students to use resources subscribed to by libraries – highlights the somewhat cautious and negative public stance some librarians take towards Google. And yet, research fairly consistently suggests that students turn first – and often exclusively – to Google. This fact, along with our own experiences, made us wonder about the practices of academic librarians. Don't they rely on Google too, even when conducting research? Is there a conflict between librarians' private beliefs about the usefulness of Google and their public approach to it? By examining the place of Google in the research and teaching of academic instruction librarians, we hoped to gain some insight into this perceived tension.

In 2007, a survey was designed and distributed to 144 librarians working in libraries belonging to the *Council of Prairie and Pacific University Libraries*, a consortium of 20 university libraries in Manitoba, Saskatchewan, Alberta, and British Columbia. The librarians targeted for this study were those with instructional duties in the social sciences and humanities, which are here referred to as academic instruction librarians. The survey was designed to answer three questions:

- How and why do academic instruction librarians use Google?
- How does their use of Google for research either contradict or align with what they teach students during instruction sessions?
- Is what they teach about Google influenced by faculty?

Our initial hypothesis was that there are differences between the purposes for which academic instruction librarians use Google themselves and the purposes for which they teach students to use Google when providing in-class instruction at the request of faculty members. We also hypothesized that where these discrepancies exist, they are due in part to the influence of faculty themselves.

Key Results

Librarians do use Google

The majority of librarians surveyed use Google when conducting research, and most use it because it is fast and easy to use, though it is not their only source for academic research. Some use Google as a starting point for research, while others use it as a last resort if they are finding little elsewhere. Furthermore, the respondents use Google to find specific kinds of information not typically indexed in library databases, such as government information, grey literature, statistical information, conference presentations, and news items.

Google is treated differently in instruction and personal research

Librarians both use Google themselves and instruct students to use Google to find various types of information. Respondents use Google to find personal/contact information, background information, definitions, and bibliographies, and just to see what exists, significantly more often than they teach students to use Google. However, no difference was found between how often librarians use Google to find journal articles and other scholarly information and how often they teach students to use it for the same purpose.

Faculty do influence library instruction

The survey results suggest that faculty do have an influence on library instruction. Faculty members who invite librarians to provide instruction in their classes provide guidelines about the acceptable use of Google at least some of the time to 75 per cent of librarians surveyed. When given guidelines, librarians recommend that students not use Google at all significantly more often than they would when given no guidelines. They also present Google as a viable option to find scholarly information significantly less frequently when they have not been given guidelines from faculty. In other words, librarians surveyed mention Google positively in instruction sessions more often when they do not have guidelines from faculty.

Discussion Points

An acceptable research tool

Our study reveals that the librarians surveyed do use Google when conducting their own research and are, like many students, drawn to quick and simple search tools. For undergraduates, and maybe even some librarians, reliance on traditional search methods and tools is no longer the norm. The practices of both librarians and undergraduates demonstrate that ways of doing research are expanding to include the use of available technologies and the kinds of information resources to which these technologies allow improved access.

Library instruction must be responsive to these changes and confront the possibility that the way – even the "right" way – of doing research is changing and expanding. As Google itself continues to develop products to ensure its place among researchers, instruction librarians must provide

students with real, helpful strategies rather than prohibit the use of Google or mention it primarily to demonstrate its faults. Librarians should aim to create and take advantage of opportunities to develop in students a sophisticated understanding of issues surrounding online research and authority, and consider new, more relevant standards by which to evaluate information in the online environment.

Faculty influence

One observed response of faculty to students' lack of critical assessment of the information they find online is to impose stricter limitations on the online search tools and sources that students are allowed to use. This study supports this finding, as the librarians who responded present Google as a viable research tool less frequently when faculty give them guidelines about acceptable student use of Google.

There are undoubtedly many reasons behind prohibitions on the use of Google for research, but it cannot be denied that it enables all of us to find very valuable and appropriate resources at times. Librarians can play a role in determining the real causes of the reservations of faculty members and propose solutions that address these issues while still allowing students to take advantage of the opportunities Google provides. In working with students to develop the critical apparatus necessary to determine what information is appropriate for their needs in the online environment, librarians can address Google in their classes as the kind of tool that can be as useful for students as it is for themselves.

So, what do librarians do with Google? Our research indicates that the majority of academic instruction librarians surveyed use Google for a variety of research purposes. There is, however, a difference between how often librarians use Google to find certain types of information themselves and how often they teach students to do the same. This difference may be due to the influence faculty members have on the presentation of Google during in-class library instruction sessions. These conclusions provide a starting point for librarians wishing to develop new approaches to lesson planning, interacting with students, and negotiating with faculty members in order to respond to Google in a timely and relevant way.

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Three New Things Not to Be Without

By Anna Wharton

Since the advent of the read-and-write web, we can voice our opinions with experts with similar enthusiasms, gain inspiration from others, speak with others at our level of expertise, or find our newbie niche. But what this means is a surrendering of some level of privacy as we post our thoughts in public. As a result, there are three web tools I've learned as a teacher-librarian not to live without.

Twitter

We all want to be with the best minds and hopefully share what we know. Twitter is a micro-blogging tool designed for phones, PDAs, and wifi-enabled gadgets. Twitter can take your email contacts and add them to your contacts. But if you want to make friends that you follow, similar to a blogroll, you can have a batch of virtual buddies. If you travel to work by transit, Twitter will help you stay informed along the way.

But unlike newsfeeds, which are impractical to read this way, the content is limited to only 150 characters, small enough to digest quickly. Messages can be breaking news or just light conversational twitter.

And why do we need this tool? According to the National Council of Teachers of Education, in the document *Toward a Definition of 21st-Century Literacies*, students need to:

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze, and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multimedia texts
- Attend to the ethical responsibilities required by these complex environments

Twitter is good news for librarians who need to know who knows what and where to find things. And it's fast. It takes as little as five seconds to make a post. It works like text messaging. Some people have made more than 4,000 posts. There's no advertising, no spam, no distracting pictures. It is customizable: you can post your picture or an avatar, or simply use the generic twitter icon.

One may ask: how legitimate are these people I'm following? There's usually a blog or homepage from which to judge the reliability of the source. You can email the person directly who posted content you found interesting. The language in the

posts is somewhat cryptic. Twitter is of great use for friendly conversation, forging alliances and lurking to find out what people in the know have in mind. So this one trend is of value for the personal, mobile, and minimalist amongst us.

The Virtual Historian

Databases and portals, on the other hand, serve a completely different mindset and purpose. They offer the user a controlled browsing experience with filtered content created by experts. The Virtual Historian is a marvelous new database for Canadian history written in both languages and aimed at both core and advanced levels.

The student takes on a mission in each one of the projects by going through the steps of good, varied, methodical research using all of these tools: books whose pages turn, a phone which rings and talks, film strips, archival video footage, newspaper clippings, postcards, radio, and glossary of terms. A teacher's section supplies the background which is also available for parents to see while students make use of graphic organizers, note-taking sheets, primary sources, and rubrics. The final product is a position paper or discovery paper. The opening page is motivating and looks like the old Encarta interactive CD we used to lend out.

It makes good sense to limit the amount of digression to students when teaching a unit to allow for focus on the inquiry and process that the webquest format offers. Some sample units are the Dieppe Raid, the Persons Case, the October Crisis, and Canada–U.S. Relations, and they follow the main chapters in the history curriculum. Cost is similar to any database, but graduated to be less over three years.

I'm sure that Virtual Historian will engage students, teach the historical method, and prove popular with teachers of Canadian history. Teachers can fill out the OSAPAC survey to have the product licensed in Ontario so that it might be free. Website: www.virtualhistorian.ca/Virtual_Historian_e.html

Voicethread

A mixture of both of these social networking and controlled environment applications is Voicethread, which allows the user the ability to create a still graphic or import a PowerPoint slide and record your own voice to accompany the content. No download or server space is required. I used it to create a tutorial on databases (see: http://voicethread.com/#u36754.b44423.i232280) but you might want to teach the Dewey system, the IPAC, or even do a book talk. Voicethread is defined as group audio blogging with video content. Your Voicethread can be private or public, in which case you allow people to comment. People can phone in and add audio comments to your material, and you decide whether to keep the content visible or not. The application is free; you don't have to worry about server space or uploading to the server as your Voicethread is housed online. An educational and more fully featured version is available for minimal cost. Website: http://voicethread.com/#home.

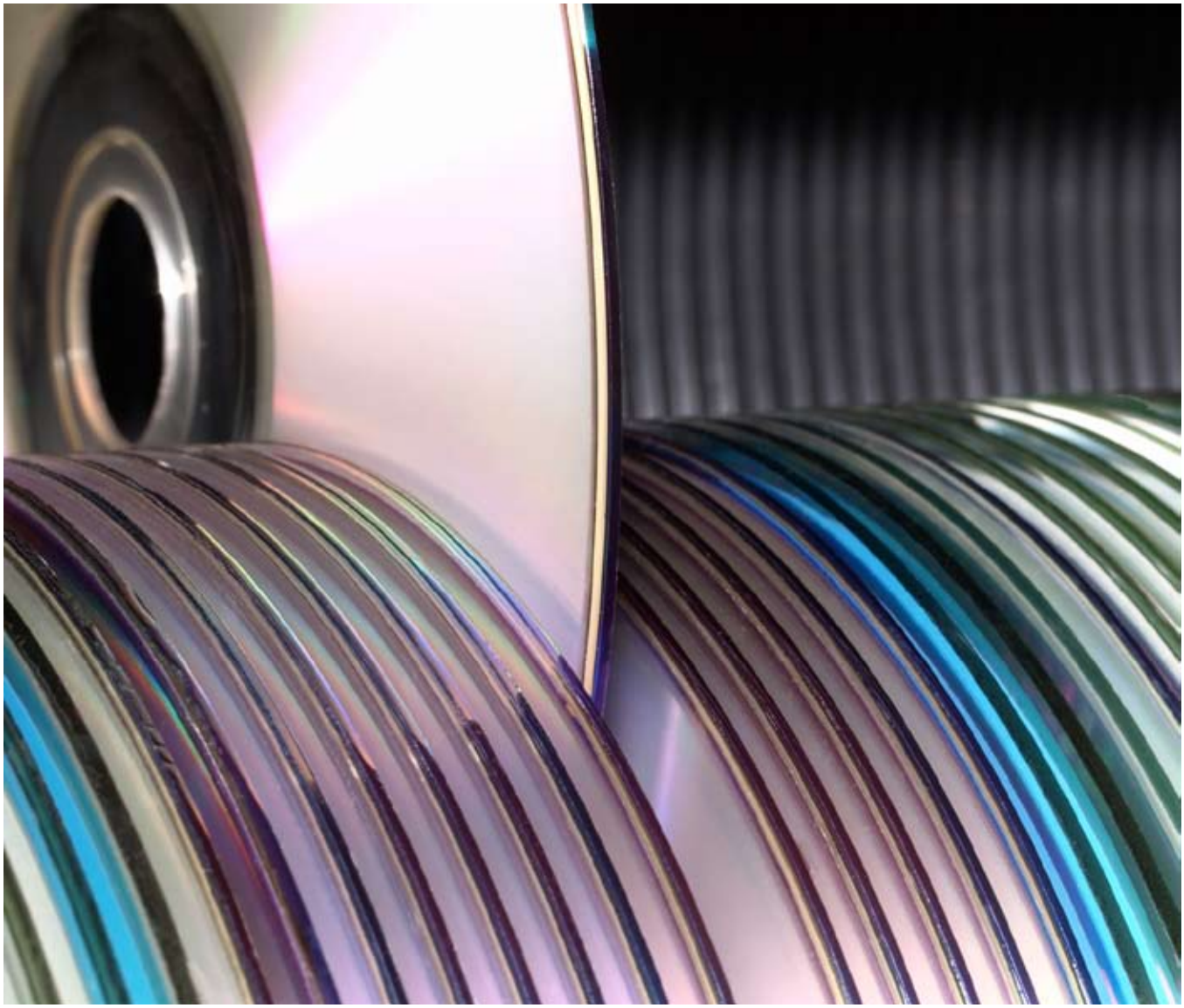
These are my most useful tools. If you find any that you'd like to share, please send me an email: anna.wharton@peelsb.com.

Anna Wharton is a teacher-librarian at Clarkson Secondary School, PDSB.

Archiving Challenges

Political Party and Candidate Websites

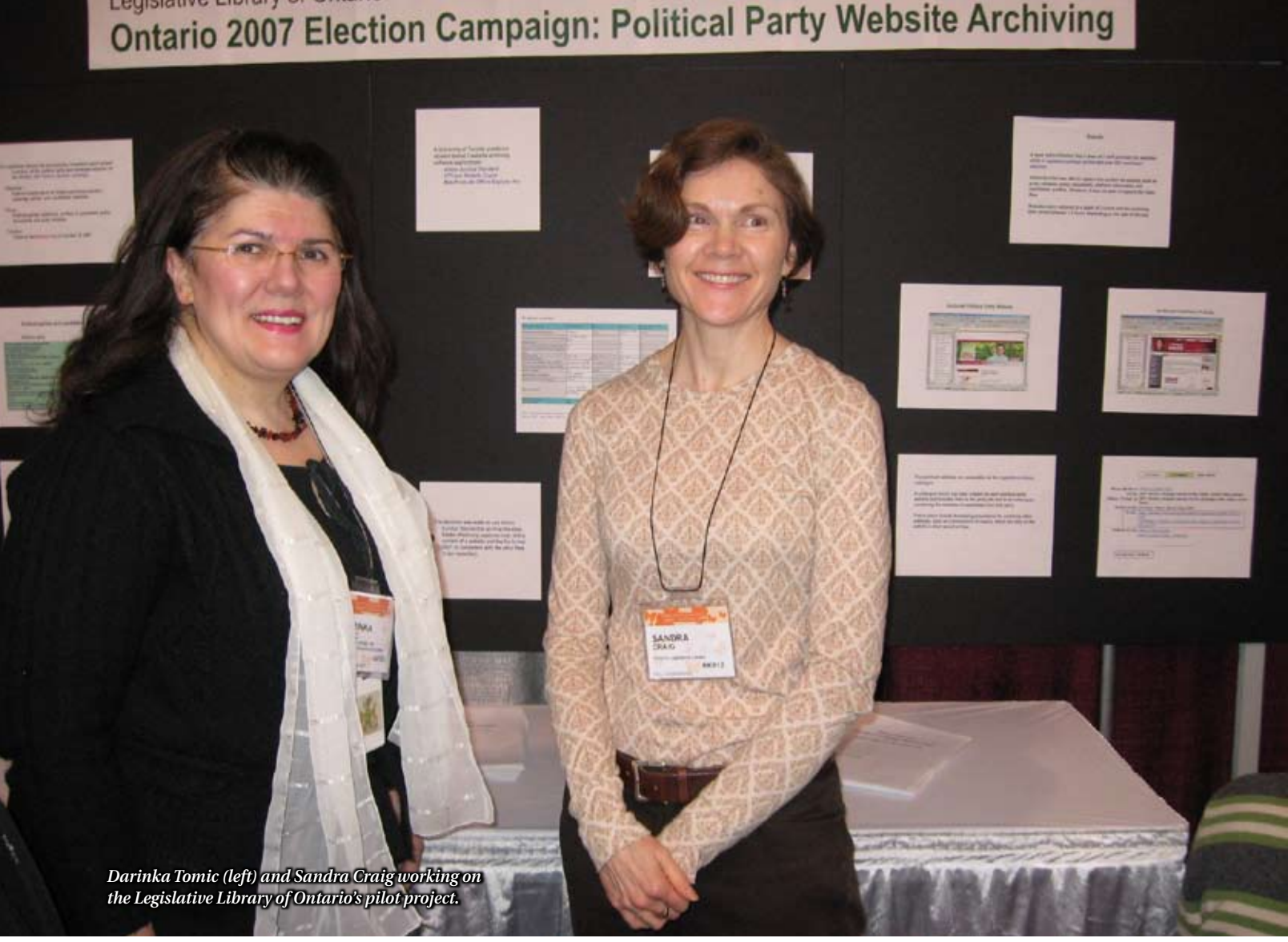
By Darinka Tomic & Sandra Craig



The Legislative Library of Ontario successfully completed a pilot project to archive all the political party and candidate websites for the October 2007 Ontario election campaign. Election campaign material is an important and unique part of our collection, and we have print material dating back to the late 1800s. Campaign literature has been routinely collected during elections, usually acquired through donations from staff. As a result, the collection is incomplete, with only partial coverage of electoral districts. Currently, in addition to collecting campaign flyers, staff print out candidates' biographical information and press releases from party websites to add to the collection. By archiving the election campaign and candidates' websites, we hoped to provide more comprehensive coverage of the election and also better access to it.

Impact of the internet

As the 2007 election approached, the campaigns of the political parties and candidates were already moving beyond the traditional printed news, policy brochures, and radio and television commercials. According to *Toronto Star* columnist Ian Urquhart, "effectively for the first time in Ontario, the [provincial election] battle will also take place on the internet." Nine out of the 11 political parties registered with Elections Ontario and about 400 candidates ignited their political campaigns on the web about a month prior to



Darinka Tomic (left) and Sandra Craig working on the Legislative Library of Ontario's pilot project.

Election Day. In addition to containing valuable information such as party platforms and press releases, the websites enabled a new interactive exchange of political ideas through videos and blogs and provided instant updates to the public.

Getting started

Although the library has been building an electronic repository of Ontario government publications since 2000, capturing websites has only been given a few trials. The library saw the value in preserving the content of websites that may have lasting value such as candidates' websites and commissions of inquiry, but which are only on the web for a short period of time. This project began in early 2007 with a literature search on website archiving and a review of archiving practices at five major national libraries.

We subsequently arranged for a University of Toronto FIS practicum student to test three website archiving software applications: Adobe Acrobat Standard, HTTrack Website Copier, and MetaProducts Offline Explorer Pro. She assessed the software products based on criteria such as cost, usability, ability to customize, archiving time, size of files, layout preservation, and content preservation. The decision was made to use Adobe Acrobat Standard to archive the political party and candidate websites since it effectively captured the textual content of the sites, and the file format used to save them (PDF) is consistent with the format of other files in our repository.

As none of the tools we tested were able to effectively capture both text and multimedia, it was decided that the multimedia component of sites – video, audio, and animation (e.g., Flash) – would not be preserved.

Further testing of the archiving process revealed the need to select the appropriate depth for site capture. While all of the tools allow for adjusting the number of levels (depth) of the site to capture, staff found that if the depth of capture was set too high, the capture would fail, with workstations slowing to a crawl, freezing, or crashing altogether. This was generally due to the computers running out of virtual memory.

Capture process

The week before Election Day, a team of six staff archived the websites of nine registered political parties and more than 400 candidates. Websites were captured to a depth of three levels, if possible, and the archiving time varied between one to three hours, depending on the size of

Political Party and Candidate Websites

Political Party and Candidate Websites	Candidates
Family Coalition Party of Ontario [FCP] http://www.familycoalitionparty.com http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277920/	72 candidates had websites
Freedom Party of Ontario [FP] http://www.freedomparty.on.ca http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277921/	3 candidates had websites
The Green Party of Ontario [ONTARIO GREENS] http://www.gpo.ca http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277919/	55 candidates had websites
New Democratic Party of Ontario [ONDP] http://www.ontariondp.on.ca http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277918/	107 candidates had websites
Ontario Liberal Party [OLP] http://ontarioliberal.com http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277917/	100 candidates had websites
Ontario Libertarian Party [NO ABBREVIATION] http://libertarian.on.ca http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277922/	18 candidates had websites
Ontario Provincial Confederation of Regions Party [ONT. C.O.R. PARTY] http://www.mountaincable.net/~galloway/cor http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277923/	No individual candidates' websites
Progressive Conservative Party of Ontario [PC PARTY] http://www.ontariopc.com http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277913/	62 candidates had websites
Republican Party of Ontario [RPO] http://www.republicanpartyofontario.ca http://www.ontla.on.ca/library/repository/site/OntarioElection/2007/277990/	No individual candidates' websites

the site. The archived websites are now accessible via the Legislative Library catalogue. A catalogue record has been created for each political party website, which includes a link to an index page containing links to both the party website and the websites of candidates from that party. See the Political Party and Candidate Websites chart for details.

The Legislative Library pilot project to archive the 2007 Ontario election campaign websites was a challenging endeavour, but it proved a very useful experience as we learned a lot about the website archiving process. The size and complexity of political party websites varied greatly. The larger and more technically complex the site, the more challenging it was to archive. We were pleased to achieve our main objective of capturing the content of the websites using Adobe Acrobat Standard, but the look, feel, and experience of the original websites could not always be faithfully rendered.

Our plan is to continue to archive websites, including commissions of inquiry, in order to preserve valuable web content for future research – while continuing our investigation and testing of website capture software that will allow us to more effectively archive increasingly complex and content-rich sites.

Darinka Tomic is Ontario Acquisitions Technician with the Legislative Library of Ontario. She obtained her Master's degree in Library and Information Science from the Faculty of Information and Media Studies at University of Western Ontario in 2005. Sandra Craig is Supervisor, Ontario Documents, at the Legislative Library of Ontario.

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Ontario Time Machine

Ontario Students Travel Through Time to Discover Ontario History and Heritage

By Daphne Wood

Culture Minister Aileen Carroll kicked off Ontario Heritage Week in Hamilton February 15, 2008, with the unveiling of the Ontario Time Machine – a partnership project of the Toronto Public Library, Hamilton Public Library, and the Kingston Frontenac Public Library. This innovative educational tool for Ontario students and their teachers features a digital collection of 19th-century books including almanacs, yearbooks, school readers, and pioneer guides that come to life with an interactive, page-turning user interface and fun facts about each item. The site is available at www.ontariotimemachine.ca.

"We're very excited about being part of this remarkable project that truly marries the past and the future," said Toronto Public Library's chief librarian, Josephine Bryant. "Imagine. These rare historical books – ordinarily only available at the Ontario libraries which house these special collections – digitized and interactive, and accessible to all Ontario students to explore."

"Three public library systems worked in concert to deliver this unique product," said Ken Roberts, CEO, Hamilton Public Library. "These materials are carefully preserved as rare documents by local libraries. Today, they are out of the library vaults and onto the web for students to access anywhere in the province. Geography is no longer a barrier to history."

"Libraries are critical to student success," said Deborah Defoe, CEO, Kingston Frontenac Public Library. "This is a natural extension of what libraries do best – connecting people with information. The Ontario Time Machine will help students develop their inquiry, research, and communication skills. We present them with a rich learning environment that entertains, educates, and informs."

OTM main page: screen capture of the home page of www.ontariotimemachine.ca

"The innovative Time Machine collection is an excellent example of how cultural and heritage organizations are working together to make learning and literacy more fun, interactive, and accessible for Ontarians of all ages," added Carroll. "I'm pleased that the Ministry of Culture's $35,000 investment helped bring this project to life in homes across the province."

The Ontario Time Machine was developed as an educational resource for Grade 7 and 8 students with student and teacher activities that support the curriculum. The content is also relevant for a general audience as a collection of significant historical documents. The three project partners are connecting with public library systems, school boards, and teachers across the province to raise awareness of this valuable e-resource. A contest for Grade 7 and 8 students will launch this fall to engage young minds and bring history to life. Contest details are available at www.ontariotimemachine.ca/contest. The submission deadline is November 30, 2008.

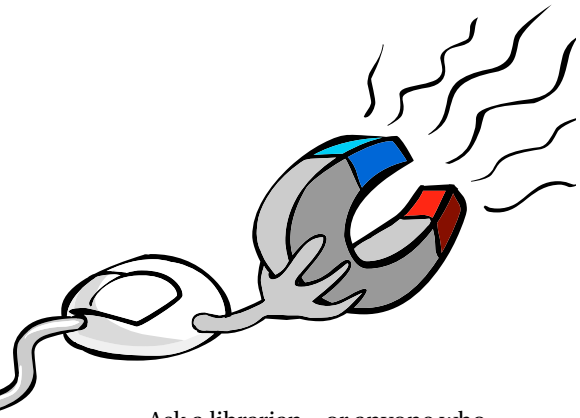
Funding for the Ontario Time Machine project was provided in part by the Ontario Ministry of Culture, the Canadian Culture Online Program of Canadian Heritage, Library and Archives Canada, and the Canadian Council of Archives.

Daphne Wood is Manager, Communications and Community Development at the Hamilton Public Library.

Wide *Angle*

TAKING A DIFFERENT VIEW OF LIBRARIES IN TRANSITION

Helping People Find Information? Perhaps Not



By Michael Ridley

Ask a librarian – or anyone who works on a reference desk – and they'll likely say one of the core functions of a library is to "help people find information." It's a laudable goal with a long tradition of professional practice. And after all, as Roy Tennant reminded us, it's not searching that's important, it's *finding*. People want to find, not search.

But things have changed, and perhaps now we've got it all wrong.

In 2006, more than 161 exabytes of digital information were created (an exabyte is a billion gigabytes). Some of this was profound, some of it … not so much (six exabytes were email!). Improving our abilities to help people find information isn't going to be a sustainable solution against this digital tsunami. As a result, the goal is no longer about helping people find information. It's now about *helping information find people.*

Two things have to happen to complete this turnaround: people have to become magnets for information, and information itself has to get smarter.

We know that information is not the container it comes in. Digital information is like a chameleon – it shows up in different disguises or contexts. It's the same stuff, but in a different container. Despite this, we still have this view that information is static, stable, or inert. This is not so … and certainly won't be so in the future.

Increasingly, information will know more about itself, not just because of metadata (human-provided), but because information objects are going to converse with each other. They will build networks of data, facts, context, and understanding. This is an information universe where the data components are self-aware and reflexive. Think of a transceiver, a device that both sends out signals and receives them (wireless access points are an example of this). If information becomes like an intelligent transceiver, it can learn who to talk to, appear to, work with, and link to. Information becomes a social agent seeking fulfillment. (Have a look at John Seely Brown's wonderful *The Social Life of Information.*)

Let's stop for a minute. Ridley's talking about artificial intelligence (AI) again, right? And hasn't AI been a dismal failure? Well, yes … but no, I'm not talking about AI. I'm talking more about the semantic web envisioned by Tim Berners-Lee – except on steroids.

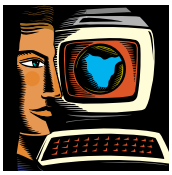
As for the second requirement, making ourselves information magnets isn't really so hard. In many ways, we are already fairly good at it. With each web transaction we create digital cookie crumbs, marking our path, capturing our search strings, and tracking our every move. Inadvertently or not, we are continuously describing ourselves to the net. To make this work, the net simply has to listen more carefully (and intentionally), and it needs to talk to itself about us.

The idea of information finding people doesn't differ much from one of the grand traditions of libraries – that of humanizing technology. Libraries have historically been early adopters of new technology (whether that be punch cards, computers, RFID, and many others). Creating the environment to make all this work effectively requires libraries to exercise the very expertise it already has: understanding the nature of people and managing the way information works.

What else might this mean? For one, information in this form is not a commodity. It can't be owned, isolated, or restricted. Information wants to be free, unfettered. The dynamic interchange I envision relies on information that is able to participate freely in this *idea soup.* It's a thin broth otherwise. That, of course, means we have to continue doing the critical job of ensuring information is available. It needs to be available to people. And it needs to be available to other information.

The new challenge is to *help information find people.* While it may seem strange and disruptive, it is an opportunity uniquely suited to the skills and abilities of librarians and libraries. The increasing complexity of the information environment requires an innovative response. I think with this, we will have it right again.

Michael Ridley is the chief information officer (CIO) and chief librarian at the University of Guelph.



Eye on *the Web*

LINKS TO THE RESOURCES ON THE INTERNET

Online Access to Legal Information: It's your right!

By Sooin Kim

If you believe that costly subscriptions to commercial legal databases are necessary in order to access authoritative legal information, you would be mistaken. It is, in fact, possible to reliably access Canadian legislation, case law, and other legal education and research-related information freely on the internet … you just have to know where to look. This article features three online resources for librarians, students, and the general public to access Canadian legal research without a single paid subscription.

Canadian Legal Information Institute (CanLII): www.canlii.org

An essential component of the legal information system in our country today is the Canadian Legal Information Institute. CanLII, a non-profit, highly successful initiative funded by the Federation of Law Societies of Canada, is a cutting-edge legal resource and powerful search engine for researching legislation and judicial texts. Through CanLII, timely and authoritative Canadian law has become a publicly accessible and free research tool for all.

In the past several years, considerable improvements have been made with regard to accessibility of legal information for the general public. Today, each Canadian government and court at the federal, provincial, and territorial levels has made Canadian primary legal resources (including legislation and cases) available on the web, free of charge. Still, laws and court decisions are often buried in each jurisdiction's justice department or court websites, and can be difficult to locate.

The important added value that CanLII brings to the table is that as an *integrated* website for primary legal resources, it virtually pulls together in one place from every Canadian jurisdiction a widely scattered collection of legislation and court decisions. Links to databases of current and accurate legislation and court decisions for each jurisdiction provide a convenient gateway to Canadian primary legal information. With CanLII's powerful search engine, tailored templates, and advanced searching capabilities, researchers can perform comprehensive searches of all databases (legislation, courts, boards, and tribunals) and across all jurisdictions either simultaneously or separately.

CanLII is well organized and easy to navigate. Important additional features such as case "note up" (a process for verifying how a case has been subsequently treated in other court decisions), some retrospective versions of legislation, and timely notifications of recent decisions through an RSS feed make CanLII a sophisticated research tool and feasible alternative to commercial legal databases for researchers at all levels. CanLII is one of many similar initiatives worldwide. For a full list of similar sites in other countries, see www.canlii.org/en/international.html.

Access to Justice Network (ACJNet): www.acjnet.org

Funded by the Alberta Law Foundation, the Access to Justice Network (ACJNet) is an ambitious, fully bilingual initiative of the Legal Resource Centre (www.legalresourcecentre.ca). It strives to provide access to a variety of legal information and educational materials on Canadian justice and legal issues.

Public legal education is an effective means by which Canadians can be empowered to learn about various areas of law and legal issues that impact their lives. With the goal of making access to legal information a realistic expectation for Canadians, ACJNet's *Public Legal Education* section is replete with links and access to information about the key organizations, web resources, and research journal articles related to the theory and practice of public legal education for Canadians.

ACJNet's *Resource Centre* brings together an information-rich array of lesson plans and teacher guides geared to both instructors and students. "Civil Liberties in Our

Schools," "Equality Rules," "Ontario Justice Education Network," and "People's Law School" are but mere glimpses into a much wider compilation of law- and justice-related educational materials and learning opportunities dedicated to teaching the public about the law. A valuable resource for researchers, this section also includes links to legal directories, electronic journals, and other ready-reference materials.

The *Canadian Law* section of ACJNet provides access to primary legal materials (administrative decisions, bills, bylaws, cases, statutes, regulations) for each Canadian jurisdiction. It links to guides, websites, and important background information related to the structure of Canadian law. For example, researchers can learn about the Canadian court system, discover how a bill becomes law, browse through the constitutional FAQs, and find out how our system of parliament works.

Law-Related Resources is a practical and useful section that clearly lays out law- and justice-related services available to Canadians according to categories such as alternative dispute resolution, complaint and advocacy, criminal justice, directories, and legal services. It provides access to these vital services, so that Canadians are better informed about seeking those that best meet their needs.

Legal Line (www.legalline.ca)

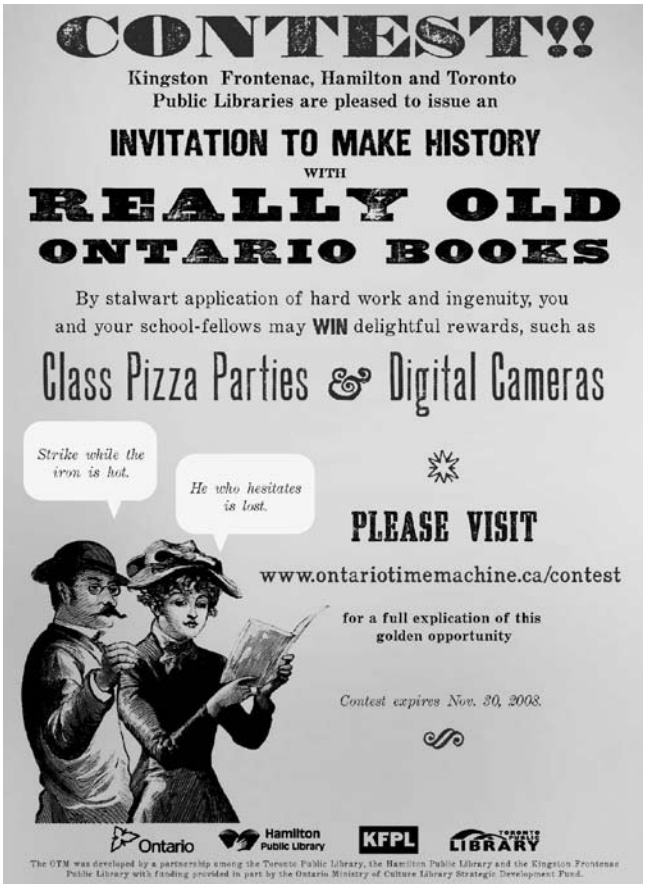
Legal Line was founded in 1994 by Antree Demakos, a lawyer who wished to help bridge the legal information gap by providing Canadians with easy-to-understand legal information. Legal Line is a federal, not-for-profit provider of free legal information for Canadians, and is accessible by telephone, facsimile, or online. More than 300 volunteer lawyers generously contribute time and knowledge on approximately 1,000 topics in 35 areas of law. Family law, consumer law, employment law, and human rights law are among the areas currently covered by this valuable service. Not only does Legal Line supply Canadians with a great public service, it is also an information-rich website that serves as a good place to start for legal researchers.

A substantial amount of practical information about each of the 35 areas of law, along with relevant sub-categories, can be found for each province in Canada on Legal Line. For example, for each province, under "Immigration Law," there are detailed explanations about the key terms, concepts, and rules related to such sub-categories as Refugees, Skilled Worker Class Immigrants, and Appeals and Deportation. This service also includes a *Legal Links & Resources* section which directs researchers to appropriate primary sources of law, contacts, and resources for each of the 35 areas of law for further assistance.

As a non-profit, volunteer-driven initiative, Legal Line does not replace professional legal advice; instead, the service strives to arm Canadians with some fundamental information needed to make informed and educated decisions. The same legal information found on LegalLine.ca is available in the 600-page Legal Line reference book entitled *Your Guide to Canadian Law*.

Over the past few years, governments, law societies, and other law-related centres have rightly made it a priority to make authoritative legal information publicly accessible to all Canadians at various levels of legal sophistication. As a result, there are respected, viable alternatives to costly legal databases; the online resources featured above are but a few examples.

Sooin Kim is Faculty Services Librarian at Bora Laskin Law Library, Faculty of Law, University of Toronto. She is President-Elect of the Toronto Association of Law Libraries. Sooin can be reached at sooin.kim@uotoronto.ca.



2.0 Watch

DISPATCHES FROM THE FRONT LINES OF WEB 2.0

2.0: Are We Done Yet?

By Amanda Etches-Johnson

Tired of the whole "2.0" thing yet? Yes, well, I sort of am too. In fact, if you keep up with the 2.0 naysayers out there, you might be tempted to believe that 2.0 is passé and that we should be focusing our attention on 3.0 (whatever that might be) or perhaps on the rebirth and resurgence of the "expert." Oh yes, the "expert"… something we library folk should certainly be happy about. Except, I can't use the word "expert" without quotation marks around it, and that should tell you something.

While you might be as fatigued over the labels and memes around the world of 2.0 as I am, here's the thing: I don't think we're done with it yet. In fact, I don't think that the library world has even scratched the surface of what it means to be 2.0 yet. So, let's start there, shall we?

How Did We Get Here?

The web 2.0 movement hit the library world a couple of years ago, and deliberations over labels aside, most of us came to think of web 2.0 (and perhaps library 2.0) as the explosion of blogs, wikis, and other social media on the web and in libraries' online spaces. Except, web 2.0 was (and is) so much more than that. When you boil it right down, web 2.0 is the result of two trends:

1. The proliferation of user-generated content
2. Harvesting data through the development and use of application programming interfaces (APIs)

So, yes, the blogs and wikis of web 2.0 fit nicely into the user-generated content trend, but what about that second one? Without the ability to tap into data through the use of APIs, we wouldn't have half the wild and wonderful 2.0 applications we use today. Without APIs, we couldn't do all the brilliant things we're doing with Flickr, Google Maps, Amazon, YouTube, Yahoo… and the list goes on.

But, wait! What about those blogs and wikis? Read on.

The Technologies of 2.0

The trends led to the technologies, and you can't attend a library conference without hearing about these technologies: blogs, wikis, social bookmarking tools, online social networks, social media sites. Notice how many times the word "social" popped up in that list? It's no coincidence.

You'd be hard-pressed to find a 2.0 tool that *doesn't* revolve around user-generated content and being social around that content. Which means that a blog is just *barely* a blog without a commenting feature to allow authors to interact with their readers. And a wiki that has a lone author misses the point of the format altogether. And a social bookmarking site that is only used to collect links is good, but using those links to find other people with the same interests as you is the *really* good part.

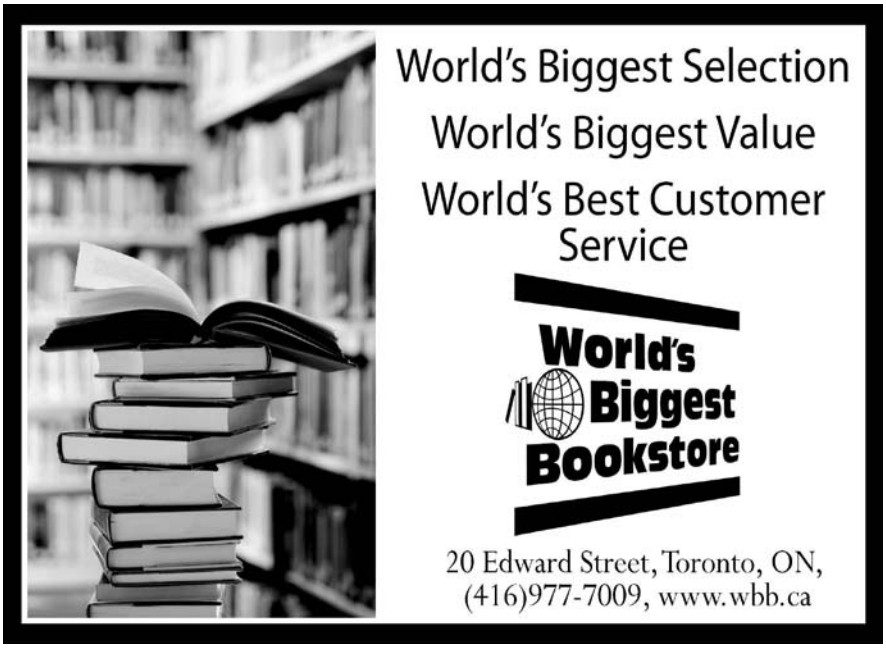
The technologies of web 2.0 are not only about providing a platform for users to contribute their unique voices and perspectives to the web; they're also about affording end-users the ability to get social with each other around that content, whether that content is text, a link, an image, a video clip, or just about anything else you generate in digital format.

Watching the 2.0 Library

I started this column by saying that I think libraries still have a long way to go in scratching the surface of 2.0. After that discussion of 2.0 technologies, you might find yourself wondering what else there is that we're missing. Yes, we've done a good job of not letting the technology pass us by, but what about the *philosophies* of web 2.0? Surely you've heard of them: radical trust, transparency, and localization, just to name a few. Without radical trust and transparency, are we really engaging in honest conversations with our users online? Are we "radically trusting" our users by opening up our online spaces to accommodate their content? Are we really making the most of APIs and open data to customize content for our local communities?

The short answer is … *not yet*. The longer answer is what this column is all about. In each issue, this column will feature an interesting library application of a 2.0 tool, technology, or (dare I say it?) philosophy. My goal is to highlight some of the ways in which libraries are harnessing the power of 2.0, as well as to shine a light on how much farther we can go. It should be a fun ride, and I'm looking forward to it. I hope you are too.

Amanda Etches-Johnson is the User Experience Librarian at McMaster University. She is also an adjunct faculty member at the Faculty of Information and Media Studies, UWO. Both of her jobs are pretty 2.0 focused, and that makes her happy. You can find her online at blogwithoutalibrary.net.

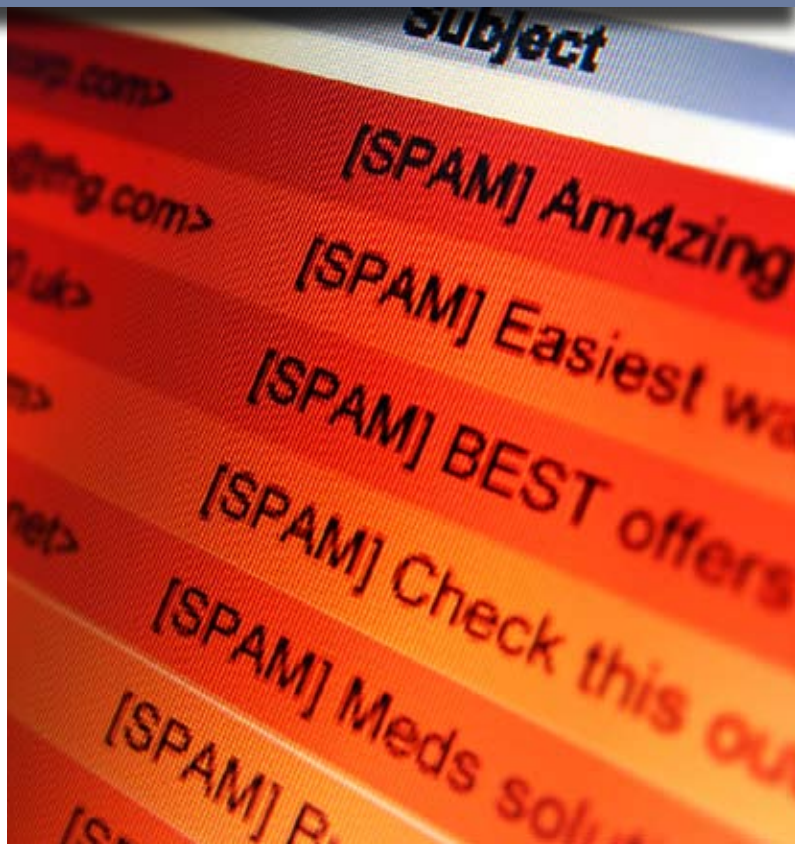


LIS Scholars *at Work*

RESEARCH FOR PRACTICE

Internet Filtering in the Public Library: Censorship or Customer Service

By Samuel E. Trosow



I am very pleased to introduce our new column on LIS Scholars at Work, which will feature ongoing research and scholarship by faculty in LIS programs across Canada. Our first column is by Dr. Samuel E. Trosow, Associate Professor jointly appointed to the Faculty of Information and Media Studies and the Faculty of Law at the University of Western Ontario. Sam is currently spending his sabbatical year as the Faculty Scholar in Residence with the Canadian Association of University Teachers in Ottawa. As a lawyer and a librarian, he is uniquely placed to provide insights into many of the complex legal issues facing libraries, including internet filtering.[1]

— Gloria Leckie, column editor

The filtering of public access computers in public libraries has long been controversial. Pressures to limit access to internet content arose in the 1990s when libraries began providing internet access, and librarians have generally defended unfiltered access on intellectual freedom grounds. Filtering has generated more controversy in the U.S. than in Canada, but recent events in London, Ontario, suggest the issue may be heading north of the border.

At its May 2007 meeting, the London Public Library (LPL) Board adopted an Internet Policy Review Project, the purpose of which was "to review the balance between filtered and non-filtered computers to determine an appropriate balance of filtered and non-filtered machines."[2] The management recommendation identified factors to be studied including "an individual's experience in the library in terms of unintentional exposure to visual images not appropriate in a general library setting" and "the steps the library can undertake in order to mitigate risk of exposure to such images for its customers and itself."

The report also indicated that LPL had "received negative comments on an infrequent but regular basis from customers at Central and at Branch locations about these types of incidents," and that LPL's "mission statement and value promise assures customers that we will provide a welcoming environment for all people, such as families and children, and pays attention to the individual's experience in the library." While the stated intent was to experiment with the balance between filtered and non-filtered terminals, the default for the five-month review period was to filter all but a few of LPL's terminals, as well as wireless access. Terminals in the children's areas have been filtered since 2001.

Public opposition to the plan quickly surfaced, and in June two trustees, Gina Barber and Nancy Branscombe, sought to rescind the May action. The chair deferred the matter to the September meeting where there was another staff report and a presentation from the filtering vendor. The motion to rescind was defeated 6-2. In November, despite submissions from CLA and the Faculty of Information and Media Studies at Western, the Board voted 5-4 to continue the project indefinitely.[3]

What distinguishes the London filtering controversy from others is that the impetus for filtering came from LPL management. Throughout the controversy, LPL downplayed the tensions between filtering and intellectual freedom, and the important tradeoffs involved. In other similar situations, librarians have typically opposed filtering demands, and have sought moderation and compromise. For instance, at the Ottawa Public Library in 2003, demands for filtering coming from staff were resisted by management, and a compromise was reached whereby adult users choose a filtered or non-filtered session.

Since blocking access to lawful internet content is a prior restraint of protected expression, how might Canadian courts respond to a challenge of LPL's filtering under the *Charter of Rights and Freedoms*? Under the precedents that have arisen in other expression cases, a court would likely find filtering to be a violation of expression rights under Section 2B. The outcome would turn on whether filtering is justified under Section 1 as a reasonable measure "prescribed by law as can be demonstrably justified in a free and democratic society." In cases involving obscenity, hate speech, and child pornography, Canadian courts have found the expressions as within Section 2B, but that limitations were justified under Section 1.

An initial issue is whether filtering is even a measure *prescribed by law*. The blocking decision is delegated to a proprietary computer algorithm, and the public lacks access to underlying decision rules about how it works. Filtering also must be justified under the limitations of a four-part test developed by the courts. First, a court considers the importance of the objective of the limiting measure, and must be satisfied it warrants overriding a constitutionally protected right. The objective at LPL was identified as *reducing the risk of unintentional exposure of customers to images, on computer screens in the library, that are not appropriate in a public space*. If a court finds this justification reasonable, it would go on to the next steps, which consider the means chosen to reach the objective.

The second prong of the test looks for a rational connection between the objective and the limitation; it cannot be arbitrary or capricious. The third prong asks whether there are other reasonable alternatives to satisfy the objective that would have less impact on expression. Finally, a court balances the objective against the means employed to reach the objective for proportionality. LPL's action would face difficulty under these later stages of analysis. The incidents were admittedly infrequent and could have been dealt with under existing policies (such as space planning or inappropriate behaviour guidelines) and various less restrictive alternatives were suggested to and rejected by the Board. A court would likely find that filtering adult terminals and the wireless environment to be a prior restraint infringing Section 2B of the Charter, which is not justifiable under Section 1.

However, beyond the impact of a legal challenge, there are deeper implications of subsuming questions of intellectual freedom within the rhetoric of customer service. Embracing a strong version of the customer service paradigm, stressing a reactive stance to all public concerns no matter how unrepresentative or unreasonable, cuts at the heart of the meaning of public library service and sets the stage for the erosion of important library values. Where values of intellectual freedom and customer service collide, the latter may well prevail unless decision-makers have a strong grounding in, and appreciation of, the values of the profession and the overriding importance of intellectual freedom.[4]

Dr. Samuel E. Trosow is Associate Professor jointly appointed to the Faculty of Information and Media Studies and the Faculty of Law at the University of Western Ontario.

Notes

1. An expanded version of this essay with full citations and other links is posted at http://samtrosow.ca/lpl/.

2. LPL staff reports are linkable from http://www.londonpubliclibrary.ca/node/2402.

3. Another trustee joined Branscombe and Barber in opposition, but a fourth voted no because she wanted all terminals filtered without exceptions. The adopted measure retains a small number of unfiltered machines.

4. LPL Board members Branscombe and Barber have been awarded the 2008 CLA Award for the Advancement of Intellectual Freedom.

The Next *Generation*

STUDENTS LOOK AT THE LIBRARY AND INFORMATION COMMUNITY WITH FRESH EYES

Leslie Taylor

The Real Deal on INTERNSHIPS

By Leslie Taylor

"Do you want to try teaching tomorrow?" is a question no doubt any fledgling librarian fears.

It was during my first month as an intern at Innis Library at McMaster University. I had just finished observing my supervisor teach a library workshop to second-year undergraduate marketing students when she asked me the question.

I probably turned about three shades of white. At the same time, I was sincerely happy she trusted me enough to let me do this. Not wanting to let her down, I said in the most lighthearted voice I could muster, "Sure, that sounds like fun."

I was really nervous when I stood up in front of the class the next morning. Would I remember my carefully prepared introduction? Would I clam up and forget everything? Would these students really take me seriously?

Getting through the first few minutes was difficult, but I began to relax as I noticed they were actually showing interest in what I was saying. Forty-five minutes flew by and the next thing I knew, my time was up. To my surprise, after I gave my concluding remarks, the students clapped. My supervisor, who had taken my place as observer, congratulated me. I felt a slight sense of euphoria: not only had I gotten over my fear, but I also received a positive response.

Now that's the kind of experience you cannot get in library school.

Library internships can be invaluable opportunities for students and employers alike. While students get the chance to put theory into practice, employers benefit from having someone with new ideas in the workplace. Library interns can do many of the things that full-time librarians do, such as answering reference questions, delivering library instruction, and helping with collection development and cataloguing.

And many library students have skills that go beyond the core curriculum, so employers can make use of the unique skill set of a library intern to get special projects done. Jane Kurys, manager of Portfolio Research Services at the Jules Léger Library at Foreign Affairs and International Trade Canada, recalls an occasion when an intern's technical skills were needed to help get a pilot Community of Practice (CoP) site up and running. "Our intern was able to do a lot of the technical work that was required at the outset of the pilot," says Kurys, "We thought of him as a key member of the initial CoP team."

For many librarians, hiring an intern is a way of giving back to the profession. Jeannie An, library director at Innis Library, sees it as part of her responsibility to help develop the skills of aspiring librarians. "The mentorship aspect is really important," she says. "It's great to see our interns grow in skill and confidence during the time they are here."

Many librarians who were once interns themselves said their internships helped shape their future career paths. When Catherine Baird interned at McMaster University, she worked on a "branding" project to promote the Mills Learning Commons. She is now employed at McMaster full time as the marketing, communications and outreach librarian. "Doing an internship 100 per cent influenced my career direction," she says happily.

For Susanna Galbraith, a one-time intern at Brock University, the opportunity to try different things helped her figure out what she wanted to do when she graduated. She is now a Branch Librarian at St. Catharines Public Library.

Do library internships help students get full-time jobs? Absolutely. In a placement survey sent to students who graduated in 2006 from the University of Western Ontario's MLIS program, 48 per cent of respondents reported that their co-op experience was the most helpful factor in securing employment after graduation.

"Participating in co-op was the single most influential factor among all others in securing a full-time job," says Rosanne Greene, coordinator of the library co-op program at UWO.

Library internships really are a win-win situation for students and employers alike. Interns appreciate the opportunity to learn and grow. And who knows? A successful internship might just turn into a full-time job.

Leslie Taylor (letaylor78@gmail.com) has done two internships through the library co-op program at the University of Western Ontario. She is currently in the third semester of the MLIS programme at UWO.

Vendor *View*

LIBRARIES AND VENDORS WORKING TOGETHER

Lessons from the Man: Outsourcing in the Academic Library

By Jane Schmidt

I started thinking about the notion of expertise during a plenary session at the 2008 Super Conference. I heard Andrew Keen, author of *The Cult of the Amateur*, speak about what he calls "digital narcissism." As Amanda Etches-Johnson blogs in *Andrew Keen @ Superconference*, Keen contends that today's internet – rife with user-generated content – undermines the authority of the expert.

This got me thinking. How does one become a bona fide expert? Is someone with a PhD considered to be an expert? How about a Master's degree? How can you be sure you know everything there is to know about one given topic?

I raise these questions as I ponder the philosophy of J. P. Danky. His ideas were discussed in a recent paper published in *Library Trends* by Juris Dilevko, titled "An Alternative Vision of Librarianship: James Danky and the Sociocultural Politics of Collection Development." Dilevko ponders the "sociocultural politics" of collection development as he revisits the stance that Danky took on outsourcing in academic libraries. Melvil Dewey sought assistance from academics in collection development, which Danky described as the beginning of the "disintegration of librarians as sources of expertise." According to Danky and Dilevko, mechanisms like approval plans and aggregators are exclusionary practises that effectively censor small presses and alternative publishing. Unless librarians focus themselves as subject experts and systematically seek out all points of view, they cannot provide inclusive collections for patrons.

Time Management

Outsourcing is a concept that is controversial. Like many controversial topics it is widely misunderstood and often demonized as a tool of corporate profiteering. However, outsourcing is a tool that can help us keep up with collection development responsibilities.

Library service vendors, such as serial subscription agents (e.g., EBSCO, Swets) and book jobbers (e.g., YBP, Blackwell, Coutts, Midwest) work full time to ensure that relevant academic content is identified in a timely manner and acquired at the best price available. In turn, they pass savings on to their customers and help the library ensure that the most recent academic publishing is on the shelves and available to their patrons. There is little to no fee for approval plan service, with substantial discounts on the price of some books. Serials subscriptions agents are fair in their charge for a service that saves time for the library.

According to Michael Zeoli, author of *A YBP Perspective*, these vendors regard their clients – libraries – as partners in success. And according to David Swords in *A Blackwell Perspective*, vendors work with all kinds of libraries worldwide and have a great deal to offer for streamlining workflow to ensure maximum efficiency. They have teams of experienced staff dedicated to identifying the best in monograph publishing, and the ever-changing nuances of serials publishing. To cede some level of control in the collection development process is frightening at first, but if routine tasks, such as purchasing from particular publishers consistently, can be done by someone else inexpensively, isn't that a good thing?

Fiscal Responsibility

Danky's philosophy is an idealistic one; subject specialists would like to be experts in their field, but this is not a realistic model in the modern library given the myriad of competing responsibilities. Moreover, you cannot truly call yourself an expert on a subject unless you have devoted your life to study. Today's librarians develop their knowledge enough to build collections that serve the experts in their communities, rather than become experts on the subject themselves.

Just as in the business world, libraries are accountable to stakeholders: students, faculty, taxpayers, government, and donors. Sound fiscal practice dictates that we must use our budgets in the most efficient manner possible in order to meet the demands that are placed on *all areas* of the library. Vendors are there to help us do that. Outsourcing what we can just makes sense. It frees up time for service to students and faculty and for acquiring obscure and alternative material – and isn't that what librarians do best?

Jane Schmidt (jschmidt@ryerson.ca) is manager of the Collection Services Team at Ryerson University Library.

Every Book, Its Reader

CONNECTING COLLECTIONS WITH READERS

Rethinking Tradition

By Catherine Davidson

Web 2.0 has recast Ranganathan's Five Laws of Library Science in fascinating new contexts: Books are for use; Every reader his/her book; Every book, its reader; Save the time of the reader; A library is a growing organism.

Taking the third rule as its title, this new column will focus specifically on collection development and technical services issues, fully recognizing that other laws (what *will* we do about these growing organisms?) will naturally slip into the discussion. Every Book, Its Reader will explore how we can capitalize on web 2.0 technologies to ensure that the collections we select, acquire, and process are discovered and used.

For many of us, the pursuit of innovative technologies to help us connect our readers with our collections has been triggered by the dual impact of Google phenomenon along with the apparently diminished profile of our library catalogues. It is easy to be seduced by the allure of slick web 2.0 tools but we need to remember that they are a means to an end – that end being the successful promotion and discoverability of the collections in which we invest a great deal. The underlying driving force comes down to the successful promotion and discoverability of those collections in which we invest so much. Experimentation needs to be set in the context of critical assessment. For example, will the technology help or hinder us in achieving our ultimate goal? This column will consider these questions.

There can be unanticipated side benefits, however, from playing with web technologies. Thinking outside of the box can extend into other arenas. In the process of considering new and different ways of pushing our content to where our users are, we start to rethink other long-held policies and practices. For example, a recent library strategic planning exercise at York University resulted in a renewed emphasis on supporting graduate student and faculty research endeavours. One of the outcomes was a pilot project – a joint initiative between Acquisitions and Resource Sharing departments – whereby titles requested on interlibrary loan were channelled to Acquisitions staff who then purchased that book (either in electronic or print format) for addition to the Libraries' collection. In another instance, York tested a user-select model of e-book purchases in an effort to help mitigate the impact of a summer renovation project. This spirit of enterprise and inquiry is what Every Book, Its Reader wants to be about.

We Want to Hear Your Stories

This first column sketches out scope and potential for future articles. Possibilities could include any of the following:

- The use of blogs and wikis
- Implementing LibX to make your collections more findable
- FRBR: Functional Requirements for Bibliographic Records
- RDA: Resource Description and Access
- Worldcat.org
- Library catalogues in Facebook
- Other tools like Zotero and Open Notebook

We welcome and encourage your submissions, so consider how recent activities or pilots in your library could fit in this framework.

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Especially for *LTs*

NOTES FROM AND FOR LIBRARY TECHNICIANS

Setting Sail

By Maggie Weaver

Early each May, Ontario's library technicians have their own conference and they descend on an unsuspecting town in Ontario. This year's lucky location was Kingston. The theme: Set Sail / Larguer les amarres.

OALT/ABO is the association for library technicians in Ontario – it also boasts the longest bilingual name of a library association. The focused conference program is devised by LT members of OALT/ABO to fit exactly their needs for continuing education, and their capacity for having fun. This year's program was developed under the leadership of Theresa Ziebell, of Ottawa, with a team of LTs from St. Lawrence College, Kingston Frontenac Public Library (KFPL), and other local libraries. Check out the program (and the social events!) at the association's website: www.oaltabo.on.ca.

One of the exciting aspects of moving the OALT/ABO conference around the province is the quality of speakers that are enticed to present sessions. Within the libraries of every community are experts who are willing to share their insights with LTs, and each year we are presented with different views on topics of perennial interest: school libraries, copyright, online resources, blogging, teens, and technology. This year we had speakers from Queen's University and KFPL, as well as from further afield, such as Halton Catholic District School Board and Ottawa Public Library.

Tours of local libraries are always a highlight of the OALT/ABO conference program, as are the social aspects. We've had murder mysteries, the horse track, nature walks, wine tasting, musical revues, discos, ghost walks, line dancing … LTs sure know how to have fun, and the conference committee has a stash of photos to prove it! Fitting with this year's theme, the big social event was a boat cruise.

Side Effects of Conference Planning

As a long-time conference junkie who has been on many conference planning committees, I've noticed another important aspect of the OALT/ABO conference. Each year we pull together a new team, combining new recruits and experienced planners. But each year, after the last farewell hug and promise to meet again next year, the conference planning team comprises only experienced people. Everyone on the team has learned another skill (or two or three) to add to their résumé, and everyone has made new friends outside of their local professional community. I can't think of a more fun way to build those career assets.

The OALT/ABO conference also benefits from this regular influx of new people to the conference planning team. Individuals who are new to the profession may feel they have no skills to offer, but they make two vital contributions. The immediate contribution is local knowledge. For example, this year's conference banquet will feature local improv artists. Their longer-term contribution is to express their continuing education needs, because in describing what they'd like to see on the conference program, they speak for all the LTs in the province. Professional development comes through not only attending workshops and conference sessions, but also through deciding what topics would be most useful to colleagues as well as to oneself. And the conference planning process results in well-rounded programs that include personal as well as professional development topics.

OALT/ABO also benefits as an association from what on the surface looks like an inefficient way to run a conference. Bringing people up to speed takes time, after all. But the real benefit to the association is that same process, the way individuals learn and grow. A member who has never participated in the association, perhaps never even having attended a local program or the conference, becomes engaged in the association through decorating the dining room or summarizing conference feedback forms. Budgeting for the pre-conference workshop, laying out the published conference program, or coordinating the transport for the library tours are activities through which people realize that they have skills to offer their colleagues and, by extension, their association.

At the end of every OALT/ABO conference, the conference planning team breathes a public sigh of relief, and announces a long break from association work. But less publicly, over coffees and nightcaps, those same pooped planners can be found describing the inside working of the planning process, and the fun they had, to interested conference attendees. And those attendees become the recruits to the next year's conference planning team.

Catch me at any OALT/ABO conference and I'll buy you a coffee and tell you conference stories!

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The Last *Word*

Words to Leave Us With: Josephine Bryant

The plan for after July 4, 2008, is that, wonderfully and excitingly … there is no plan. On July 4, Josephine Bryant, City Librarian, Toronto Public Library will retire after stewarding the library to its current position of busiest urban public library system in the world.

When we asked her for a career highlight, it's not surprising she answered: "The amalgamation." Many readers will recall the 1998 amalgamation of Toronto Public Library (TPL) from seven systems to one – a daunting task. The sheer scale was a unique undertaking not only in Canada, but internationally. Bryant and her team focused on the necessary administrative elements of making it work—aligning the systems, human resources, and financial departments, plus other functional areas. But it was also necessary to ensure that a vision for programs and services was developed and implemented simultaneously. The staff made the amalgamation happen swiftly and successfully, in large part due to the very skills inherent to our profession: cooperation and collegiality, combined with good project implementation skills.

Another career highlight has been the opportunity to learn from other public library systems around the world – and not necessarily where you would expect to find them. "Some of the most dynamic and well-funded libraries are in cities and countries that do not have a strong history of public library service," says Bryant. City leaders in places such as Singapore, Hong Kong, and Bogotá looked at what makes a successful and prosperous city with a vibrant economy. An informed, well-educated, and literate citizenry can build a nation. These leaders recognized the central role of the public library and subsequently devoted significant resources to building public libraries as community spaces.

The principle of making your library relevant to your community is part of what makes TPL so successful. "Our strategic planning process is unique. It follows the basic principles of strategic planning, but we really focus on aligning our service with the needs of Toronto," notes Bryant. This includes extensively researching far beyond library boundaries. For example, review of the Census, along with reports from the United Way, Board of Education, and Parks and Recreation, in addition to a myriad of other sources that paint a picture of the people, needs, gaps, challenges, and opportunities. Users and non-users are consulted and the staff and board work closely with city hall.

So how can such a large system, which is part of a larger and incredibly complex and diverse city, continue to be focused and innovative and provide such a broad range of programs and services? "Every staff person knows our direction, vision, and achievements," answers Bryant. "Our strategic plan is integrated into everything we do – our budget, goals, and objectives, and even job satisfaction."

TPL has always offered the sorts of programs and services people expect to find, but each planning process reveals very specific community issues that prompt further emphasis and development on a service or area. As a result, it provides a new twist, keeping up with the needs of the patrons, and adding more depth to existing services. For example, while TPL has always offered youth services, recent planning has identified youth at risk as a city priority, and plans are underway to build on this area. Young people identified that they want to be able to go to a public space that's open later. They want to be in a familiar environment where they can be somewhat anonymous, not judged, and to have no specific demand on them, but still be connected to a community.

Bryant notes that "while the library is all things to all people," strategic partnerships with organizations such as the Royal Ontario Museum, PEN, and the Art Gallery of Ontario, among others, can help make this happen by building a broader cultural experience for the community.

Toronto Public Library is part of the fabric of Toronto. With 99 branches, it is literally everywhere, in every neighbourhood. From great reading programs to welcome programs for new immigrants, to provocative cultural programming, to the new Toronto Reference Library Capital Renovation project, Toronto would not be the city it is without its library. And the library will not be the same without Josephine Bryant. While leadership of such a large system is a formidable prospect for many of us, her principles for success are simple: keep revitalizing service in the context of community, and be aware of what is happening locally and globally.

Words to leave us with? "Librarianship is one of the most wonderful, interesting, and stimulating professions. Have great vision. Reach beyond. Stick with it and push forward."

By Shelagh Paterson in conversation with Josephine Bryant.

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